# River Ridge Elementary
# 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 administrative team meets to review and analyze all data on a weekly basis in administration meetings. Data is used to determine school wide areas of strength and focus. Ongoing data review is a standing agenda item at monthly SBDM council meetings. Teachers, along with administrators, participate in weekly team meetings  focused on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed.
In addition, MTSS PLCs occur every 8 weeks for reading, math, writing, and behavior student progress and health of the interventions. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed.

While we did not meet the goals set by our yearly objectives on the 23-24 KSA for all students in most areas, we did show growth in math and reading for students with disabilities. We grew one point in math for all students as well. In the area of reading our proficiency dropped from 59% to 52%. The implementation of a new reading program provided a learning curve for teachers. While the KSA data did not show growth, our common assessment and common formative assessment data showed growth for all students. In the area of math, we grew to 61% proficiency. Our teachers have already started to use some of the Desmos math program that we will be fully implementing next school year and have seen an increase in the common formative assessment scores in those grade levels. This shows that the focus on aligning the Bridges program more closely to the KAS standards and KAS timeline was successful. These strategies led to higher student success for our gap groups as well. The ELL students' math proficiency grew to 49% and our special education students proficiency grew to 24%. We were also able to increase the percentage of students with disabilities scoring proficient in reading to 26%.. Our focus on co-teaching models including having special education and general education teachers intentionally planning lessons together was a positive factor in this growth. The 2nd year of implementation of the CKLA Amplify reading program has shown even more growth because teachers are able to implement strategies and vocabulary consistently, increasing student background knowledge that applies to new skills learned. In the area of social studies we grew 55% proficiency. Focusing our instruction on the new standards and implementing more reading into social studies

helped our students grow in this area. Our science scores for students with disabilities was #1 in KCD and increased to 36% proficiency for this gap group. We were also able to increase the proficiency for students who qualify for free and reduced lunch in this area to 42%.

Currently 49.81% of our 4th and 5th graders are considered transition ready. Our 5th graders are at 47.66% and 4th graders are at 51.82%. When analyzing this data, the identified area that disqualifies students is meeting the requirements for grades in math and reading. The second highest is meeting the MAP growth goal of 55th percentile. We have created a grading procedure for our school and are continuing to fine tune this process to ensure equity of grading and expectations across grade levels and content levels. The results of the Fall MAP growth did not meet our goal of 80% of student proficiency in reading or math. Our whole school proficiency in reading was 43% and math was 47%. In reading the percentage of students who are proficient were as follows: Kindergarten-32%, 1st grade-33%, 2nd grade-37%, 3rd grade-46%, 4th grade-56%, 5th grade-51%. In math: Kindergarten-46%, 1st grade-48%, 2nd grade-46%, 3rd grade-40%, 4th grade-53%, 5th grade-51%. The Map Reading fluency test was implemented this year in place of Reading Inventory scores. This test provided us with more specific data to identify areas of need for students in reading. On the winter assessment, 74% of Kindergarten students were meeting or exceeding in the area of phonological awareness, 72% in the area of phonics/word recognition, 53% in listening comprehension and 57% in picture vocabulary. This was an increase of more than 10% in both phonological awareness and phonics/word recognition from fall to winter. In first grade, 60% of students met or exceeded in the area of decoding, 64% in the area of phonics/word recognition, 54% in language comprehension, and 54% were meeting in picture vocabulary. We had 11 students take the oral reading assessment and all of these students were at or above grade level on this assessment. In 2nd grade, 58% of students took the oral reading test (increased from 43% in the fall), with 67% of them meeting or exceeding. Of the 56 students who did not take the oral reading test and remained in the foundational reading portion, 5% are meeting the expectations in phonological awareness, 11% are meeting in phonics/word recognition and there was an increase in verbal comprehension to 68%. In 3rd grade, 74% of students took the oral reading test. Of those students 50% were meeting or exceeding the oral reading rate. Those who remained in the foundational skills portion, 3% are now meeting in phonological awareness, 6% are meeting in phonics and word recognition. In 4th grade, 95% of students took the oral reading test. In the fall, this percentage was 74%. 10% of those students are meeting or exceeding the oral reading rate. Of the 5% who took the foundational reading test it is noted they are identified as special education in basic reading and one is a newcomer to the country identified as ELL. In 5th grade 90% of students took the oral reading test and 35% met expectations in oral reading rate. All of the 10% of students who took the foundational reading test are ELL and are in interventions for these skills.

Our 2023 school climate survey results indicate that managing student behavior had a 60% favorable rating which dropped 12%, School Climate was 56% favorable rating which dropped 4% and Emotional Well Being and Connectedness favorable rating was 42%. After analyzing this data with our teachers, staff, and administrative team, the number one factor that affects the school climate and emotional well being for our staff is that they do not feel equipped to manage student behavior in the classroom. The data from these meetings also shows that there is a lack of cohesiveness in putting the PBIS strategies in place and so these are areas we have focused on this school year. We recognize that if teachers are able to manage student behaviors and decrease the likelihood of intensive behaviors they can focus on rigorous instruction which will lead to proficiency for all students. So far this year we have had 890 instances in which students were a disruption to the learning environment and needed to be removed from the classroom. There have been 181 behavior referrals thus far. In a recent informal school climate survey, managing student behavior had a 61% overall favorable rating. The school climate was 59% favorable and emotional well being and connectedness was 61% favorable. We recognize that if teachers are able to manage student behaviors and decrease the likelihood of intensive behaviors they can focus on rigorous instruction which will lead to proficiency for all students. It will also continue to improve the overall school climate and culture of the staff.

## 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 | 8/5/25 | 1a, 1b, 2a, 2b, 2c, 3, 4 | RRE-Internalizing Standards (deconstructing standards, creating learning targets, kas standards alignment, creating common formative assessments, thinking strategies, creating individual products that align to standards) | KCSD Landing Page, Thinking Strategies |
| | 7/29 (2 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | IA Bootcamp-IA's | n/a |
| | 11/6 or 2/12 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Supporting Students with Anxiety/Depression for Educators | n/a |
| | 8/6 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | MTSS Systems and Protocols for SEB Interventionists | n/a |
| | 8/11 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Medication Training | n/a |
| | 7/29 or 7/30 or 9/25, or 10/23 (1.5 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | De-escalation- Understanding, Preventing & Intervening in Behavior Escalation | n/a |
| | 7/29 or 7/30 or 9/18 or 2/5 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Practical Application of Restorative Practices in the Classroom | n/a |
| | 7/29 or 30 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SEB Systems and Structures for Recursive Safety | n/a |
| | 7/29 or 30 or 10/8 or 1/21 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Student Connectedness at School | n/a |
| | 7/29 or 7/30 or 9/25, or 10/23 (1.5 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | De-escalation- Understanding, Preventing & Intervening in Behavior Escalation | n/a |
| | 7/29 or 7/30 or 9/18 or 2/5 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Practical Application of Restorative Practices in the Classroom | n/a |
| PD Day # 2 - November 26, 2025 6 hours | 9/30, 10/28, 11/18, 1/20, 2/24, 3/24 (4:00-5:00) | 1a, 1b, 2a, 2b, 2c, 3, 4 | RRE Vertical Alignment | KCSD Landing Page, Thinking Strategies |
| | 7/31 (6 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | PLTW Launch Teacher Updates | n/a |
| | 7/22 (2 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4 | FrogStreet Assessments (District Training) | n/a |
| | 7/22 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4 | Using Continuous Assessment Data to Close Gaps (District Training) | n/a |
| | July 29, 30, 31 (4 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | All SPED Training (District Training) | n/a |
| | 11/4 (2 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | ALL SPED | n/a |
| | 7/29 or 30 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SEB Systems and Structures for Recursive Safety | n/a |
| | 7/29 or 30 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Student Connectedness | n/a |

