KCSD

Kenton County School District | *It's about ALL kids.*

Issue Paper

DATE:
April 20, 2025

AGENDA ITEM (ACTION ITEM):
Consider/Approve all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2025-26 calendar according to the individual school needs.

APPLICABLE BOARD POLICY:
8.3 School Calendar

HISTORY/BACKGROUND:
In accordance with KRS 158.070, a local school board may approve a school's flexible professional development plan that allows principals the ability to approve the plans for teachers and other staff within a school to participate in the professional development activities outside of the days scheduled in the school calendar. The enclosures for each school contain the professional learning plans that were created in collaboration with each School Based Decision-Making Council in accordance with KRS 156.095 and KRS 158.070. Please note the flexible dates that schools propose to use in order to provide high quality professional learning for staff as they work to meet differentiated needs.
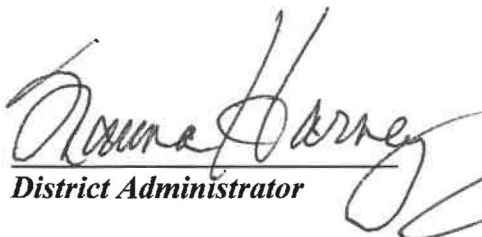
FISCAL/BUDGETARY IMPACT:
N/A

RECOMMENDATION:
Approval all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2025-26 calendar according to the individual school needs.
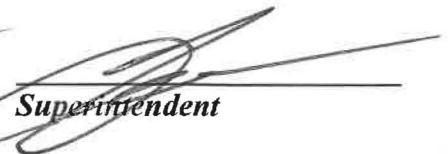
CONTACT PERSON:
Shawna Harney

_____   _____   _____
Principal/Administrator   *District Administrator*   *Superintendent*

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

Dixie Heights High School
25-26 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

Instructional Priorities

- Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
    - Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
    - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.
- Regular student name and claim; adjustments to instruction as a result of regular review of data

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.):

1) A needs assessment was conducted as a part of the CSIP process. The link to that assessment can be found here: 24-25 CSIP Needs Assessment. Areas of need:
    a) Beginning with the "End in Mind", clearly defined learning outcomes.
    b) Completing the cycle, understanding how planning, instruction, and assessment are intertwined.
2) District common assessments have been continually analyzed throughout the 24-25 school year:
    a) *Math Running Proficiency Avg:* 63% (all students), 39% (IEP), 30% (EL)
    b) *Reading Proficiency Avg:* 42% (all students), 14% (IEP), 9% (EL)
3) PPR Walk data has been continually analyzed throughout the 23-24 school year, This data can be found here: 24-25 DHHS PPR Walk Data
    a) *Element 1 (Task):* 88% positive when observed
    b) *Element 2 (Product):* 81% positive when observed
    c) *Element 3 (Collaboration)*: 54% positive when observed
    d) *Element 4 (Adjust):* 66% positive when observed
4) Transition Readiness Dashboard monitors the progress towards are two goals:
    a) 100% Transition Readiness
    b) 96.25 Attendance Rate

Professional Learning Focus

Based on the above mentioned data, we have determined that professional learning for the 25-26 school year will focus on strengthening our tier 1 instruction through lesson internalization. Implementation of the lesson internalization principles will improve lesson planning and assessment efficiency and effectiveness. The goal is to allow teachers greater time to focus on adjusting instruction and mastery of standards throughout the school year. Our professional learning plan has three main goals:

1) Equipping ALL teachers with the necessary skills and knowledge to become adept with the KCSD Lesson Internalization process. This measure ensures our instructional practices meet the level of the standard, are reinforced with rigorous standard based learning targets, and are appropriately paced.
2) Develop rigorous common formative assessments that meet the level of the standard, embed an intentional assessment calendar within our curriculum map, and improve on collecting data that is digestible and actionable.
3) Streamline our data collection and analysis to ensure that we are effectively assigning students to PRIDE workshops in a timely manner based on level of mastery of standards. Continue to approve upon our ability to access and utilize instructional data in real time to allow for the effective and efficient adjustment of instruction to meet student needs.

