

Beechgrove

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.):

Data analyzed that informed the professional development needs include KSA data, MAP Growth, MAP Fluency, instructional walkthrough observations, and Impact Survey results. This fall our 23-24 KSA results indicated that 46% of our students in grades 3 - 5 were proficient in both math and reading and only 24% of 5th graders were proficient in writing. To address this deficit in writing, the 24-25 master schedule was designed to include additional, explicit writing instruction and monthly on demand opportunities. Through a calibration and review of those writing pieces our team identifies trends and makes instructional adjustments. Our fall MAP Growth data aligned to those results, showing that 46% of students in grades K-5 were projected to reach proficiency in both math and reading. The MAP Fluency was administered in both the fall and winter this school year; those results showed that from fall to winter the number of students in grades K-5 taking the Oral Reading assessment increased from 42.5% in the fall to 48.6% in the winter (+6.1). Common Assessment data at the end of the 2nd trimester of our current school year shows that 71% of students are meeting benchmarks in both Math and Reading compared to the district average of 77% in Math and 69% in Reading. As of March 2025, 54.55% of 5th grade students have met the transition readiness criteria as set

by the district of 100% of students being transition-ready. Our monthly instructional walk data has been used to inform ongoing job-embedded professional learning needs this current school year and intentional sessions on the KCSD Cycle of Quality Instruction have shown improvement in our focus on Element 1: An appropriate standards-based task has improved from 87.5% reinforce to 96% reinforce. All data sets have indicated and continue to show that proficiency in math, reading, and writing for all students continues to be an area of growth for the upcoming 25-26 school year. These areas have been an area of focus through our weekly PLC structures where we regularly review data, plan instructional next steps, and participate in job-embedded learning. This analysis and next steps for 25-26 were determined with input from the administration, teachers, and SBDM members. Our team has reflected on the data and is proud of the progress we are making. To continue this progress, we will place high-quality instruction in math, reading, and writing at the forefront of our professional development plan.

Ok

2025-2026 PL Offerings

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	May 28, 2025 K-2 8am-11am 3-5 12pm-3pm	Goal 2 Separate Academic Indicator	Elementary Science 3 hours (K-5 Teacher - one per grade level required)	NA
	May 29, 2025 8:00-12:00	Goal 1 Proficiency Goal 3 Gap	UFLI Interventions 4 hours (Designated T2 interventionists - both gen ed and IAs)	RDIF Grant
	June 2, 2025 Session 1: 8:00-11:00 Session 2: 12:00-3:00	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap	P-12 Reading Strategies 3 hours (P-12 educators/admin)	<u>P-12 Reading Strategies</u>
	June 4, 2025 8:30 am-3:30 pm	Goal 1 Proficiency Goal 3 Gap	Amplify Desmos Math Launch 6 hours (K-2 Regular and Special Education Math Teachers/Admin)	NA
	June 5, 2025 8:30 am-3:30 pm	Goal 1 Proficiency Goal 3 Gap	Amplify Desmos Math Launch 6 hours (3-5 Regular and Special Educa tion Math Teachers/Admin)	NA
	July 22, 2025 8:30 - 10:30	Goal 1 Proficiency	FrogStreet Assessments (District Training) 2 hours	NA

			(All Preschool Teachers and POC required)	
	July 22, 2025 10:30 - 11:30	Goal 1 Proficiency	Using Continuous Assessment Data to Close Gaps (District Training) 1 hour (All Preschool Teachers and POC required)	NA
	July 23, 2025 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap	Beechgrove CIA 3 hours (8:30 - 5th grade teachers required , 10:30 - 4th grade teachers required , 12:30 - 3rd grade teachers required)	☰ 24-25 KC... ☰ 24-25 Be...
	July 24, 2025 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap	Beechgrove CIA 3 hours (8:30 - 2nd grade teachers required , 10:30 - 1st grade teachers required , 12:30 - K grade teachers required)	☰ 24-25 KC... ☰ 24-25 Be...
	July 28, 2025 8:00-11:00	Goal 1 Proficiency Goal 3 Gap	CKLA New Hire Launch 3 hours (New CKLA teachers, required)	NA
	July 28, 2025 12:00-3:00	Goal 1 Proficiency Goal 3 Gap	New Hire Amplify Desmos Math Launch K-5 3 hours (New Math teachers, required)	NA
PD Day # 2 - November 26, 2025 6 hours	June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 8:30-3:30	Goal 5 Quality of School Climate and Safety	SCM Refresher 6 hours (SCM Core Team, Special Education Staff, Preschool required)	NA
	June 4th & 5th July 8th & 9th July 24th & 25th September 13th & 20th	Goal 5 Quality of School Climate and Safety	SCM Initial 12 hours (Required if new to SCM Core Team)	NA


	(Saturdays)			
	8:30-3:30			
	Keynote - July 29 July 30 July 31	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 5 Quality of School Climate and Safety	Dr. Webb Keynote and ElevatED (All K-5 teachers, LBD teachers, IAs required) 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 <u>ElevatED</u> to support learning and acquire hours. (Keynote & multiple professional learning sessions including SEB)	<u>25-26 ElevatED Sessions</u>
	July 30, 2025 8-11	Goal 2 Separate Academic Indicator	Elementary Social Studies 3 hours (K-5 teachers - one per grade level, required)	NA
	July 31, 2025 8:30 - 3:00	Goal 2 Separate Academic Indicator	PLTW Launch Teacher Updates 6 hours (PLTW Teacher)	NA
	August 4 9:00 - 11:00	Goal 1 Proficiency Goal 2 Separate Academic Indicator	Beechgrove Team Leaders 2 hours (Selected Team Leaders)	NA
	August 4 8:30 - 3:30	Goal 1 Proficiency	New Teacher Training 6 hours (NEW KCSD Teachers)	NA
	August 5th 8:00 - 3:30	Goal 1 Proficiency	Visualize & Verbalize 6 hours (Minimum of 1 teacher per grade level, interventionist, LBD teachers)	RDIF Grant
PD Day #3 - February 16, 2026 6 hours	4:00-5:00 Sept 17, 2025 Nov 19, 2025 Jan 21, 2026 March 25, 2026	Goal 1 Proficiency	Technology in the Modern Classroom 4 hours (K-12 teachers)	NA
	August 6th 8:00 - 3:30	Goal 1 Proficiency	Visualize & Verbalize 6 hours (Minimum of 1 teacher per grade level, interventionist, LBD teachers)	RDIF Grant

	October 14, 2025 4:00-6:00 PM	Goal 1 Proficiency	Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges 2 hours (Preschool Staff)	NA
	October 28, 2025 4:15-5:45	Goal 1 Proficiency	CKLA Reading Boost 3 hours (Designated 1 teacher per grade)	NA
	January 28, 2026 4:15-5:45			
PD Day #4 - March 13, 2026 6 hours	September 18, 2025 4:00-5:00pm Virtual or February 5, 2025 4:00-5:00pm Virtual	Goal 5 Quality of School Climate and Safety	Practical Application of Restorative Practices in the Classroom 1 hour (All school staff)	NA
	October 8, 2025 4:00-5:00pm Virtual or January 21, 2026 4:00-5:00pm Virtual	Goal 5 Quality of School Climate and Safety	School Connectedness at School 1 hour (All school staff)	NA
	November 4th - Elem 4:30-6:30	Goal 1 Proficiency Goal 3 Gap	All Sped 2 hours (Special Education Teachers)	NA
	November 6, 2025 4:00-5:00pm Virtual or February 12, 2026 4:00-5:00pm Virtual	Goal 5 Quality of School Climate and Safety	Supporting Students with Anxiety/Depression for Educators 1 hour (All school staff)	NA
	December 9, 2025 4:00-6:00 PM February 24, 2026 4:00-6:00	Goal 1 Proficiency	Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning 4 hours (Preschool Staff)	NA

