

Piner

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.):

The needs assessment process for identifying professional learning involves analyzing MAP data, SEB/Behavior data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and classroom instructional walks. A priority we value at Piner Elementary is getting into each teacher's classroom each month to observe instruction and provide meaningful feedback. Administrator and teacher discussions following instruction walks contributed to the next steps that are needed to continue to grow. Instructional trend data shows that teachers have an appropriate standards based task 96.9% of the time, 94.6% of the time students are required to produce an individual product, 82.9% of the time teachers are adapting instruction based on student products, and only 2% of the time the teachers are providing opportunities for collaborative work. In Spring of 2024, 60% of students and 23% of students with disabilities scored proficient or higher in reading on the KSA assessment. On the KSA Math assessment 64% of all students and 27% of students with disabilities scored proficient or higher. Teachers analyze student mastery of standards on a weekly basis to make continual adjustments in learning experiences and deepen the standard knowledge of each content. Teachers and staff utilize job embedded professional learning time to create and analyze weekly assessments, calibrate scoring of short answer responses and extended responses, as well as a heavy focus on each element of the Cycle of Quality Instruction.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2025 school year, next steps for the 2026 school year were determined with input from administration, teachers, SBDM members, and consultants. In addition, administrators and teacher discussions during weekly Professional Learning Communities contributed to the next steps that are needed to improve student achievement. Likewise, staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and refining our standards aligned weekly assessments in the areas of Math and Reading. We will also continue to utilize the KCSD question banks in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing tiered

interventions. So far this year 71% of students have reached proficiency on Reading Common Assessments and 75% on Math Assessments. 51% of students with disabilities reached proficiency on reading common assessments and 55% of students with disabilities reached proficiency on math common assessments. In addition, 10.12% of students receive a reading intervention (Tier 2 and Tier 3 combined) and 9.83% of students receive a math intervention (Tier 2 and Tier 3 combined). On average 72% of students receiving a reading intervention this year have made good progress. Similarly, 55% of students receiving Math interventions have made good progress. All grade level teachers at Piner 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.

With the increased access to assessment data of student groups as well as individuals, structured time to learn and analyze what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Piner's top two priorities for professional development that support continuous improvement include: Increasing proficiency in Reading and Math for all students and students with disabilities. To achieve our goal of enhancing student proficiency in reading and math, educators have identified several professional development (PD) needs. Teachers seek ongoing PD to deepen their understanding and effective implementation of the Amplify Core Knowledge Language Arts (CKLA) curriculum, focusing on strategies to increase student engagement and mastery of literacy skills. With the introduction of the Amplify Desmos Math curriculum, comprehensive PD is required to effectively implement this program, which combines problem-based lessons, personalized practice, and assessments into a coherent and engaging experience for both students and teachers. Educators have also expressed the need for PD focused on reading comprehension and critical thinking strategies across all grade levels. Further training is necessary for teachers to effectively utilize Tier 2 intervention resources in reading and math, including strategies for identifying students in need of additional support, implementing targeted interventions, and monitoring progress to ensure student success. Teachers require PD on leveraging Performance Matters and Schoology within the Multi-Tiered System of Support (MTSS) framework, focusing on Tier 1 standards tracking, standardized intervention creation, analyzing all forms of assessment data (Tier 1, 2, and 3), tracking student progress, and making informed decisions to support individual student needs. Ongoing, job-embedded learning opportunities will center on the elements of the Cycle of Instruction, including engaging tasks, eliciting responses from all students, collaborative learning, and formative assessment to adjust instruction. Emphasis will also be placed on personalized learning approaches to ensure that all students achieve proficiency. Additionally, educators have identified the need for continued lesson and unit internalization work, as well as collaborative development and analysis of common formative assessments, to align instruction with learning objectives and effectively measure student progress.