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 12, 2025 6 hours	May 27th, 2025 (6 hrs)	KCWP 1 KCWP 2	**Backwards Design & Lesson Internalization:** 1) Identify desired results. Upon completing a unit, what knowledge, skills, or abilities should your students have achieved? 2) Determine acceptable evidence. What forms of documentation do you need to evaluate students' progress toward proficiency of the learning objectives and course goals 3) Plan learning activities and instructional materials. What engagement activities and direct instruction will you provide to support students' achievement of the learning objectives and course goals? How will you	School wide, admin led, will incorporate KCSD Lesson Internalization trainings from 24-25 school year along with the basic principles of Backwards Design.

			scaffold the learning process?	
PD Day #2 - November 26, 2025 6 hours	**English** May 28th, 2025 / October 21st, 23rd / January 20th, 22nd	KCWP 1 KCWP 2	1) ENG teachers will engage through a variety of strategies including Unit and Lesson internalization, common formative assessment utilization, and support with the Cycle of Quality to further improve instruction and student outcomes. 2) ENG teachers will collaborate with their district-wide peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time.	District led professional development.
	Science May 29th & July 30th	KCWP 1 KCWP 2	1) Science teachers, through the Unit/Lesson Internalization process, will take a more indepth look at the 3 dimensions of the NGSS standards specially focusing on the science and engineering practices (SEP), strategies for engaging students in the process of scientific inquiry, and the P-12 Reading Strategies improving student outcomes in secondary science. 2) Science teachers will collaborate with district-wide peers in Unit/Lesson Internalization, incorporating the Cycle of Quality instruction and P-12 Reading Strategies, to use the SEPs and inquiry based learning to further improve student outcomes in all HS courses.	District led professional development.
	Social Studies	KCWP 1 KCWP 2	1) Social Studies teachers will engage in professional learning through	District led professional development.

	May 30th & July 30th		Unit/Lesson internalization designed to deepen their understanding of inquiry based instruction and synthesis models for primary/secondary sources to improve instruction and student outcomes. 2) Social Studies teachers will collaborate with district-wide peers in Unit and Lesson Internalization incorporating the Cycle of Quality instruction and inquiry based learning to further improve student outcomes in high school Social Studies instruction.	
	Math May 30th, June 6th, Nov 6th, 18th & 20th, Jan 15th Feb 24th & 26th	KCWP 1 KCWP 2	1) Math teachers will collaborate with district-wide peers in Unit/Lesson Internalization, to incorporate the Cycle of Quality Instruction and effective implementation of the P-12 reading strategies to further improve student outcomes. 2) Math teachers will continue to collaborate with district-wide peers in Unit/Lesson Internalization, incorporating the Cycle of Quality Instruction and effective implementation of the P-12 reading strategies, as well as analyze course data to further improve student outcomes.	District led professional development.
	Business / **Fine Arts** **/ World** **Lang** May 30th & July 30th	KCWP 1 KCWP 2	3) Teachers will engage through a variety of strategies including Unit and Lesson internalization, common formative assessment utilization, and support with the Cycle of Quality to further improve	School wide, admin led, will incorporate KCSD Lesson Internalization trainings.

			instruction and student outcomes. 4) Teachers will collaborate with their department peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time	
PD Day #3 - February 16, 2026 6 hours	August 12th, 2025	KCWP3 KCWP4	**Applying Lesson Internalization & the ILT Playbook:** 1) Applying Lesson Internalization principles to Essential Question 1: What do we want students to learn? Departments/ILTs will complete curriculum mapping through standard deconstruction, learning target design, Lesson planning & pacing. This will ensure all instruction is meeting the rigor of the standard and supporting Element 1 of the Cycle of Quality Instruction. 2) Applying Lesson Internalization principles to Essential Question 2: How do we know they learned it? Departments/ILTs will solidify data collection process and analysis, assessment mapping of District Common Assessments and ILT Common Formative Assessments into their curriculum map. ILT will work on creating/vetting common formative assessments that meet the rigor of the standard. Products (pulse checks) will be created/vetted to ensure real-time measurement of understanding.	Administration will provide district curriculum guidance, KDE standards, deconstruction templates, lesson plan template, learning target template, assessment map template, CFA vetting guidelines, pulse check examples, data analysis demonstration and best practices.

PD Day #4 - March 13, 2026 6 hours	Sept. 11th, 2025 & October 9th	KCWP 2	Training on all instructional technology available at our school. Focusing on expectations, implementation, and best practices. We want to utilize technology to enhance our work within the instructional cycle.	Administration along with our ITC will ensure all staff are trained on school purchased technology.