	PM			
	September 25, 2025 December 4, 2025 February 19, 2026 March 19, 2026 4:00-6:00	Goal 4 English Language Learners	EL Best Practices Up to 6 hours (All school staff)	NA

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Planning PLCs - Grade level teams or departments will meet weekly to intellectually prepare and internalize lessons, and collaborate on lesson planning utilizing the school process to include the KCSD Cycle of Quality Instruction and P-12 Reading Strategies to ensure equitable access to ALL students. These PLCs will be predominantly led by Team Leaders and supported by Admin.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, Team Leaders, School Administrators, District Consultants (as needed)
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Data PLCs - Grade level teams or departments will meet weekly with Admin to review available data sets in order to identify individual student needs and instructional next steps. Those data sets include weekly formative assessments, district common assessments, monthly on demands, MTSS, KSA, MAP Growth, MAP Fluency, Brigance, Transition Ready, and others.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, School Administrators, District Consultants (as needed)
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners Goal 5	Bi-weekly job embedded opportunities to address professional learning needs in real time. These sessions will be determined through the data reviewed in both Planning and Data PLCs and will be offered at intentional intervals to support staff needs. Sessions will include professional learning surrounding instruction, KCSD Cycle of Quality Instruction, HQIRs, technology, special populations, PBIS, and SEB. These could occur	 KCSD Professional... District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, District Behavior Dashboard, Staff Input Surveys, ITC, School Literacy &

Quality of School Climate and Safety	during planning time, faculty meetings, or as optional after school opportunities for PD or pay.	Numeracy Leaders, Intervention Coordinators, Team Leaders, School Administrators, District Consultants (as needed), outside agencies such as KDE (as needed)
Goal 1 Proficiency	Literacy Intervention - KDE RDIF grant funded professional learning to support implementation of our literacy intervention resources, UFLI and Visualize & Verbalize for staff implementing literacy T2 or T3. Opportunities for ongoing learning include release time for peer observations, additional training, and data review.	Intervention Coordinator, Literacy Leaders, district partners
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners Goal 5 Quality of School Climate and Safety	CBAS Pillars - This will be our first year implementing CBAS Pillars. This inaugural year will be focused on establishing the vision and general process. Select staff (either through volunteering or as part of an associated stipend) will serve on a pillar. Time on Opening Day will be reserved for introducing the process and expectations. Designated time to meet a minimum of 3 times during the school year will be provided to pillar groups (PLC or faculty meeting portions) with the goal to be a final presentation of pillar progress on Closing Day 2026.	District Pillar Dashboard, School Pillar Dashboard, District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, District Behavior Dashboard, Staff Input Surveys

D. IMPLEMENTATION AND IMPACT

We will continually monitor data sets through our recursive PLC processes and staff surveys and reflections to determine PD impacts and effectiveness. We believe that the plan proposed will provide ongoing support and allow necessary flexibility to adjust to meet staff and student needs in real time. Updates will be provided to SBDM monthly. All staff will complete an individual PD plan by June 1, 2025 which will be reviewed with a school administrator.

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	

Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	
Food	0616	
Travel In District	0581	
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: _____**

Staff Mid-Year Impact Survey - December 2024

Staff Surveys - March 2025

SBDM Regular Meeting - April 3, 2025

Caywood

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.):

Intentional data analysis has been conducted to support the needs assessment process for identifying professional learning. As a district and school, we continue to be responsive to teacher needs *and* both instructional and assessment data, we will be shifting many of our professional development opportunities to after school sessions during the school year. This approach allows teachers to work with their peers around common goals– standards, high quality instructional resources, and assessment data (including that provided through Performance Matters) to improve student achievement in *real-time*. Based on the results of a school- specific professional learning survey,, Caywood teacher responses indicated a need for continued focus on our literacy work with the Amplify high quality instructional resource with an intentional focus on *language and reading comprehension*. Areas of need that came up in the qualitative data analysis include the need to focus on incorporating best practice instruction and strategies in writing across grade levels within the Amplify CKLA curriculum and aligning that to district timelines. Intentional planning time using lesson internalization tools with general educators and special education teachers was also a need in order to utilize Amplify CKLA and the newly adopted Amplify Desmos Math high quality instructional resources. In addition, the teachers also indicated the need for further training and continued work with our school instructional technology resources. Teachers would benefit from job-embedded professional development offered in the area of technology to enhance instruction and data analysis. The areas of need were found to be with IXL, as well as the use of PearDeck and Curiopod to enhance the ability to elicit products from all students and to adjust instruction in real time. In addition, teachers in K-2 would like more training in the Boost supplemental resource provided through Amplify. Teachers in all grade levels also indicated that meeting the needs of students with language barriers, students with disabilities and those with challenging behaviors continues to be a priority for

continued growth and learning. Caywood teachers also identified a need to learn more about project based learning and enrichment opportunities for gifted students.

In addition to analyzing the needs of our staff from the survey, the administration and teachers at Caywood Elementary have collaborated weekly to examine student learning results from data including MAP, KSA, and MAP Fluency Diagnostics as well as common formative assessments and district common assessments in reading and math. Our school's data analysis is a recursive process that involves systematic PLCs built into our school's culture. Teachers meet weekly in grade level PLCs to review formative and district common assessment data in the areas of reading and math, as well as science and social studies. 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 the effectiveness of interventions. 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, assessments and high quality instructional resources.


Our Reading common assessment averages are as follows by grade level and Gap Groups as of March 2025: The percent of ALL kindergarten students reaching at or above benchmark is 83.5% , students with disabilities (SWD) 65% and EL students 62.5%. The percent of all first grade students reaching at or above benchmark is 75%; students with disabilities (SWD) 87% and EL students 40.5%. The percent of ALL second grade students reaching at or above benchmark is 80%; students with disabilities (SWD) 64% and EL students 66%. The percent of ALL third grade students reaching at or above grade level benchmark is 56.5%; students with disabilities (SWD) 49.5% and EL students 53%. The percent of ALL fourth grade students reaching at or above grade level benchmark is 65% ;students with disabilities (SWD) 19%; and EL students 43%. The percent of ALL fifth grade students reaching at or above grade level benchmark is 56.5%; students with disabilities (SWD) 40%and EL students 13%.

Our most recent Reading Inventory diagnostic data indicates growth from the beginning of the year to the middle of the year in many grade levels. Kindergarten data indicates that 69% of students were scoring proficient in phonological awareness in fall, and in winter we increased to 90% understanding phonological awareness. We also saw growth from 67% mastering phonics at grade level to 76% showing mastery of phonics and word recognition. In first grade, we saw a small decline in mastery of phonological awareness and phonics from fall to winter as the expectations jumped ahead rapidly. Phonological awareness mastery dropped from 88% to 82% and phonics mastery dropped from 94% to 70% demonstrating our need for continual needs based instruction. Second grade celebrated having 65% of students pass all foundational skill portions of the mid year assessment, while 35% of students were still working through foundational skills.. Our third grade students showed growth with 77% of students passing all foundational skills in the fall and 86% in the winter. In our intermediate grades, we only tested a small population, yet we still had successes. In fourth grade, we saw an increase in sentence reading fluency and fifth grade closed the gap by celebrating all students passing the foundational skills portion of the test. Both intermediate grades are working on increasing the fluency and comprehension scores with all students.



