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

Issue Paper

DATE:
April 20, 2026

AGENDA ITEM (ACTION ITEM):
Consider/Approve all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2026-27 calendar according to the individual school needs.

APPLICABLE BOARD POLICY:
8.3 School Calendar

HISTORY/BACKGROUND:
In accordance with KRS 158.070, a local school board may approve a school's flexible professional development plan that allows principals the ability to approve the plans for teachers and other staff within a school to participate in the professional development activities outside of the days scheduled in the school calendar. The enclosures for each school contain the professional learning plans that were created in collaboration with each School Based Decision-Making Council in accordance with KRS156.095 and KRS 158.070. Please note the flexible dates that schools propose to use in order to provide high quality professional learning for staff as they work to meet differentiated needs.

FISCAL/BUDGETARY IMPACT:
N/A

RECOMMENDATION:
Approval all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2026-27 calendar according to the individual school needs.

CONTACT PERSON:
Shawna Harney

Principal/Administrator	*District Administrator*	*Superintendent*

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

Beechgrove Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

The needs assessment process for Beechgrove Elementary is a comprehensive, data-driven cycle designed to identify professional growth needs and align them with school-wide goals. Improved data collection has been a primary focus during the 2025–2026 school year. The move toward collecting valid and reliable data has made student information more accessible and usable than in previous years.

The leadership team utilizes multiple data sources, including Kentucky Summative Assessment (KSA) results, NWEA MAP Growth, MAP Fluency, Amplify Desmos Math (ADM) benchmarks, instructional walkthrough trends, and staff IMPACT Survey results. These data points are reviewed through recursive weekly PLCs at both the team and administrative levels.

Beechgrove aims to continue strengthening these practices while improving the ability to use data to determine individual student needs and make real-time instructional adjustments. A critical next step for the 2026–2027 school year is using student achievement trends by teacher to help administrators identify and provide targeted individual support. This data-informed approach ensures that professional learning plans are strategically aligned by matching recommended learning opportunities to staffing assignments and identified growth areas.

Instructional Practices

During the 2025–2026 school year, the entire staff engaged in job-embedded professional learning focused on Deeper Learning practices, specifically the phases of Priming, Surface, Deep, and Transfer learning.

Instructional walkthroughs indicate that teachers who demonstrate strong implementation of Elements 1 and 2 of the instructional framework are more likely to foster meaningful student collaboration, adjust instruction in real time, and establish an engaging culture of learning within their classrooms aligned to both Deeper Learning practices and the KCSD Cycle of Quality Instruction.

Conversely, teachers who struggle to design appropriately rigorous tasks and products aligned to the standard often demonstrate weaker lesson preparation and internalization processes. As a result, a top

priority for the 2026–2027 school year is intentional lesson preparation aligned to deeper learning practices across all contents to ensure instructional shifts translate into measurable student achievement.

To further support instructional growth, the school has begun implementing peer observations to foster a culture of open classrooms, collaboration, and shared instructional practices. All content areas will engage in continued lesson preparation and internalization and the school lesson plan process for documenting this work will remain the same.

Reading & Mathematics

Data indicates that while progress is being made, reading proficiency remains a critical focus area. The 2024–2025 KSA results showed a 48% proficiency rate for grades 3–5, while K–5 Fall 2025 MAP Growth data projected a proficiency rate of 42.2%. It should be noted that NWEA adjusted proficiency benchmarks for the 2025–2026 school year from the 60th percentile to the 65th percentile.

MAP Fluency data showed positive movement, with the percentage of students taking the Oral Reading assessment rather than the Foundational Skills assessment increasing from 52.1% to 53.4%. Students in grades K–1 significantly reduced the number of flagged students. However, growth in grades 2–5 remained stagnant and indicated an increased need for support in reading fluency.

While students demonstrate strong foundational fluency skills in the primary grades, the same level of growth is not observed when reading content becomes more complex in the intermediate grades. In response, the team used this data to reorganize needs-based groups and implement Peer-Assisted Learning Strategy (PALS) time during WIN. During this time, students reread classroom passages from multiple content areas to build fluency and comprehension.

Through RDIF funding, the school has implemented specialized monitoring systems to ensure fidelity of literacy interventions such as UFLI and Visualize & Verbalize. This funding also supports teacher release time for lesson internalization within intervention groups and deeper data analysis to address instructional trends.

The 2024–2025 KSA results showed a decline in mathematics proficiency from 46% to 42%, highlighting the need for the adoption of a High-Quality Instructional Resource (HQIR). Following the implementation of Amplify Desmos Math (ADM) in the 2025–2026 school year, benchmark data showed promising growth, increasing from 42% proficiency at the Beginning of Year (BOY) benchmark to 60% proficiency by the Middle of Year (MOY) benchmark.

Despite this growth, Fall 2025 MAP Growth data projected 34.2% proficiency. It should be noted that NWEA adjusted proficiency benchmarks from the 60th percentile to the 65th percentile for the 2025–2026 school year.

For the 2026–2027 school year, professional learning will focus on the instructional framework outlined in *The Math Rope* and leveraging trend data to strengthen Year 2 of curriculum implementation. Professional learning will also emphasize continued lesson internalization processes to support teachers in planning rigorous, standards-aligned instruction using the ADM curriculum.

Writing Across Contents

Writing remains a significant concern, as only 31% of 5th grade students reached proficiency on the 2024–2025 KSA. To address this need, the master schedule has been revised to include additional time for

explicit writing instruction and monthly on-demand writing opportunities, though vertical alignment and calibrated responses remain an area of improvement.