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:

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 Session 1: 8:00-11:00 Session 2: 12:00-3:00 Also at ElevatED July 29th	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	P-12 Reading/Thinking Strategies 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

	12:00 - 3:00 3 hours		P-12 All Teachers	
	Keynote - July 29 ElevatED July 29 July 30 July 31 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Dr. Webb Keynote and ElevatED <u>Proposed ElevatED Content List</u> ElevatED - Scott High School All Staff Individual Training 3 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.	<u>Proposed ElevatED</u> <u>Content List</u>
PD Day # 2 - November 26, 2025 6 hours	8/6/24 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Instructional Practices Alignment, Common Formative Assessment, Unit and Lesson Internalization Work Day 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 for the 2024-2025 school year, plan SEB lessons and restorative circle questions, and develop arts integration ideas, and develop CFAs and CFA calendar for the year with at least one CFA every 2 weeks in each subject area. Continue the unit and lesson internalization work that took place during the 24-25 school year. This will be held at Piner led by administrators and teacher leads. <i>K-5 Teachers - Required</i> Sign Up in <u>Frontline</u>	Grade Level Colleagues, Administration, KAS, Timelines, High Quality Instructional Resources

	Various Dates (hours vary)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	NKCES - Instructional Assistants ALL Instructional Assistants NKCES Online Trainings https://www.nkces.org/page/professional-learning Sign Up in Frontline	NKCES Online Trainings https://www.nkces.org/page/professional-learning
PD Day #3 - February 16, 2026 6 hours	June 4, 2025 8:30 am-3:30 pm OR June 5, 2025 8:30 am-3:30 pm 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Amplify Desmos Math Launch Session goals include: Explain the KCSD Math expectations. Articulate the purpose of teaching concepts in math. Prepare to plan and implement instruction using Amplify Desmos. Locate all supporting implementation documents and resources. REQUIRED- ALL K-2 Regular and Special Education Math Teachers Twenhofel - TBD	N/A
	July 31st 3-5 8:00-11:00 K-2 12:00-3:00 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Amplify Desmos Math Unit/Lesson Internalization ElevatED - Scott High School ALL K-2 Regular and Special Education Math Teachers	N/A
	July 31, 2025 8:30 - 3:00 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	PLTW Launch Teacher Updates Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations and curriculum adaptations and changes for the upcoming school year. PLTW Lead Teachers/Thad Dusing Location: TBA	N/A
	July 22, 2025 8:30 - 10:30	Proficiency & Separate Academic Indicator	FrogStreet Assessments (District Training) Participants will learn insights into the observational and child centric	N/A

	2 hours	Growth, Achievement Gaps	<p>tool to monitor student progress with the ability to personalize instruction.</p> <p>All Preschool Teachers and POC required</p>	
	<p>July 22, 2025 10:30 - 11:30</p> <p>1 hour</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>Using Continuous Assessment Data to Close Gaps (District Training)</p> <p>Training around continuous assessment in the preschool classroom and using this data to inform instruction.</p> <p>All Preschool Teachers and POC required</p>	N/A
	<p>July 31</p> <p>Multiple Session Options</p> <p>3 hours</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>All SPED (District Training)</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. (Note: a 1 hour portion for Elementary LBD will be provided in required Math HQIR training.)</p> <p>All Preschool Teachers required</p> <p>Elementary/ Pre-school LBD Teachers</p>	N/A
	<p>July 31, 2025</p> <p>3 hours</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>ELA Unit & Lesson Internalization</p> <p>Teachers across the district will come together for targeted focus around the implementation of the HQIR through Unit and Lesson internalization.</p> <p>K-5 ELA teachers</p>	N/A
	<p>October 28, 2025 4:15-5:45</p> <p>January 28, 2026 4:15-5:45</p> <p>3 hours</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>CKLA Reading Boost</p> <p>Teachers across the district will come together for targeted focus around the implementation of the HQIR.</p> <p>Unit and lesson internalization will be embedded in the session.</p>	N/A

			K-2 (one rep per grade level per school) 3-5 (one rep per grade level per school)	
	July 29 or July 30 ElevatED 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps School Climate and Safety	<u>SEB Systems and Structures for Recursive Safety</u> Understand how SEB systems such as SEL Tier I supports, Adult Advocate, MTSS SEB interventions, PBIS, threat assessments and school-based therapy work together to ensure student and school safety. Teachers, Instructional Assistants	N/A
	July 29- AM and PM sessions July 30- AM and PM session ElevatED September 25, 2025 4:00-5:30 pm October 23, 2025 4:00-5:30 pm 1.5 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps School Climate and Safety	De-escalation- Understanding, Preventing & Intervening in Behavior Escalation Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	N/A
	July 29 or July 30 ElevatED September 18, 2025 4:00-5:00p m Virtual February 5, 2025 4:00-5:00p m Virtual 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps School Climate and Safety	Practical Application of Restorative Practices in the Classroom Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Teachers, Instructional Assistants	N/A
	October 8, 2025	Proficiency & Separate Academic Indicator	Student Connectedness at School Learn about protective factors and classroom strategies to help promote	N/A