Fifty (52%) of students scored proficient/distinguished in Reading on the KSA state assessment in the spring of 2024. Fifty-four percent (54%) of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2024. Twenty-five percent (25%) of students with disabilities scored proficient/distinguished on KSA Reading. Twenty- three percent (23%) of students with disabilities scored proficient/distinguished on KSA Math. Thirty-eight percent (38%) of English Language Learners (EL) scored proficient/distinguished on KSA Reading in the spring of 2024. Thirty-two percent (32%) of English Language Learners (EL) scored proficient/distinguished on KSA Math. Forty-nine percent (49%) of kindergarten students are kindergarten ready according to the Brigance assessment administered in the 2023-24 school year. According to the Fall of 2024 MAP assessment, kindergarten students scored a median RIT percentile of 56 compared to the district median of 65 in the area of math. Kindergarten students scored a median RIT percentile of 58 compared to the district median of 58 in the area of reading. First Grade students scored a median RIT percentile of 64 compared to the district median of 67 in the area of math. First Grade students scored a median RIT percentile of 58 compared to the district median of 67 in the area of reading. Second Grade students scored a median RIT percentile of 66 compared to the district median of 63 in the area of math. Second Grade students scored a median RIT percentile of 65 compared to the district median of 58 in the area of reading. Third Grade students scored a median RIT percentile of 63 compared to the district median of 63 in the area of math. Third Grade students scored a median RIT percentile of 69 compared to the district median of 67 in the area of reading. The projected proficiency for KSA for third grade is 55.4% in math and 69.3% in

reading. Fourth grade students scored a median RIT percentile of 62 compared to the district median of 64 in the area of math. Fourth grade students scored a median RIT percentile of 66 compared to the district median of 69 in the area of reading. The projected proficiency for KSA for fourth grade is 59.7% in math and 59.10% in reading. Fifth Grade students scored a median RIT percentile of 57 compared to the district median of 64 in the area of math. Fifth grade students scored a median RIT percentile of 65 compared to the district median of 67 in the area of reading. The projected proficiency for KSA for fifth grade is 54.9% in math and 56.3% in reading. According to ACCESS data from Spring of 2024, seventy-seven percent (83%) of EL students made growth. Fourteen percent (19%) reached attainment.

Within our MTSS structure, we have been reviewing data around the health of our Tier II and Tier III interventions. 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 and by teacher. Ongoing professional learning is needed to continue to strengthen the instruction with specific programs and skill deficits. Initial training will be provided to support our reading interventionists and selected classroom teachers with the Visualize and Verbalize reading intervention program funded through our RDIF grant. In addition, further training will be provided to all teachers to better utilize the intervention toolkit embedded in our Amplify CKLA program. This training will include job embedded PLC's and coaching and modeling from Amplify consultants/vendors also funded by the RDIF grant.

In addition to our school specific professional learning opportunities, all teachers at Caywood Elementary will participate in district wide collaborative learning around our high quality instructional resources and lesson internalization to provide authentic opportunities for collaboration among teachers around pacing, instructional resources and assessments.  Caywood/District 2025-2026 PL Offerings We will continue our job-embedded professional learning on the Cycle of Quality Instruction based on learning walk trend data. Our trend data from the 2024-2025 school year indicated significant growth in all four elements of the cycle of quality instruction. We will continue to refine our work with Element 4 in utilizing technology to enhance adjusting instruction for students in real time. While we are no longer a Targeted Support and Improvement (TSI) designated school, 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. We will also continue our weekly PLC process where we utilize formative and district common assessment data from Performance Matters to make adjustments to instruction in real time for students. Weekly intentional team planning and lesson internalization in all content areas will be implemented as part of our job-embedded, ongoing professional learning.

Important Links:

 25-26 ElevatED Sessions  Caywood/District 2025-2026 PL Offerings

Ky Reads to Succeed Summer Learning Conference- June 13, 2025 in Louisville

[Registration Link](#)

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 2nd Session 1: 8:00-11:00 Session 2: 12:00-3:00 3 hours	Goal 1- Proficiency; Goal 2- Separate Academic Indicators; Goal 3- Achievement Gap; Goal 4- English Learner Progress	P-12 Reading Strategies All certified teachers-Required and Classified Staff	Academic Consultants

June 13	Goal 1- Proficiency; Goal 2- Separate Academic Indicators; Goal 3- Achievement Gap; Goal 4- English Learner Progress	Kentucky Reads to Succeed Summer Conference - Louisville Certified Staff	KDE Office of Teaching and Learning, Division of Early Literacy Conference Registration Required Once Opened: https://www.kentuckyteacher.org/news/2025/02/kentucky-note-speaker-announced-for-kentucky-read-to-succeed-summer-conference
6 hours			
July 29, 30, 31st	Goal 1- Proficiency; Goal 2-Separate Academic Indicators; Goal 3- Achievement Gap; Goal 5-Quality School Climate; Goal 6 Social Emotional Learning Climate	Dr. Webb Keynote (7/29 @ 8:30 - 9:30 am) Team KentonElevatED sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) All certified and classified staff	KCSD staff TeamKenton ElevatED sessions (linked here)
Hours vary - see link			
6 hours			
August 4th	Goal 1- Proficiency; Goal 3 Achievement Gap; Goal 6 Social/Emotional Learning Climate	KCSD New Teacher Training <i>required for new hires</i>	KCSD District Staff
3 Hours District Training			
3 Hours School Training			
6 hours			
July 28, 2025	Goal 1- Proficiency	CKLA New Hire Launch <i>required</i> for ALL NEW HIRES K-5 ELA Teachers	Academic Program Consultants
8:00-11:00			
3 hours			
July 22, 2025	Goal 1-Proficiency	FrogStreet Assessments (District Training) All Preschool Teachers and POC required	FrogStreet/ Preschool Dept
8:30 - 10:30			
2 hours			

	July 22, 2025 10:30 - 11:30 1 hour	Goal 1 Proficiency	Using Continuous Assessment Data to Close Gaps (District Training) All Preschool Teachers and POC required	Preschool Dept
	July 31, 2025 6 hours	Goal 4-English Learner Progress	ALL ELD Training All ELD Teachers and IA required	District ELD Director Turkey Foot Classrooms
PD Day # 2 - Nov. 26, 2025 6 hours	May 28, 2025 K-2 8am-11am 3-5 12pm-3pm 3 hours	Goal 2- Separate Academic Indicator	Elementary Science K-5 Science Content Teachers required	Academic Program Consultants
	July 30, 2025 8-11am 3 hours	Goal 2- Separate Academic Indicator	Elementary Social Studies K-5 Social Studies Content Teachers required	Academic Program Consultants
	June 4, 2025 8:30 am-3:30 pm for K-2 6 hours June 5, 2025 8:30 am-3:30 pm for 3-5	Goal 1- Proficiency/Math	Amplify Desmos Math Launch Regular and Special Education Math Teachers Required	TBD-Twenhofel Academic Program Consultants
	July 28, 2025 12:00-3:00 3 hours	Goal 1- Proficiency/Math	New Hire Amplify Desmos Math Launch K-5 K-5 Regular and Special Education Math Teachers **Also a make up session	Academic Program Consultants
	July 31, 2025 8:30 - 3:00 6 hours	Goal 2- Separate Academic Indicator	PLTW Launch Teacher Updates Elementary PLTW Teachers required	PLTW Lead Teachers/District Director Location: TBA
	July 30, 31 Multiple Session Options 3 hours	Goal 1- Proficiency; Goal 3 -Achievement Gap	All Sped Training Elementary/ Pre-school LBD Teachers <i>required</i>	Sped Department
	July 28, 2025 K-2 8:30-11:30 3-5 12:30-3:30 3 hours	Goal 1- Proficiency & Goal 3 Achievement Gap	CKLA use of the Intervention Toolkit required K-5 reading, Special Education, and intervention teachers	Caywood Elementary Amplify/CKLA consultants CAY Literacy Leaders