Professional development during the 2026–2027 school year will focus on establishing clear K–5 writing expectations and calibrating student work across grade levels to identify trends and adjust instruction accordingly. This work will be supported through ongoing collaboration with district and school colleagues.

Additionally, the staff will participate in a school-wide book study of *The Writing Revolution* to support teachers in embedding writing instruction across all content areas and grade levels. All staff will participate in a Write *to Learn* professional learning session where they will collaborate with district colleagues to calibrate written responses in their content and intentionally prepare and internalize lessons in their content to include writing aligned to the KCSD K-5 Writing Expectations and school policy.

Quality, Safety, and Climate

Results from the 2025–2026 Kentucky Staff IMPACT Survey showed a 4% increase in Emotional Well-Being and Belonging. However, this score remains below both district and state averages. The category of Managing Student Behavior declined by 4% and is significantly below district and state benchmarks. The category of Educating All Students remained unchanged at 71%.

Additionally, our Staff IMPACT Survey declined 2% to 60% in the area of School Climate which aligns to a similar decline of -2.6 on the Quality of School Climate and Safety Survey students completed on the 24-25 KSA.

Analysis of individual Staff IMPACT survey items and KSA QSCS indicates that staff members would benefit from additional training in Social-Emotional and Behavioral (SEB) supports, including Trauma-Informed Care (TIC) and effective classroom management strategies. Survey results also indicate that staff feel the least confident supporting students from special populations.

Behavior data further supports this need, as students with disabilities (SWD) account for 57.58% of all office referrals. As a result, supporting students from diverse backgrounds and those with complex behavioral needs will be a key focus for professional learning during the 2026–2027 school year.

All staff will participate in the district Behavior Series as well as school-based SEL training to build capacity in these areas and improve both classroom management practices and student outcomes. The school will also send district representatives to the Behavior Institute.

Important Links for Additional Training/Professional Learning
NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026

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 # I - August 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room B Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** -	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners.	Asst. Superintendent ; Academic Consultants

	(1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours		Teachers of Prep and Prep+ ELA and Math	
	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th,	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most	SCM Trainers **Twenhofel Multipurpose Room**

	23rd, 27th, 30th 8:30-3:30 (6) Hours		challenging. SCM Core teams ***Required***	
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework.	Academic Consultants CO

			Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year.	PLTW Lead Teachers

			Elementary PLTW Teachers	
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School

		Progress, QSCS		
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room

	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual
	ElevatED August 4, 1 session 2026 8-8:50 am	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills.	SEB Department

	(1) Hour		Counselors, Teachers, Instructional Assistants	
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	Academic Consultants Scott High School
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026	All Goals: Reading & Math	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and	Academic Consultants or ITCs

	(1)Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	how they can support your assessment, planning, and instructional practices. New KCSD teachers	
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5,	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual

	2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour			
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	Aug. 14th 2026 (6) Hours	Reading & Math Achievement, Achievement Gap	**BG IA Day** Kindergarten IAs and SPED IAs will participate in school specific learning. Topics will include collaborative relationship guidance, data collection, Brigance training, and other timely topics.	School Admin, Lead Teachers

	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office

	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team

	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	September 24th, 2026 4:00 - 6:00 pm (2) Hours	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	District SPED Team Individual schools
	Nov. 19, 2026 & March 18, 2027	Reading & Math Achievement	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and	Academic Consultants

PD Day #4 - March 12, 2027 (6) Hours	(4:15-5:45) (1.5) Hours	Achievement Gap	lesson internalization.	
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-I):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD	School Quality & Climate	CPR Training	
	August 2026	School Quality & Climate	Medication Training	School Nurse
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization*	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	Elementary School Admin and selected teacher presenters
	July 27 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Beechgrove CIA** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies,	Principal

			and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 - K grade teachers **required** 10:30 - 1st grade teachers **required** 12:30 - 2nd grade teachers **required**	
	July 28, 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Beechgrove CIA** 3 hours 8:30 - 3rd grade teachers **required** 10:30 - 4th grade teachers **required** 12:30 - 5th grade teachers **required**	Principal
	July 30, 2026 12:00 - 1:30 1:30 - 3:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Beechgrove CIA** 1.5 hours 12:00 - Special Education Teachers **required** 1:30 - Special Area teachers **required**	Principal

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*
All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	Opening Day and Teacher Equivalency sessions dedicated to establishing a school-wide vision and operationalizing the staff handbook. These sessions ensure all personnel are prepared for essential requirements, including medication training, Brigance administration, and the review of 504 plans and IEPs. This foundational period also introduces teachers to the updated Data Dashboards, making student information more accessible and usable for instructional planning than in previous years. These sessions also provide time for individual training on interventions and progress monitoring at the school level.	Grade Level Dashboards, School Nurse, School Administrators, Team Leaders, Collaborating Teachers, School MTSS Plan, School Action Plan
Reading & Math Achievement, Achievement Gap,	Planning PLCs - Grade level teams or departments will meet weekly to intellectually prepare and internalize	District Data Dashboard, Instructional Walk Data,