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):

Dixie Heights will intentionally set aside time to provide needs based job-embedded professional development during the school year. Needs will be determined through the intentional and timely analyzing of assessment data and PPR instructional walk data. These training/development opportunities will be embedded into planning periods, PRIDE time, ILT meetings, and classroom observations.

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Academic Proficiency, Gap Transition readiness	Monthly planning period meetings designed to address weaknesses highlighted through review of PPR walk, assessment data and any additional needs identified. Planning period meetings will also be used to disseminate information, training, and initiatives presented at the monthly KCSD Leadership meetings. Planning Period Meeting Schedule (Link when complete)	Administration, data collection
Design and Deliver Instruction	Common planning meetings for ILTs and Departments to continue KCSD Lesson Internalization work. Leadership and teachers will work to together to ensure the most appropriate high yield instructional strategies are implement in order to ensure congruence to the intended learning.	Administration, Department Head, ILT Leads.
Achievement Gaps, Proficiency, Transition Readiness, Graduation Rate	Instructional Technology coaches will provide monthly opportunities during planning periods and after school offerings to support the SAMR model for use of technology. Twice a year ITC will be made available to work directly with teachers in their classroom in implementing instructional technology.	ITC and Administrators
Achievement Gaps	Monthly self-reflection sessions analyzing the MTSS and SEB data to monitor progress, discuss root causes, and develop resources to support students.	CCR/MTSS Coordinator, district consultants, administration.
Proficiency, GAP, Growth,	ILT Data Analysis; Teachers and administrators collaborate to analyze data and determine progress in all content areas. These meetings will include careful examination of common formative assessments (CFA's)	Formative and Common Assessment Data; District Data Common Assessment

	and district common assessment data to guide instruction in ELA/Math/Science/Social Studies. Data reviews will be scheduled with each ILT based on their assessment calendar.	Data; District Data Dashboard
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.	MTSS Progress Monitoring Data, MAP, KSA, Reading Diagnostic; Performance Matters, District Consultants

D. IMPLEMENTATION AND IMPACT

Implementation will be measured through our recursive data process:
- Weekly Review:
  - Special Education Progress Monitoring
- Bi-Weekly Review:
  - MTSS Data
  - RBTL Data
  - SEB Data
- Monthly Review
  - Common Assessment Analysis
  - EL Progress Monitoring

Measuring and monitoring actionable data through our recursive process will allow us to measure the effectiveness of instruction. Increased intentionality on Element 2 (product) which will have a direct and profound impact on the teachers ability to adapt instruction (Element 4) leading to greater proficiency and mastery of standards

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**	*15%*
Educational Consultant	**0322**	*15%*

Registrations	0338	10%
General Supplies/Professional Books	0610	25%
Food	0616	-
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 - (Org for 7000)
Object -- use code from above
Project -- 7000, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 6th & 13th

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Scott High School
25-26 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

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Instructional Priorities

- Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
    - Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
    - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.
- Regular student name and claim; adjustments to instruction as a result of regular review of data.

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 determine the professional development priorities for the 2025-26 school year, stakeholders reviewed the most recent SBDM-approved CSIP. In addition, there was an analysis of the school report card, ongoing assessments, learning walk trend data, and data on school culture and behavior.

The various data sources were reviewed and summarized below:
1. SWD overall proficiency in mathematics and reading increased from 9% in 2023 to 17% in 2024. While KSA and DCA data have shown growth, there is still 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. As measured by the KSA, the reading overall proficiency increased from 41% in 2023 to 51% in 2024 and the math overall proficiency increased from 35% in 2023 to 42% in 2024. The science overall proficiency decreased from 8% in 2023 to 2% in 2024 and the social studies overall proficiency decreased from 40% in 2023 to 35% in 2024. KSA data, as reported in the 2024 School Report Card and reflected within the 2024-2025 Comprehensive School Improvement Plan (CSIP) indicate a need to increase proficiency in all core subject areas. There were positive trends for math and reading but still a need for growth.
3. Based on district common assessment running averages, Scott has reached the math and reading goals outlined in the 2024-2025 school action plan. The goal for reading was to reach 40%

benchmark. We are currently averaging 41.96%. The goal for math was to reach 55% benchmark. We are currently averaging 64.9%. While we have met our 2024-2025 action plan goals, there's obviously still room for improvement. Based on our common formative assessment data, Scott has consistently reached the same goals outlined in our 2024-2025 school action plan. While both assessments are demonstrating growth, we still are not where we want to be.

