

Summit View Academy

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.):

Throughout the 24-25 school year, the leadership team has continually used the SVA school action plan and the MTSS roadmap to identify and drive the next steps of the school. Through the implementation of the school action plan and the MTSS rubric, there have been certain needs that have been immediately adjusted throughout the school year. One of the main adjustments that have taken place is in the area of professional development. Based on the needs assessment, all staff have been trained on the lesson internalization work to help increase proficiency in all subject areas. There has been district and school level training for all staff, and the need for that work to continue and to grow is a continued focus for the 25-26 school year.

In addition to the continuation of lesson internalization, the leadership team has continually revamped numerous processes within the building that were identified through the monitoring of the school action plan and the MTSS rubric. One of the major adjustments has been in the area of PLCs. Teachers have a streamlined structure on how PLCs should be run throughout the month based on the data they are collecting and where they are in the lesson planning process. In addition, there has been a heavy emphasis on the collection and analysis of student data. Based on the needs assessment, there is going to be a slight addition on how the data will be utilized. Teachers will be conferencing with students more about their progress and data. In addition, students will be tracking their own learning in their learning logs. This will allow students to take ownership of their learning.

The needs assessment and staff survey also reinforced the need to continue to focus on improving tier I instruction. Staff are continuing to learn more about lesson internalization and incorporating that into their daily lesson plans. Although training has been provided throughout the 24-25 school year, the 25-26 school year is a continuation of this work through more implementation.

In addition to the aforementioned items, the proficiency of students with disabilities continues to be an area of need that is revealed in the needs assessment. Assessment results show a continued disparity between the performance of general education students compared to students with disabilities. In addition, the staff survey reinforced the need for teachers to continually be trained in the implementation of effective co-teaching models and effective co-teaching planning to help raise student achievement.

Our overall reading and math Common Assessment data is as follows:

- *KG Reading Overall PD: 88% P/D (SPED 75%)*
- *KG Math Overall PD: 91% P/D (SPED 86%)*
- *1st Grade Reading Overall PD: 74.5% P/D (SPED 60.5%)*
- *1st Grade Math Overall PD: 80% P/D (SPED 64%)*
- *2nd Grade Reading Overall PD: 74.5% (SPED 39.5%)*
- *2nd Grade Math Overall PD: 77.6% P/D (SPED 49%)*
- *3rd Grade Reading Overall PD: 46% P/D (SPED 7.5%)*
- *3rd Grade Math Overall PD: 59.2% P/D (SPED 24.6%)*
- *4th Grade Reading Overall PD: 47% P/D (SPED 9%)*
- *4th Grade Math Overall PD: 68.4% P/D (SPED 33.2%)*
- *5th Grade Reading Overall PD: 60% P/D (SPED 35.5%)*
- *5th Grade Math Overall PD: 79.8% (SPED 37.4%)*
- *6th Grade Reading Overall PD: 37% P/D (SPED 12.5%)*
- *6th Grade Math Overall PD: 58.25% P/D (SPED 40%)*
- *7th Grade Reading Overall PD: 31.5% P/D (SPED 5.5%)*
- *7th Grade Math Overall PD: 55% P/D (SPED 22%)*
- *8th Grade Reading Overall PD: 49.7% P/D (SPED 9.22%)*
- *8th Grade Math Overall PD: 45% P/D (SPED 13%)*

Fall MAP data indicates a further need to focus on the development of effective Tier I instructional strategies and tightening of the PLC process:

- *Overall Reading PD: 60%*
- *Overall Math PD: 62%*

Behavior Data Collected throughout the 2024-25 School year also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports. There has been a massive increase in referrals for students with disabilities. Last year (23-24) there were only 51 referrals for students with disabilities. This year (24-25) there are 380. In addition, there has been a massive increase in overall referrals from 657 to 840 from 23-24 to 24-25.

- *Total Behavior Referrals: 840*
- *Total Number of Suspensions: 378*
- *Total Number of Out of School Suspensions: 117*
- *Total Number of In School Suspensions: 217*
- *Total Number of Discipline Referrals FRAM: 171 (26% of total)*
- *Total Number of Discipline Referrals Special Ed.: 380 (45% of total)*

The Needs assessment process for identifying professional development, as well as analysis of the data above shows that we need to further address our students' overall reading and math growth, with continued focus on reading and math needs based instruction/interventions for those scoring in Novice and Apprentice in these subjects. This includes a heavy focus on students with disabilities. Additionally, the staff survey and the behavior data show a significant need in the area of behavior management. There were two specific areas that were identified. One is the behavior of students with disabilities (big behaviors). This is reflected in the increase of referrals by students with disabilities and in the staff survey. Additionally, the increase in overall referrals from 657 to 840 shows that there is a tier I SEB need that needs to be addressed. This will take the form of a revamping of the PBIS school plan and additional training for teachers in classroom management.

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 PD Day # 1 - August 13, 2024 6 hours	June 2, Session 1: 8:00-11:00 Session 2: 12:00-3:00 (3 hours)	Goal 1 Proficiency Goal 3	P-12 Reading Strategies 3 Hours P-8 ELA Teachers	N/A
	July 31 (3 Hours)	Proficiency Goal 1 Goal 3	ELA Unit & Lesson Internalization 3 Hours K-5 ELA Teacher	N/A
	May 27, 2025 8-11 (3 Hours)	Proficiency Goal 1 Goal 3	MS ELA 6-8 ELA 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. 3 Hours 6-8 ELA Teachers	N/A
	July 28, 2025 8:30-11:30 (3 Hours)	Proficiency Goal 1 Goal 3	CKLA New Hire Launch 3 Hours REQUIRED- ALL NEW HIRE K-5 ELA Teachers <i>*Plan to also attend Amplify CKLA Unit and Lesson Internalization for a total of 6 hours.</i>	N/A
	July 28, 2025 12:30-3:30 (3 Hours)	Proficiency Goal 1 Goal 3	MS/HS New Hire ELA Launch 3 Hours REQUIRED- ALL NEW HIRE 6-8 ELA Teachers	N/A
	June 4, 2025 8:30 am-3:30 pm	Proficiency Goal 1 Goal 3	Amplify Desmos Math Launch 6 Hours REQUIRED- ALL K-2 Regular and Special Education Math Teachers	N/A
	June 5, 2025 8:30 am-3:30 pm (6 Hours)	Proficiency Goal 1 Goal 3	Amplify Desmos Math Launch 6 Hours REQUIRED- ALL 3-5 Regular and Special Education Math Teachers/Admin	N/A
	July 28, 2025 12:30-3:30 (3 Hours)	Proficiency Goal 1 Goal 3	New Hire Amplify Desmos Math Launch K-5	N/A