Separate Academic Indicator, English Learner Progress	lessons, and collaborate on lesson planning utilizing the school process to include the KCSD Cycle of Quality Instruction and P-12 Reading Strategies to ensure equitable access to ALL students. These PLCs will be predominantly led by Team Leaders and supported by Admin.	Performance Matters Data (formative & summative), Grade Level Dashboards, Team Leaders, School Administrators
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	Data PLCs - Grade level teams or departments will meet weekly with Admin to review available data sets in order to identify individual student needs and instructional next steps. Those data sets include weekly formative assessments, district common assessments, monthly on demand writing, MTSS, KSA, MAP Growth, MAP Fluency, Brigance, Transition Ready, and others.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, Individual Teacher Achievement DataSchool Administrators, School Action Plan
All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	Bi-weekly job-embedded learning opportunities will be provided to support staff and respond to emerging instructional and behavioral needs. Topics will be determined through data reviewed in both Planning and Data PLCs, ensuring professional learning is targeted and relevant. Sessions will occur at intentional intervals and may take place during planning periods, faculty meetings, or as optional after-school opportunities for professional development or compensation. Professional learning may include focus areas such as instructional practices, the KCSD Cycle of Quality Instruction, High-Quality Instructional Resources (HQIRs), technology integration, supports for special populations, PBIS, and social-emotional and behavioral (SEB) practices. During the 2026–2027 school year, priority will be given to professional learning that strengthens social-emotional learning, classroom management, and trauma-informed practices in order to support a strong culture of learning and positive behavior in every classroom.	KCSD Profession… District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, District Behavior Dashboard, Individual Teacher Achievement Data, Staff Input Surveys, ITC, School Literacy & Numeracy Leaders, Intervention Coordinators, Team Leaders, School Administrators, outside agencies such as KDE or NKCES (as needed)
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	Teacher Release Days will be provided as needed to support high-quality lesson preparation, internalization of instructional materials, and meaningful collegial collaboration. These opportunities allow teachers dedicated time during the school day to deepen their understanding of upcoming content, align instructional practices, and prepare for effective implementation in the classroom. The need for release days will be determined through data and trends identified in Planning and Data PLCs, as well as through ongoing instructional monitoring. This time will allow teams to engage in collaborative planning, analyze	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, Team Leaders, School Administrators, Individual Teacher Achievement Data

	student data, and strengthen alignment with district instructional priorities and High-Quality Instructional Resources (HQIRs). By providing structured time for preparation and collaboration, Teacher Release Days support teachers in delivering rigorous, well-prepared instruction and ensure consistency in the learning experience for all students.	
Achievement Gap	Special Education PLCs will provide structured opportunities for special education staff to collaborate, review data, and strengthen both instructional practices and compliance. These meetings will focus on ensuring that students with disabilities receive appropriate supports while maintaining alignment with legal and procedural requirements. PLC discussions will be informed by multiple data sources, including compliance reviews, classroom observations, student and staff needs, IEP progress monitoring, and updates from SPED Leads. Reviewing this information in a timely manner allows teams to address concerns proactively, ensure consistent implementation of IEPs, and make adjustments to supports based on student progress. Through consistent collaboration and data review, Special Education PLCs will support staff in improving service delivery, maintaining compliance, and ensuring that students with disabilities receive effective, individualized instruction and support.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, IEP Progress Monitoring Dashboard, District Behavior Dashboard

D. IMPLEMENTATION AND IMPACT

The school will move beyond simple attendance tracking to evaluating the instructional impact of professional learning. Systems to monitor and evaluate participation and impact will be implemented. A major focus for 26-27 is the implementation of individual teacher data tracking. This system will allow administration to use student achievement trends by teachers to identify specific areas for individual support, ensuring that coaching and feedback are both targeted and proactive along with ongoing review of teacher professional learning plans when reviewing professional growth plans.

This analysis and next steps for 26-27 were determined with input from the administration, teachers, and SBDM members. Our team has reflected on the data and is proud of the progress we are making. To continue this progress, we will place high-quality instruction in math, reading, and writing at the forefront of our professional development plan.

We will continually monitor data sets through our recursive PLC processes and staff surveys and reflections to determine PD impacts and effectiveness. We believe that the plan proposed will provide ongoing support and allow necessary flexibility to adjust to meet staff and student needs in real time.

Updates will be provided to SBDM monthly. All staff will complete an individual PD plan by June 1, 2026 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**	*60%*
Certified Extra Service	**0113**	*10%*
Educational Consultant	**0322**	
Registrations	**0338**	
General Supplies/Professional Books	**0610**	
Food	**0616**	
Travel In District	**0581**	*30%*
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Impact Survey - November 2025
Staff Input - February 2026
SBDM Regular Meeting - April 16, 2026

Caywood Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

Instructional Priorities

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Intentional data analysis has been conducted to support the needs assessment process for identifying professional learning for the 2026-2027 school year. As a district and school, we remain responsive to teacher needs and instructional assessment data to ensure that professional development is relevant, job-embedded, and designed to improve student outcomes.

Based on the Caywood Professional Learning Survey for 2026-2027 teacher responses indicated a high priority for learning how to support students with significant behaviors and executive functioning needs. Qualitative data analysis highlights a strong desire to leverage AI tools (such as NotebookLM and MagicSchool) to enhance instruction, manage data more efficiently, and increase the rigor of lesson planning. Teachers also expressed a continued need for training in Writing Best Practices, specifically in integrating these strategies with the Amplify CKLA curriculum to help students progress from writing sentences to coherent paragraphs. Furthermore, staff identified a need for deeper support with Amplify Desmos Math, particularly in filling student gaps and addressing the shift from procedural to deeper conceptual thinking and student-led learning required by the resource.
The 2025-26 Impact Kentucky Working Conditions Survey results provided critical perception data that informed our planning. The overall school climate showed an 18% decrease and, there were significant decreases in the perceived effectiveness of managing student behavior (39%, down 21% since the last survey) and the quality of professional learning (35%, down 19%). These perception trends, coupled with