4. 2023-2024 monthly behavior data compared to 2024-2025 has shown a significant decrease in behavior referrals submitted/processed in IC. Aug. 2023 to March 2024, skipping was the most submitted/processed referral in IC, 887. Compared to the same timeframe this school year, 191 skipping referrals have been submitted/processed. In that same timeframe, 228 tardies were submitted/processed in IC in 2023-2024. Only 44 have been processed/submitted in IC this school year. Behavior data tracked by referrals submitted in IC and the newly implemented strike sheet (teacher utilized to address low level classroom behaviors) indicates that the overall all school behavior is trending in a positive direction. This positive trend is leading to improved culture/morale and helping to ensure our students are in the classroom engaged in lessons. Again, there's still plenty of room for growth, but Scott is headed in the right direction.

5. The most recent full month of instructional walk data show that 94% of staff are designing/expecting a product aligned to task and standards. However, only 46% are providing effective collaboration opportunities within their classroom and 82% are making timely, and effective adjustments to instruction based on student performance/product. From September 2024 to January 2025, student collaboration was the element we struggled most to effectively provide, averaging 57.6% not observed; consistently our worst category. The month of February saw our best performance in student collaboration, 46% reinforce (our lowest "not observed" percentage of the year, 42.6). Adjusting instruction showed an increase across the school year as well: Sept. - 59% reinforce; Oct. - 67% reinforce; We saw a dip in Nov./Dec. - 46.9% reinforce; January bounced back to 76% reinforce; February - 82.7%. While growth was demonstrated, there's a need for improvement in implementing the elements of the cycle of quality instruction consistently.

The principal met with school department heads on March 20th to discuss the 25-26 Professional Development priorities. Scott's Professional Development plan has a reasonable balance of hours split between school and district identified priorities, academic department priorities and staff individual professional growth needs. In collaboration with the department heads and staff, it was determined that 6 hours would be used for content specific training, 12 hours would be dedicated to school and district priorities, and 6 hours of flexible Professional Development for individual teachers based on their individual needs and growth areas.

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 12, 2025 6 hours	August 6, 2025	Goals 1 & 2 Academic Proficiency	**ALL STAFF - 6 hours** Teachers will receive training on ILT/PLC expectations and documentation, KCSD lesson internalization, and school data monitoring processes. Included will be the expectation of how DCAs and CFAs will be generated, implemented and	School Administrators Teacher Leaders

			monitored via the ILT process (SHS CFA Data Dashboard) to promote student performance. 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 education classroom.	
PD Day # 2 - November 26, 2025 6 hours	May 28, 2025 8:00-11:00	Goals 1 & 2 Academic Proficiency	**HS ENG 9-12 - 3 hours** English teachers will engage through a variety of strategies including Unit and Lesson internalization, common formative assessment utilization, and support with the Cycle of Quality to further improve instruction and student outcomes.	Academic Program Consultants
	9th Grade 3:30-5 Oct 21, 2025 Jan 20, 2026 10th Grade: 3:30-5 Oct 23, 2025 Jan 22, 2026 11th Grade 3:30-5 Oct 28, 2025 Jan 27, 2026 12th Grade 3:30-5 Oct 30, 2025 Jan 29, 2026	Goals 1 & 2 Academic Proficiency	**HS ENG 9-12 - 3 hours** English teachers will collaborate with their district-wide peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time.	Academic Program Consultants
	May 29, 2025 8:30-11:30	Goals 1 & 2 Academic Proficiency	**HS Science - 3 hours** Science teachers, through the Unit/Lesson Internalization process, will take a more indepth look at the 3 dimensions of the NGSS standards specially focusing on the science and engineering practices (SEP), strategies for engaging students	Academic Program Consultants

