Scott High School
24-25 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars
- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):

To identify professional development priorities for the 2024-25 school year, the most recent, SBDM-approved CSIP was heavily referenced, in addition to an evaluation of the school report card, ongoing assessment, learning walk, school culture and behavioral data.

Secondly, the principal met with school department heads on March 14th to discuss the 24-25 PD priorities and a reasonable balance of hours split between school and district identified priorities, academic department priorities and individual professional growth needs. In agreement with the department heads, it was determined that 12 hours would be set aside for school and district priorities, 6 hours would be dedicated for department needs, and 6 hours left for individual teachers to identify on their own with the support of administration.

A summary of the district and school priorities, as noted by data collected throughout the 2023-24 school year and evidenced via goals/ action plans within the CSIP, are identified below:

1. KSA and DCA data indicate a need to increase the proficiency of SWD, particularly in reading and math, but also across other assessment content areas. Concurrently, learning walks, PLC/ILT meetings, and teacher observations indicate a need to improve the collaborative teaching model and implementation, moving away from the one teach, one assist model.

2. DCA and KSA data, as reported in the 2023 School Report Card and reflected within the 2023 Comprehensive School Improvement Plan (CSIP) indicate a need to increase proficiency in all core subject areas.

3. Behavior data and the student climate survey data indicates a need to decrease bullying, and reduce the number of disciplinary referrals, particularly for fighting, insubordination, disruptive behavior, tardies and skipping.

4. The most recent full month of instructional walk data shows that 85% of staff are designing/expecting a product aligned to task and standards. However, only 46% are providing effective collaboration opportunities within their classroom and only 40% are making timely, and effective adjustments to instruction based on student performance/product.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

Identify the activities for the four professional development dates in the approved district calendar:

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024 6 hours	6/4/24	Goals 1 & 2 Academic Proficiency	**ALL STAFF - 3 HOURS -** Formative Assessment and the KCSD Cycle of Quality Instruction	NA
	6/4/24	Goals 1 & 2 Academic Proficiency	**ALL STAFF - 3 HOURS -** KAS alignment - assessment debrief: Teachers will work to understand how to identify the proper rigor of standards as written for their content area. Discussions will occur around the proper use and scaffolding of Bloom's Taxonomy and DOK. Teachers will bring lesson plans and common formative/summative assessments from the previous year to identify gaps in rigor and revise assessments in need of improvement for the coming year.	School Administrators to implement.
PD Day # 2 - November 27, 2024 6 hours	8/6/24	Goal 5: Quality of School Climate and Safety	**ALL STAFF - 3 HOURS - PBIS, Behavior Training:** Teachers will learn about updated PBIS procedures in the building, including but limited to: - PBIS Lesson Plans - Building-wide shared classroom and common area management expectations - Disciplinary referral process - Identifying and mitigating bullying, harassing, and/or discriminatory behavior	School Administrators
	8/6/24	Goals 1 & 2 Academic Proficiency	**ALL STAFF - 3 HOURS - Instructional Planning and Delivery** Teachers will receive training on ILT/PLC expectations and documentation, lesson design, and CIA alignment, along with distinct and school tracking mechanisms. Included will be the expectation of how DCAs will be generated,	School Administrators

			implemented and monitored via the ILT process to promote student performance.	
		Goal 3 - Achievement Gap	Link CA/CFA Schedule Teachers will receive training on how to plan for and implement instruction for SWD, along with sharing of tools to facilitate, accelerate and enhance the learning of SWD within the regular ed classroom.	

PD Day #3 - February 17, 2025 6 hours	May 30 9-12	Goals 1 & 2 Academic Proficiency	**High School ELA - 3 Hours** • Intentional lesson planning and instructional strategies for teaching ELA Standards thru StudySync • Writing and common 9-12 expectations/scoring	NA
	3:30-5 October 22 (9) October 23 (10) October 29 (11) October 30 (12) February 4 (9) February 6 (10) February 11 (11) February 13 (12)	Goals 1 & 2 Academic Proficiency	**High School ELA - 3 Hours (2 - 1.5 Hour sessions)** • Intentional lesson planning and instructional strategies for teaching ELA Standards thru StudySync • Writing and common 9-12 expectations/scoring	NA
	Oct. 29th 3:30-5:00 Feb 4th 3:30-5:00	Goals 1 & 2 Academic Proficiency	**Algebra 1 - 3 hours total (2 - 1.5 hour sessions)** • Collaborate across the district around implementation of Desmos curriculum • Intentional planning of Desmos lessons for implementation of standards • Review common	NA