|  |  |  | at School |  |
|---|---|---|---|---|
|  | 7/29 or 7/30 or 9/25, or 10/23 (1.5 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | De-escalation- Understanding, Preventing & Intervening in Behavior Escalation | n/a |
|  | 7/29 or 7/30 or 9/18 or 2/5 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Practical Application of Restorative Practices in the Classroom | n/a |
|  | 10/8 or 1/21 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Student Connectedness at School | n/a |
|  | 8/11 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Medication Training | n/a |
|  | 8/4 (6 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | ALL ELD Training (ELD Teachers and IA's) | n/a |
|  | 8/19, 10/14, 2/17 OR 3/17 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3 | Academic and behavior support for students with IEPs- 6 hours | n/a |
|  | 7/29, 7/30, 7/31 | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | KCSD-ELEVATED-**Individual Training - 6 hours**-To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.  Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. |  |
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| PD Day #3 - February 16, 2026 6 hours | 7/23, 7/24 (3 hours each) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | River Ridge Interventionist, Special Area and Special EducationUnit Teachers Internalizing Standards | na |
|  | 6/2 8-11 OR 12-3 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4 | P-12 Reading Strategies | n/a |
|  | 5/28 (3 hours) | 3 | Elementary Science | n/a |
|  | 7/30 (3 hours) | 3 | Elementary Social Studies | n/a |
|  | 6/4 (6 hours) | 2a, 2b | Amplify Desmos Math Launch Grades K-2 | n/a |
|  | 6/5 (6 hours) | 2a, 2b | Amplify Desmos Math Launch Grades 3-5 | n/a |
|  | 7/28 (3 hours) | 2a, 2b | New Hire Amplify Desmos Math Launch Grades K-5 | n/a |
|  | 7/28 (3 hours) | 1a, 1b | CKLA New Hire Launch Grades K-5 | n/a |
|  | 10/14 (2 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges | n/a |
|  | 12/9 and 2/24 (4 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning | n/a |
|  | June 10th, 11th, 12th, 17th, 18th, 19th | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SCM Refresher | n/a |

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|---|---|---|---|
| | July 10th, 15th, 22nd, 28th<br><br>(6 hours) | | | |
| | June 4th & 5th<br><br>July 8th & 9th<br><br>July 24th & 25th<br><br>September 13th & 20th (Saturdays)<br><br>(12 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SCM Initial | n/a |
| | 8/11<br>(3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Medication Training | n/a |
| | 8/25, 12/4, 2/19, 3/19<br>(2 hours each) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | EL Best Practices | n/a |
| | 8/19, 9/16, 10/14, 1/13, 2/17, 3/17<br>(1 hour each) | 1a, 1b, 2a, 2b, 2c, 3 | Academic and behavior support for students with IEPs- 6 hours | n/a |
| | 7/29, 7/30, 7/31 | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | KCSD-ELEVATED-**Individual Training - 6 hours**-To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.  Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. | n/a |
| | 8/8 | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Supporting students and teachers in reading and math classroom - IA's | n/a |
| | virtual-multiple dates available | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Writing Revolution-This course introduces Kindergarten through 2nd- and 3rd-5th grade educators to the Hochman Method(™), an explicit set of sequenced strategies for teaching expository writing that can be integrated into any content area. Educators will learn specific strategies that build the vocabulary and language skills necessary for future success in writing.Teachers may utilize training options available support learning and acquire hours. | Writing Revolution Training courses |
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| PD Day #4 - March 13, 2026<br>6 hours | 10/8, 10/15, 10/22,  3/ 4, 3/11, 3/18<br>(3 hours) | 2a, 2b, 2c | Elementary Math Boost<br>K&1- October 8, 2025<br>2&3- October 15, 2025<br>4&5- October 22, 2025<br><br>March-   4:15-5:45<br>K&1- March 4, 2026<br>2&3- March 11, 2026<br>4&5- March 18, 2026 | n/a |
| | 7/31      (3 hours) | 1a, 1b | ELA Unit and Lesson Internalization | n/a |

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|---|---|---|---|
| 6/13 | 1a, 1b | KY Reads to Succeed Conference | n/a |
| 10/28 and 1/28 (3) | 1a, 1b | CKLA Reading Boost (K-2, 3-5, 1 rep per school) | n/a |
| 9/17, 11/19, 1/21, 3/25 (4 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | Technology in the Modern Classroom | n/a |
| 7/30 or 9/8 (1 hour) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | KC-NET Mentor Teacher Training | n/a |
| June 10th, 11th, 12th, 17th, 18th, 19th<br><br>July 10th, 15th, 22nd, 28th<br><br>(6 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SCM Refresher | n/a |
| June 4th & 5th<br><br>July 8th & 9th<br><br>July 24th & 25th<br><br>September 13th & 20th (Saturdays)<br><br>(12 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | SCM Initial | n/a |
| 8/11 (3 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Medication Training | n/a |
| 8/19, 9/16, 10/14, 1/13, 2/17, 3/17 (1 hour each) | 1a, 1b, 2a, 2b, 2c, 3 | Academic and behavior support for students with IEPs- 6 hours | n/a |
| 7/31 | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | ALL ELD Training (ELD Teachers and IA's) | n/a |
| multiple days | 1a, 1b | LETRS Educational Cohort | n/a |
| August 11 (6 hours) | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | RRE Parent Engagement for IA's | n/a |
| June 8-12 | 1a, 1b, 2a, 2b, 2c, 3, 4, 5 | KSD CLIMB Training—a hands-on, interactive experience designed for practitioners working with children who have low-incidence disabilities. | Deaf/Blind Project |

| | | | Gain practical strategies for supporting children who are Blind/Visually Impaired, Deaf/Hard of Hearing, DeafBlind, or have multiple disabilities. | |
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## 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* |
|---|---|---|
| State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; Ky Impact Survey | **Closing the Achievement Gap -** Ongoing analysis of data to determine progress and mastery for our students with special needs and our ELD student population. Data analysis around IEP goals and special education progress data will continue to be refined to ensure current special education supports are aligned with needs. Ongoing collaboration between ELD staff and homeroom teachers will occur to share effective strategies and strengthen connection between classroom core and ELD resource instruction. Training and ongoing support will be provided on effective co-teaching strategies and structures. This will take place through our PLCs and Staff Meetings. Time during teacher equivalency days will also be dedicated to collaboration between regular education and special education teachers and regular education teachers and EL teachers. We will train all teachers on equivalency days to understand the MTSS process, SLD eligibility, ELD scaffolding kit, and Access Scores. Special Education teachers will work with co-teachers to understand IEP goals and objectives and will create and share behavior charts to begin the year with a plan in place. We will also train all Kindergarten staff on Brigance for new and returning staff to use as part of data analysis. | EL Teachers/Staff, Administrators, Teachers<br><br>MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common Assessment Data, Instructional Walk data<br>KCSD Professional Landing Page |
| State Results in Reading and Math; Science, SS, Writing; Achievement Gap; KY | **Weekly-Common Formative Assessment analysis-**We will continue the work from the 24-25 School year for internalization through data analysis, creating common formative assessments that match the standards and tasks students are expected to master, and discuss adjustments to instruction based on this data. Teachers will use the backward design planning model and the unit planning guides they created in the 24-25 school to | Administrators, Teachers<br>KCSD Professional Landing Page<br>MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative |

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| Impact Survey, | plan for lessons and common formative assessments, and individual student products that will lead to increased proficiency for students in reading, math, science, writing, and social studies. Equivalency days will be used to train teachers on the use of Performance Matters and Schoology to house all common formative assessments. Common Formative Assessment Schedule in process | and Common Assessment Data, Instructional Walk data |
| State Assessment Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap;KY Impact Survey | **Data Analysis-Common Assessments** Teachers and administrators collaborate in weekly PLCs to analyze summative data and determine progress in reading, math, science, and social studies. We will continue to strengthen this work in the 25-26 school year in order to increase proficiency in all areas.  Teachers will continue to utilize Performance Matters and Schoology to analyze summative data within a week of completing each Common Assessment. Teachers will work together in teams to discuss data and necessary instructional adjustments. | |
| KY Impact Survey: Quality of School Climate and Safety | **Behavior Interventions and PBIS-Decreasing Student Disruptions to Learning-**Teachers and administrators collaborate in monthly PLCs to analyze behavior referral data, classroom data, and walkie call data and determine progress in social emotional learning. We will continue to strengthen the strategies and processes put in place in the 24-25 school year in the 25-26 school year in order to decrease the number of students disrupting the learning environment so they and teachers can focus on instruction and to increase student proficiency.  Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEB, and overall school safety. Both KCSD sessions on Trauma will be used to guide this work in addition to the training we have received on Restorative Practices. Training on the de-escalation cycle and strategies will be implemented on Equivalency days. | Administrators, Teachers KCSD Professional Landing Page, NKCES, MTSS Progress Monitoring Data, IEP Progress Data, Formative and Common Assessment Data, Instructional Walk data, classroom data, behavior referral data, walkie call data |
| State Results in Reading and Math; Science, SS, | **MTSS and Differentiation -** Ongoing analysis of student intervention data to determine student needs and successes. Both KCSD sessions, Progression Charts and Data | KCSD Professional Landing Page |

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|---|---|---|
| Writing; English Learners Progress; Achievement Gap;Quality of School Climate; | Collection & Progress Monitoring, as well as training on MTSS process and programs on equivalency days will be used to help guide this work. Intervention staff will continue work with creating intervention screeners and refining our menu of intervention programs to ensure we are using effective programming. Student progress data will be analyzed during MTSS data checks to help determine if programs are being effective. Progress trend data will be analyzed over time (for intervention programs) to assist with making decisions about effective programming. A master schedule will be created and implemented to support all teachers teaching Tier 1, 2, and 3 fluidly and interchanging as dictated by core and intervention data.  We will focus on technology programs and how they should be utilized and monitored during MTSS Intervention time for students who are Tier 1. | school administrators, curriculum consultants, literacy team leads, interventionists, instructional walk data TCM resources-SS Science Of Reading Lead Teachers IXL UFLI |
| State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap: KY Impact Surve | **Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement.  We will utilize the KCSD created session 'using technology to more efficiently get products/adjust instruction' to help guide this work. Continued work with the SAMR model and 1:1 training will occur.  Ongoing support will be provided through monthly staff meetings to further develop our use of Schoology and Performance Matters . | Administrators, Teachers, ITC KCSD Professional Landing Page Instructional Walk data |
| State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap | **PLC's** Weekly PLC's will focus on common formative assessment data analysis and creation, common assessment data analysis, lesson planning using the backward design for all content areas, sharing instructional strategies aligned with Cycle of Quality Instruction, collaborative work aligning with school mission, MTSS data analysis around student data and effectiveness of interventions, lesson planning and curriculum work around Amplify reading program with Primary/Intermediate Literacy Leads/Admin/Consultants, continued science of reading PD. We will also be leading ongoing PD on the use of the SS TCM resource, IXL, UFLI, and incorporating the Science of Reading. | KCSD Professional Landing Page school administrators, curriculum consultants, literacy team leads, interventionists, instructional walk data TCM resources-SS Science Of Reading Lead Teachers IXL UFLI |

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|---|---|---|
| State Results in Reading and Math; Science, SS, Writing; Achievement Gap;KY Impact Survey | **Internalization-** Professional Development sessions (teacher release days) throughout the year for all content areas will be utilized to deconstruct standards, create learning targets for students, create common formative assessments, use backward design model for planning, continue learning and implementation of the thinking strategies, creating individual products that match the components of the tasks. Teachers will become experts in their content area and identify areas of the instructional cycle they have strengths. They will observe each other across contents and grade levels to learn from each other throughout the year on these days and on some PLC days. | Administrators, Teachers, curriculum consultants KCSD Professional Landing Page MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common Assessment Data, Instructional Walk data |

## D. IMPLEMENTATION AND IMPACT

Ongoing, weekly, systematic review of data including, but not limited to KSA, MAP, CBAS Pillars, MAP Fluency, Attendance, Behavior, Common Assessments, Common Formative Assessments, Special Education progress data, and instructional walk data will help determine effectiveness of strategies and needed adjustments. Teacher feedback and input from professional development reflections, PLC work, committee work, team meetings, staff impact survey, and professional growth plans will be used to consistently reflect on implementation and progress of the work we are doing. All of this data and work will help teachers inform and improve classroom instruction on a weekly basis to guide instruction and make adjustments to instruction in real time. SBDM council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Weekly administrative meetings will take place to discuss and reflect upon student data and instructional trends from instructional walks. 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)** | 0062121-0120-310L | *25%* |
| **Certified Extra Service** | 0062121-0120-310L | *10%* |

| | | |
|---|---|---|
| **Educational Consultant** | n/a | *0%* |
| **Registrations** | 0062121-0338-310L | *10%* |
| **General Supplies/Professional Books** | 0061118-0610-7000<br>0062121-0120-310L | *40%* |
| **Food** | 0061118-0616-7000 | *10%* |
| **Travel In District** | n/a | *0%* |
| **Travel Out of District** | 0062121-0580-310L | *5%* |
| **Total of your budget** | | **100%** |

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

Collaborative Decision Making Team Meeting-2/24, 3/28
Staff input on MTSS Rubric-November, 2024
Informal Staff Impact Survey-3/19/25
Technology Team Meeting-3/24/25
MTSS Core Team Meeting 3/24/25

# Ryland Heights Elementary
# 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 at Ryland Heights Elementary involves analyzing administrative classroom walk data, teacher input and surveys, Professional Practices Growth Plans, SEB/Behavior data, MTSS intervention progress data and assessment data (Common Assessments, MAP and weekly formative assessments). On the 2023-24 KSA, 66% of students scored proficient in reading and 64% scored proficient in math. Ryland Heights teachers analyze student mastery of standards on a weekly basis through weekly formative assessments, common assessments, MAP data and intervention data. Teachers and staff consistently participate in differentiated job-embedded professional development throughout the school year and are provided the opportunity to give input into their professional development opportunities every month.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2024-25 school year, next steps for the 2025-26 school year were determined with input from administration, teachers, SBDM members, and district consultants. Administrators and teacher discussions following weekly PLCs also contributed to the next steps that are needed to improve student achievement. Primary areas of focus for professional development in 2025-26 will be improving and strengthening effective reading and math strategies and usage of resources across all tiers. Ryland Heights staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. Strengthening Tier I reading and math continues to be a priority as the goal is for all students to be Transition Ready. At this time, 66.23% of 5th grade students are Transition Ready and 71.79% of fourth grade students are transition ready. Another goal of strengthening Tier I instruction is also to minimize the number of students needing layered interventions. At this time, 17.89%

of students receive a reading intervention and 9.66% of students receive a math intervention. Teachers need continued professional learning to increase the effectiveness of all tiered interventions ensuring the interventions are implemented with fidelity and appropriate data probes used to track data. In addition, special educators will continue improving knowledge of specially designed instruction to improve proficiency of students with disabilities. On the 2022-23 KSA, 28% of students with disabilities scored proficient in reading and 30% of students with disabilities scored proficient in math.

Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), and personalized learning to ensure all students reach proficiency. While we have seen improvement in a majority of student populations, we want to ensure all teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. The plan developed is aligned to the Ryland Heights Elementary CSIP 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 | 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 and classified staff | Academic Consultants |
| | June 13 **6 hours** | Goal 1-Proficiency;Goal 2- Separate Academic Indicators; Goal 3- Achievement Gap; Goal 4- English Learner Progress | Kentucky Reads to Succeed Summer Conference Certified Staff | KDE Office of Teaching and Learning, Division of Early Literacy Conference Registration Required Once Opened: https://www.kentuckyteacher.org/news/2025/02/keynote-speaker-announced-for-kentucky-read-to-succeed-summer-conference |
| | July 29, 30, 31st Hours vary - see link **1-6 hours** | 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) ElevatED sessions (linked here) Individual Training up to 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 | KCSD staff |

| | | | through Team Kenton ElevatED to support learning and acquire hours.<br><br>All certified and classified staff | |
|---|---|---|---|---|
| | August 4th<br><br>3 Hours District Training<br><br>3 Hours School Training<br><br>**6 hours** | Goal 1-Proficiency; Goal 3 Achievement Gap; Goal 6 Social/Emotional Learning Climate | KCSD New Teacher Training<br><br>*required for new hires* | KCSD District Staff |
| | July 28, 2025<br><br>8:00-11:00<br><br>**3 hours** | Goal 1-Proficiency | CKLA New Hire Launch *required* for ALL NEW HIRES<br>K-5 ELA Teachers | Academic Program Consultants |
| | July 22, 2025<br><br>8:30 - 10:30<br><br>**2 hours** | Goal 1-Proficiency | FrogStreet Assessments (District Training)<br>All Preschool Teachers and POC<br>*required* | FrogStreet/<br>Preschool Dept |
| | July 22, 2025<br><br>10:30 - 11:30<br><br>**1 hour** | Goal 1 Proficiency | Using Continuous Assessment Data to Close Gaps (District Training)<br>All Preschool Teachers and POC<br>*required* | Preschool Dept |
| | August 6, 2025<br><br>8:30-3:30<br><br>**6 hours** | Goal 1-Proficiency; Goal 3 -Achievement Gap | Team Planning for scheduling, design & implementation of CKLA Amplify Literacy & Amplify Desmos Math | Administration & PLC Teams |
| | | | | |
| PD Day # 2 - Nov. 26, 2025<br>6 hours | May 28, 2025<br>K-2 8am-11am<br>3-5 12pm-3pm<br><br>**3 hours** | Goal 2- Separate Academic Indicator | Elementary Science<br>K-5 Science Content Teachers *required* | Academic Program Consultants |
| | July 30, 2025<br>8-11am<br><br>**3 hours** | Goal 2- Separate Academic Indicator | Elementary Social Studies K-5 Social Studies Content Teachers *required* | Academic Program Consultants |
| | June 4, 2025<br>8:30 am-3:30 | Goal 1-Proficiency/Math | Amplify Desmos Math Launch | TBD-Twenhofel |

| | | | |
|---|---|---|---|
| | pm for K-2<br><br>**6 hours**<br><br>June 5, 2025<br>8:30 am-3:30<br>pm for 3-5 | | Regular and Special<br>Education Math Teachers<br>*Required* | Academic Program<br>Consultants |
| | July 28, 2025<br><br>12:00-3:00<br><br>**3 hours** | Goal 1-<br>Proficiency/Math | New Hire Amplify Desmos<br>Math Launch K-5<br>K-5 Regular and Special<br>Education Math Teachers<br><br>**\*Also a make-up session\*** | Academic Program<br>Consultants |
| | July 31, 2025<br>8:30 - 3:00<br><br>**6 hours** | Goal 2- Separate<br>Academic<br>Indicator | PLTW Launch Teacher<br>Updates<br>Elementary PLTW<br>Teachers *required* | PLTW Lead<br>Teachers/District Director<br><br>Location: TBA |
| | July 30, 31<br>Multiple Session<br>Options<br><br>**3 hours** | Goal 1-<br>Proficiency;<br>Goal 3<br>-Achievement<br>Gap | All Sped Training<br><br>Elementary/ Pre-school<br>LBD Teachers *required* | Sped Department |
| | October 14,<br>2025<br>4:00-6:00 PM<br><br>**2 hours** | Goal<br>6-Social/Emotion<br>al Learning<br>Climate | Empowering Parents:<br>Implementing<br>Developmentally<br>Appropriate Strategies to<br>Mitigate Behavioral,<br>Emotional, Academic, and<br>Social Challenges<br><br>Pre-K staff | Preschool Dept |
| PD Day<br>#3 -<br>Feb. 16,<br>2026<br><br>6 hours | October-<br>4:15-5:45<br><br>K&1-<br>October 8, 2025<br><br>2&3-<br>October 15,<br>2025<br><br>4&5-<br>October 22,<br>2025<br><br>March-<br>4:15-5:45<br><br>K&1-<br>March 4, 2026 | Goal 1-<br>Proficiency-Math | Elementary Math Boost<br>K-5 Math teachers | Academic Program<br>Consultants |

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

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

| | | | |
|---|---|---|---|
| | 2025<br>4:00-5:00pm<br>Virtual<br><br>**1 hour** | | | |
| | September 25, 2025<br>December 4, 2025<br>February 19, 2026<br>March 19, 2026<br><br>4:00-6:00<br><br>**2 hours** | Goal 1-<br>Proficiency; Goal 4- English Learner Progress | EL Best Practices for all teachers<br><br><br>Certified Teachers | District EL Director<br>ELD Teachers |
| | Dates Vary<br><br>**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 -<br><br>Certified Teachers;<br>Classified Staff | https://www.nkces.org/page/professional-learning<br>(NKCES Catalog) |
| | July 29th<br>TBD<br><br>**2 hours** | Goal 1 Proficiency; Goal 5- Quality School Climate; Goal 6- Social Emotional Learning Climate | IA Bootcamp | Special Education IAs |