			3 Hours REQUIRED- ALL NEW HIRE K-5 Regular and Special Education Math Teachers <i>*Plan to also attend Amplify Desmos Math Unit and Lesson Internalization for a total of 6 hours.</i>	
	July 28, 2025 8:30-11:30 (3 Hours)	Proficiency Goal 1 Goal 3	New Hire Amplify Desmos Math Launch 6th - Algebra 1 3 Hours REQUIRED- ALL NEW HIRE 6th - Algebra I and Special Education Math Teachers	N/A
	May 28, 2025 8:30-3:30 (6 Hours)	Proficiency Goal 1 Goal 3	MS Math 6 Hours 6-8th Math Teacher	N/A
	May 28, 2025 K-2 8:30am-11:30am 3-5 12:30pm-3:30pm	Proficiency Goal 2 Goal 3	Elementary Science 3 Hours K-5 Science Teachers	N/A
	May 29, 2025 8:30-11:30 (3 Hours)	Proficiency Goal 2 Goal 3	MS and HS Science 3 Hours 6-12 Science Teachers	N/A
	May 30, 2025 8:30-11:30	Proficiency Goal 2 Goal 3	MS Science 3 Hours 6-8 Science Teachers	N/A
	July 30, 2025 12-3	Proficiency Goal 2 Goal 3	Elementary Social Studies 3 Hours K-5 Social Studies Teachers	N/A
	May 29, 2025 8-11	Proficiency Goal 2 Goal 3	MS Social Studies 3 Hours 6-8 social studies teachers 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.	N/A
	July 30, 2025 12:00-3:00	Proficiency Goal 2 Goal 3	MS Social Studies 3 Hours 6-8 social studies teachers 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 middle school Social Studies	N/A

			instruction.	
	July 31, 2025 8:30 - 3:00 (6 Hours)		PLTW Launch Teacher Updates 6 Hours Elementary PLTW Teachers	N/A
	July 22, 2025 8:30 - 10:30 (2 Hours)	Proficiency Goal 1 Goal 3	FrogStreet Assessments (District Training) 2 Hours All Preschool Teachers and POC <i>required</i>	N/A
	July 22, 2025 10:30 - 11:30	Proficiency Goal 1 Goal 3	Using AEPS 3 Data to Close Gaps (District Training) 1 Hour All Preschool Teachers and POC <i>required</i>	N/A
	July 31 Multiple Session Options	Goal 3	All SPED (District Training) 3 Hours Elementary/ Pre-school LBD Teachers <i>required</i>	N/A
	August 4th	Proficiency Goal 1 Goal 3	New Teacher Training 6 Hours New Teachers to KCSD	N/A
	July 31, 2025		ALL ELD Training 6 Hours All ELD Teachers and IA REQUIRED	N/A
PD Day # 2 - November 26, 2025 6 hours	October 28, 2025 4:15-5:45 January 28, 2026 4:15-5:45 (3 Hours Total)	Proficiency Goal 1 Goal 3	CKLA Reading Boost 3 Hours K-2 (one rep per grade per school) 3-5 (one rep per grade per school)	N/A
	6th: 3:30-5 Oct 14, 2025 Jan 13, 2026 7th: 3:30-5 Oct 15, 2025 Jan 14, 2026 8th 3:30-5 Oct 16, 2025 Jan 15, 2026	Proficiency Goal 1 Goal 3	MS ELA 6-8 ELA teachers will collaborate with their district-wide peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time. 3 Hours 6-8 ELA Teachers	N/A
	October- 4:15-5:45 K&1- October 8, 2025 2&3- October 15, 2025 4&5- October 22, 2025 March-	Proficiency Goal 1 Goal 3	Elementary Math Boost 3 Hours K-5 Math teachers	N/A

	4:15-5:45 K&1- March 4, 2026 2&3- March 11, 2026 4&5- March 18, 2026			
	6th: 3:30-5 Oct 21, 2025 Jan 29, 2026 7th: 3:30-5 Oct 30, 2025 Feb 5, 2026 8th:3:30-5 Oct 16, 2025 Feb 12, 2026 Algebra 1: 3:30-5 Nov 6, 2025 Jan 15, 2026	Proficiency Goal 1 Goal 3	6th-Algebra I 3 Hours 6-8th Math Teachers	N/A
	July 29, 2025		Dr. Webb Keynote 1 Hour All Staff	N/A
	July 29, 2025 July 30, 2025 July 31, 2025	Proficiency Goal 1 Proficiency Goal 2 Goal 3	ElevatED 3 Hours All Staff	N/A
	July 31 Multiple Session Options	Proficiency Goal 1 Goal 3	All Sped Training 4 Hours Secondary LBD Teachers Specialty Classroom Teachers Related Service Providers Psychs	N/A
	November 4th - Elem 4:30-6:30 November 6th - Secondary 3:30-5:30	Goal 3	All Sped 2 Hours LBD Teachers, Administrators, Specialty Classroom Teachers	N/A
	October 14, 2025 4:00-6:00 PM	Proficiency Goal 1 Proficiency Goal 2 Goal 3	Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges 2 Hours Preschool Staff	N/A
	December 9, 2025 4:00-6:00 PM February 24, 2026 4:00-6:00 PM	Proficiency Goal 1	Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning 4 Hours Preschool Staff	N/A
	August 4, 2025	Goal 4	ALL ELD Training 6 Hours All ELD Teachers and IAs	N/A