school discipline data (228 office referrals in 2024-25),and a significant increase in threat assessments and behavior referrals in kindergarten through 2nd grades necessitate a refined focus for 26-27 on PBIS structures, restorative practices, and individualized behavior de-escalation training. Staff members would benefit from additional training in Social-Emotional and Behavioral (SEB) supports, including Trauma-Informed Care (TIC) and effective classroom management strategies. Survey results also indicate that staff feel the least confident supporting students from special populations. All staff will participate in the district Behavior Series as well as job-embedded school-based SEL training to build capacity in these areas and improve both classroom management practices and student outcomes. The school will also send representatives to the Behavior Institute and will support bringing back best practice strategies to support teachers with building their toolkit of behavior strategies within Tier I.

Reading & Mathematics

Data indicates that while progress is being made, reading proficiency remains a critical focus area as it is the foundation for all content areas. The 2024–2025 KSA results showed a 56% proficiency rate in the area of reading, while grades 3–5 Fall 2025 MAP Growth data projected a proficiency rate of 54% for Spring 2026 KSA. It should be noted that NWEA adjusted proficiency benchmarks for the 2025–2026 school year from the 60th percentile to the 65th percentile.

Winter MAP Diagnostic Fluency data showed outstanding growth in phonological awareness and phonics in kindergarten, 70% of second grade students made it to oral reading fluency rather than foundational skills and grades third-fifth showed much improved accuracy rates. In addition, all fourth and fifth grade students made it to oral reading. There were no foundational tests in those intermediate grades. The diagnostic data also indicates that while accuracy rates show great progress in grades 2-5, *oral reading fluency* is a significant area for growth with only 13% of fourth graders and 17% of 5th graders meeting expectations for oral reading fluency according to the winter diagnostic assessment.

Through Caywood's RDIF grant funding, the school has implemented evidenced based literacy interventions such as UFLI and Visualize & Verbalize to better target phonics and foundational skills. This funding also has also supported training for teachers across grade levels and for special education teachers to implement these interventions in Tier II and Tier III as well as special education resource settings.

The 2024–2025 KSA results showed a decline in mathematics proficiency from 54% to 47%, highlighting the need for the adoption of a High-Quality Instructional Resource (HQIR). Following the implementation of Amplify Desmos Math (ADM) in the 2025–2026 school year, benchmark data showed promising growth, increasing from 45% proficiency at the Beginning of Year (BOY) benchmark to 66% proficiency by the Middle of Year (MOY) benchmark. Despite this growth, Fall 2025 MAP Growth data projected 43% proficiency. It should be noted that NWEA adjusted proficiency benchmarks from the 60th percentile to the 65th percentile for the 2025–2026 school year.

For the 2026–2027 school year, professional learning will focus on the instructional framework outlined in *The Math Rope focusing on the five key frameworks: The Kentucky Standards for Mathematical Content; Standards for Mathematical Practice; Fluency; Mathematical Dispositions; and Effective Math teaching practices.* In addition, grade level teachers will collaborate with other teachers in the district by leveraging trend data to strengthen Year 2 of curriculum implementation. Professional learning will also emphasize continued lesson internalization processes to support teachers in planning rigorous, standards-aligned instruction using the ADM curriculum.

Writing Across Contents

While Caywood showed positive growth in writing with our 2025-2026 KSA results showing a 9% growth in proficient/distinguished scores to 59% P/D, writing continues to be a top priority to strengthen proficiency across all content areas. To address this need, adjustments to the master schedule will be revised to include additional time for explicit writing instruction and monthly on-demand writing opportunities. Vertical alignment and calibrated responses remain an area of growth.

Professional development during the 2026–2027 school year will focus on establishing clear K–5 writing expectations and calibrating student work across grade levels to identify trends and adjust instruction accordingly. This work will be supported through ongoing collaboration with district and school colleagues.

Additionally, the staff will continue *year two* of our school-wide book study of *The Writing Revolution strategies* to support teachers in embedding writing instruction across all content areas and grade levels. All staff will participate in a *Write to Learn* professional learning session where they will collaborate with district colleagues to calibrate written responses in their content and intentionally prepare and internalize lessons in their content to include writing aligned to the KCSD K-5 Writing Expectations and school policy.

MTSS and Health of Interventions

Within our MTSS structure, we continue to meet every 8-10 weeks to review the health of our Tier II and Tier III interventions and student progress at each progress check. We will continue to collect data that is pulled through the Performance Matters system to determine the number of students making good progress by intervention and by teacher. Our data indicates over the past two years that the percentage of students in Tier II and Tier III literacy interventions has reduced from 16.08% in 2024 to 12.5% in 2026 which falls in the healthy range. Our Tier III status is also at 4.7% which falls below 5% in the healthy range. Ongoing professional learning and collaboration with other interventionists in the district is needed to continue to strengthen the instruction within specific programs and skill deficits, particularly in the area of reading fluency.