	Sept 11, 2025 4:00-6:00 pm 2 hours	Goal 1- Proficiency; Goal 2- Separate Academic Indicators;	Embedding Writing Best Practices within CKLA and across all content areas. <i>Required</i> K-5 teachers; Special Area Teachers; Interventionists	Caywood Elementary KDE Regional Literacy Director <u>Writing Revolution-A Guide to Advancing Thinking Through Writing in All Subjects and Grades:</u> by Natalie Wexler and Judith Hochman
	October 14, 2025 4:00-6:00 PM 2 hours	Goal 6-Social/Emotional Learning Climate	Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges Pre-K staff	Preschool Dept
	August 4, 2025 6 hours	Goal 4- English Learner Progress	ALL ELD Training All ELD Teachers and IAs required	District EL Director Turkeyfoot Classrooms
PD Day #3 - Feb. 16, 2026 6 hours	<u>October-4:15-5:45</u> K&1- October 8, 2025 2&3- October 15, 2025 4&5- October 22, 2025 <u>March-4:15-5:45</u> K&1- March 4, 2026 2&3- March 11, 2026 4&5- March 18, 2026	Goal 1- Proficiency-Math	Elementary Math Boost K-5 Math teachers	Academic Program Consultants

	3 hours			
	July 31, 2025 8:00 - 11:00 3 hours	Goal 1- Proficiency- Reading	ELA Unit & Lesson Internalization K-5 ELA teachers ELA content teachers <i>required</i>	At ElevatED-Proposed Sessions 25-26 ElevatED S...
	October 28, 2025 4:15-5:45 January 28, 2026 4:15-5:45 3 hours	Goal 1- Proficiency- Reading	CKLA Reading Boost K-2 (one rep per school) 3-5 (one rep per school) ELA content teachers <i>required</i>	Academic Program Consultants TBD Same Building- Different Rooms
	SCM refresher June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 6 hours	Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate	Safe Crisis Management (District Training) SCM Core teams, Preschool, Special Education Staff <i>Required</i>	SCM Trainers/ Twenhofel Multipurpose Room
	SCM initial June 4th, 5th July 8th, 9th July 24th, 25th Sept 13th, 20th 12 hours	Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate	Safe Crisis Management (District Training) SCM Core teams, Preschool, Special Education Staff <i>Required</i>	SCM Trainers/ Twenhofel Multipurpose Room
	August 5th and 6th 8:00 - 3:30 12 hours	Goal 1- Proficiency- Reading; Goal 3-Achievement Gap	Visualizing & Verbalizing training <i>All intervention and SPED, 1 teacher per grade level 1-5 required</i>	Caywood Elementary V&V consultants
PD Day #4 - March 13, 2026 6 hours	December 9, 2025 4:00-6:00 PM February 24, 2026 4:00-6:00 PM 4 hours	Goal 1- Proficiency	Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning Pre-K Staff	Preschool Dept.

<p>Sept 17, 2025 Nov 19, 2025 Jan 21, 2026 March 25, 2026</p> <p>4:00-5:00</p> <p>4 hours</p>	<p>Goal 1- Proficiency; Goal 2- Separate Academic Indicator; Goal 3- Achievement Gap</p>	<p>Technology in the Modern Classroom K-12</p>	<p>Academic Program Consultants</p>
<p>July 29- AM and PM sessions July 30- AM and PM session</p> <p>September 25, 2025 4:00-5:30 pm</p> <p>October 23, 2025 4:00-5:30 pm</p> <p>1.5 hours</p>	<p>Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate</p>	<p>De-escalation- Understanding, Preventing & Intervening in Behavior Escalation</p> <p>Certified Teachers, Instructional Assistants</p>	
<p>October 8, 2025 4:00-5:00pm Virtual</p> <p>January 21, 2026 4:00-5:00pm Virtual</p> <p>1 hour</p>	<p>Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate</p>	<p>Student Connectedness at School</p> <p>Certified Teachers and Classified Staff</p>	<p>District Consultant</p> <p>Virtual</p>
<p>November 6, 2025 4:00-5:00pm Virtual</p> <p>February 12, 2026 4:00-5:00pm Virtual</p> <p>1 hour</p>	<p>Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate</p>	<p>Supporting Students with Anxiety/Depression for Educators</p> <p>Certified Teachers and Classified Staff</p>	<p>District Consultant</p> <p>Virtual</p>
<p>September 18, 2025 4:00-5:00pm Virtual</p> <p>February 5, 2026 4:00-5:00pm</p>	<p>Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate</p>	<p>Practical Application of Restorative Practices in the Classroom</p> <p>Certified Teachers</p>	<p>District Consultant</p> <p>Virtual</p>



	Virtual			
	1 hour			
	September 25, 2025 December 4, 2025 February 19, 2026 March 19, 2026 4:00-6:00 2 hours	Goal 1- Proficiency; Goal 4- English Learner Progress	EL Best Practices for all teachers Certified Teachers	District EL Director ; ELD Teachers
	Dates Vary 4-6 hours	Goal 1 Proficiency; Goal 2- Separate Academic Indicators; Goal 3-Achievement gap; Goal 4-English Learner Progress; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate	NKCES - Certified Teachers; Classified Staff	https://www.nkces.org/page/professional-learning (NKCES Catalog)

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, GAP, Growth, Separate Academic Indicator	<p><u>Weekly PLC Data Analysis</u> Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's include careful examination of common formative assessments (CFA's) and district common assessment data to guide instruction in ELA/Math/Science/Social Studies. We will utilize Performance Matters and our "Overall Instructional Results Tool" to guide our conversation and next steps for instruction. Teachers will utilize the Balanced Assessment and Summary Expectations accordingly.</p> <p>☐ Caywood 24-25 Elementary Common Asses... (will be updated for 25-26)</p>	<p>KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend district PD during the summer and share with grade level team/ teachers, PD funds for substitutes to allow for sharing of PD; Weekly and Common Assessment Data viewed through Performance Matters LMS; District Data on PM, Potential Grade Level Leads Meetings; <u>KCSD Professional Learning Landing Page</u>; Information/Agenda Items from District Leadership, ITC, SPED Leads and Literacy Leads meetings</p>

	<p>This time (along with monthly Faculty meetings, bi-weekly teacher leader meetings and monthly PLC'S) will also be utilized to:</p> <ul style="list-style-type: none"> - Regularly equip and provide <i>ongoing</i> professional learning to staff. The Professional Learning Landing Page will be utilized as needed. Learning from district leadership meetings, ITC meetings, Literacy Leader Meetings, Lead Special Education Teacher meetings will also be shared during this time to train staff. - Conduct <i>monthly</i> grade level writing reviews to calibrate, share, and analyze strengths, areas of growth and next steps to move writing instruction forward and to help students progress with writing achievement. Utilize the book, <u>Writing Revolution</u> and resources from KDE to embed writing best practices and strategies within CKLA. (Specific job embedded PLC Dates with KDE: Nov 5, Jan 14, Mar 11) 	<p><u>Writing Revolution-A Guide to Advancing Thinking Through Writing in All Subjects and Grades:</u> by Natalie Wexler and Judith Hochman</p> <p>Amelia Powers-State Regional Literacy Director</p>
Proficiency, Separate Academic Indicator, Growth, Gap Goals	<p><u>Effective Instructional Practices /P-12 Reading Strategies</u> Ongoing learning and curriculum design around the Cycle of Quality Instruction and the P-12 Reading Strategies to enhance Tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction. Continue implementing peer observations where teachers can go and observe other teachers who have strengths in areas of the cycle and/or P-12 Reading Strategies across content areas. Utilize subs to provide opportunities for teachers to observe instructional best practices in other classrooms both within the school and in other elementary settings. In addition, teachers who attend district reading, math, science and social studies sessions throughout the school year will share their learning at monthly faculty meetings (as well as teacher work days) to inform teachers of new learning around standards, instructional resources and assessment data.</p>	<p>Monthly Learning Walk Feedback and District Trend Data; MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; Admin Team, Teacher Leaders ☑ KCSD Professional...</p>
	<p><u>Intentional Team Planning/Lesson Internalization for All Content Areas-Departmentalization</u></p> <p>Instructional Practices Alignment and Common Formative Assessment Development -Teacher Equivalency Day</p> <p>Teachers in Grades K-5 will collaborate in grade level teams to align math, reading, science, SS and writing instructional practices, develop grade level schedules</p>	<p>District Timelines; Lesson Internalization Tools; restorative practices resources; Leader in Me and Second Steps SEL resources; Teacher Leaders and Admin Team including counselor ☑ KCSD Professional...</p>