			assessment data	
	Algebra 2: July 31st: 8:30-11:30 Geometry: July 31st: 12:30-3:30	Goals 1 & 2 Academic Proficiency	**Geometry and Algebra 2 - 3 Hours** • Effective practices/tools for assessing student understanding and adjusting instruction in real time • Math Nation as a supplement • Review common assessment data	NA
	Geometry: 11/12 & 1/21 3:00-4:30 Algebra 2: 11/19 & 1/28 3:00-4:30	Goals 1 & 2 Academic Proficiency	**Geometry and Algebra 2 - 3 hours total (2 - 1.5 hour sessions)** • Collaborate across the district around instructional approaches/materials for problematic standards (previous learning) from the common assessment data • Intentional planning for up-coming standards	NA
	July 25 8:30 - 3:30	Goals 1 & 2 Academic Proficiency	**New Math Teachers - Algebra 1 Desmos - 6 Hours** • Implementation of the Desmos Curriculum • Intentional planning of Desmos lessons for implementation of standards	NA
	May 31 12:30-3:30	Goals 1 & 2 Academic Proficiency	**High School Science - 3 Hours** • Instructional strategies for teaching Science Standards • Intentional planning for implementation of Science instructional strategies	NA
	May 30 8:30-11:30	Goals 1 & 2 Academic Proficiency	**High School Social Studies - 3 Hours** • Instructional strategies for teaching Social Studies Standards • Intentional planning for implementation of Social	NA

		Studies instructional strategies	
July 31st 9:00-1:00 August 7th 9:00-1:00	Goal 3 - Achievement Gap	**All Sped Training - 4 Hours** July/August training will provide overall beginning of year training on Discrepancy Model, IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities. LBD Teachers, Related Service Providers, Pre-K Teachers, Unit Teachers (STU/MSD/EBD), Psychs **Required**	NA
June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30-3:30	Goal 3 - Achievement Gap	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams, Special Education Staff *Required*	SCM Trainers
July 22nd	Goals 1 & 2 Academic Proficiency	**Additional Department Work - 6 Hours** July 22nd will be utilized as a school-wide identified and shared day to bring staff in to work on any additional department-specific training needed to occur in advance of the 2024-25 school year. This applies mostly to non-core teaching departments and elective-only teachers. Activities are to be identified by the department team, in conjunction with administration, but must be focused on curriculum, instruction and assessment. This must be approved in advance by the principal.	Building Administrators

PD Day #4 - March 14, 2025 6 hours (Flexible Hours)	Dates listed in PD catalog	Goals 1 & 2 Academic Proficiency	**Individual Training - 6 hours** To be pursued and scheduled individually by each teacher based on priorities identified in their individual professional growth plans. Teachers may utilize training options available through the KCSD PD Catalog to support learning and acquire hours.	NA
	June 4, 2024 (3 Hours)		Formative Assessment and the KCSD Cycle of quality Instruction	NA
	August 1, 2024 (6 Hours)		Dr. Webb Keynote and Edcamp	NA
	July 30, 2024 (6 hours)		KCSD Literacy/ Numeracy Day of Learning	NA

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s):

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Goals 1 & 2 Academic Proficiency Goal 5: Quality of School Climate and Safety	**New Teacher Support -** Survey data indicates a need to provide more embedded support for our new(er) teachers to make sure they are successful. These will occur during one planning period a month or after school through a paid stipend.	Administrators and Department Heads May need subs or stipends to support.
Goal 5: Quality of School Climate and Safety	**PBIS -** PBIS Updates, Training and Data Review will occur with full staff via embedded, planning period training every other month. Update training will focus on any updates to PBIS lessons, changes based on data review, and implementation methodology necessitated by the data.	
Goals 1 & 2 Academic Proficiency	**Instructional Delivery -** Instructional implementation review based on DCAs, CFAs, walk data and next steps identification will occur in PLCs and department head meetings. Training will be provided in planning period meetings or after school no fewer than once per month, based on reviews, to expand capacity. Link CFA/CA Meeting Dates	Training may require subs or paid time after school.
Goals 1 & 2 Academic Proficiency	**Lesson Planning -** Random lesson plan reviews will occur monthly with feedback and embedded update training sessions occurring each trimester, during planning periods, with deadlines of October 30,	