	4:00-5:00p m Virtual January 21, 2026 4:00-5:00p m Virtual 1 Hour	Growth, Achievement Gaps School Climate and Safety	student belonging, peer connection and manage classroom social dynamics to improve student success and increase school safety. Elementary & Secondary Teachers	
	November 6, 2025 4:00-5:00p m Virtual February 12, 2026 4:00-5:00p m Virtual 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Supporting Students with Anxiety/Depression for Educators Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students. Elementary & Secondary Teachers	N/A
PD Day #4 - March 13, 2026 6 hours	June 4th & 5th July 8th & 9th July 24th & 25th September 13th & 20th (Saturdays) 8:30-3:30 12 Hours	Quality of School Climate and Safety	SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams <i>Required if new to SCM Core Team</i> Twenhofel Multipurpose Room	N/A
	June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th 8:30-3:30 6 hours	Quality of School Climate and Safety	SCM Refresher Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams, Special Education Staff <i>Required</i>	N/A
	4:00-5:00	Proficiency &	Technology in the Modern	N/A

	Sept 17, 2025 Nov 19, 2025 Jan 21, 2026 March 25, 2026 4 hours	Separate Academic Indicator Growth, Achievement Gaps	Classroom Teachers will learn about safe and responsible use of AI tools in the classroom with focus on strategies for integrating AI in a way that enhances learning while protecting student privacy and promoting ethical practices. We will explore best practices for introducing AI to students and monitoring its usage. We will explore several different AI tools and their uses. K-12	
	July 29th 2 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	IA Bootcamp 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. Special Education IAs	N/A
	Various Dates (TBD) (6 hours)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Special Area Teachers (Performing/Visual Arts) Sign Up in <u>Frontline</u>	N/A
	July 28, 2025 12:30-3:30 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	New Hire Amplify Desmos Math Launch K-5 Session goals include: Explain the KCSD Math expectations. Articulate the purpose of teaching concepts in math. Prepare to plan and implement instruction using Amplify Desmos. Locate all supporting implementation documents and resources. 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>	N/A

<p>July 31st</p> <p>3-5 8:00-11:00</p> <p>K-2 12:00-3:00</p> <p>3 hours</p>	<p>Proficiency & Separate Academic Indicator Growth, Achievement Gaps</p>	<p>Amplify Desmos Math Unit/ Lesson Internalization</p> <p>ElevatED - Scott High School</p> <p>ALL K-2 Regular and Special Education Math Teachers</p>	<p>N/A</p>
<p><u>October</u></p> <p>4:15-5:45</p> <p>K&1- October 8, 2025</p> <p>2&3- October 15, 2025</p> <p>4&5- October 22, 2025</p> <p><u>March</u></p> <p>4:15-5:45</p> <p>K&1- March 4, 2026</p> <p>2&3- March 11, 2026</p> <p>4&5- March 18, 2026</p> <p>3 hours</p>	<p>Proficiency & Separate Academic Indicator Growth, Achievement Gaps</p>	<p>Elementary Math Boost</p> <p>Teachers across the district will come together for targeted focus around the implementation of the HQIR.</p> <p>Unit and lesson internalization will be embedded in the session as well as addressing district wide trends that will be found throughout Math Learning Walks.</p> <p>K-5 Math teachers</p>	<p>N/A</p>
<p>July 28, 2025</p> <p>8:30-11:30</p> <p>3 hours</p>	<p>Proficiency & Separate Academic Indicator Growth, Achievement Gaps</p>	<p>CKLA New Hire Launch</p> <p>Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum.</p> <p>Prepare to plan and implement instruction using CKLA.</p> <p>Locate all supporting implementation materials</p>	<p>N/A</p>