## 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<br>(Name) | Description of Job-Embedded PD | Specific Supporting Resources,<br>as needed |
|---|---|---|
| Proficiency, Gap, Separate Academic Indicator, Impact | Data analysis conducted biweekly during PLC and MTSS meetings. Analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. | Administrative Team,<br>Assessment measures,<br>Teachers |

| | | |
|---|---|---|
| | Discussion of strategies and programs to use with students. | |
| Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact | Tier I Support:<br><br>Continued job-embedded training in the areas of knowledge and deconstructing standards being taught, social/emotional and behavior best practices and also effective integration of technology & software. This occurs during PLCs and Faculty Meeting sessions.<br><br>Additional professional development opportunities will be provided through strategies and information brought back from instructional leadership, literacy leader meetings and special education lead meetings.<br><br>Additional Tier I Literacy support and development provided during Faculty Meeting sessions.<br><br>Monthly staff meetings will have sessions planned and designed from instructional walk data.<br><br>Additional PLCs on the new Math HQIR, Amplify Desmos, throughout the school year to build teacher capacity and monitor fidelity and effectiveness of the program. | Administration & Teachers<br><br>Primary & Intermediate Literacy Leads |
| Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact | Tier II and Tier III Support:<br><br>Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II, and Tier III supports. | Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use intervention data and Cycle of Quality Instruction |
| Proficiency, Gap, Separate Academic Indicator, Impact | Ongoing training on the PPR document and the district evaluation cycle. | Administrative Team<br><br>Approved evaluation documents, Cycle of |

| | | quality instruction, instructional videos |
|---|---|---|
| Proficiency, Gap | Development and implementation of a schoolwide assessment schedule. Following the analysis of grade level curriculum maps, grade level teams will backward map and create a Common Formative Assessment schedule for alignment to standards. Grade level teams will collaborate to create CFAs that are both rigorous and aligned to the appropriate standards. The schoolwide assessment schedule will also include and take into account all District Common Assessments. All teachers and grade levels will adhere to the Balanced Assessment expectations and protocols for assessment administration. Following administration of CFAs and District Common Assessments, grade level data analysis will occur in PLCs to guide instructional adjustments and spiral reviews. This work will be initiated during teacher equivalency days in August and continue throughout the school year. | Administrative Team, Assessment measures, Teachers |
| Proficiency, Gap, Separate Academic Indicator, Impact | Orientation and Implementation of Metacognitive/ Thinking Strategies-training and instructional planning during PLCs and Faculty Meetings. | Administration & Teachers |
| Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact | SEB/MTSS Behavioral Supports, Safety<br><br>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 the 2022-2023 school year.<br><br>School Safety training and updates, as needed.<br><br>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. | Administrative team, SEB data from MTSS & Terrace Metrics, Behavior Referrals, School Counselor, District consultants<br><br>SRO & Administration<br><br>KCSD Professional Development Landing Page |

## D.  IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year:

Summative assessments:KSA, MAP Assessments (Fall, Spring)

Formative assessments discussed at PLC, common assessments, assessment tracking for special populations

Monthly at staff meetings and in Memo: attendance data, behavior referrals, and PBIS data

Monthly staff meetings and grade level PLC meetings: Learning walk data trend data and student assessment data will be analyzed at weekly administrative meetings to identify development needs to positively impact classroom instruction.

Staff Feedback:  After each staff meeting, Impact Survey and annual survey

SBDM Meetings: Data regarding KSA and MAP after assessment results are given to school. Professional development yearly.

## 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** | 20% |
| **Food** | **0616** | |
| **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: _3/5/25_; 4.17.25_____**

# Taylor Mill
# 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, Brigance data, Dibels data, Reading Inventory/Reading Foundational data, instructional walkthrough observations, and Impact Survey results. When looking at our Common Assessment data as a school, 76% of students were meeting benchmark in Math while 71% of students were meeting the benchmark in Reading. Students in grades K-3 took the MAP Reading Fluency diagnostic in the fall and in the winter and as of the winter diagnostic, K-1st grade had 72% of students meeting expectations on word recognition, 2nd grade had 51% meeting sentence reading fluency, and 3rd grade had 62% meeting or exceeding Oral Reading Fluency expectations. On the winter MAP Reading Fluency diagnostic, 14% of tested 4th and 5th graders were meeting proficiency on oral reading fluency. As of March 2025, 73% of 5th grade students had met the transition readiness criteria as set by the district of 100% of students being transition-ready. The 2024 KSA data reflected both math and reading as areas of growth with an average reading proficiency of 65% and average math proficiency of 63%. This analysis is a collaborative process throughout the school year and led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 24-25 school year, next steps for 25-26 were determined with input from administration, teachers, task groups, and SBDM members. Weekly analysis of common formative assessment, district common assessment data, and MTSS progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Our

team has reflected on the data and has placed Reading as a priority for professional development needs in all grade levels. This being the second full year of implementation of a new reading core curriculum, teachers need time together to continue to work on unit and lesson internalization as well as to create and revise common formative assessments. This upcoming year we will be adopting a new HQIR in math and teachers will need initial training as well as continuous support to learn the new program, while also working on unit and lesson internalization. We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 12, 2025 6 hours | August 6th, 2025 6 hours | State Assessment Proficiency, Achievement Gaps | TME Curriculum Planning Day - All Teachers (Classroom, Special Ed, Enrichment) | TME Admin, Common and Formative Assessments, Timelines, TME Balanced Assessment Calander, Performance Matters |
| | July 29th, 2025 2 hours | State Assessment Proficiency, Achievement Gaps | IA Bootcamp | N/A |
| | Various dates - online | State Assessment Proficiency, Achievement Gaps Quality of School Climate and Safety | NKCES - Instructional Assistants (hours vary) | NKCES online trainings |
| PD Day # 2 - November 26, 2025 6 hours | June 2, 2025 3 hrs | State Assessment Proficiency, Achievement Gaps | P-12 Reading Strategies | N/A |
| | May 28, 2025 3 hrs | State Assessment Proficiency, Achievement Gaps | Elementary Science | N/A |
| | July 30, 2025 3 hrs | State Assessment Proficiency, Achievement Gaps | Elementary Social Studies | N/A |
| | June 4, 2025 6 hrs | State Assessment Proficiency, Achievement Gaps | Required: Amplify Desmos Math Launch for All K-2 Regular and Special Education Math Teachers | N/A |
| | June 5, 2025 6 hrs | State Assessment Proficiency, | Required: Amplify Desmos Math Launch for All 3rd-5th Regular and Special Education Math Teachers | N/A |

| | | | | |
|---|---|---|---|---|
| | | Achievement Gaps | | |
| | July 22, 2025 2 hrs | State Assessment Proficiency, Achievement Gaps | FrogStreet Assessments (District Training) - All Preschool Teachers and POC *required* | N/A |
| | July 22, 2025 1 hr | State Assessment Proficiency, Achievement Gaps | Using Continuous Assessment Data to Close Gaps (District Training) All Preschool Teachers and POC *required* | N/A |
| | July 31, 2025 3 hrs | State Assessment Proficiency, Achievement Gaps | All SPED (District Training) Elementary/preschool LBD Teachers required | N/A |
| | July 31, 2025 4 hours | State Assessment Proficiency, Achievement Gaps | All SPED (District Training) Specialty Classroom Teachers | N/A |
| | November 4th, 2025 2 hours | State Assessment Proficiency, Achievement Gaps | All Sped - LBD Teachers, Administrators, Specialty Classroom Teachers | N/A |
| | Various Dates (1-18 hrs) | Quality of School Climate and Safety | Enrichment Professional Development (Art, PE, Music, Library/STEAM) Content Specific | N/A |
| | | | | |
| PD Day #3 - February 16, 2026 6 hours | July 29-31st, 2025 TBD hours | State Assessment Proficiency, Achievement Gaps | ElevatED: Dr. Webb Keynote (1 hr) Individual Training - 6 hrs Content and Strategy Sessions To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans. Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. | N/A |
| | October 14, 2025 2 hrs | Quality of School Climate and Safety | Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges | N/A |
| | December 9, 2025 4:00-6:00 PM and February | Quality of School Climate and Safety | Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning | N/A |