			REQUIRED	
PD Day #3 - February 17, 2025 6 hours				
	4:00-5:00 Sept 17, 2025 Nov 19, 2025 Jan 21, 2026 March 25, 2026	Proficiency Goal 1 Proficiency Goal 2 Goal 3	Technology in the Modern Classroom 4 Hours K-12	N/A
	October 8, 2025 4:00-5:00pm Virtual January 21, 2026 4:00-5:00pm Virtual	Goal 5	Student Connectedness at School 1 Hour Elementary & Secondary Teachers	N/A
	November 6, 2025 4:00-5:00pm Virtual February 12, 2026 4:00-5:00pm Virtual	Goal 5	Supporting Students with Anxiety/Depression for Educators 1 Hour Elementary & Secondary Teachers	N/A
	September 18, 2025 4:00-5:00pm Virtual February 5, 2025 4:00-5:00pm Virtual	Goal 5	Practical Application of Restorative Practices in the Classroom 1 Hour Elementary & Secondary Teachers	N/A
	September 25, 2025 December 4, 2025 February 19, 2026 March 19, 2026 4:00-6:00	Goal 4	EL Best Practices 2 Hours EACH All Teachers	N/A
	June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 8:30-3:30	Goal 5	SCM Refresher 6 Hours SCM Core teams, Special Education Staff Required	N/A
	June 4th & 5th July 8th & 9th July 24th & 25th September 13th & 20th (Saturdays) 8:30-3:30	Goal 5	SCM Initial 12 Hours SCM Core teams Required if new to SCM Core Team	N/A

PD Day #4 - March 14, 2025 6 hours	Aug. 5th and Aug 6th	Proficiency Goal 1 Proficiency Goal 2	SVA Team Level Training 2 Hours Times will vary based on teams	
	Aug 5th, 2025	Proficiency Goal 1 Proficiency Goal 2	SVA SEB Initial Training 2 Hours All Teachers	
	Nov. 11th, 2025	Proficiency Goal 1 Proficiency Goal 2	SVA SEB Refinement #1 1 Hour All Teachers	
	Feb. 10th, 2025	Proficiency Goal 1 Proficiency Goal 2	SVA SEB Refinement #2 1 Hour All Teachers	

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 Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	<u>PBIS Strategies and Behavior Intervention:</u> Ongoing training and analysis of the behavior practices of our students and staff focusing on implementation of Tier I, Tier II and Tier III strategies. This includes the implementation of restorative practices. The shift is to go from punitive to restorative practices. Monthly monitoring of data to ensure students in all tiers are making progress with a heavy emphasis on tier II and tier III students.	PBIS Data, MTSS data, Progress monitoring data, <i>SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data:</i> Use of the <u>KCSD Professional Learning landing page</u> will occur as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	<u>MTSS:</u> Continue to use the MTSS Rubric as the road map for growth and improvement in structures for tier I, II, and III. Continue to monitor the intervention data through Performance Matters in order to determine the health of the interventions.	MTSS Progress monitoring sheet, MAP Data, KSA Data, Reading Diagnostic, Performance Matters, <u>SVA MTSS Plan</u> <u>Landing page</u>
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3,	<u>Technology:</u> Training on technology platforms and supports. We are streamlining the technology platforms that we are utilizing and tracking the	<i>SVA Staff Meetings will be utilized for recursive ongoing training of staff</i>

Growth Goal 4, Impact Survey Goal 5	training of all staff in each of the tools to ensure all staff are able to be proficient with all of the platforms (IXL, Peardeck, Performance Matters, Schoology). In addition, ongoing training will be provided by the ITC's to help enhance the instruction in the classroom. Learning to use technology to enhance instruction in the classroom.	<i>throughout the year based on student data:</i> Use of the <u>KCSD Professional Learning landing page</u> will occur as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	PLC Data Analysis: Teachers and administrators collaborate to analyze data and determine progress in all areas. Careful examination of common assessment data and common formative assessment data is used to guide instruction and make adjustments in all content areas. All teachers track data in their data dashboards to help analyze trends over time. <u>Dashboard Expectations</u> <u>PLC Expectations</u>	Weekly meetings will be held by grade level/content teams along with administration. Data will be utilized to inform next steps in instruction. <u>Landing Page</u> will be used as necessary
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Lesson Plan Internalization and Cycle of Quality Instruction: to include but not limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, adjusting instruction in real time.	SVA PLC Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data, PPR walks, lesson plan review
Proficiency, Gap	Closing Gaps for Students with Disabilities Ongoing professional learning at Faculty Meetings and weekly Special Education PLC meetings around co-teaching strategies and providing consistent targeted feedback during walks in collaborative and resource settings. Intentional planning with co-teaching teams will continue during weekly grade level team planning meetings	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KSA, MAP assessments, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, common assessments, grade distributions, student work, Classroom Learning Walk Data and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as analyzing shared walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers. Grade level content teams will review formative/summative data during collaborative team time to make instructional adjustments on a weekly basis that will maximize student achievement. Teams will also recursively review data in relation to students with disabilities and adjust Tier I

instruction and IEP plans to ensure on a monthly basis concurrent with midterms and report cards. SEB data will be reviewed by the Leadership Team on a monthly basis and grade level/student data will be disseminated to teams to make adjustments to PBIS/SEL lessons as well as MTSS referrals.

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	
Educational Consultant	0322	10%
Registrations	0338	10%
General Supplies/Professional Books	0610	10%
Food	0616	10%
Travel In District	0581	10%
Travel Out of District	0580	10%
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 Survey March 15th, 2025

School Needs Assessment: February 18th, 2025

SBDM Council April 2025

Turkey Foot 25-26 Professional Development Summary

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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.):

Throughout the 2025-2026 school year, TFMS will continue to use our MTSS and school action plan to systematically review and revise school wide goals based on data (MTSS, MAP, Common Formative and Common Summative Assessments, Reading Diagnostic Data, and learning walk data). During the 24-25 school year, these data sets demonstrated that targeted professional learning in the areas of planning and assessment assisted in improving the academic outcomes for all students. Turkey Foot will continue targeted professional learning in these areas to ensure that standards mastery takes place and that the systems and structures are in place for collecting formative data on all students and implementing high quality instruction through collaboration with professional learning communities is upheld with fidelity. Our overall reading and math common assessment data is as follows:

- 6th Grade Reading Overall P/D: Currently 59% All Students, 21% SWD, 12.5% EL
- 6th Grade Math Overall P/D: Currently 64.5% All Students, 34.75% SWD, 29.75% EL
- 7th Grade Reading Overall P/D: Currently 36.5% All Students, 14% SWD, 7% EL
- 7th Grade Math Overall P/D: Currently 50.83% All Students, 38.83% SWD, 17.17% EL
- 8th Grade Reading Overall P/D: Currently 52.33% All Students, 12.67%, 21.33% EL
- 8th Grade Math Overall P/D: Currently 45.17% All Students, 23.33% SWD, 29.83% EL

Through PLC's and job embedded PD, as well as, scheduled and flexible PD during the 2024-2025 school year, next steps for 2025-2026 were determined with input from administration, teachers, SBDM members, and consultants. Administrator and teacher discussions following instructional walks, PLCs, and formal observations also contributed to the next steps that are needed to continue growth. Feedback data from the Cycle of Quality Instruction Walks will guide next steps for training and supporting teachers with their instructional growth. During scheduled PLC's and staff meetings teachers will have the opportunity to learn and strengthen their next steps with students based on their student products.