			in the process of scientific inquiry, and the P-12 Reading Strategies improving student outcomes in secondary science.	
	July 30, 2025 12-3	Goals 1 & 2 Academic Proficiency	**HS Science - 3 hours** Science teachers will collaborate with district-wide peers in Unit/Lesson Internalization, incorporating the Cycle of Quality instruction and P-12 Reading Strategies, to use the SEPs and inquiry based learning to further improve student outcomes in all HS courses.	Academic Program Consultants
	May 30, 2025 8-11	Goals 1 & 2 Academic Proficiency	**HS Social Studies (HS ISS, History, and Civ teachers) - 3 hours** Social Studies teachers will engage in professional learning through Unit/Lesson internalization designed to deepen their understanding of inquiry based instruction and synthesis models for primary/secondary sources to improve instruction and student outcomes.	Academic Program Consultants
	July 30, 2025 8-11	Goals 1 & 2 Academic Proficiency	**HS Social Studies - 3 hours** Social Studies teachers will collaborate with district-wide peers in Unit and Lesson Internalization incorporating the Cycle of Quality instruction and inquiry based learning to further improve student outcomes in high school Social Studies instruction.	Academic Program Consultants
	May 30, 2025 8:30-3:30	Goals 1 & 2 Academic Proficiency	**Algebra 1 - 6 hours** Math teachers will be equipped to implement the enhancements of the Amplify Desmos Math curriculum. They will also collaborate with district-wide peers in Unit/Lesson Internalization, incorporating the Cycle of Quality Instruction, and effective implementation of the P-12 reading strategies to further improve student outcomes.	Academic Program Consultants

	Geometry June 6, 2025 8:30-11:30 Algebra 2 June 6, 2025 12-3	Goals 1 & 2 Academic Proficiency	**HS Geometry and Algebra 2 - 3 hours** Math teachers will collaborate with district-wide peers in Unit/Lesson Internalization, to incorporate the Cycle of Quality Instruction and effective implementation of the P-12 reading strategies to further improve student outcomes.	Academic Program Consultants
	Geometry 3:30-5:00 Nov 18, 2025 Feb 24, 2026 Algebra 2 3:30-5:00 Nov 20, 2025 Feb 26, 2026	Goals 1 & 2 Academic Proficiency	**HS Geometry and Algebra 2 - 3 hours** Math teachers will continue to collaborate with district-wide peers in Unit/Lesson Internalization, incorporating the Cycle of Quality Instruction and effective implementation of the P-12 reading strategies, as well as analyze course data to further improve student outcomes.	Academic Program Consultants
	July 31 Multiple Session Options Secondary LBD Specialty Classroom Related Service Providers	Goal 3 - Achievement Gap	**All Sped Training - 4 hours** July training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities. (Note: a 1 hour portion for Elementary LBD will be provided in required Math HQIR training.)	District Staff
	November 6th - Secondary 3:30-5:30	Goal 3 - Achievement Gap	**All Sped** (LBD Teachers, Administrators, Specialty Classroom Teachers) **- 2 hours** Use evidence and data in real time to address closing the achievement gap and differentiated focused work to improve student progress and mastery of standards.	District Saff
PD Day #3 - February 16, 2026 6 hours	June 2, 2025 Session 1: 8:00-11:00 or Session 2: 12:00-3:00 or July 29, 2025 Session 3	Goals 1 & 2 Academic Proficiency	**P-12 Reading/Thinking Strategies - 3 hours** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade	Academic Program Consultants

	Time TBD		levels while Unit/Lesson Internalizing.	
	2:45-3:45pm Oct. 23, 2025 Dec. 4, 2025 Feb. 12, 2026		**Differentiated Professional Learning -1 hour for each session - Total 3 hours** Professional learning sessions that focus on instructional practices and utilizing technology to enhance instruction. Information from District Leadership meetings will be incorporated in the sessions.	School Administrators Teacher Leaders
PD Day #4 - March 13, 2026 6 hours	Keynote - 7/29 July 29 July 30 July 31		**Individual Training - 6 hours** To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans. Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. (Keynote & multiple professional learning sessions including SEB)	District Staff
	Oct. 8, 2025 4:00-5:00pm Virtual Jan. 21, 2026 4:00-5:00pm Virtual		**Student Connectedness at School - 1 hour** Learn about protective factors and classroom strategies to help promote student belonging, peer connection and manage classroom social dynamics to improve student success and increase school safety.	**District Staff** Virtual
	Nov. 6, 2025 4:00-5:00pm Virtual Feb. 12, 2026 4:00-5:00pm Virtual		**Supporting Students with Anxiety/Depression for Educators - 1 hour** Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students.	**District Staff** Virtual
	Sept. 18, 2025 4:00-5:00pm Virtual		**Practical Application of Restorative Practices in the Classroom - 1 hour**	**District Staff**

	Feb. 5, 2025 4:00-5:00pm Virtual		Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others.	Virtual