			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>	
July 31, 2025 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	ELA Unit & Lesson Internalization Teachers across the district will come together for targeted focus around the implementation of the HQIR through Unit and Lesson internalization. ElevatED - Scott High School K-5 ELA teachers	N/A	
May 28, 2025 K-2 8am-11am 3-5 12pm-3pm 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Science Science teachers will engage in Unit/Lesson Internalization incorporating strategies to implement P-12 Reading Strategies, inquiry-based instruction, the 5E method, phenomena-based teaching, and driving question boards to create vibrant, student-driven learning experiences. K-5 Science Teachers	N/A	
July 30, 2025 8-11 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Social Studies Social Studies teachers will collaborate with district-wide peers in Unit/Lesson Internalization by incorporating the Cycle of Quality instruction, inquiry based learning, and the P-12 Reading Strategies to further improve student outcomes in elementary Social Studies instruction. K-5 Social Studies Teachers	N/A	
June 13th, 2025 Galt House Lousi up to 6 hrs	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	KY Reads to Succeed Conference Require registration but free to Kentucky K-12 public educators, will offer focused learning pathways to meet the needs of teachers and administrators. Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: - Evidence-based	Conference Registration Required: Registration Link Below: https://site.pheedloop.com/event/kyrts25/home/?utm_medium=email&utm_source=govdelivery	

		<p>instructional shifts for literacy;</p> <ul style="list-style-type: none"> - The benefits of structured literacy; - Why high-quality instructional resources matter; and - Available resources for implementing the Read to Succeed Act. <p>ALL K-5 Teachers The Galt House Louisville, KY Sign Up in <u>Frontline</u></p>	
<p>September Staff Meeting - TBA</p> <p>April Staff Meeting - TBA</p> <p>3 hours</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>Annual Instructional Assistants Admin Code and Inclusions Training</p> <p>ALL Instructional Assistants - Required Sign Up in <u>Frontline</u></p>	
<p>Various Dates</p> <p>(various hours - up to 6)</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>KCSD Professional Learning Landing Page</p> <p><u>KCSD Professional Learning Landing Page</u></p> <p>ALL Staff Sign Up in <u>Frontline</u></p>	<u>KCSD Professional Learning Landing Page</u>
<p>7/9 10:00 - 12:00</p> <p>7/18 8:00 - 10:00</p> <p>7/21 11:00 - 1:00</p> <p>7/28</p>	Quality of School Climate and Safety	<p>CPR Training</p> <p>Required Staff Sign Up in <u>Frontline</u></p>	N/A

8:00 - 10:00			
Plus 30 min return demo online			
3 hours			
September 25, 2025 December 4, 2025 February 19, 2026 March 19, 2026	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	EL Best Practices These sessions will help content area teachers dive deeper into the EL Scaffolding Toolkit. Participants will learn to intentionally plan appropriate scaffolds for all elements of the Cycle of Quality Instruction based on student ELP levels, data analysis, and the language demands of their content in order to close achievement gaps. There will be a strong focus on explicit vocabulary instruction at all grades and content areas.	N/A
4:00-6:00			
2 Hours Each			
		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, Achievement Gap, Growth, SAI,	<p><u>KCSD Professional Learning Landing Page:</u></p> <p>Cycle of Quality Instruction:</p> <p>Ongoing learning and curriculum design around the Cycle Quality of Instruction and high quality instructional 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.</p> <p>Create a “teacher walk” structure where teachers can go and observe other teachers who have strengths in areas of the cycle. This will also provide opportunities for teachers to observe instructional best practices in other classrooms.</p> <p>In addition, teachers who attend district sessions (reading, math, science and social studies, instructional technology, SEB, etc) sessions throughout the school year will share their learning at monthly faculty meetings (as well as teacher</p>	<p>KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers; Substitutes to support coverage for classroom observations of the Cycle of Instruction; Teacher Leaders</p>