	January 30, and March 30, or more frequently as lesson plan reviews dictate.	
Goals 1 & 2 Academic Proficiency	**MAP Implementation -** MAP implementation training will occur through embedded planning period meetings, for applicable staff, in August, once school begins, with follow ups in October, January and March. RIT band identification, student target setting, proficiency tables, and the Learning Continuum are all topics that will be reviewed.	Initial training may require release time and subs to support.
Goals 1 & 2 Academic Proficiency Goal 5: Quality of School Climate and Safety	**On-going, Recursive Training -** Once a month via faculty meetings, department meetings, and/or job embedded PLC meetings, staff will receive on-demand and embedded PD to further promote staff effectiveness. These training sessions will occur in addition to any training previously mentioned. These training opportunities will also include any district or school specific training that arise from leadership or ad hoc training In addition, teachers will receive Literacy-specific training by the literacy lead and Technology-implementation training provided by the school technology lead will each occur bi-monthly. Link job embedded schedule	Administrators, ITCs, Special Ed Leads, District Consultants and Department Heads May need subs or stipends to support.
Proficiency, GAP, Growth	**MTSS -** Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions and make data driven decisions about programmatic changes. Attach Scott MTSS Schedule ▤ MTSS Progress Check Windows 24-25	MTSS Progress Monitoring Data, MAP, KSA, Reading Diagnostic; Performance Matters, District Consultants

D. IMPLEMENTATION AND IMPACT

Impact will initially be assessed via post PD surveys and via ongoing data collection and review. Most importantly, SRC, MAP, DCA, CFA, Learning Walk, and IC behavioral tracking data will provide interim assessment of successful implementation of new learning. These data will be reviewed no less frequently than once per month.
Teacher individualized growth plans and their implementation will be assessed to identify the continued need for PD adjustments.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*40%*
Certified Extra Service	0113	*30%*
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	*20%*
Food	0616	*5%*
Travel In District	0581	*5%*
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - SCH1118 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:

Staff members were provided with a draft of this plan and asked to provide feedback via a Google form by March 29, 2024.

Simon Kenton High School
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- Transition Readiness Rate 100%
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CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
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A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):

Instructional walk data showed that in 89% of PPR walks, teachers had tasks aligned to the standard and of the required level of rigor, 84% of PPR walks showed that teachers were eliciting products from all students, and 89% of PPR walks showed that the teacher was adjusting instruction. However, one frequent area of feedback has been to utilize teaching tools to efficiently collect formative assessment data within the lesson and to use that data to adjust instruction, specifically with the use of technology.

Our common assessment data still shows a gap between the performance level of all students when compared to SWD, although this gap has narrowed in several areas, notably English 3, English 4, all math classes, US History, and World History. The gap still exists in English 1, English 2, and Biology. All of this data is captured on our district data dashboard and recursively reviewed with staff.

To continue the gains our school has made in the cycle of quality instruction, we will continue utilizing ILT structures that have been implemented in 23-24. The intention of this process is to ensure all tasks are aligned to standards, that planning is done to ensure tasks are presented to students that require them to create a product, and will allow for planning time to ensure teacher share ideas on how to use technology to measure and adjust instruction. This will include a meeting weekly with team members of an administrator, subject area teachers, and special education collaborators, when appropriate to ensure high-quality tasks are being utilized in all classes and in-house common assessments to accurately measure student mastery of standards. To enhance the effectiveness of these ILT meetings, summer and ongoing training will be provided to support the work.

The other initiative is to enhance the SEL instruction in Tier 1 in our school. Discipline data shows some disproportionality in data for students who qualify for free/reduced lunch. This will include training on the Core Project implementation at school.