	and WIN/RTI time for the 2025-2026 school year, plan SEB lessons and restorative circle questions, thinking strategies and develop arts integration ideas, and develop CFAs and calendar. This will be held at Caywood on Teacher Equivalency Day led by administrators and teacher leads.	
Proficiency, Separate Academic Indicator, Growth, Gap Goals	Technology - Utilize our Instructional Technology Coach (ITC) to provide ongoing training with Schoology, Performance Matters, Pear Deck, IXL, and Boost Reading. These resources will be used to enhance instruction in order to more effectively adjust instruction (Focusing on Element 2 and 4 of cycle of quality instruction) for all students in real time and to utilize data from program reports to better meet the needs of students. Utilize four professional days to model for teachers in the classroom or conduct PLC's in addition to Teacher Equivalency Days where the ITC and other teacher leaders will provide differentiated sessions for teachers based on specific needs.	TC Coach, Teachers, Admin, District Consultants; Teacher Leaders  KCS D Professional...
Proficiency, Gap, and Growth Goals	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. Utilize Intervention Lead Teacher to analyze school Tier II and Tier III data in context with other schools in order to collect data to determine best programs for each area of concern/skill deficits. Ongoing discussion and training around new intervention programs (Visualizing and Verbalizing) and use of intervention toolkit through Amplify CKLA. <i>September 17, 18 and 19</i> have been secured for Amplify consultants to conduct PLC and in classroom coaching for teachers for the use of the Intervention Toolkit. (Attach MTSS Progress Dates for 2025-26)	MTSS Progress Monitoring Data, MAP, KSA, MAP Fluency Diagnostic; Performance Matters, District Health of Intervention Data located on Data Dashboard; District Consultants and School Lead Intervention Teacher Amplify vendor Consultants  KCS D Professional...
Proficiency, Achievement 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/lesson internalization with	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans

	Amplify/CKLA HQIR and Amplify Desmos HQIR to enhance instruction in both reading and math resource and collaborative settings.	KCSD Professional...
Proficiency, EL Learner Progres	<u>Closing Gaps for English Language Learners</u> Continue monthly meetings with Admin, EL teachers and District EL director to monitor student data and determine next steps. Integrate EL Toolkit resources/strategies into regular conversations at PLC meetings.	Admin, EL teacher, District consultants, ACCESS Data; Monitoring Checks; MAP; KSA; formative data KCSD Professional...
Proficiency and Transition Readiness Goals; School Climate and Safety; Social/Emotional Learning Climate	<u>Restorative Practice and Behavior Intervention-(SEB)</u> Ongoing analysis and conversations around the shift from Punitive to Restorative practices and around effectiveness of behavior interventions as they relate to PBIS, mental health, SEB, and overall school safety. Continuous monitoring of data every 8 weeks at MTSS progress checks to ensure that students in Tier II and Tier III behavior interventions are making progress with refinement of progress monitoring tools. Continue work in Faculty Meetings/PLC's around Tier I Needs Based SEB <i>Active Interventions</i> and developing stronger Tier I classroom management behavior plans. Continued work around the <u>Leader in Me Habits of Happy Comets for the purpose of improving the overall social/emotional learning climate.</u>	SEB Data Dashboard; Counselor; Admin Team; Restorative Practices resources from District Leadership meetings <u>Leader in Me</u> Book and Resources <u>Second Steps</u> SEL Curriculum KCSD Professional...
Proficiency, Growth, Gap, Transition; School Climate and Safety	<u>School Safety</u> - Ongoing collaboration and training around increasing overall safety of our building processes and procedures. Monthly Safety Team Meetings led by Assistant Principal and SRO. (attach safety meeting schedule for next year)	School Safety Data, Safety Team, SRO, Admin; Navigate Threat Assessment Program

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments, KSA, MAP Growth, MAP Fluency Diagnostic Assessment, Brigance; special education IEP progress data, and Tier II and Tier III intervention data as well as qualitative data from observed classroom walks. Teacher feedback and input from professional development reflections, PLC work, teacher leader meetings, and professional growth plans will be used consistently to reflect on implementation and progress of the work we are doing. SBDM Council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Adjustments to job-embedded needs will be made based on student data and trends from instructional trend data.

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 - (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 7, 2025- Teacher Leader Meeting

March 28, 2025- Teacher Leader Meeting

Teacher Survey of Professional Learning-- March 12, 2025

SBDM Council Meeting- April 21, 2025

Fort Wright Elementary 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.):

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP, weekly formative assessments, kindergarten readiness, summative assessments, software data, and district common assessments. Sixty-seven percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2024. In Reading, 67% of students scored proficient/distinguished on the 2024 KSA assessment. In Math, students with disabilities scored 22% proficient/distinguished and in Reading 22% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 38% of EL students scored proficient/distinguished and in Reading 13% scored proficient/distinguished on the 2024 KSA assessment. In Math, 52% of our Free and Reduced Lunch population scored proficient/distinguished and in Reading, 50% scored proficient/distinguished on the 2024 KSA assessment. Forty-five percent of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2024. For the MAP assessment taken in the fall of 2024, kindergarten students scored a median RIT percentile of 59% compared to the district mean of 65 in the area of math. In math, first grade scored a median RIT percentile of 69% compared to the district mean of 67. Second grade students scored a median RIT percentile of

59% compared to the district average of 63 in math. Third grade students scored a median RIT percentile of 59 compared to the district average RIT of 63 in math. Fourth grade scored a median RIT percentile of 69% compared to the district average of 64 in math. Fifth grade students scored a median RIT percentile of 67% compared to the district average 64 in math. In the fall MAP Reading assessment, kindergarten students scored a median RIT percentile of 62 compared to the district average 58. First grade scored a median RIT percentile of 75 compared to the district average 67. Second grade students scored a median RIT percentile of 57% compared to the district average 58 in reading. Third grade students scored a reading median RIT percentile of 69% compared to the district average 67. Fourth grade students scored a reading median RIT percentile of 73% compared to the district average 69 and fifth grade students scored a 74% compared to the district average 67. According to ACCESS data from the spring of 2024, 94% of students made growth and 15.4% of students exited. As of March 2025, the running school average for all math common assessments is 80% of students scored at or above benchmark and in reading 70% of students scored at or above benchmark on Reading Common Assessments. In addition, as of March 2025, 65.97% of our fourth (60%) and fifth grade (70.5%) students are Transition Ready. Therefore, Fort Wright Elementary will continue ongoing job embedded professional development in the area of best practices and instructional strategies, review and analysis of triangulated data, deconstruction of standards, lesson internalization, and create common formative assessments. Behavior referral data and attendance data are also considered when creating the PL plan. Along with student data, instructional data is analyzed each month to determine teacher needs to ensure all teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. All grade level teachers at Fort Wright Elementary will participate in the 25-26 Professional Learning Plan 25-26 KCSD PD Catalog to provide authentic opportunities for collaboration among teachers around pacing, instructional resources & practices, and assessments. Professional Learning was identified for the 2025-2026 school year through feedback obtained from stake-holders. This took place at PLC meetings, staff surveys and at a SBDM Council meeting. All this data supports the need for continuous professional development to improve Tier I literacy and math instruction.