	work days) to inform teachers of new learning around standards, instructional resources and assessment data.	
Proficiency, Achievement Gap, Growth, SAI	<p><u>KCSD Professional Learning Landing Page:</u> <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 weekly and common assessment data to guide instruction in ELA/Math. We will utilize Performance Matters and our Guided Questions to guide our conversation and next steps.</p> <p>This time (along with monthly staff meetings and potentially grade level leads meetings) will also be utilized to:</p> <ul style="list-style-type: none"> - Regularly equip and provide ongoing 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 grade level writing reviews to calibrate, share, and analyze strengths, areas to strengthen and next steps 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>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>
Proficiency, Achievement Gap, Growth, SAI	<p><u>KCSD Professional Learning Landing Page:</u> <u>Continued Development of Common Formative Assessment (CFA) Process in alignment with Our Continued Unit and Lesson Internalization Work:</u> Common Formative Assessment (CFA) Process will take place during PLCs. Teachers will review grade level curriculum maps looking at the weeks common assessments are given and backward plan when CFAs will be given. Teachers will continue to 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>KAS; KCSD Curriculum Maps, Various Technology Tools (Performance Matters); Weekly and Common Assessments, Assessment Item Bank, KCSD Balanced Assessment Expectations</p>
Proficiency, Achievement Gap, Growth, SAI	<p><u>KCSD Professional Learning Landing Page:</u> <u>MTSS:</u> Ongoing analysis of student intervention data to determine student progress and determining the effectiveness of each intervention. Apply student data to progression charts to determine appropriate placement in interventions and then requirements for referral to Special Education. We will utilize Performance Matters as the tool to manage the data. Sessions at Teacher Equivalency Days will be provided to all staff and training on MTSS updates.</p>	<p>MTSS Progress Monitoring Data (<u>MTSS Dates</u>, 25-26 MTSS Plan in development), MAP, KSA, Performance Matters, District Consultants and ITC</p>
	<p><u>KCSD Professional Learning Landing Page:</u> <u>Mental Health issues, MTSS Behavioral Supports, Safety</u> SEB: Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practice that began in</p>	<p>MTSS SEB Progress Monitoring Data, MAP, KSA, Performance Matters, District Consultants and ITC</p>

	<p>the 2022-2023 school year - Refresher sessions provided at monthly staff meetings</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>	
Proficiency, Achievement Gap, Growth, SAI	<p><u>KCSD Professional Learning Landing Page:</u> <u>Closing Gaps for Students with Disabilities</u></p> <p>Ongoing professional learning at Faculty Meetings and Special Education PLC meetings around co-teaching strategies and providing consistent targeted feedback during walks in collaborative and resource settings.</p>	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans
Proficiency, Achievement Gap, Growth, SAI	<p><u>KCSD Professional Learning Landing Page:</u> <u>Math Instructional Alignment with HOIR Amplify Desmos</u></p> <p>Ongoing <i>monthly</i> PLC's led by Grade Level Leaders to align new comprehensive Amplify/Desmos curriculum with Math standards and to provide support and instruction for all teachers with the shift in math instruction.</p>	Grade Level Leaders; Amplify/Desmos Curriculum Materials; Performance Matters

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with ongoing weekly, systematic review of data including weekly and common assessments, KSA, MAP, Brigance special education IEP progress data, and Tier II and Tier III intervention data as well as qualitative data from observed classroom instructional 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 the implementation and progress of the work we are doing. SBDM Council will review student achievement data 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 walks trend data. Having this continual review of various data sets and conversations with all stakeholders will allow us to customize our job embed staff developments to meet the needs of our teachers - which will ultimately lead to positive impacts on classroom instruction.

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
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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 - (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 Survey - Shared Via Email on 3/18/25 and in Memo on 3/24/25

RC Hinsdale School

2025-2026 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
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Instructional Priorities

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

The needs assessment process for identifying professional development includes analyzing KSA data, KCSD Common Assessments, Certified/Classified Professional Growth Plans, Fall/Spring MAP data, HQIR fidelity walks, and teacher walk data. Throughout the 2025-26 school year, we plan to continue utilizing this data to help plan our Staff Professional Learning and Professional Learning Community meetings (PLC).

Our staff is continuously analyzing data from our grade-level data dashboards, which includes all of these assessments as well as weekly common formative assessments. Behavior and attendance data was also analyzed in PLC Meetings, Teacher Lead Meetings, MTSS Meetings and SBDM Council Meetings.