| | 24, 2026<br>4:00-6:00<br>PM<br>4 hrs total | | | |
|---|---|---|---|---|
| | June 13,<br>2025 | State Assessment Proficiency, Achievement Gaps | Kentucky Reads to Succeed Conference | KDE Office of Teaching and Learning, Division of Early Literacy |
| **PD Day #4 - March 13, 2026 6 hours** | July 28,<br>2025<br>3 hrs | State Assessment Proficiency, Achievement Gaps | New Hire Amplify Desmos Math Launch K-5 REQUIRED-<br>ALL NEW HIRE K-5 Regular and Special Education Math Teachers<br>*Plan to also attend Amplify Desmos Math Unit and Lesson Internalization* | N/A |
| | July 28,<br>2025<br>3 hrs | State Assessment Proficiency, Achievement Gaps | CKLA New Hire Launch REQUIRED-<br>ALL NEW HIRE<br>K-5 ELA Teachers<br>*Plan to also attend Amplify CKLA Unit and Lesson Internalization* | N/A |
| | October-<br>4:15-5:45<br>K&1-<br>October 8, 2025<br>2&3-<br>October 15, 2025<br>4&5-<br>October 22, 2025<br>and<br>March-<br>4:15-5:45<br>K&1- March 4, 2026<br>2&3- March 11, 2026<br>4&5- March 18, 2026<br><br>3 hrs total | State Assessment Proficiency, Achievement Gaps | Elementary Math Boost | N/A |
| | July 31,<br>2025<br>3 hrs | State Assessment Proficiency, Achievement Gaps | ELA Unit & Lesson Internalization | N/A |
| | October 28,<br>2025<br>4:15-5:45<br>and January 28, 2026<br>4:15-5:45 | State Assessment Proficiency, Achievement Gaps | CKLA Reading Boost<br>K-2 (one rep per grade per school)<br>3-5 (one rep per grade per school) | N/A |

| | | | |
|---|---|---|---|
| 3 hrs total | | | |
| 4:00-5:00 Sept 17, 2025 Nov 19,2025 Jan 21, 2026 March 25, 2026  4 hrs total | State Assessment Proficiency, Achievement Gaps | Technology in the Modern Classroom | N/A |
| July 31, 2025 6 hrs | State Assessment Proficiency, Achievement Gaps | PLTW Launch Teacher Updates | N/A |
| July 30, 2025 9:00 - 10:00 OR September 8, 2025 4:00 - 5:00  1 hr total | State Assessment Proficiency, Achievement Gaps | KC-NET Mentor Teacher Training | N/A |
| 6 hr refresher June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 22nd, 28th  12 hr initial June 4th & 5th July 8th & 9th July 24th & 25th September 13th & 20th (Saturdays) | Quality of School Climate and Safety | Safe Crisis (District Training) | N/A |
| November 6, 2025 OR February 12, 2026 1 hour | Quality of School Climate and Safety | Supporting Students with Anxiety/Depression for Educators | N/A |

| | | | | |
|---|---|---|---|---|
| | August 4th, 2025 6 hrs total | State Assessment Proficiency, Achievement Gaps | New Teacher Training - 3 hours district training, 3 hours school training | N/A |
| | August 7th 2025 3 hrs total | Quality of School Climate and Safety | Medication Training | N/A |
| | July 9, July 18, July 21 or July 28th, 2025  4 hrs | Quality of School Climate and Safety | CPR Training - Blended - online plus in-person demonstration | N/A |
| | September 18, 2025 OR February 5, 2025  1 hour | Quality of School Climate and Safety | Practical Application of Restorative Practices in the Classroom | N/A |
| | Dates TBD by Cohorts 6-18 hrs depending on plan | State Assessment Proficiency, Achievement Gaps | Numeracy Counts Academy or LETRS (for professional development hours) | KDE |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency, Separate Academic Indicators Achievement Gaps | IOU (Information for Ownership and Understanding) professional learning (monthly faculty learning) and Task Groups- CSIP Strategy Implementations, data analysis (District Common Assessment, Common Formative Assessment, Technology Integration, Universal Screeners, Diagnostics) Instructional Strategies around the Cycle of Quality Instruction. Continued Science of Reading PD (Reading Strategies and Vocabulary), lesson and unit internalization with Primary/Intermediate Literacy Leads/Interventionists/Admin/Consultants during IOU time | School Administrators, District Curriculum Consultant, KCSD Professional Landing Page Literacy Leads, Interventionists |
| Proficiency, Separate Academic | PLCs – Lesson planning and curriculum work around reading program. Analyzing student work, sharing instructional strategies aligned with Cycle | School Administrators, District Curriculum Consultant, |

| Indicators Achievement Gaps, Growth | of Quality Instruction, collaborative work aligning with school mission, formative assessment creation and analysis, data analysis on various assessments (District Common Assessments, Common Formative Assessments, Universal Screeners, Diagnostics), technology support around Learning Management System, including MTSS data system and instructional strategies to support instruction. Science of Reading PD (Reading Strategies, Vocabulary), new Math HQIR curriculum work, lesson and unit internalization, Primary/Intermediate Literacy Leads/Admin/Consultants, MTSS instructional support, data analysis and MTSS PLCs for Progress Checks throughout the year. Data PLCs on Thursdays for analysis of common formative assessments and district common assessments (schedule of specific data to be discussed to be created in conjunction with August 6th, 2025, curriculum development professional development day). | school level Instructional Technology Coach, Literacy Leads |
|---|---|---|
| Proficiency, Separate Academic Indicators Achievement Gaps, Growths, School Culture and Climate | PBIS, Social Emotional Learning, Mental Health and School Safety topics like Restorative Practices covered during PLCs, IOUs (faculty meetings), and task group meetings<br><br>KY Autism Training Center professional development in IOU up to two times a school year | School Administrators, District Curriculum Consultant, KCSD Professional Landing Page, Restorative Practices Lead<br><br>KATC Consultant |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growths | On going Curriculum & Assessment Alignment to Standards<br>- Core and MTSS Instructional Strategies, technology implementation and strategies, Cycle of Quality Instruction<br>- Read to Achieve required professional development in the area of literacy (reading/writing/phonics) | School Administrators, District Curriculum Consultant<br><br>Outside Consultant/internal resource |

## D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, and staff PD reflections. We will

also analyze student data included above to determine impact. Staff members receive updates on student data through weekly newsletters, monthly IOU staff meetings, and weekly PLC meetings as data is available 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 | 10% |
| Certified Extra Service | 0113 | |
| Educational Consultant | 0322 | 15% |
| Registrations | 0338 | 15% |
| General Supplies/Professional Books | 0610 | 50% |
| Food | 0616 | |
| 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:

Task Group Input by content areas: March 19, 2025
School Administrators: March 25, 2025
Teacher Voice Group: March 26, 2025
Site Based Decision Making Council: April 16, 2025