Important Links for Additional Training/Professional Learning

NKCES Online Learning Modules
Elevated Sessions Board
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of	Academic Consultants Central Office

	June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)		Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Board Room B Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** - (I.5) Hours June 3, 2026	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent ; Academic Consultants

	10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours			
	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging.	SCM Trainers **Twenhofel Multipurpose Room**

	8:30-3:30 (6) Hours		SCM Core teams ***Required***	
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* **K-5 Math teachers**	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate,	Academic Consultants CO

			refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers

PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School

		Progress, QSCS		
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (I) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room

	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person 3 hours August 4, 2026 **12:00-2:50pm** September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual
	ElevatED August 4, 1 session 2026 8-8:50 am	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills.	SEB Department

	(1) Hour		Counselors, Teachers, Instructional Assistants	
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	Academic Consultants Scott High School
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026	All Goals: Reading & Math	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and	Academic Consultants or ITCs

	(1)Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	how they can support your assessment, planning, and instructional practices. New KCSD teachers	
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers,	SEB Department Virtual

	November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour		Instructional Assistants	
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying	Preschool Team

			findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26,	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom.	SEB Department CO Board

	2027 4:00-5:00 pm 1 Hour		Counselors, Teachers, Instructional Assistants	Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. I **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans	

	(4) Hours		for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	TBD ***To be scheduled by principals for 2 school PD hours**	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	District SPED Team Individual schools
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD		CPR Training	
	August 2026		Medication Training	
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization* ***K-5 Teachers-All Content areas***	Elementary School Admin and selected teacher presenters

	August 11, 2026 3 Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	Elementary School Admin and selected teacher presenters
	July 27 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Caywood CIA** ***Grade Level team will review curriculum maps, timelines, assessment as well as student rosters and will determine intervention groupings and review IEP implementation. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student.*** 3 hours 8:30 - K grade teachers **required** 10:30 - 1st grade teachers **required** 12:30 - 2nd grade teachers **required**	Principal
	July 28, 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Caywood CIA** ***Grade Level team will review curriculum maps, timelines, assessment as well as student rosters and will determine intervention groupings and review IEP implementation. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student.*** 3 hours 8:30 - 3rd grade teachers **required** 10:30 - 4th grade teachers **required** 12:30 - 5th grade teachers **required**	Principal
	July 30, 2026 1:00 - 3:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Caywood CIA** ***Special Area team will review curriculum maps, timelines, and how to ensure cross-curricular connections with each unit of study. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student.*** 2 hours 1:00 - *Special Area* teachers **required**	Principal

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*
All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Opening Day and Teacher Equivalency days** dedicated to establishing a school-wide vision and overview of school systems and structures including a 3 hour session on PBIS and behavior expectations and procedures. These sessions ensure all personnel are prepared for essential requirements, including medication training, Brigance administration, and the review of 504 plans and IEPs. This foundational period also introduces teachers to the updated Data Dashboards, making student information more accessible and usable for instructional planning than in previous years. Dedicated time will be provided to teachers for unit/lesson planning with each grade level team and departments.	School &Grade Level Dashboards, School Nurse, School Administrators, Team Leaders, Collaborating Teachers, School MTSS Plan, School Action Plan
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Planning PLCs** - Grade level teams or departments will meet weekly to *intellectually* prepare and *internalize* lessons, and collaborate on lesson planning utilizing the school process to include the KCSD Cycle of Quality Instruction and P-12 Reading Strategies to ensure equitable access to ALL students. These PLCs will be predominantly led by Team Leaders and supported by Admin.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, Team Leads, School Administrators
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Data PLCs -** Grade level teams or departments will meet weekly with Admin to review available data sets in order to identify individual student needs and instructional next steps. Those data sets include weekly formative assessments, district common assessments, monthly on demand writing, MTSS, KSA, MAP Growth, MAP Fluency, Brigance, Transition Ready, and others.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, Individual Teacher Achievement DataSchool Administrators, School Action Plan
All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Bi-weekly job-embedded** learning opportunities will be provided to support staff and respond to **emerging instructional and behavioral needs.** Topics will be determined through data reviewed in both Planning and Data PLCs, ensuring professional learning is targeted and relevant. Sessions will occur at intentional intervals and *may* take place during planning periods, faculty meetings, or as optional after-school opportunities for professional development or compensation. Professional learning may include focus areas such as instructional practices, the KCSD Cycle of Quality Instruction, High-Quality Instructional	KCSD Professional… District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, District Behavior Dashboard, Individual Teacher Achievement Data, Staff Input Surveys, ITC, School Literacy & Numeracy Leaders,

	Resources (HQIRs), technology integration, supports for special populations, PBIS, and social-emotional and behavioral (SEB) practices. During the 2026–2027 school year, priority will be given to professional learning that strengthens social-emotional learning, classroom management, and trauma-informed practices in order to support a strong culture of learning and positive behavior in every classroom.	Intervention Coordinators, Team Leaders, School Administrators, outside agencies such as KDE or NKCES (as needed)
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Teacher Release Days** will be provided as needed to support high-quality lesson preparation, internalization of instructional materials, and meaningful collegial collaboration as well as peer observations. These opportunities allow teachers dedicated time during the school day to deepen their understanding of upcoming content, align instructional practices, and prepare for effective implementation in the classroom. The need for release days will be determined through data and trends identified in Planning and Data PLCs, as well as through ongoing instructional monitoring. This time will allow teams to engage in collaborative planning, analyze student data, and strengthen alignment with district instructional priorities and High-Quality Instructional Resources (HQIRs). By providing structured time for preparation and collaboration, Teacher Release Days support teachers in delivering rigorous, well-prepared instruction and ensure consistency in the learning experience for all students. Release days may also be used to conduct peer observations to strengthen instruction in identified areas of growth.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, Team Leaders, School Administrators, Grade Level & Individual Teacher Achievement Data
Achievement Gap	**Weekly Special Education PLCs** will provide structured opportunities for special education staff to collaborate, review data, and strengthen both instructional practices and compliance. These meetings will focus on ensuring that students with disabilities receive appropriate supports while maintaining alignment with legal and procedural requirements. PLC discussions will be informed by multiple data sources, including compliance reviews, classroom	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, IEP Progress Monitoring Dashboard, District Behavior Dashboard; District Sped Lead Agendas