The top focus areas requiring professional development are strengthening Tier 1 classroom instruction for all students as well as an intentional focus on improving instruction for our students with disabilities. This area specifically can be grown through stronger collaboration between members of our special education team and general classroom teachers. Another focus area to improve Tier I instruction will be focused on strengthening math across the school curriculum, and specifically how math instruction is implemented with our new school wide instructional resource (Amplify-Desmos). Grade level teams will collaborate with district colleagues in training and planning to ensure fidelity across all grade levels. Additionally, school administration will complete fidelity walks during the year to assist in the implementation of the HQIR.

KSA 2023-24:

-70% of all students in 4th grade were proficient/distinguished in math in the 2024 KSA.

-64% of all students in 5th grade were proficient/distinguished in math in the 2024 KSA.

MAP 2024-25:

-76% of 3rd students are projected to be proficient/distinguished in math on the Fall MAP, while 43% of students with disabilities are projected to be proficient/distinguished.

-70% of 4th students are projected to be proficient/distinguished in math on the Fall MAP, while 17% of students with disabilities are projected to be proficient/distinguished.

-80% of 5th students are projected to be proficient/distinguished in reading on the Fall MAP, while 40% of students with disabilities are projected to be proficient/distinguished.

Math Common Assessments:

-66% of 4th students are projected to be proficient/distinguished on our math common assessments, while 40% of students with disabilities are projected to be proficient/distinguished.

-60% of 5th students are projected to be proficient/distinguished on our math common assessments, while 40% of students with disabilities are projected to be proficient/distinguished.

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 6 hours	May 28, 2025 K-2 8am-11am 3-5 12pm-3pm 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Science Science teachers will engage in Unit/Lesson Internalization incorporating strategies to implement P-12 Reading Strategies, inquiry-based instruction, the 5E method, phenomena-based teaching, and driving question boards to create vibrant, student-driven learning experiences. K-5 Science Teachers	District Consultants
	July 30, 2025 8-11 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Social Studies Social Studies teachers will collaborate with district-wide peers in Unit/Lesson Internalization by incorporating the Cycle of Quality instruction, inquiry based learning, and the P-12 Reading Strategies to further improve student outcomes in	District Consultants

			elementary Social Studies instruction. K-5 Social Studies Teachers	
	June 2, 2025 Session 1: 8:00-11:00 Session 2: 12:00-3:00	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	P-12 Reading/Thinking Strategies 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.	<u>P-12 Reading Strategies</u>
	June 4, 2025 8:30 am-3:30 pm 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Amplify Desmos Math Launch Session goals include: Explain the KCSD Math expectations. Articulate the purpose of teaching concepts in math. Prepare to plan and implement instruction using Amplify Desmos. Locate all supporting implementation documents and resources.	Amplify Vendor Trainers and District Consultants
	June 5, 2025 8:30 am-3:30 pm 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Amplify Desmos Math Launch Session goals include: Explain the KCSD Math expectations. Articulate the purpose of teaching concepts in math. Prepare to plan and implement instruction using Amplify Desmos. Locate all supporting implementation documents and resources.	Amplify Vendor Trainers and District Consultants
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)	SCM Certified Trainers
	June 4th &	Goal 5	SCM Initial	SCM Certified Trainers

	5th July 8th & 9th July 24th & 25th September 13th & 20th (Saturdays) 8:30-3:30	Quality of School Climate and Safety	12 hours (Required if new to SCM Core Team)	
	Keynote - July 29 ElevatED July 29 July 30 July 31 6 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Dr. Webb Keynote and ElevatED <u>Proposed ElevatED Content List</u> ElevatED - Scott High School All Staff Individual Training (6) Hours To be pursued and scheduled individually by each teacher based on priorities identified in each teachers' individual growth plans. Teachers may utilize training options available through Team Kenton <u>ElevatED</u> to support learning and acquire hours.	District Consultants and KCSD Teachers
	Various Dates (hours vary)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	NKCES - Instructional Assistants ALL Instructional Assistants NKCES Online Trainings https://www.nkces.org/page/professional-learning	NKCES Online Trainings