Additionally, the faculty was surveyed with an open-ended question on what they would like to see for their individual and school-wide PD plan. The categories frequently mentioned in faculty surveys in order were:

- Curriculum Development and Collaboration: 48 responses
- Technology in the Classroom: 38 responses
- Community Building: 37 responses
- Behavior (Schoolwide and Classroom) Management: 31 responses
- Trauma Informed Strategies: 16 responses
- Assessment Strategies: 14 responses
- Medication, New Teacher Concerns, Facilities, SKORE, Differentiation, Writing, and Special Education: Less than 10 responses each.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

Identify the activities for the four professional development dates in the approved district calendar:

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024 6 hours	August 5th, 2024 (6 Hours)	Goal 5: Quality of School Climate and Safety	Training on SEL curriculum implementation by presenters from The Core Project	NA
PD Day # 2 - November 27, 2024 6 hours (Flexible Hours)	September 11, 2024 (1 Hour)	Goals 1 & 2 Academic Proficiency	District Provided Training on Technology in the Modern Classroom	NA
	November 13, 2024 (1 Hour)		District Provided Training on Technology in the Modern Classroom	NA
	January 29, 2025 (1 Hour)		District Provided Training on Technology in the Modern Classroom	NA
	March 19, 2025 (1 Hour)		District Provided Training on Technology in the Modern Classroom	NA
	June 4, 2024 (3 Hours)		Formative Assessment and the KCSD Cycle of quality Instruction	NA
	August 1, 2024 (6 Hours)		Dr. Webb Keynote and Edcamp	NA
	August 1, 2024 (2 Hours)		PD on Classroom management and school-wide behavior system.	NA

PD Day #3 - February 17, 2025 6 hours	May 31, 2024 (3 Hours)	Goals 1 & 2 Academic Proficiency Goal 3 Achievement Gap	High School Science District PD	NA
	May 29, 2024 (3 Hours)		8th Grade-Algebra 1 Math Teachers District PD	NA
	July 31, 2024 (3 Hours)		Algebra 2 and Geometry Teachers District PD	NA
	November 12, 2024 (1.5 Hours)		Geometry Teachers District PD	NA
	January 21, 2025 (1.5 Hours)		Geometry Teachers District PD	NA
	November 19, 2024 (1.5 Hours)		Algebra 2 Teachers District PD	NA
	January 28, 2025 (1.5 Hours)		Algebra 2 Teachers District PD	NA
	May 29, 2024 (3 Hours)		Math Nation PD 8th-12th Grade District PD	NA
	May 30, 2024 (3 Hours)		English Teachers District PD	NA
	October 22, 2024 (1.5 Hours)		English 1 Teachers District PD	NA
	October 23, 2024 (1.5 Hours)		English 2 Teachers District PD	NA
	October 29, 2024 (1.5 Hours)		English 3 Teachers District PD	NA
	October 30, 2024 (1.5 Hours)		English 4 Teachers District PD	NA
	February 4, 2025 (1.5 Hours)		English 1 Teachers District PD	NA
	February 6, 2025 (1.5 Hours)		English 2 Teachers District PD	NA

	February 11, 2025 (1.5 Hours)		English 3 Teachers District PD	NA
	February 13, 2025 (1.5 Hours)		English 4 Teachers District PD	NA
	May 29, 2024 (6 Hours)		Social Studies Teachers District & School PD - curriculum development.	NA
PD Day #4 - March 14, 2025 6 hours	July 31, 2024 (4 Hours)	Goals 1 & 2 Academic Proficiency Goal 3 Achievement Gap	Special Education District PD	NA
	August 7, 2024 (4 Hours)		Special Education District PD	NA
	October 29, 2024 (2 Hours)		Special Education District PD	NA
	May 30, 2024 (3 Hours)		Social Studies District PD	NA
	July 29, 2024 (6 Hours)	Goals 1 & 2 Academic Proficiency Goal 3 Achievement Gap Goal 5: Quality of School Climate and Safety	School PD on collaboration, curriculum, assessment timelines, CFA/CA timeline and behavior expectations.	NA

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s):

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Training on expectations for ILT including use of common assessments and analysis for data. Recurise review of progress on ILT performance. ILT meetings are held weekly. Link ILT schedule for CFA/CA Review	Consistent document for meeting agendas, minutes, and data analysis on a running document to measure progress.