	observations, student and staff needs, IEP progress monitoring, and updates from SPED Leads. Reviewing this information in a timely manner allows teams to address concerns proactively, ensure consistent implementation of IEPs, and make adjustments to supports based on student progress.	
Achievement Gap; English Learner Progress	**Monthly English Language Learner PLC's** with Admin, EL teacher, and district EL director to monitor student data sets (ACCESS; Formative and Summative data sets) Integrate EL toolkit resources/strategies into grade Level data PLC's.	Admin, EL teacher, District EL director; ACCESS data; progress monitoring checks; MAP; KSA Data
School Climate and Safety	**School Safety team meetings** held monthly to provide ongoing collaboration with administration,school counselor, School Resource Officer, and plant manager to monitor safety and building processes and procedures.	School Safety Data; SRO, Admin; Navigate Threat Assessment Data; Counselor

D. IMPLEMENTATION AND IMPACT

The school will move beyond simple attendance tracking to evaluating the instructional impact of professional learning. New systems to monitor and evaluate participation and impact will be implemented. A major focus for 26-27 is the implementation of individual teacher data tracking. This system will allow administration to use student achievement trends by teachers to identify specific areas for individual support, ensuring that coaching and feedback are both targeted and proactive along with ongoing review of teacher professional learning plans when reviewing professional growth plans.

This analysis and next steps for 26-27 were determined with input from the administration, teachers, and SBDM members.. To continue this progress, we will place high-quality instruction in math, reading, and writing across content areas at the forefront of our professional development plan. Individual Professional Learning Plans will be finalized in May 2026 to ensure that each teacher's professional learning is directly tied to their identified specific growth areas and our building-wide instructional priorities.

Additionally, impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments, KSA, MAP Growth, MAP Fluency Diagnostic Assessment, Brigance; special education IEP progress data, and Tier II and Tier III intervention data as well as qualitative data from observed classroom walks. Teacher feedback and input from professional development reflections, PLC work, teacher leader meetings, and professional growth plans will be used consistently to reflect on implementation and progress of the work we are doing. SBDM Council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Adjustments to job-embedded needs will be made based on student data and trends from instructional trend data. All instructional staff will complete an individual PD Plan to be completed by May 22, 2026 and reviewed by an 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**	*40%*
Certified Extra Service	**0113**	*10%*
Educational Consultant	**0322**	
Registrations	**0338**	*10%*
General Supplies/Professional Books	**0610**	*10%*
Food	**0616**	*10%*
Travel In District	**0581**	*10%*
Travel Out of District	**0580**	*10%*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Impact Survey - November 2025
Staff Professional Learning Survey- March 10, 2026
Teacher Leader Meeting- March 27, 2026
SBDM Special Meeting - April 22, 2026

Ft. Wright Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP, weekly formative assessments, kindergarten readiness, summative assessments, software data, and district common assessments. Sixty-three percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2025. In Reading, 70% of students scored proficient/distinguished on the 2025 KSA assessment. In Math, students with disabilities scored 25% proficient/distinguished and in Reading 37% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 20% of EL students scored proficient/distinguished and in Reading30% scored proficient/distinguished on the 2025 KSA assessment. In Math, 47% of our Free and Reduced Lunch population scored proficient/distinguished and in Reading, 52% scored proficient/distinguished on the 2025 KSA assessment. Forty-three percent of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2025. For the MAP assessment taken in the fall of 2025, kindergarten students scored a median RIT percentile of 55% compared to the district mean of 61 in the area of math. In math, first grade scored a median RIT percentile of 68% compared to the district mean of 65. Second grade students scored a median RIT percentile of 59% compared to the district average of 59 in math. Third grade students scored a median RIT percentile of 69 compared to the district average RIT of 69 in math. Fourth grade scored a median RIT percentile of 61% compared to the district average of 63 in math. Fifth grade students scored a median RIT percentile of 79% compared to the district average 65 in math. In the fall MAP Reading assessment, kindergarten students scored a median RIT percentile of 56 compared to the district average 52. First grade scored a median RIT percentile of 65 compared to the district average 62. Second grade students scored a median RIT percentile of 63% compared to the district average 60 in reading. Third grade students scored a reading median RIT percentile of 66% compared to the district average 64. Fourth grade students scored a reading median RIT percentile of 76% compared to the district average 66 and fifth grade students scored a 74% compared to the district average 67. According to ACCESS data from the

spring of 2025, 94% of students made growth and 15.4% of students exited. As of March 2026, the running school average for all math common assessments is 83% of students scored at or above benchmark and in reading 75% of students scored at or above benchmark on Reading Common Assessments. In addition, as of March 2026, 60% of our fourth grade students and 62% of fifth grade students are Transition Ready. Therefore, Fort Wright Elementary will continue ongoing job embedded professional development in the area of best practices and instructional strategies, review and analysis of triangulated data, deconstruction of standards, lesson internalization, and create common formative assessments. Behavior referral data and attendance data are also considered when creating the PL plan . Along with student data, instructional data is analyzed each month to determine teacher needs to ensure all teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. All grade level teachers at Fort Wright Elementary will participate in the 2026-2027 PL Offerings to provide authentic opportunities for collaboration among teachers around pacing, instructional resources & practices, and assessments. Professional Learning was identified for the 2026-2027 school year through feedback obtained from stake-holders. This took place at PLC meetings, staff surveys and at a SBDM Council meeting. All this data supports the need for continuous professional development to improve Tier I literacy and math instruction.