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 ILT meetings/ PLCs and department head meetings. Training will be provided in planning period meetings or after school no fewer than once per month.	Training may require subs or paid time after school.
Goals 1 & 2 Academic Proficiency	**Lesson Internalization -** Lesson plan reviews will occur monthly with feedback. Lesson Internalization training sessions will occur each trimester, during planning periods, with deadlines of October 30, January 30, and March 30, or more frequently as lesson plan reviews dictate.	Training may require subs or paid time after school.
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	**On-going, Recursive Training -** Once a month via faculty meeting and/or via department meetings, staff	Administrators, ITCs, Special Ed Leads, District

Academic Proficiency Goal 5: Quality of School Climate and Safety	will receive job 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.	Consultants and Department Heads May need subs or stipends to support.
Goals 1 & 2 Academic Proficiency	**MTSS** - recursive training on Performance Matters. Consistent review of entry/exit criteria for students in the MTSS pyramid. Regular review of student progress by the core MTSS team at Scott. Specific training for faculty/staff to provide specific interventions (tier II/III) to students (as needed).	Administrators and District Consultants

D. IMPLEMENTATION AND IMPACT

Impact will initially be assessed 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 - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 20, 2025

Simon Kenton High School
25-26 Professional Development Summary

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Instructional Priorities

- Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
    - Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
    - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.
- Regular student name and claim; adjustments to instruction as a result of regular review of data

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:

- Element 1: Teacher provides an appropriate task, text, or problem in 85.6% of measured occasions.
- Element 2: Teacher elicits an individual product from all students in 76% of measured occasions.
- Element 4: Teacher adjusts instruction in response to student products in 83% of measured occasions.

One area of growth throughout the 24-25 school year has been teachers utilizing technology to elicit responses that can immediately be used to adjust instruction. This will continue to be a focus of our school.

Our district common assessment data shows some growth in the area of mastery of content over the previous school year. A running average of all completed common assessments includes the following:

- English 1:   48% Proficiency, 12% SWD Proficiency
- English 2:   41% Proficiency, 17% SWD Proficiency

- English 3:   47% Proficiency, 20% SWD Proficiency
- English 4:   57% Proficiency, 48% SWD Proficiency
- Algebra 1:   66% Proficiency, 49% SWD Proficiency
- Algebra 2:   68% Proficiency, 40% SWD Proficiency
- Geometry: 69% Proficiency, 44% SWD Proficiency
- Biology: 47% Proficiency, 23% SWD Proficiency
- Integrated SS: 85% Proficiency, 59% SWD Proficiency
- US History: 36% Proficiency, 23% SWD Proficiency
- World History: 43% Proficiency, 27% SWD Proficiency

These proficiency numbers, including the percentage of SWD, represents improvement from previous years. However, our KSA data does still indicate a need for improvement in several areas and will need to be addressed through on-going professional development. Additionally, US History and World History Common Assessment Scores remain below the district average. Data on district common assessments for SWD in English 1, 2, and 3 also shows a large gap when compared to all students, so on-going training in effective co-teaching will be necessary.

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 24-25. 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 teachers share ideas on how to use technology to measure and adjust instruction. This will include a meeting weekly with an administrator, content area teachers, and special education collaborators to ensure high-quality tasks are being utilized in all classes. Common Formative Assessments and Common Assessment data will be reviewed during these meetings 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 as our tier 1 curriculum. For tier 2 and 3 instruction, our school will continue to monitor effectiveness of interventions through the MTSS core team meetings to make adjustments that better serve students. This data will be analyzed at each progress window for MTSS.

Additionally, department chairs surveyed their team members on what they would like to see for their individual and school-wide PD plan. The categories frequently mentioned through this process were:

- Curriculum Development and Collaboration
- Using Assessment Data
- Technology in the Classroom
- Behavior (Schoolwide and Classroom) Management
- Assessment Strategies