Important Links:

[25-26 Professional Learning Plan 25-26 KCSD PD Catalog](#)

[NKCES Professional Learning Catalog](#)

[KCSD Professional Learning Landing Page](#)

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	August 11, 2025	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap	FW SDI Training (2 hrs)	N/A
			FW EL Best Practices (2 hrs.)	N/A

Page 3 of 7

			(Keynote & multiple professional learning sessions including SEB)	
PD Day #3 - February 16, 2026 6 hours	10/8 or 1/21	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	Student Connectedness at School (1 hr.)	N/A
	11/6 or 2/12		Supporting Students with Anxiety/Depression for Educators (1 hr.)	N/A
	2/5		Practical Application of Restorative Practices in the Classroom (1 hr.)	N/A
	9/25 12/4 2/19 3/19		EL Best Practices (8 hrs.)	N/A
	6/10, 11, 12, 17, 18, 19		SCM Refresher (6 hrs.)	N/A
	7/10, 15, 22, 28			
PD Day #4 - March 13, 2026 6 hours	6/2	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	P-12 Reading Strategies (3 hrs.)	N/A
	5/28		Elementary Science (3 hrs.)	N/A
	7/30		Elementary Social Studies (3 hrs.)	N/A
	6/4 (K-2) 6/5 (3-5)		Amplify Desmos Math Launch (6 hrs.) Gen Ed and Sped	N/A
	7/29		IA Bootcamp (2 hrs.)	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
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap	Weekly assessment data analysis at PLCs to determine next steps for students. Discussion of strategies and programs to use with students. Backward planning and continued support and training of CKLA/Amplify Literacy and Math Programs.	Administrative Team, Assessment measures, Literacy Leaders, EL Teacher and District EL Coordinator 2025-2026 PL Offe...

Goal 4: English Language Learners		
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	<p>Tier I Support:</p> <p>Lab Classrooms with a focus on Quality Instruction Cycles and Thinking Strategies</p> <p>Teachers will observe classrooms to strengthen Tier I instruction. The visits will be based on instructional walk data to provide proper support.</p> <p>Teachers will review grade level curriculum maps looking at the weeks common assessments are given. Then, teachers will backward plan making a grade level (school) schedule for the best weeks to give CFAs. Teachers will write CFAs (there are questions in PM that can be used) and ensure the assessments are quality and meet the rigor of the standard. Teachers will follow the Balanced Assessment expectations when administering the assessment. Then, teachers will analyze the data and reteach as needed and include questions throughout the year in spiral reviews.</p> <p>Monthly CSIP Meetings - sessions are focused around school/teacher professional development needs: Closing gaps with students with disabilities, English Language Learners, and best practices.</p>	<p>Administration, Teachers, District Consultants</p> <p>2025-2026 PL Offe...</p>
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	<p>Tier II and Tier III Support:</p> <p>Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II and Tier III supports.</p> <p>Training sessions on intervention will be integrated into staff meetings as needed, especially in Math as teachers will be providing that intervention the 24-25 school year. MTSS information will be discussed at PLC's, weekly memo and grade level meetings as needed. Analysis of intervention data will be shared and analyzed.</p>	<p>Administrative Team, MTSS team, teachers, Interventionists, Lesson plans, Performance Matters Progress Data</p> <p>2025-2026 PL Offe...</p>
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing	On-going training on the PPR document and the district evaluation cycle.	Administrative Team, Approved evaluation documents, Cycle of Quality Instruction

Goal 3: Achievement Gap Goal 4: English Language Learners		2025-2026 PL Offe...
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	On-going support of the literacy program, Amplify and the science of reading as well as the new math HQIR, Amplify to include lesson internalization. This will be during PLC's, CSIP meetings, grade level meetings.	Administrative Team, Literacy Leaders and other LETRS trained staff 2025-2026 PL Offe...
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	SEB - continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practices.	Administrative Team, MTSS team, School Counselor, District Consultants 2025-2026 PL Offe...

D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings, weekly PLCs, and weekly memos. The SBDM Council and school staff will regularly review and analyze data which includes: KSA, MAP Assessments, MAP Fluency Diagnostic Assessment, Common Assessments, Weekly Assessments, Software Data, CBAS Pillar Data, Attendance and Behavior Data. In addition, Learning Walk trend data will be analyzed to determine professional development needs. The analysis of this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

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	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%

General Supplies/Professional Books	0610	10%
Food	0616	10%
Travel In District	0581	
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 (February 2025)

Lead Teacher Meeting (March 2025)

SBDM (April 2025)

Kenton

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.):

MAP :

Growth fall 2023-fall 2024

- fourth and fifth grade made expected growth in math
- First, third and fourth grade made expected growth in reading

KSA Projections

- 62.6% of third through fifth grade students are expected to reach proficiency on math KSA
- 56.8% of third, fourth and fifth grade students are expected to reach proficiency on reading KSA

District common assessments:

-During the 23-24 school year, reading common assessment data indicated that 69% of all students scored proficient/distinguished, while 67% of all students scored P/D in the 24-25 school year. Also, in the 23-24 school year 45% of students with disabilities scored proficient/distinguished in reading and 42% of students with disabilities scored P/D.

-During the 23-24 school year 78% of all students scored proficient/distinguished in math and 76 % in the 24-25 school year. In the 23-24 school year, 55% of students with disabilities scored proficient/distinguished and 61% in 24-25.

Instructional Feedback: This data includes all grades, special area, intervention teachers and special education teachers.

September: Element 1: 97.9% Reinforce, Element 2: 83.3% reinforce, Element 3 18.8% reinforce, Element 4: 70.8% reinforce

February :Element 1: 93.3% reinforce, Element 2: 83.3% reinforce Element 3: 23.3% reinforce Element 4: 44.8% Reinforce

KSA

-The P/D for students with disabilities on reading KSA in spring 2024 was 17%, this is a decrease from 18% in spring 2023. This is a 1% decrease. Compared to 62% of all students. The P/D for students with disabilities in math in spring 2024 KSA was 19% which is only a 1% increase from the previous year. Compared to 66% of all students

Behavior referral data and attendance data are also considered when creating the PL plan. Professional Learning was also identified for the 2025-2026 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings, staff survey and SBDM Council meetings The plan developed is aligned to the Kenton Elementary CSIP needs assessment which states that on the and has been approved by the SBDM Council.