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room B Scott High School

	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** - (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent ; Academic Consultants
	June 3rd & 4th July 7th & 8th July 28th & 29th	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**

	September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours			
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year	Academic Consultants CO

	July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)		two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	Academic Consultants CO
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will	Academic Consultants CO

		Achievement Gap	learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5,	Reading & Math Achievement, Achievement Gap, Separate Academic	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings.	Academic Consultants

	2026 (2) Hours	Indicator, English Learner Progress	Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine	Academic Consultants Scott High School

			learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants
	ELEVATED -August 4, 2026	Reading & Math Achievement,	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures	Academic Consultants

	(2) Hours	Achievement Gap, Separate Academic Indicator, English Learner Progress	for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual
	ElevatED August 4, 2026 1 session 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers	Academic Consultants Scott High School

			4-11 Social Studies Teachers - follow-up session	
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School

	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs

PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using	EL Coordinator/ District Office

	4:15-6:15 2 hours each session		ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants

	(1) Hour			
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier I instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	TBD ***To be scheduled by principals**	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA	District SPED Team Individual schools

	for 2 school PD hours		and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD	Quality of School Climate and Safety	**CPR Training** Blended - online plus in-person demonstration	District Nurse or representative
	August 13, 2026 3 hrs - mix online and demo	Quality of School Climate and Safety	**School Level Medication Training**	School Nurse
	August 11, 2026 3 Hours - each session (AM/PM)	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization* Collaborate with colleagues of the same grade level and content area **Required for all K-5 content area teachers and SPED LBD, DHH, and EBD**	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for	Elementary School Admin and selected teacher presenters

		Achievement Gap	students across the district with a focus on specific skill deficits in reading and math.	
	Various Dates - online	Reading & Math Achievement, Achievement Gaps, Quality of School Climate and Safety	**NKCES** - Instructional Assistants or Certified Staff (hours vary)	NKCES online Trainings
	August 12, 2026	State Assessment Proficiency	FW Curriculum Planning Day - All Teachers (Classroom, Special Ed, and Special Areas) • Common Formative Assessments • Timelines • Performance Matters	FW Admin, Lead Teachers, Literacy Team Leaders

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*
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps	PLCs: Professional Learning Communities (PLCs): Teachers meet in grade-level PLCs twice per week. One meeting focuses on instructional planning, and the second focuses on analyzing student data to inform instruction. Monthly Learning PLCs and CSIP Meetings: On the first Thursday of each month, staff participate in Learning PLCs facilitated by Leadership, Literacy Leaders, Lead Special Education staff, and/or Instructional Technology Coaches (ITCs). These sessions incorporate the Quality Cycle of Instruction and are responsive to instructional walk data and identified teacher needs. Special Education PLCs: Ongoing Special Education PLCs focus on strengthening co-teaching practices and ensuring consistent, targeted feedback during instructional walks in both collaborative and resource settings. Lab Classrooms with a focus on Quality Instruction Cycle, Thinking Strategies, and Amplify Demos	School Administrators, District Curriculum Consultants, School Level Lead Teachers, Literacy Teachers and ITC Coach

	Teachers will observe classrooms to strengthen Tier 1 instruction. The visits will be based on instructional walk data to provide proper support. Professional Learning Resources: The KCSD Professional Learning Landing Page will be utilized throughout the year to support instructional practices and maximize student achievement.	
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps	**Tier II and Tier III Support:** Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II and Tier III supports. MTSS progress checks are held every 8 weeks. These include interventionists, special education teachers, school psychologist, and grade level teachers. During these checks, MTSS instructional support for students, data analysis and progress checks are completed. Training sessions on intervention will be integrated into staff meetings as needed, especially in Math as teachers provide that intervention in the general education setting during RTI. MTSS information will be discussed at PLC's, weekly memo, equivalency days and grade level meetings as needed. Analysis of intervention data will be shared and analyzed.	Administrative Team, MTSS team, teachers, Interventionists, Lesson plans, Performance Matters Progress Data

D. IMPLEMENTATION AND IMPACT

The school will move beyond simple attendance tracking to evaluating the instructional impact of professional learning. Systems to monitor and evaluate participation and impact will be implemented. A major focus for 26-27 is the implementation of individual teacher data tracking. This system will allow administration to use student achievement trends by teachers to identify specific areas for individual support, ensuring that coaching and feedback are both targeted and proactive along with ongoing review of teacher professional learning plans when reviewing professional growth plans.

This analysis and next steps for 26-27 were determined with input from the administration, teachers, and SBDM members. Our team has reflected on the data and is proud of the progress we are making. To continue this progress, we will place high-quality instruction in math, reading, and writing at the forefront of our professional development plan.