# White's Tower Elementary
# 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 White's Tower Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters) and on school data dashboards. This data includes KSA, MAP, MAP Fluency,  common formative assessments, kindergarten readiness, summative assessments, intervention progress, software data, and district common assessments.  Quality School Climate Survey results from the 2024 KSA spring assessment indicate that 90.67% of students believe that school is a caring place. 93.67% of students believe that adults from my school care about me. 95.33% of students believe adults from my school work hard to make sure students are safe and 93.33% of students believe adults from this school respect students' differences (gender, culture, race, religion, ability). When looking at data, the current academic state of WTE had 62% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Math, 54% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, 39% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, 47% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies and 46% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing. WTE had 20% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Math, 18% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, 23% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, 8% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies and 8% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing. According to the Brigance assessment that was administered in the Fall of 2023, 57% of kindergarten students were ready for Kindergarten and 43% of students were ready with interventions for Kindergarten. For the MAP Growth assessment in the fall of 2024, Third grade students scored a median RTI percentile of 63 in math, compared to the district mean of 63. Fourth grade students scored a median RTI percentile of 64 on math, compared to the district mean of 64. Fifth grade students scored a median RTI percentile of 64 in math, compared to the district mean of 64. For the MAP Growth assessment in the fall of 2024, Third grade students scored a median RTI percentile of 67 in reading, compared to the district mean of 67. Fourth grade students scored a median RTI percentile of 58 in reading, compared to the district mean of 69. Fifth grade students scored a median RTI percentile of 59 in reading, compared to the district mean of 67. According to the ACCESS data from the spring 2024, 67% of students made growth and 20% of students exited.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2024 school year, next steps for the 2025 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 73% of students have reached proficiency on Reading Common Assessments and 83% on Math Assessments. 55% of students with disabilities reached proficiency on reading common assessments and 63% of students with disabilities reached proficiency on math common assessments. In addition, 19.79% of students receive a reading intervention and 6.70% of students receive a math intervention. On average 57% of students receiving a reading intervention this year have made good progress. Similarly, 43% of students receiving Math interventions have made good progress. All grade level teachers at White's Tower Elementary will participate in the 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. For the 25/26 school year, White's Tower'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.As teachers are moving to being departmentalized in grades 1-5, professional development needs differ between content areas. To accomplish this goal, teachers and collaborating teachers indicated a need for continued K-5 literacy work with the Amplify CKLA curriculum and ways to enhance CKLA instruction by creating more opportunities for student engagement, training on the new Amplify Desmos Math curriculum and continued K-5 work on social studies and science curriculums. In addition, the teachers also indicated the need for further training and continued work around Tier 2 reading and math resources and utilizing Performance Matters for monitoring MTSS data. Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction) and personalized learning to ensure all students reach proficiency. All this data supports the need for continuous professional development to improve Tier I literacy and math instruction.

NKCES Professional Learning Catalog

KCSD PD Catalog

# 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 Session 1: 8:00-11:00 **OR** Session 2: 12:00-3:00 **3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **P-12 Reading Strategies** All Certified (Required) and Classified Staff | NA |
| | **Keynote -** July 29 **Elevate-** July 29 | Proficiency Gap, Growth, Separate Academic | **Dr. Webb Keynote and Team Kenton Elevate** -To be pursued and | **Proposed ElevatED Content List** |

| | Date/Hours | Goal | Description | Provider |
|---|---|---|---|---|
| | July 30<br>July 31<br><br>**1-6 HRS** | Indicator & Transition Goals | scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans. Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours.<br><br>All Certified and Classified Staff | |
| | **July 28**<br>12:30-3:30<br><br>**3HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **New Hire Amplify Desmos Math Launch K-5**<br><br>**REQUIRED-**<br>**ALL NEW HIRE** K-5 Regular and Special Education Math Teachers<br>*Plan to also attend Amplify Desmos Math Unit and Lesson Internalization for a total of 6 hours.* | NA |
| | June 13<br><br>**1- 6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | Kentucky Reads to Succeed Summer Conference - Louisville<br><br>Certified Staff | KDE Office of Teaching and Learning, Division of Early Literacy<br><br>Conference Registration Required Once Opened:<br>https://www.kentuckyteacher.org/news/2025/02/keynote-speaker-announced-for-kentucky-read-to-succeed-summer-conference |
| | Aug 12<br><br>**1 HR** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Brigance Training Refresher**<br><br>(K Teachers, K IA, Interventionists) | NA |

| PD Day #2 - November 26, 2025 6 hours | June 4 8:30-3:30 **K-2** **OR** **June 5** 8:30-3:30 **3-5** **6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Amplify Desmos Math Launch** Math Content Teachers (Required) | NA |
|---|---|---|---|---|
| | **July 31** **3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **ELA Unit & Lesson Internalization** ELA Content Teachers (Required) | NA |
| | **Oct 28** 4:45-5:45 **AND** **Jan 28,** 4:15-5:45 **3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **CKLA Reading Boost** ELA Content Teachers (Required) | NA |
| | **May 28** K-2 8am-11am **OR** 3-5 12pm-3pm **3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Elementary Science** Science Content Teachers (Required) | NA |
| | **July 30** 8-11 **3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Elementary Social Studies** Social Studies Content Teacher (Required) | NA |
| | **July 31** 8:30 - 3:00 **6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **PLTW Launch Teacher Updates** . PLTW Teacher (Required) | NA |
| | **May 29** 8:30 - 3:00 **6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Elementary Special Area Teacher PD** Art Teacher, Music Teacher, PE Teacher, Library/Media Specialist (Required) | NA |

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|---|---|---|---|---|
| **July 22**<br>8:30 - 10:30<br><br>**2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **FrogStreet Assessments (District Training)**<br><br>Preschool Teachers (Required) | | NA |
| **July 22**<br>10:30-11:30<br><br>**1 HR** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Using Continuous Assessment Data to Close Gaps (District Training)**<br><br>Preschool Teachers (Required) | | NA |
| **July 29**<br>**July 30**<br>**July 31**<br><br>**1-6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Team Kenton Elevate**<br>-To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.  Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours.<br><br><br><br>All Certified and Classified Staff | **Proposed ElevatED Content List** | |
| **July 29**<br><br>**2 Hours** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **IA Bootcamp**<br><br>Special Education IAs | | NA |
| **Oct 14**<br>4:00-6:00<br><br>**2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges**<br><br>Certified and Classified Preschool | | NA |
| | | | | |
| **July 28**<br>8:30-11:30<br><br>**3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **CKLA New Hire Launch**<br><br>**REQUIRED-**<br>**ALL NEW HIRE**<br>K-5 ELA Teachers and Special Education<br>*Plan to also attend Amplify CKLA Unit and Lesson Internalization for a* | | NA |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  | *total of 6 hours.* |  |
|  | **August 8**<br>8:30-3:30<br><br>**1-6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **WTE Supporting students and teachers in reading and math classroom - IA's**<br><br>Classified Instructional Assistants | NA |
|  |  |  |  |  |
| PD Day #3 - February 16, 2026 6 hours | **July 30 or 31**<br>Multiple Sessions<br><br>**3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **All Sped Training**<br><br><br>Special Education Teachers (Required) | NA |
|  | **Nov 4**<br>4:30-6:30<br><br>**2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **All Sped  Training**<br><br><br>Special Education Teachers (Required) | NA |
|  | **May 29**<br>8:30-11:30<br><br>**3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **WTE Writing Revolution**<br><br>All Certified (Required) and Classified | NA |
|  | **July 30**<br>12-1<br><br>**3 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Ufli Training at Elevate**<br><br>K-2, Intervention, Sped Certified (Required) | NA |
|  | **Oct 14**<br>4:00-6:00 PM<br><br>**2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Empowering Parents: Implementing Developmentally Appropriate Strategies to Mitigate Behavioral, Emotional, Academic, and Social Challenges**<br><br>Preschool Staff | NA |
|  | **Dec 9**<br>4:00-6:00<br>**AND**<br>**Feb 24**<br>4:00-6:00 | Proficiency Gap, Growth, Separate Academic Indicator & | **Enhancing Assessment Accuracy: Calibrating AEPS, FrogStreet, and COS Data for Informed Instructional Planning** | NA |