With the data sets that we have with Common Assessment, MAP, and Reading Diagnostic testing there will be specific support for students based on triangulated data. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students. Throughout the year, TFMS will review and adjust instructional needs based upon the following data: Common Assessments, Common Formative Assessments, KSA Data, MAP Assessment Data, MTSS Data, Reading Diagnostic, behavior data, and IEP progress data.

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	June 2, 2025	CSIP reading and math Goal 1. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	P-12 Reading 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 levels while Unit/Lesson Internalizing.	N/A
	May 27, 2025	CSIP reading and math Goal 1. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	MS ELA 6-8 (3 Hours) ELA 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.	N/A
	May 29, 2024	CSIP Science, SS and Writing Goal 2. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	MS and HS Science 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.	N/A
	May 30, 2025	CSIP Science, SS and Writing Goal 2.	MS Science (3 Hours) Middle School Science teachers, through Unit/Lesson Internalization, will deepen understanding of data analysis and argumentation through	N/A

		CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	the lens of Science and Engineering Practices (SEP). This session will work through the P-12 Reading strategies to explore data as a phenomenon, support students in questioning and making sense of data and strengthen their ability to construct scientific arguments using the Claim-Evidence-Reasoning (CER) framework. This session also includes dedicated collaboration time and resource sharing to support implementation in the classroom.	
May 29, 2025	CSIP Science, SS and Writing Goal 2. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	MS Social Studies (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.	N/A	
July 30, 2025	CSIP Science, SS and Writing Goal 2. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	MS 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 middle school Social Studies instruction.	N/A	
May 28, 2025	CSIP reading and math Goal 1. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	MS Math (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.	N/A	
May 30, 2025	CSIP reading and math Goal 1.	Algebra 1 (6 Hours) Math teachers will be equipped to implement the enhancements of the Amplify Desmos Math curriculum. They will also collaborate with	N/A	

		CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	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.	
June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 8:30-3:30		CSIP School Climate Goal 5.	SCM Refresher (6 Hours) 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.	N/A
July 31		CSIP reading and math Goal 1. CSIP Achievem ent Gap Goal 3.	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.	N/A
Jul. 29, 2025			IA Bootcamp (2 Hours) Participants will be provided with hour-long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	N/A
July 29 - 31, 2026		CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievem ent Gap Goal 3. CSIP School Climate Goal 5.	All TFMS Staff (up to 6 Hrs.) Dr. Webb Keynote and Specified ElevatED sessions. Individual Training -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 <u>ElevatED</u> to support learning and acquire hours.	N/A

PD Day # 2 - November 26, 2025 6 hours	Aug 5, 2025	CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	All TFMS Teachers: Curriculum Map Review, Planning for Common Formative Assessments and development of school-wide assessment calendar. Review of school-wide PLC expectations.	N/A
PD Day #3 - February 16, 2026 6 hours	6th:3:30-5 Oct 14, 2025 Jan 13, 2026 7th: 3:30-5 Oct 15, 2025 Jan 14, 2026 8th 3:30-5 Oct 16, 2025 Jan 15, 2026	CSIP reading and math Goal 1. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	MS ELA 6-8 (3 Hours) ELA teachers will collaborate with their district-wide peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time.	N/A
	6th: 3:30-5 Oct 21, 2025 Jan 29, 2026 7th: 3:30-5 Oct 30, 2025 Feb 5, 2026 8th:3:30-5 Oct 16, 2025 Feb 12, 2026 Algebra 1: 3:30-5 Nov 6, 2025 Jan 15, 2026		6th-Algebra I (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.	N/A
	July 29 - 31, 2026	CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2.	All TFMS Staff (up to 6 Hrs.) Dr. Webb Keynote and Specified ElevatED sessions. Staff will specifically select professional development sessions that are in line with their professional learning goals for the 2025-2026 school year.	N/A

		<p>CSIP Achievem ent Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p> <p>CSIP School Climate Goal 5.</p>	Staff will need to specify sessions prior to PD plan approval.	
	<p>June 10th, 11th, 12th, 17th, 18th, 19th</p> <p>July 10th, 15th, 22nd, 28th</p> <p>8:30-3:30</p>	CSIP School Climate Goal 5.	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.	N/A
	Nov. 6, 2025	<p>CSIP reading and math Goal 1.</p> <p>CSIP Achievem ent Gap Goal 3.</p>	All Sped (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.	N/A
PD Day #4 - March 13, 2026 6 hours	Aug. 6, 2025	<p>CSIP reading and math Goal 1.</p> <p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievem ent Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	All TFMS Teachers: Review of Unit/Lesson Internalization and development of initial unit/lesson plans for the 2025-2026 school year.	N/A

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):

<i>CSIP Goal (Name)</i>	<i>Description of Job-Embedded PD</i>	<i>Specific Supporting Resources, as needed</i>
CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	Job Embedded staff training. Professional learning during regular PLC times with needs-based professional development for staff. Topics to be included: Lesson/Unit Internalization, PBIS, Cycle of Quality Instruction, Formative Assessment tools, As needed PD from the professional learning landing page, Literacy Lead meetings, Special Education Lead meetings, Learning from district leadership meetings, other emerging topics based on data trends as needed.	TBD
CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	TFMS Academic Data Plan reviews within content PLCs. Analysis of GAP groups, at-risk student groups, and bubble students.	N/A
CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	On Thursdays TFMS staff/Admin will work on Common Formative and Common Assessment data analysis in a recursive process through PLC's to review real time data and adjust instruction based on the needs of individual students. Additionally, other student data (KSA, MAP, etc.) will be analyzed along with CA/FA data to determine trends that exist for students.	N/A
CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievement Gap Goal 3. CSIP EL Progress Goal 4.	MTSS Progress Reviews to assess student achievement and program fidelity. Will assist with determining next steps and planning for future interventions.	N/A

CSIP reading and math Goal 1.	Job-Embedded Professional Learning enhancing the use of instructional technology tools within all content to support the cycle of quality instruction.	N/A
CSIP Science, SS and Writing Goal 2.		
CSIP Achievement Gap Goal 3.		
CSIP EL Progress Goal 4.		