	PLC meetings are scheduled three Thursdays per month during planning periods.	
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Analysis of MAP, KSA and ACT data when data is made available for each assessment result.	Access to test scores and graphic organizer for disaggregation of data.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Training on elements of the cycle of quality instruction to include element 1 - appropriate task, text, or problem, specifically, how to ensure lessons meet the level required by the standard. Also includes element 2 - eliciting a product from all students, specifically, sharing and exploring effective methods of obtaining a product. Includes element 4 - adjusting instruction in response to students, by sharing best practices for doing so.	Differentiated based on classroom observations and/or PPR walks. Landing page resources. Substitutes may be used to allow teachers to visit others when appropriate.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Training on the use of technology to enhance instruction, specifically using technology to obtain a meaningful product from all students to increase efficiency and increase the ability to adjust instruction.	School Technology Support Staff (ITCs). Use of substitute teachers to allow support staff to lead training sessions.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Common assessment training to enhance use of and effectiveness of assessments. This will include ILT groups and special education teachers to accomplish two tasks. One, to improve instruction resulting in higher proficiency and separate academic indicator scores on common assessments, KSA, and college readiness exams. Two, to reduce the achievement gap, specifically with regards to special education students.	Possible consultants with ILT members. Substitutes may be needed to provide time for collaboration beyond a planning period.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	SEL training to enhance social-emotional support effectiveness. These sessions are meant to enhance teacher efficacy in delivering lessons on SEL and to support school efforts to support the social emotional health of students. This includes restorative practices to enhance effectiveness of discipline and school culture.	Resources shared at counseling meetings and brought to staff

Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Trauma-informed care to further develop the approach of handling students who have experienced trauma appropriately. These sessions will help support the SEL and PBIS goals of the school.	Resources shared at counseling meetings and brought to staff
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	MTSS training to enhance understanding and utilization of MTSS supports. These sessions will help teachers understand the MTSS process and their role in it. Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions and make data driven decisions about programmatic changes. LINK MTSS Schedule ▤ MTSS Progress Check Windows 24-25	Resources from training, measurement tools,instructional resources, links from district landing page.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	PBIS/SEB training to develop and enhance the effectiveness of classroom management techniques. These sessions will support all staff efforts to use best practices in creating a positive classroom environment, which impacts graduation rates and all academic areas.	Resources from training, measurement tools,instructional resources, links from district landing page.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Transition readiness training to build capacity of staff to support school and district CBAS goals. These training sessions will remind teachers of transition readiness goals, define their roles in promoting transition readiness, and equip them to assist students in meeting transition readiness indicators.	Transition readiness documents, timelines of expectations for teachers and students regarding transition readiness.

D. IMPLEMENTATION AND IMPACT

Measurements:
- District Common Assessment Data

District common assessment data will be analyzed in ILT meetings. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team.

- ILT Common Formative Assessment Data

Formative common assessment data will be analyzed in ILT meetings using the agreed upon system that allows for disaggregation of data by SWD. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team.

- Special Education IEP Goal Monitoring

Administrators randomly select students from each assigned case managing teacher weekly to check data entry. Areas to correct or address are shared with the teacher who develops a plan to address any issues. Each case managing teacher will update their data on the IEP goal monitoring sheet at each midterm and end of quarter.

- Staff Feedback Forms

Feedback is given to staff members after PPR walks.

- Cycle of Quality Instruction Feedback Data Trends

The feedback given to teachers is aggregated to display trends school-wide. This data will be shared with teachers monthly through the staff memo (not identified by teacher).

- Transition Readiness Data

Transition readiness data is updated consistently throughout the year. This data is shared with staff and parents through the weekly memo.

E.   BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT
Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off–site Professional Learning)	**0120 D**	25
Certified Extra Service	**0113**	
Educational Consultant	**0322**	

Registrations	**0338**	25
General Supplies/Professional Books	**0610**	20
Food	**0616**	15
Travel In District	**0581**	
Travel Out of District	**0580**	15
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 13, 2024