PD Day #3 - February 16, 2026 6 hours	July 30, 2025 8-11 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Social Studies Social Studies teachers will collaborate with district-wide peers in Unit/Lesson Internalization by incorporating the Cycle of Quality instruction, inquiry based learning, and the P-12 Reading Strategies to further improve student outcomes in elementary Social Studies instruction. K-5 Social Studies Teachers	District Consultants
	4:00-5:00 Sept 17, 2025 Nov 19,2025 Jan 21, 2026 March 25, 2026 4 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Technology in the Modern Classroom Teachers will learn about safe and responsible use of AI tools in the classroom with focus on strategies for integrating AI in a way that enhances learning while protecting student privacy and promoting ethical practices. We will explore best practices for introducing AI to students and monitoring its usage. We will explore several different AI tools and their uses. K-12	N/A
	July 31st 3-5 8:00-11:00 K-2 12:00-3:00 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Amplify Desmos Math Unit/ Lesson Internalization ElevatED - Scott High School ALL K-2 Regular and Special Education Math Teachers	District Consultants
	July 22, 2025 8:30 - 10:30 2 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	FrogStreet Assessments (District Training) Participants will learn insights into the observational and child centric tool to monitor student progress with the ability to personalize instruction. All Preschool Teachers <i>required</i>	District Preschool Consultants
	July 22, 2025 10:30 - 11:30	Proficiency & Separate Academic Indicator	Using Continuous Assessment Data to Close Gaps (District Training)	District Preschool Consultants

	1 hour	Growth, Achievement Gaps	<p>Training around continuous assessment in the preschool classroom and using this data to inform instruction.</p> <p>All Preschool Teachers <i>required</i></p>	
	July 31 Multiple Session Options 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p>All SPED (District Training)</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. (Note: a 1 hour portion for Elementary LBD will be provided in required Math HQIR training.)</p> <p>All Preschool Teachers <i>required</i> Elementary/ Pre-school Teachers</p>	District Special Education Consultants
PD Day #4 - March 13, 2026 6 hours	July 29 or July 30 ElevatED 1 Hour	<p>Proficiency & Separate Academic Indicator Growth, Achievement Gaps</p> <p>School Climate and Safety</p>	<p><u>SEB Systems and Structures for Recursive Safety</u></p> <p>Understand how SEB systems such as SEL Tier I supports, Adult Advocate, MTSS SEB interventions, PBIS, threat assessments and school-based therapy work together to ensure student and school safety.</p> <p>Teachers, Instructional Assistants</p>	SEB District Consultants
	<p>July 29-AM and PM sessions July 30-AM and PM session ElevatED</p> <p>September 25, 2025 4:00-5:30 pm</p> <p>October 23, 2025</p>	<p>Proficiency & Separate Academic Indicator Growth, Achievement Gaps</p> <p>School Climate and Safety</p>	<p>De-escalation- Understanding, Preventing & Intervening in Behavior Escalation</p> <p>Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation.</p> <p>Teachers, Instructional Assistants</p>	SEB District Consultants

	4:00-5:30 pm 1.5 Hour			
	July 29 or July 30 ElevatED September 18, 2025 4:00-5:00p m Virtual February 5, 2025 4:00-5:00p m Virtual 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps School Climate and Safety	Practical Application of Restorative Practices in the Classroom Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. All Teachers, Instructional Assistants	SEB District Consultants
	October 8, 2025 4:00-5:00p m Virtual January 21, 2026 4:00-5:00p m Virtual 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps School Climate and Safety	Student Connectedness at School Learn about protective factors and classroom strategies to help promote student belonging, peer connection and manage classroom social dynamics to improve student success and increase school safety. Elementary & Secondary Teachers	SEB District Consultants
	November 6, 2025 4:00-5:00p m Virtual February 12, 2026 4:00-5:00p m Virtual 1 Hour	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Supporting Students with Anxiety/Depression for Educators Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students. Elementary & Secondary Teachers	SEB District Consultants
	July 29th 2 hours	Proficiency &	IA Bootcamp Participants will be provided with	District Consultants