D. IMPLEMENTATION AND IMPACT

The impact of the TFMS professional learning plan will be assessed throughout the year through the analysis of the following data: common assessments, KSA, MAP assessments, common formative assessments, student grades, schoolwide discipline data, and reading comprehension assessments. MTSS Tier II and III data will be reviewed to measure programmatic impacts. Adjustments will be made to the job-embedded offerings based upon data as well as classroom walkthroughs and administrator/teacher discussions on instructional needs.

Specifically, TFMS will work on the following goals: Impact will be assessed throughout the year through continuous review and analysis of data during weekly PLCs, Tier II and III MTSS progress review meetings within the pre-established windows. Monthly special education meetings will review progress monitoring data and overall student achievement. The school administrators will review assessment data as well as school wide learning walk data to inform next steps for job embedded professional learning. Data sets will be shared with the staff and discussed in the principal memos, content PLCs, teams meetings, and faculty meetings.

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	50%
Certified Extra Service	0113	12%
Educational Consultant	0322	
Registrations	0338	

General Supplies/Professional Books	0610	30%
Food	0616	
Travel In District	0581	8%
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:.**

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

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.):

Data is collected through a variety of methods.

1. Common assessment data is continually collected through Performance Matters, analyzed during PLCs, and used to drive instructional decisions. Current overall CA data for the 24/25 school year, all students scoring P/D is as follows:

- | | |
|---------------------------|-----------|
| ○ 6th grade math - 66% | SWD - 40% |
| ○ 7th grade math - 60% | SWD - 23% |
| ○ 8th grade math - 47% | SWD - 33% |
| ○ 6th grade reading - 46% | SWD - 16% |
| ○ 7th grade reading - 46% | SWD - 10% |
| ○ 8th grade reading - 56% | SWD - 20% |

Students scoring below the 60% on the fall MAP assessment take the reading diagnostic assessment. The overall students scoring below proficiency on the most recent diagnostic is as follows:

- 6th grade - 41%
- 7th grade - 40%
- 8th grade - 42%
- 0% of 6th & 7th, and 4% of 8th grade students scored P/D

This data indicates a need for increased proficiency across all grade levels in both reading and math. Learning walk and PLC data indicate that intentional planning around the cycle of quality instruction, specifically element 4, and implementation of evidence based strategies contribute to the root cause of the need for increased proficiency. These areas will be addressed in multiple PD sessions scheduled for the 25-26 school year outlined in the plan below. In addition, an intentional focus on increasing proficiency for students with disabilities as there is a significant gap between proficiency of all students and SWD.

2. MTSS data is our roadmap to determining all students' individual needs. The MTSS team meets to analyze and triangulate the data and uses the MTSS rubric to make recommendations accordingly.
3. Other assessment data collected and analyzed during PLC and job-embedded training to determine school need are KSA, MAP, Reading Inventory, formative assessment, intervention data (R180, IXL).

4. The data described in #3 along with the current CSIP is used to develop the School Action Plan with goals focused around largest areas of need. These actionable goals are continually monitored to determine progress.
5. Instructional learning walk data is collected, shared, and analyzed to determine teacher training needs on the Cycle of Quality Instruction. Element 4: Adjusting Instruction in Real Time remains our current area of growth as learning walk data indicates.
6. In addition to assessment and observational data, consultation regarding teacher professional development needs has occurred between administration and department leads, interventionists, special education department, MTSS team, PBIS team, SBDM, and all individual teachers.

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	July 29, 30, and/or 31 (6 hours) OR 6/10, 11, 12, 17, 18, 19 7/10, 15, 22, 28 (6 hours)	Goals 1 & 2 Student proficiency Goal 3 Achievement Gap Goal 5 Quality of School Climate and Safety	All Staff Dr. Webb Keynote Address & Team Kenton Elevated (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) OR Safe Crisis Management Refresher	KY Academic Standards, Cycle of Quality Instruction
PD Day # 2 - November 26, 2025 6 hours	August 5 (6 hours)	Goals 1 & 2 Student proficiency & Goal 3 Achievement Gap	All Teachers Planning practices for instructional strategies and assessment	KY Academic Standards, Cycle of Quality Instruction, Data Collection Tool, Instructional resources, Planning resources

PD Day #3 - February 16, 2026 6 hours	ELA 5/27 (3hr)	Goals 1 & 2 Student proficiency & Goal 3 Achievement Gap	MS ELA Engage in 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. Teachers will collaborate with their district-wide peers around common goals– content standards, high-quality instructional strategies to improve student achievement in real-time.	Instructional resource, Cycle of Quality Instruction, planning materials, common assessments, common formative assessments, KY academic standards
	6th grade 10/14, 1/13 7th grade 10/15, 1/14 8th grade 10/16, 1/15 (3 hour each grade level) (6 hour total for each grade level)			
	Math 5/28 (6 hr)		MS Math Teachers will be equipped to implement the enhancements of the Amplify Desmos Math curriculum. They will 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.	
	Science 5/29 (3 hr)		MS Science Unit/Lesson Internalization process will lead an indepth look at 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.	
	5/30 (3 hr)		Through Unit/Lesson Internalization, teachers will deepen understanding of data analysis and argumentation through the lens of Science and Engineering Practices (SEP). This session will work through the P-12 Reading strategies to explore data as a phenomenon, support students in questioning and making sense of data and strengthen their ability to construct scientific arguments using the Claim-Evidence-Reasoning (CER) framework. This session also includes dedicated collaboration time and resource sharing to support	

			implementation in the classroom.	
	Social Studies 5/29 (3 hr)		MS Social Studies Social Studies teachers will engage in 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.	
	7/30 (3hr)		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 middle school Social Studies instruction.	
	Sped July 31 (Elevated 4hr)		MS Special Education 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.) 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.	
	11/6 (2 hr)		SCM Refresher (6 Hours) 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.	