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|---|---|---|---|
| **4 HRS** | Transition Goals | Preschool Staff (Required) | |
| **Oct 8** 4:00-5:00pm Virtual<br><br>**Jan 21** 4:00-5:00pm Virtual<br><br>**1-2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Student Connectedness at School**<br><br>Certified and Classified Staff (Virtual) | NA |
| **Nov 6** 4:00-5:00pm Virtual<br><br>**Feb 12** 4:00-5:00pm Virtual<br><br>**1-2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Supporting Students with Anxiety/Depression for Educators**<br><br>Certified and Classified Staff (Virtual) | NA |
| **Sept 18** 4:00-5:00pm Virtual<br><br>**Feb 5** 4:00-5:00pm Virtual<br><br>**1-2 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Practical Application of Restorative Practices in the Classroom**<br><br>Certified and Classified Staff (Virtual) | NA |
| **July 9** 10:00 - 12:00<br><br>**July 18** 8:00 - 10:00<br><br>**July 21** 11:00 - 1:00<br><br>**July 28** 8:00 - 10:00<br><br>Plus 30 min return demo online<br><br>**3 HRS** | Quality of School Climate and Safety | **CPR Training**<br><br>Required Staff | NA |

| PD Day #4 - March 13, 2026 6 hours | **August 5** 8:30-3:30 <br><br> **6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Instructional Practices Alignment and Common Formative Assessment Work Day** <br> 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, thinking strategies and develop arts integration ideas, and develop CFAs and calendar.  This will be held at WTE led by administrators and teacher leads. <br><br> *K-5 Teachers, Special Education Teachers and Interventionists -* ***Required*** | Grade Level Colleagues, Administration, KAS, Timelines, High Quality Instructional Resources |
|---|---|---|---|---|
| | **July 29** **July 30** **July 31** <br><br> **1-6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Team Kenton Elevate** <br><br> All Certified and Classified Staff | **Proposed ElevatED Content List** |
| | **Sept 17** **Nov 19** **Jan 21** **March 25** 4:00-5:00 <br><br> **1-4 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Technology in the Modern Classroom** <br><br> Certified Staff | NA |
| | **June 10th, 11th, 12th, 17th, 18th, 19th** <br><br> **July 10th, 15th, 22nd, 28th** <br><br> 8:30-3:30 <br><br> **6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **SCM Refresher** <br><br> SCM Team Members | NA |
| | **July 30** 9:00 - 10:00 <br><br> OR <br><br> **Sept 8** | Proficiency Gap, Growth, Separate Academic Indicator & | **KC-NET Mentor Teacher Training** <br><br> KC-NET Mentors | NA |

| | | | |
|---|---|---|---|
| 4:00 - 5:00<br><br>**HR** | Transition Goals | | |
| **Aug 8**<br>8:30-11:30<br><br>**3 HRS** | Quality of School Climate and Safety | **Medication Training**<br><br>Classified Staff Only | NA |
| **Aug 11**<br>8:30-3:30<br><br>**1-6 HRS** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **WTE Parent Engagement for IAs**<br><br>Classified Instructional Assistants | NA |
| **Sep 25**<br>**Dec 4**<br>**Feb 19**<br>**March 19**<br><br>4:00-6:00<br><br>**2-4 HRS** | Proficiency & Separate Academic Indicator Growth, Achievement Gaps | **EL Best Practices**<br>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.<br><br>Certified Teachers | NA |
| October-<br>4:15-5:45<br>K&1-<br>**Oct 8**<br>2&3-<br>**Oct 15**<br>4&5-<br>**Oct 22**<br><br>**AND**<br><br>March-<br>4:15-5:45<br>K&1-<br>**March 4**<br>2&3-<br>**March 11**<br>4&5-<br>**March 18** | Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals | **Elementary Math Boost**<br><br>Math Content Teachers | NA |

| | | | |
|---|---|---|---|
| | **3 HRS** | | |

## 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, | KCSD Professional Learning Landing Page: <br> **Cycle of Quality Instruction:** <br> 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. <br> Create a "teacher walk" structure where teachers can go and observe other teachers who have strengths in areas of the cycle. Utilize subs to provide opportunities for teachers to observe instructional best practices in other classrooms. 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. | 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 |
| Proficiency, Achievement Gap, Growth, SAI | KCSD Professional Learning Landing Page: <br> **Weekly PLC/Data Analysis:** <br> 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. <br><br> This time (**along with monthly staff meetings, teacher lead meetings and monthly PLCS**) will also be utilized to: <br> - 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. <br> - 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. | 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; KCSD Professional Learning Landing Page; Information/Agenda Items from District Leadership, ITC, SPED Leads and Literacy Leads meetings |

| | | |
|---|---|---|
| Proficiency, Achievement Gap, Growth, SAI | KCSD Professional Learning Landing Page: **Continued Development of Common Formative Assessment (CFA) Process:** 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. Teachers will then 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. (Attach updated Assessment Plan here) | KAS; KCSD Curriculum Maps, Various Technology Tools (Performance Matters); Weekly and Common Assessments, Assessment Item Bank, KCSD Balanced Assessment Expectations |
| Proficiency, Achievement Gap, Growth, SAI | KCSD Professional Learning Landing Page: **MTSS:** 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 new Tier 2 math and reading resources. | MTSS Progress Monitoring Data (MTSS Dates, 24-25 MTSS Plan in development), MAP, KSA, Performance Matters, District Consultants and ITC |
| Proficiency, Achievement Gap, Growth, SAI | KCSD Professional Learning Landing Page: **Mental Health issues, MTSS Behavioral Supports, Safety** 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 the 2022-2023 school year. School Safety training and updates, as needed. 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. *SEB sessions will be integrated into Staff Meetings and grade level meetings according to behavior and SEB data | MTSS SEB Progress Monitoring Data, MAP, KSA, Performance Matters, District Consultants and ITC |
| Proficiency, Achievement Gap, Growth, SAI | KCSD Professional Learning Landing Page: **Closing Gaps for Students with Disabilities** 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. | Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans |
| Proficiency, Achievement Gap, Growth, SAI | **Internalization-** Professional Development sessions (teacher release days) throughout the year for all content areas will be utilized to deconstruct standards, create learning targets for students, create common formative assessments, use backward design model for planning, continue learning and implementation of the thinking strategies, creating individual products that | Administrators, Teachers, curriculum consultants **KCSD** Professional Landing Page MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common |

| | | |
|---|---|---|
| | match the components of the tasks. Teachers will become experts in their content area and identify areas of the instructional cycle they have strengths. They will observe each other across contents and grade levels to learn from each other throughout the year on these days and on some PLC days. | Assessment Data, Instructional Walk data |
| Proficiency, Achievement Gap, Growth, SAI | **Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement. We will utilize the KCSD created session 'using technology to more efficiently get products/adjust instruction' to help guide this work. Continued work with the SAMR model and 1:1 training will occur. Ongoing support will be provided through monthly staff meetings to further develop our use of Schoology and Performance Matters . | Administrators, Teachers, ITC KCSD Professional Landing Page Instructional Walk data |

## 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 |
|---|---|---|
| **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:** Staff PD Survey 3/10/2, SBDM Council Meeting: 3/19/25