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 12, 2025 6 hours	All Staff August 6th, 2024 (6 Hours)	Goals 1 & 2 Academic Proficiency Goal 5: Quality of School Climate and Safety	Cycle of Quality Instruction (lesson planning, learning targets, using technology to elicit products, adjusting instruction) Assessment data systems and utilization (common formative assessments, district common assessments, and using data in ILTs) Training on SEL curriculum implementation.	NA
PD Day # 2 - November 26, 2025 6 hours (Flexible Hours)	ElevatED July 29-31 (6 Hours) New Teacher Orientation August 4 (6 Hours) P-12 Reading Strategies June 2 (3 Hours) or June 29 (3 hours)	Goals 1 & 2 Academic Proficiency Goal 3 Achievement Gap Goal 5: Quality of School Climate and Safety	Sessions at district provided ElevatED or other district sessions. Note: All sessions attended must be rooted in improving instructional outcomes for students. Teachers will attend sessions based on school and individual teacher needs.	NA
PD Day #3 - February 17, 2025 6 hours	English: May 30 (6 Hours) Math: June 4 (6 Hours) Science (All): May 28 (6 Hours)	Goals 1 & 2 Academic Proficiency Goal 3 Achievement Gap	Curriculum alignment with lesson and unit internalization, technology for assessment, cycle of quality instruction with the focus on rigor to reach mastery of the standards. IEP documentations and instructional focus on addressing learning gaps/standards for students with disabilities.	NA

			Collaboration with other professionals outside of the school for arts and humanities through professional organizations.	
	Social Studies (All): May 29 (6 Hours) Music: January 24 (6 Hours) Humanities: July 16 (6 Hours) Art: July 10 (1 Hour) August 14 (1 Hour) September 11 (1 Hour) October 9 (1 Hour) November 13 (1 Hour) January 8 (1 Hour) PLCS: May 28 (6 Hours) World Language: August 5 (6 Hours) Special Education: July 31 (4 Hours) November 6 (2 Hours)			
PD Day #4 - March 14, 2025 6 hours	English 1: May 28 (3 Hours) October 21 (1.5 Hours)	Goals 1 & 2 Academic Proficiency	Unit and lesson internalization, common formative assessment utilization, and support with the Cycle of Quality Instruction to further	NA

	January 20 (1.5 Hours)		improve instruction and student outcomes.
	English 2:		
	May 28 (3 Hours) October 23 (1.5 Hours) January 22 (1.5 Hours)		
	English 3:		
	May 28 (3 Hours) October 28 (1.5 Hours) January 27 (1.5 Hours)		
	English 4:		
	May 28 (3 Hours) October 30 (1.5 Hours) January 29 (1.5 Hours)		
	Algebra 1:		
	May 30 (6 Hours)		
	Geometry:		
	June 6 (3 Hours) November 18 (1.5 Hours) February 24 (1.5 Hours)		
	Algebra 2:		
	June 6 (3 Hours) November 20 (1.5 Hours) February 26 (1.5 Hours)		
	Science (All):		
	May 29 (3 Hours)		

July 30 (3 Hours) Social Studies (All): May 30 (3 Hours) July 30 (3 Hours) Arts & Humanities: May 28 (6 Hours) PLCS: May 27 (6 Hours) World Language: May 27 (6 Hours) Special Education: August 5 (6 Hours)			

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 on Tuesday with any collaborative teacher and an administrator. PLC meetings are scheduled two Thursdays per month during planning periods led by an administrator and/or exemplar teacher.	Consistent document for meeting agendas, minutes, and data analysis on a running document to measure progress.

	Link ILT and PLC Meeting Schedule once developed Creation and maintenance of a single dashboard for CFA and DCA results to help with overall academic data analysis. This will be updated by administrators after consultation with their ILT after each DCA or CFA. Link Dashboard once developed	
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. This will be analyzed through the balanced assessment system of day to day formative assessment, common formative assessments, district common assessments, state assessments. This data will be compiled into a school data dashboard by administration in conjunction with ILTs.	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. Continued exposure to AI tools for teachers. Training in the use of technology programs such as Light Speed to enhance on-task behavior in class.	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. Data from Infinite Campus discipline and from MTSS SEB effectiveness data will be considered as evidence of the effectiveness of school efforts.	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. Will need to link MTSS Schedule/Timeline	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	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.

Rate, Other (Impact)		

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. A running average of all DCA and FCA tests will be kept in a newly constructed dashboard to allow for more efficient analysis of data.

- 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. A running average of all DCA and FCA tests will be kept in a newly constructed dashboard to allow for more efficient analysis of data.

- 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. For staff that may show a need for more formal support, administrators will work closely with the teacher to pinpoint areas where adjustments could positively impact instruction.

- 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). Additionally, this data will be triangulated with available assessment data to identify areas where more support is necessary and to identify exemplar teachers.

- Transition Readiness Data

Transition readiness data is updated consistently throughout the year. This data is shared with staff and parents through the weekly memo. All students in 10th-12th grade who are not yet

transition ready will receive an intervention through the MTSS process until they achieve transition readiness.

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: February 27, 2025