PD Day # 4 - March 13, 2026	September 8 (1 hour instructional focus) (1 hour SEB focus)	Goals 1 & 2 Student proficiency Goal 3 Achievement Gap Goal 5 Quality of School	All Teachers Cycle of Quality instruction, focus on element 4, instructional strategies and assessment AND SEB - School Climate - Trend Data and Strategic planning	KY Academic Standards, Cycle of Quality Instruction, instructional resources SEB trend data
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		Climate and Safety		
	October 20 (2 hours)	Goals 1 & 2 Student proficiency	All Teachers Cycle of Quality instruction, focus on element 4, instructional strategies and assessment	KY Academic Standards, Cycle of Quality Instruction, Data Collection Tool, Instructional resources, Planning resources
	November 10 (2 hours)	Goal 3 Achievement Gap		

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 Student proficiency Goal 3 Achievement Gap	Cycle of Quality Instruction: Providing continuous training on the cycle including examples of exemplary implementation of each element. These instructional practices will include different technology tools to help support instructional practices. Monthly staff meetings, monthly small group teacher meetings	Cycle of Quality Instruction, Landing page
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Teacher planning: Instructional practices and assessment Monthly staff meetings, monthly small group teacher meetings, weekly PLC	Planning documents, HQIR, instructional strategies
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	MTSS: High quality instruction at all tiers, MTSS team structures Monthly staff meetings, monthly small group teacher meetings, weekly PLC	KCSD Wheel, MTSS pyramid, data dashboard <u>25-26 MTSS Meeting Schedule Link (TBD)</u>
Goal 5 Quality of School Climate and Safety	SEB: Second Steps, Restorative Practices, Adult Advocate conferences Monthly staff meetings, monthly small group teacher meetings	Second Steps, Restorative practices
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Data Analysis: Recursive process for common assessments, common formative assessments, KSA, MAP, Weekly PLC	Data sets, data dashboard, Performance Matters
Goals 1 & 2 Student proficiency Goal 3	PLC: Support collegial pairs in PLC setting to plan, reflect, review, analyze, revise Weekly PLC	Performance Matters, Data analysis docs

Achievement Gap		<u>25-26 CF Schedule Link</u> <u>(TBD)</u>
Goal 3 Achievement Gap	Special Education: Collaboration/co-teaching model, goal data, SWD data analysis, progress monitoring data Bi-monthly department meetings, PLC meetings	Special education consultants, data dashboard, performance matters

D. IMPLEMENTATION AND IMPACT

Implementation will be ongoing through the year. Intended impact is to increase student achievement and close the achievement gap for students with disabilities. Impact will be assessed through data analysis including common formative assessments, common assessments (Performance Matters), MAP, reading screening, KSA, intervention data, behavior data. This analysis will occur during weekly PLCs, department meetings, MTSS team meetings, and special education progress review meetings. The school Action Plan will be used to monitor implementation and impact.

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	12
Certified Extra Service	0113	8
Educational Consultant	0322	9
Registrations	0338	40
General Supplies/Professional Books	0610	10
Food	0616	2
Travel In District	0581	3
Travel Out of District	0580	17
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - (Org for 7000)

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY
PERSONS AFFECTED BY THIS PD PLAN: __3/19/25, 3/21/25__**

Woodland Middle 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

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.):

Our trend data from the 2024-2025 school year continues to indicate that our teachers need professional learning in all elements of the Cycle to varying degrees, but particularly in Elements 1 & 2. We will also continue to refine our work with those teachers who have demonstrated mastery of Elements 1 & 2, but still need support in student collaboration, assessing all students, and adjusting instruction in real time (Elements 3 & 4). Specifically, Woodland's data through multiple different data sets (eg., Reading Diagnostic, CF's CA's, MAP) is telling us that we have identified areas of need in student performance in Woodland's core content areas. Teachers in all grade levels and assessment data also indicated that meeting the needs of students with disabilities continues to be a priority for continued growth and learning. Within this PD plan there is intentionality in supporting the content areas and special education through lesson plan internalization, FA/CA's, support with the Cycle of Quality Instruction, and training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities.

Based on the results of our 24-25 Needs Assessment for Schools, District Common Assessment data, MAP scores, KSA annual results, building level formative and common assessment data, and a staff survey, there is an indicated need for continued focus on strengthening instruction in math and reading to improve student achievement in both, as measured by the number of students achieving proficient and/or distinguished on KSA, high achievement on district Common Assessments, as well as mastery of student work with the Desmos and HMH high quality instructional resources with the shift towards literacy in both areas for all students. We continue to focus on writing instruction across curriculum within the HMH curriculum and aligning that to district timelines. Intentional shared common planning time with general and special educators will continue in order to provide quality time for lesson plan internalization and collaboration, as well as to best meet the KAS standards and the Cycle of Quality Instruction.

In the whole staff survey, Woodland teachers indicated the need for further training and continued work with our school instructional technology resources, specifically those that enhance adjustments to instruction in real time based on student feedback, and data analysis (Performance Matters, PearDeck, Book Creator, etc.) The areas of need were found to be effective implementation of IXL for students below benchmark in both reading and math, as well as continued revision of our school-wide common formative assessment calendar.

Woodland administration and teachers continue to meet and collaborate in weekly Instructional Learning Team meetings in which they analyze and identify trends in student learning results from data including MAP, KSA, district Common Assessments, as well as building-level common formatives in reading and math. Adjustments to instruction and re-teaching will be made following these analysis sessions, based on the instructional data available. This is our school's recursive process that continues to reflect the structures outlined in our school wide vision, the "Woodland Way." Teachers meet weekly in ILTs by subject and grade level to review formative and district common assessment data in their respective areas. This data is entered into Performance Matters which allows us to filter data sets, to see individual student data, and to analyze standards mastered by students, classes, grades, schools, and the district.

This year, we also added intervention data to Performance Matters in order to better triangulate data when making decisions about next steps for instruction and interventions with all students. Ongoing professional learning is needed to help teachers become more confident in both the technology portion of this system as well as the core instructional strategies in reading and math as they align to the state standards and assessments.