		Separate Academic Indicator Growth, Achievement Gaps	hour-long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection. Special Education IAs and General Education IAs	
	<u>October</u> 4:15-5:45 K&1- October 8, 2025 2&3- October 15, 2025 4&5- October 22, 2025 <u>March</u> 4:15-5:45 K&1- March 4, 2026 2&3- March 11, 2026 4&5- March 18, 2026 3 hours	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	Elementary Math Boost Teachers across the district will come together for targeted focus around the implementation of the HQIR. Unit and lesson internalization will be embedded in the session as well as addressing district wide trends that will be found throughout Math Learning Walks. K-5 Math teachers	District Consultants

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
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Proficiency, Achievement Gap, Growth, SAI, Impact	<u>KCSD Professional Learning Landing Page:</u> A school wide CFA (Common Formative Assessment) process building wide. This process will begin with teachers revising grade level curriculum maps and aligning those with the year long schedule of common assessments. Teachers will use this information to backward design instruction to fit our school schedule to fit our year long assessment calendar. Teachers will create and revise CFAs that ensure assessments meet the rigor of the standard being assessed. Teachers will follow the balanced assessment expectations when administering each assessment. Teachers will then analyze the results to determine next steps with instruction in the core and RTI blocks.	Administrative Team, Classroom Teachers, Interventionists, Assessment Results
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Ongoing training on the Quality Instruction Cycle based on instructional walk data and teacher need. Second Thursday of every month learning PLCs will take place and include learning from Leadership, Literacy Leaders, Lead Special Education, and/or ITCs.	Administrative Team, Evaluation Documents, Cycle of Quality Instruction
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Technology: Schoology and Performance Matters Training. Beginner and Experienced will be offered to enhance knowledge. Using Performance Matters for Use with all intervention documentation and data. ITC release days to build capacity of instructional technology to enhance instruction for all teachers.	Administrative Team, School ITC, Interventionists, and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, Support for implementation of Performance Matters with MTSS, and Progress Monitoring. KCSD MTSS Window 2024-25 2024-25 HN MTSS Blitz Week Schedule	MTSS Core Team, Classroom Teachers, Special Education Teachers and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Monthly review of writing samples, social studies and science common assessments in grade level PLCs to review and share strengths and areas of growth to continue movement of writing achievement.	Literacy leads, Administrative Team, Team Leads, Classroom Teachers

Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> SEB and MTSS Behavioral Supports Restorative Practices School Safety Training	School Counselor, District Consultants
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Recursive professional learning on new HMH reading, math, and social studies HQIRs to implement programs with fidelity and ensure lessons are hitting the depth of the KAS (Intentional Team Planning/Lesson Internalization for all content)	Administrative Team, Literacy Leads, Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> <u>Math Instructional Alignment with HQIR Amplify Desmos</u> Ongoing <i>monthly</i> PLC's led by Grade Level Leaders to align new comprehensive Amplify/Desmos curriculum with Math standards and to provide support and instruction for all teachers with the shift in math instruction.	Administrative Team, Grade Level Leaders; Amplify/Desmos Curriculum Materials; Performance Matters

D. IMPLEMENTATION AND IMPACT

Implementation and impact will be assessed in multiple ways. Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments. Other data sets will include KSA, MAP, Special Education IEP progress data, and Tier II and Tier III intervention data. Through these data sets we will be reviewing student data and making instructional adjustments as needed.

Instructional walk data will be reviewed monthly and on-going training will be provided based on the data and staff need. Consistent and effective Tier I instruction is essential to reducing learning gaps as evidenced by monthly instructional walk data percentages.

This data is tracked to reflect all parts of the cycle of quality instruction. Additionally, we will be using faculty meetings to analyze student data, walk results and provide job embedded professional learning. Each month, the SBDM council will review and analyze data which includes: common assessments, CBAS Pillar Data, attendance, behavior data. MAP (2 times per year), KSA, and other data as 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
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Certified Substitutes (for both on and off –site Professional Learning) <ul style="list-style-type: none"> Next year we are creating days where teachers will be observing primary or intermediate teachers to improve instruction 	0120 D	50%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%
General Supplies/Professional Books	0610	20%
Food	0616	10%
Travel In District	0581	10%
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

Project – 7000, ARP, Title (Use codes from finance)

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

Teacher Voice Survey March 21, 2025

SBDM Meeting April 16 2025