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 July 29 July 30 July 31	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Dr. Webb Keynote and ElevatED <u>Proposed ElevatED Content List</u> 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. (6 Hrs.)	District Staff
	Aug 4 (6Hrs.)		New Teacher Training (New Staff 6 Hrs.)	District Staff
	Sept 17, 2025 Nov 19, 2025 Jan 21, 2026 March 25, 2026 (K-12 4 Hrs.)4:00-5:00		Technology in the Modern Classroom (K-12 4 Hrs.)	District Staff
	May 28, 2025 K-2 8am-11am 3-5 12pm-3pm (3 Hrs.)		Elementary Science (K-5 Teachers 3 Hrs.)	District Staff
	July 30, 2025 8-11		Elementary Social Studies	District Staff

<p>(K-5 Social Studies Teachers(3 Hrs.)</p> <p>July 31, 2025 8:30 - 3:00 Elem. PLTW Teachers (6 Hrs.)</p> <p>July 30, 2025 9:00 - 10:00 September 8, 2025 4:00 - 5:00 KC-NET Mentors Teachers (1 Hr.)</p> <p>September 25, 2025 December 4, 2025 February 19, 2026 March 19, 2026 4:00-6:00 (All Teachers 2 Hrs.)</p> <p>June 4, 2025 8:30 am-3:30 pm (K-2 Regular Education Teacher and Special Education Teachers 6 Hrs.)</p> <p>June 5, 2025 8:30 am-3:30 pm 3-5 (Regular Education and Special Education Teachers 6 Hrs.)</p> <p>August 5th 8:30-11:30 (All Teachers 3 Hrs.)</p> <p>August 5th 12:30-3:30 (All Teachers 3 Hrs.)</p>	<p>(K-5 Social Studies Teachers 3 Hrs.)</p> <p>PLTW Launch Teacher Updates (Elem. PLTW Teachers 6 Hrs.)</p> <p>KC-NET Mentor Teacher Training KC-NET Mentors Teachers (1 Hr.)</p> <p>EL Best Practices (All Teachers 2 Hrs.)</p> <p>Amplify Desmos Math Launch (K-2 Regular Education Teacher and Special Education Teachers 3 Hrs.)</p> <p>Amplify Desmos Math Launch (3-5 Regular Education and Special Education Teachers 6 Hrs.)</p> <p>P-12 Reading Strategies (All Teachers 3 Hrs.) School Level</p> <p>Unit Internalization (All Teachers 3 Hrs.) School Level</p>	<p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>Kenton Staff</p> <p>Kenton Staff</p>
---	---	---

	August 6th 8:30-3:30 (All Staff 6 Hrs.)		SEB (All Staff 6 Hrs.) School Level	Kenton Staff
PD Day # 2 - November 26, 2025 6 hours	<p>October 4:15-5:45 K&1- October 8, 2025 2&3- October 15, 2025 4&5- October 22, 2025</p> <p>March- 4:15-5:45 K&1- March 4, 2026 2&3- March 11, 2026 4&5- March 18, 2026 (3 Hrs.)</p> <p>July 28, 2025 12:00-3:00 (K-5 Regular Education and Special Education Teachers 3 Hrs.)</p> <p>June 2, 2025 Session 1: 8:00-11:00 Session 2: 12:00-3:00 (3 Hrs.)</p> <p>October 28, 2025 4:15-5:45 (K-2 3 Hrs.) January 28, 2026 4:15-5:45 (3-5 3 Hrs.)</p> <p>July 28, 2025 8:00-11:00 (K-12 3 Hrs.)</p>	<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>Elementary Math Boost (K-5 Math Teachers 3 Hrs.)</p> <p>New Hire Amplify Desmos Math Launch K-5 (K-5 Regular Education and Special Education Teachers 3 Hrs.)</p> <p>P-12 Reading Strategies (P-12 All Teachers 3 Hrs.)</p> <p>CKLA Reading Boost (K-5 Teachers 3 Hrs.) One rep per school</p> <p>CKLA New Hire Launch (All New Hires K-5 3 Hrs.)</p> <p>ELA Unit & Lesson Internalization (K-5 ELA Teachers 3 Hrs.)</p>	<p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p>


	July 31, 2025 (K-5 ELA Teachers 3 Hrs.)			
PD Day #3 - February 16, 2026 6 hours	<p>July 22, 2025 8:30 - 10:30 (All Preschool Teachers and POC 2 Hrs.)</p> <p>July 22, 2025 10:30 - 11:30 (All Preschool Teachers and POC 1 Hr.)</p> <p>October 14, 2025 4:00-6:00 PM (Preschool Staff 2 Hrs.)</p> <p>December 9, 2025 4:00-6:00 PM February 24, 2026 4:00-6:00 PM (Preschool Staff 4 Hrs.)</p> <p>June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 8:30-3:30 (SCM Core teams, Special Education Staff, Preschool 6 Hrs.) Required</p> <p>June 4th & 5th July 8th & 9th July 24th & 25th September 13th & 20th (Saturdays) 8:30-3:30 (SCM Core teams <i>Required if new to SCM Core Team</i></p>	<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>FrogStreet Assessments (District Training) (All Preschool Teachers and POC 2 Hrs.)</p> <p>Using Continuous Assessment Data to Close Gaps (District Training) (All Preschool Teachers and POC 1 Hr.)</p> <p>Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges (Preschool Staff 2 Hrs.)</p> <p>Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning (Preschool Staff 4 Hrs.)</p> <p>SCM Refresher (SCM Core teams, Special Education Staff, Preschool 6 Hrs.) Required</p> <p>SCM Initial (SCM Core teams Required if new to SCM Core Team 12 Hrs.)</p>	<p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p>

	12 Hrs.)			
	July 31 Multiple Session Options (Elementary/ Pre-school LBD Teachers 3 Hrs.)		All Sped Training (Elementary/ Pre-school LBD Teachers 3 Hrs.)	District Staff
	July 31 (Specialty Classroom Teachers 4 Hrs.)		All Sped Training (Specialty Classroom Teachers 4 Hrs.)	District Staff
	July 31 (Related Service Providers 4 Hrs.)		All Sped Training (Related Service Providers 4 Hrs.)	District Staff
	November 4th - Elem 4:30-6:30 (LBD Teachers, Administrators, Specialty Classroom Teachers 2 Hrs.)		All Sped (LBD Teachers, Administrators, Specialty Classroom Teachers 2 Hrs.)	District Staff
	July 29th (Special Education IAs 2 Hrs.)		IA Bootcamp (Special Education IAs 2 Hrs.)	District Staff
PD Day #4 - March 13, 2026 6 hours	July 29 or July 30 (Teachers, Instructional Assistants 1 Hr.)	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	<u>SEB Systems and Structures for Recursive Safety</u> (Teachers, Instructional Assistants 1 Hr.)	District Staff
	July 29 or July 30 (Teachers, Instructional Assistants 1 Hr.)		Student Connectedness at School (Teachers, Instructional Assistants 1 Hr.)	District Staff
	July 29- AM and PM sessions July 30- AM and PM session September 25, 2025 4:00-5:30 pm October 23, 2025		De-escalation- Understanding, Preventing & Intervening in Behavior Escalation (Teachers, Instructional Assistants 1.5 Hrs.)	District Staff



4:00-5:30 pm (Teachers, Instructional Assistants 1.5 Hrs.)				
July 29 or July 30 (Teachers, Instructional Assistants 1 Hr.)			Practical Application of Restorative Practices in the Classroom (Teachers, Instructional Assistants 1 Hr.)	District Staff
October 8, 2025 4:00-5:00pm Virtual January 21, 2026 4:00-5:00pm Virtual (Elementary Teachers 1 Hr.)			Student Connectedness at School (Elementary Teachers 1 Hr.)	District Staff
November 6, 2025 4:00-5:00pm Virtual February 12, 2026 4:00-5:00pm Virtual (Elementary Teachers 1 Hr.)			Supporting Students with Anxiety/Depression for Educators (Elementary Teachers 1 Hr.)	District Staff
Sept. 18th 4:00-5:00 February 5, 2025 4:00-5:00pm Virtual (Teachers 1 Hr.)			Practical Application of Restorative Practices in the Classroom (Teachers 1 Hr.)	District Staff
Nov. 6th Feb. 5th April 23rd (Instructional Assistants 3 Hrs.)			Instructional Assistant Cadre (Instructional Assistants) (3 Hrs.)	Kenton Staff