Our district Common Assessment running averages indicate that students in Gap Groups are still performing at lower levels than those of same-age peers. Our data in this area is as follows by grade level, content area, and gap groups:

- *6th Grade Reading Overall PD: 54.5% P/D (SPED 19.5%)*
- *6th Grade Math Overall PD: 41.25% P/D (SPED 20.5%)*
- *7th Grade Reading Overall PD: 24.00% P/D (SPED 8%)*
- *7th Grade Math Overall PD: 42.67% P/D (SPED 14.5%)*
- *8th Grade Reading Overall PD: 51.33% P/D (SPED 31.33%)*
- *8th Grade Math Overall PD: 29.8% P/D (SPED 17.4%)*

Fall MAP data indicates a need to continue with our focus on the development of effective Tier I instructional strategies and lesson plan internalization:

- *6th Grade Reading PD: 65% (Fall)*
- *6th Grade Math PD: 75% (Fall)*
- *7th Grade Reading PD: 59.6% (Fall)*
- *7th Grade Math PD: 57% (Fall)*
- *8th Grade Reading PD: 52.2% (Fall)*
- *8th Grade Math PD: 55.9% (Fall)*

Behavior Data Collected throughout the 2024-2025 School year (all data is YTD) also indicated growth as a result of more intensive focus on Tier I Classroom Management strategies and behavior supports:

- *Total Behavior Referrals: 260*
- *Total Number of Out of School Suspensions: 94 with 27 students*
- *Total Number of In School Suspensions: 57 with 45 students*
- *Total Number of Discipline Referrals FRAM: 90 (35.77% of total)*
- *Total Number of Discipline Referrals Special Ed.: 25 (9.6% of total)*

In the 2023-2024 school year, Woodland had the following KSA results:

- *56% of students scored proficient/distinguished in Reading*

- 22% of students with disabilities scored proficient/distinguished in Reading
- 43% of students scored proficient/distinguished in Math
- 11% of students with disabilities scored proficient/distinguished on Math
- 67% of students scored proficient/distinguished in Writing
- 20% of students with disabilities scored proficient/distinguished in Writing
- 47% of students scored proficient/distinguished in Social Studies
- 14% of students with disabilities scored proficient/distinguished in Social Studies
- 33% of students scored proficient/distinguished in Science
- 23% of students with disabilities scored proficient/distinguished in Science

Within our MTSS structure, our Core Team has reviewed data around the health of our Tier II and Tier III academic and SEB interventions, and shared those results with district leadership in at least two meetings this year. We will continue to collect data that is pulled through the Performance Matters system to determine the number of students making good progress by intervention area and by interventionist, and make real-time adjustments when necessary for sustained student growth. Ongoing professional learning is needed to continue and will be provided to strengthen the instruction with specific programs and skill deficits, including Character Strong, IXL, and Why Try. Lastly, we continue our work to develop a “master” Data Dashboard for all Woodland students that includes their individual data for both SEB and academic areas, to provide for a more comprehensive view of each child’s needs and to inform next steps with greater accuracy.

In addition to our school specific professional learning opportunities, all teachers at Woodland will continue to participate in district wide collaborative learning around our high quality instructional resources and lesson plan internalization to provide authentic opportunities for collaboration among teachers around pacing, instructional resources and assessments. 25-26 PL Offerings. We will continue our job-embedded professional learning on the Cycle of Quality Instruction based on learning walk trend data. We will continue our work with targeted walks and feedback in our collaborative classrooms to focus on co-teaching and intentional lesson planning around standards with general education and special education teachers. Lastly, we will also continue our weekly ILT process where we utilize formative and district common assessment data from Performance Matters to make adjustments to instruction in real time for students.

Important Links:

2025-26 Professional Learning

 [KCS D Professional Learning Landing Page](#)

[NKCES Professional Learning Opportunities](#)

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

<i>District Calendar Date</i>	<i>Flexible Date Request, as applicable</i>	<i>CSIP Goal</i>	<i>Description of Content of Professional Development</i>	<i>Specific Supporting Resources, as needed</i>
PD Day # 1 - August 12, 2025 6 hours	June 2, 2025	CSIP reading and math Goal 1. CSIP Achievem ent Gap Goal 3.	P-12 Reading 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 levels while Unit/Lesson Internalizing.	N/A

		CSIP EL Progress Goal 4.		
	May 27, 2025	<p>CSIP reading and math Goal 1.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS ELA 6-8 (3 Hours)</p> <p>ELA 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.</p>	N/A
	May 29, 2024	<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS and HS Science</p> <p>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.</p>	N/A
	May 30, 2025	<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS Science (3 Hours)</p> <p>Middle School Science teachers, through Unit/Lesson Internalization, will deepen understanding of data analysis and argumentation through the lens of Science and Engineering Practices (SEP). This session will work through the P-12 Reading strategies to explore data as a phenomenon, support students in questioning and making sense of data and strengthen their ability to construct scientific arguments using the Claim-Evidence-Reasoning (CER) framework. This session also includes dedicated collaboration time and resource sharing to support</p>	N/A

			implementation in the classroom.	
	May 29, 2025	<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS Social Studies (3 Hours)</p> <p>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.</p>	N/A
	July 30, 2025	<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS Social Studies (3 Hours)</p> <p>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 middle school Social Studies instruction.</p>	N/A
	May 28, 2025	<p>CSIP reading and math Goal 1.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MS Math (6 Hours)</p> <p>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.</p>	N/A
	May 30, 2025	<p>CSIP reading and math Goal 1.</p>	<p>Algebra 1 (6 Hours)</p> <p>Math teachers will be equipped to implement the enhancements of the</p>	N/A

		<p>CSIP Achievem ent Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>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.</p>	
<p>June 10th, 11th, 12th, 17th, 18th, 19th</p> <p>July 10th, 15th, 22nd, 28th</p> <p>8:30-3:30</p>	<p>CSIP Achievem ent Gap Goal 3.</p>	<p>SCM Refresher (6 Hours)</p> <p>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.</p>	<p>N/A</p>	
<p>July 31</p>	<p>CSIP reading and math Goal 1.</p> <p>CSIP Achievem ent Gap Goal 3.</p>	<p>All Sped Training (4 Hours)</p> <p>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.</p>	<p>N/A</p>	
<p>Jul. 29, 2025</p>	<p>CSIP Achievem ent Gap Goal 3.</p>	<p>IA Bootcamp (2 Hours)</p> <p>Participants will be provided with hour-long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.</p>	<p>N/A</p>	
<p>July 29 - 31, 2026</p>	<p>CSIP reading and math Goal 1.</p>	<p>All WD Staff (up to 6 Hrs.)</p> <p>Dr. Webb Keynote and Specified ElevatED sessions. (Individual Training - 6 hours-To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's</p>	<p>N/A</p>	