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>
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	<p>*Weekly assessment data analysis at PLC to determine next steps for students. Discussion of strategies and programs to use with students.</p> <p>*Monthly review of writing samples to review, share, and analyze challenges, strengths and next steps discussed to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas and for a variety of purposes is supported through this work.</p>	Kenton Staff
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	<p>Tier I Support:</p> <p>*Teachers will observe classrooms to strengthen Tier I instruction. The visits will be based on instructional walk data to provide proper support.</p> <p>*Certified substitutes will be hired for this embedded Professional Development if needed.</p> <p>*Literacy Leaders will lead Sessions at staff meetings to support Tier I needs based on instructional walk trends in the area of Literacy in ELA</p> <p>*Teachers and administrators will lead sessions at staff meetings and grade level meetings for Tier I instruction in reading and math based on learning walk feedback.</p> <p>*Instructional Assistants can attend staff meetings when sessions are applicable. Also, during the assistant cadre dates</p> <p>*Teams will work together at the beginning of the school year to review curriculum timelines to determine when common formative assessments will take place. The team and administration will create a calendar for the assessments. Training will also take place at the beginning of the year and as needed throughout the year on the KCSD balanced assessment procedures to ensure all teachers are following the procedures.</p> <p>Aug. 8th Aug. 11th</p>	<p>Kenton Staff</p> <p>Elements 2/4 session</p> <p>Element 4 adjusting instruction in real time</p> <p> KCSD Professional Lea...</p>

	<p>*Grade level teams will meet three times a year to review curriculum timelines to plan for common formative assessments and to create/revise these assessments. Teachers will create plans using unit internalization during these reviews.</p> <p>Oct. 6th-10th Jan 5th-9th March 9th-13th</p> <p>* Grade level teams, special education teachers and administration will meet at weekly PLC to review student data on assessments to determine remediation plans for students that did not reach mastery.</p> <p>*Training for teachers on New Math Program purchased. Training will take place at the beginning of the school year and throughout the year at monthly grade level meetings, monthly staff meetings, and weekly PLC as needed.</p>	
<p>Goal1 Proficiency</p> <p>Goal 2 Separate Academic Indicator</p> <p>Goal 3 Gap</p> <p>Goal 4 English Language Learners</p>	<p>Tier II and Tier III Support:</p> <p>*Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II, and Tier III supports.</p> <p>*Training sessions on intervention programs and progress monitoring through Performance Matters will take place at the beginning of the year integrated into monthly staff meetings and monthly grade level meetings as needed.</p> <p>*Progress checks will take place for students that are in needs based instruction, Tier II and Tier III. Progress monitoring data and classroom performance discussed during these meetings to determine next steps for students.</p> <p>*The Effectiveness of interventions will be reviewed and discussed in PLC after Tier II and Tier III progress meetings by the MTSS team and classroom teachers. It will also be shared in the weekly memo.</p> <p>* MTSS information will be discussed at PLC, weekly memo and grade level meetings as needed.</p> <p>*Intentional class visits will be conducted monthly by administrators to provide quality feedback for intervention.</p> <p>*Intention class visits will be conducted during RTI time by administration to provide feedback on Tier I supports.</p>	<p>Kenton Staff</p> <p>Standards, Lesson plans, Tiered intervention programs for math and reading. Feedback on the Quality Cycle of Instruction</p>
<p>Goal1 Proficiency</p> <p>Goal 2</p>	<p>*Monthly instructional feedback in all classrooms (general education, special education and intervention) based on the</p>	<p>Kenton Staff</p>

<p>Separate Academic Indicator</p> <p>Goal 3 Gap</p> <p>Goal 4 English Language Learners</p>	<p>cycle of quality instruction for classroom visits and formal observations.</p> <p>*Amplify Learning Walks (Math and ELA)</p> <p>*Support plans will be created for teachers as needed based on feedback using the cycle of quality instruction.</p> <p>*Teachers will attend district and outside professional development sessions as needed based on feedback.</p> <p>*Instructional feedback will be shared in the weekly memo and discussed at weekly PLC meetings</p>	<p>Approved evaluation documents, Cycle of quality instruction, instructional videos</p>
<p>Goal1 Proficiency</p> <p>Goal 2 Separate Academic Indicator</p> <p>Goal 3 Gap</p> <p>Goal 4 English Language Learners</p>	<p>*Special education staff will work with general education staff, administration to plan lessons that are intentional and rigorous for students with disabilities in collaboration and resource. These sessions will be offered twice a month and teachers can choose the days they will plan together.</p> <p>*District staff and Kenton staff will provide feedback on instruction in the collaborative classroom and resource classroom.</p> <p>*Special education teachers will attend monthly staff meetings and grade level meetings to attend sessions to support students in the collaborative session.</p> <p>*Special education lead teacher will lead sessions to all staff according to needs of the staff (collaboration, planning etc).</p>	<p>Kenton Staff</p> <p>SAS in General Education</p> <p> KCS D Professional...</p>
<p>Goal1 Proficiency</p> <p>Goal 2 Separate Academic Indicator</p> <p>Goal 3 Gap</p> <p>Goal 4 English Language Learners</p>	<p>*Mental Health issues, MTSS Behavioral Supports, Safety</p> <p>*SEB – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students.</p> <p>*Restorative Practice sessions at staff meetings.</p> <p>*Teachers visit classrooms to observe restorative practice/behavior practices based.</p> <p>*School Safety training and updates, as needed.</p> <p>*PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. Refining progress monitoring and supporting student goals that lead to success. This includes matching the intervention to the progress goal being monitored.</p> <p>*SEB sessions will be integrated into staff meetings and grade level meetings according to behavior and SEB data.</p> <p>*Certified substitutes will be hired for this embedded Professional Development if needed.</p>	<p>Kenton Staff</p> <p> KCS D Professional...</p>
<p>Goal1 Proficiency</p>	<p>*Training on technology platforms including Performance Matters, Schoology, Boost, Amplify, PearDeck. Learning to</p>	<p>Kenton Staff</p>

Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	<p>use technology to enhance instruction in the classroom will be integrated into monthly grade level meetings and monthly staff meetings as needed.</p> <p>*ITC will lead grade level meetings and sessions at staff meetings according to instructional walk information and information from district ITC meetings.</p> <p>*ITC and intervention team will also support staff with progress monitoring through Performance Matters.</p>	 KCS D Professional...
--	--	---

D. IMPLEMENTATION AND IMPACT

Implementation and impact will be assessed in multiple ways. Students will complete weekly common formative assessments. Students will also complete common assessments in all subject areas. This data will be analyzed at weekly PLC meetings (whole group, individual students) to determine remediation plans for students that did not reach mastery. The questions on the remediation plans are determined from performance on formative and summative assessments as a way to remediate standards. Teachers will also use this data to plan future lessons. Monthly intentional instructional walks will be completed by administration in all tiers of instruction. This data will be in the weekly memo for staff and discussed at the end of each month to compare this data with assessment data to make sure the two data sets are aligned. If they are not aligned, plans will be made with staff to improve and or change instruction. Teachers will receive on-going training based on the instructional walk data as well. Students take a universal diagnostic in reading and math in the fall and spring. They also take a diagnostic screener in reading (fall, winter, spring). The data from the classroom assessments and screeners will be discussed throughout the year to name and claim individual students to determine if they are reaching grade level benchmarks. Teams will discuss plans to help the individual students reach these benchmarks and celebrate students that are reaching them. Finally, the MTSS process will be followed to determine the correct instructional tier for all students. Student progress is discussed at progress checks three times a year. All student data is reviewed with SBDM at monthly meetings when appropriate.

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	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%
General Supplies/Professional Books	0610	10%
Food	0616	
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 - (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: _____**