		<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP School Climate Goal 5.</p>	<p>individual professional growth plans. Teachers may utilize training options available through Team Kenton <u>ElevatED</u> to support learning and acquire hours. (Keynote & multiple professional learning sessions including SEB) Staff will specifically select professional development sessions that are in line with their professional learning goals for the 2025-2026 school year. Staff will need to specify sessions prior to PD plan approval.</p>	
<p>PD Day # 2 - November 26, 2025</p> <p>6 hours</p>	<p>Aug 5, 2025</p>	<p>CSIP reading and math Goal 1.</p> <p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>All WD Teachers:</p> <p>Curriculum Map Review, Planning for Common Formative Assessments and development of school-wide assessment calendar. Review of school-wide PLC expectations.</p>	N/A
<p>PD Day #3 - February 16, 2026</p> <p>6 hours</p>	<p>6th:3:30-5</p> <p>Oct 14, 2025</p> <p>Jan 13, 2026</p> <p>7th: 3:30-5</p>	<p>CSIP reading and math Goal 1.</p> <p>CSIP Achievement Gap Goal 3.</p>	<p>MS ELA 6-8 (3 Hours)</p> <p>ELA teachers will collaborate with their district-wide peers around common goals—content standards, high-quality instructional strategies to improve student achievement in real-time.</p>	N/A

<p>Oct 15, 2025</p> <p>Jan 14, 2026</p> <p>8th 3:30-5</p> <p>Oct 16, 2025</p> <p>Jan 15, 2026</p>	<p>CSIP EL Progress Goal 4.</p>		
<p>6th: 3:30-5</p> <p>Oct 21, 2025</p> <p>Jan 29, 2026</p> <p>7th: 3:30-5</p> <p>Oct 30, 2025</p> <p>Feb 5, 2026</p> <p>8th:3:30-5</p> <p>Oct 16, 2025</p> <p>Feb 12, 2026</p> <p>Algebra 1: 3:30-5</p> <p>Nov 6, 2025</p> <p>Jan 15, 2026</p>		<p>6th-Algebra I (3 Hours)</p> <p>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.</p>	<p>N/A</p>
<p>June 10th, 11th, 12th, 17th, 18th, 19th</p> <p>July 10th, 15th, 22nd, 28th</p> <p>8:30-3:30</p>	<p>CSIP School Climate Goal 5.</p>	<p>SCM Refresher</p> <p>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.</p>	<p>N/A</p>

	Nov. 6, 2025	CSIP reading and math Goal 1. CSIP Achievem ent Gap Goal 3.	All Sped (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.	N/A
PD Day #4 - March 13, 2026 6 hours	Aug. 6, 2025	CSIP reading and math Goal 1. CSIP Science, SS and Writing Goal 2. CSIP Achievem ent Gap Goal 3. CSIP EL Progress Goal 4.	All WD Teachers: Review of Unit/Lesson Internalization and development of initial unit/lesson plans for the 2025-2026 school year.	N/A

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
CSIP reading and math Goal 1.	Job Embedded staff training. Professional learning during monthly PLC's and Tune Up Tuesday meetings with needs-based professional development for staff.	TBD

<p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>Topics to be included: Lesson/Unit Internalization, PBIS, Cycle of Quality Instruction, Formative Assessment tools, as needed PD from the district Professional Learning Landing page, Literacy Lead meetings, Special Education Lead meetings, learning from district leadership meetings, implementing technology to support instructional strategies, other emerging topics based on data trends as needed.</p>	
<p>CSIP reading and math Goal 1.</p> <p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>WD Academic Data reviews within content ILTs. Analysis of GAP groups, at-risk student groups, and “bubble” students.</p>	N/A
<p>CSIP reading and math Goal 1.</p> <p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>In weekly ILT meetings, WD staff/Admin will work on creating, aligning and vetting Common Formatives. During ILT work staff and administration will analyze Common Formative and Common Assessment data in a recursive process to review real time data and adjust instruction based on the needs of individual students. Additionally, other student data (KSA, MAP, etc.) will be analyzed along with CA/FA data to determine trends that exist for students.</p>	N/A
<p>CSIP reading and math Goal 1.</p> <p>CSIP Science, SS and Writing Goal 2.</p> <p>CSIP Achievement Gap Goal 3.</p> <p>CSIP EL Progress Goal 4.</p>	<p>MTSS Progress Reviews to assess student achievement and program fidelity. Will assist with determining next steps and planning for current/future interventions.</p>	N/A

D. IMPLEMENTATION AND IMPACT

Impact will continue to be assessed throughout the year through a recursive review and analysis of data during monthly Planning Period Meetings (ex. “Tune Up Tuesdays”), Administrative/Counselor Team

Meetings (ex. every Monday), that will alternate focus among academics and SEB topics, weekly RBTL meetings, and MTSS Tier II and III progress review meetings. Additionally, PLC/department meetings will be held one weekday after school per month, and Special Education Progress review meetings will be held monthly on common teacher planning periods. Specific data reviewed shall include: KSA data, IEP Progress data, MAP assessment data, CBAS Pillars, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, Behavior Data, & Common Assessments using the Performance Matters analysis tool. Additionally, weekly failing grade reports will be sent to all faculty members one time per week. Instructional Trend Data will be reviewed in weekly Leadership Team meetings, based upon formal observations and classroom walk throughs, during which samples of feedback given will be reviewed and discussed for calibration, and ongoing reflections on student work and instructional trend data will drive future work and help determine next steps.

Adjustments to job-embedded professional development will be made based on this data as well as instructional data trends as a leadership team to identify both individual teacher needs as well as whole-school trends. These will be communicated through weekly newsletters, at faculty meetings, and during PLC & Planning Period meetings. Teacher feedback and input during ILTs and following professional development sessions will be used to analyze and reflect upon the effectiveness of our implementation, and will provide input for adjustments needed as well. The SBDM Council will review student progress as a standing item on our monthly agendas to monitor progress and make recommendations for improvement.

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	0
Educational Consultant	0322	0
Registrations	0338	30%
General Supplies/Professional Books	0610	25%
Food	0616	10%

Travel In District	0581	0
Travel Out of District	0580	10%
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 17, 2025 - Staff PD Survey**
- **March 11, 2025 - SBDM Meeting**
- **April 22, 2025 - SBDM Meeting**