Additionally, impact will be assessed and shared during monthly SBDM Council meetings, weekly PLCs, and weekly memos. The SBDM Council and school staff will regularly review and analyze data which includes: KSA, MAP Assessments, MAP Fluency Diagnostic Assessment, Common Assessments, Weekly Assessments, Software Data, CBAS Pillar Data, Attendance and Behavior Data. In addition, Learning Walk trend data will be analyzed to determine professional development needs. The analysis of

this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*60%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*10%*
General Supplies/Professional Books	**0610**	*10%*
Food	**0616**	*5%*
Travel In District	**0581**	
Travel Out of District	**0580**	*5%*
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 Impact Survey - December 2025
Staff Input Survey - February 2026
Lead Teacher Meeting - February 2026
SBDM - April 2026

RC Hinsdale Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Hinsdale has identified math and co-teaching as two priority areas for continued growth based on a comprehensive review of multiple data sources, including KSA results, MAP Growth, MAP Reading Fluency, Brigance data, instructional walkthroughs, and Impact Survey feedback. This analysis reflects both areas of strength and opportunities to better support all learners through intentional instructional practices and structures.

Overall, Hinsdale demonstrates strong early learning foundations, with 90% of students identified as Kindergarten Ready on the Brigance assessment. Schoolwide data shows that 90% of students are meeting benchmark expectations in math and 78% in reading based on common formative and summative assessments. Early literacy data from MAP Reading Fluency indicates that most primary students are meeting expectations in word recognition and sentence reading fluency, with kindergarten at 83%, first grade at 81%, second grade at 74%, and third grade at 83%. In grades four and five, targeted students receiving Reading Fluency support are also showing progress, with 74% of fourth grade students and 97% of fifth grade students meeting grade-level expectations. Students not yet meeting benchmarks are supported through MTSS for reading comprehension and fluency.

Despite these strengths, additional data points highlight the need for continued focus and refinement of instruction. KSA results indicate that reading proficiency is at 69% and math proficiency at 62%, demonstrating a gap between local benchmark performance and state assessment outcomes. Writing proficiency is at 53%, while science and social studies performance are at 49% and 61% respectively, suggesting a need for stronger alignment of instructional strategies across content areas. Additionally, only 63% of fifth grade students have met transition readiness criteria as of March 2026, indicating a need for continued support in preparing students for middle school expectations.

This data, combined with ongoing instructional walkthrough feedback and teacher input, points to the importance of strengthening Tier 1 instruction, particularly in mathematics, and ensuring

all students have access to high-quality, standards-aligned learning experiences. As Hinsdale enters its second full year of implementing the Amplify Desmos math curriculum, there is a clear need to deepen teacher understanding of the curriculum through focused professional learning on unit and lesson internalization, as well as the development and refinement of common formative assessments.

In addition, the identified need for co-teaching reflects a commitment to better meeting the diverse needs of learners through more effective collaboration between general and special education teachers. Strengthening co-teaching practices will support more inclusive, aligned, and differentiated instruction, particularly for students receiving interventions through MTSS.

The school's ongoing use of PLCs, job-embedded professional development, and flexible learning opportunities has allowed for continuous reflection and responsiveness to student and teacher needs. Weekly analysis of common formative assessments, district assessments, and MTSS progress monitoring data has helped identify specific instructional strategies for improvement. Through this collaborative process, the school has also identified departmentalization in grades K–5 as a structure to build content expertise, strengthen instruction, and support deeper lesson internalization.

These collective data points and reflections clearly support the prioritization of math and co-teaching as key focus areas for the 2026–2027 school year, ensuring that professional learning is aligned to student needs and designed to improve outcomes for all learners.

Important Links for Additional Training/Professional Learning
NKCES Online Learning Modules
TeamKenton ElevatED website
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting*	Academic Consultants Central Office Board Room B

	August (*Related ElevatED Sessions*)		*Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** - (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent ; Academic Consultants

	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health

	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that*	Academic Consultants CO

			deepen discourse • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator,	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**

		English Learner Progress, QSCS		
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session	Preschool Team

			Special Area Teachers	
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026	Reading & Math	**MagicSchool Level 1: Introduction to MagicSchool**	Academic Consultants

	OR 4:00-5:00 September 10, 2026 (1) Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual
	ElevatED August 4, 2026 1 session 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies	Academic Consultants Scott High School

	August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours		classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs

	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual

	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team

	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00	Reading & Math	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all	Academic Consultants

	OR November 10, 2026 4:00-5:00 (1) Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress.	

			Preschool Teachers and Instructional Assistants	
	Sept. 17, 2026 (4:00-6:00) (2) Hours	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	District SPED Team Individual schools
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (I.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD		CPR Training	
	August 2026		Medication Training	
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization*	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	Elementary School Admin and selected teacher presenters

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	**PLCs: Professional Learning Communities (PLCs):** Teachers meet in grade-level PLCs twice per week. One meeting focuses on instructional planning, and the second focuses on analyzing student data to inform instruction. **Monthly Learning PLCs:** On the second Thursday of each month, staff participate in Learning PLCs facilitated by Leadership, Literacy Leaders, Lead Special Education staff, and/or Instructional Technology Coaches (ITCs). These sessions incorporate the Quality Cycle of Instruction and are responsive to instructional walk data and identified teacher needs. **Special Education PLCs:** Ongoing Special Education PLCs focus on strengthening co-teaching practices and ensuring consistent, targeted feedback during instructional walks in both collaborative and resource settings. **Professional Learning Resources:** The KCSD Professional Learning Landing Page will be utilized throughout the year to support instructional practices and maximize student achievement.	Administrative Team, Evaluation Documents, Cycle of Quality Instruction
Proficiency, Achievement Gap, Growth, SAI	**MTSS**: Review Purpose, Understand the implications, Data Collection, Data Analysis, Support for implementation of Performance Matters with MTSS, and Progress Monitoring. KCSD MTSS Window 2026-2027 2026-2027 HN MTSS Blitz Week Schedule-Placeholder	MTSS Core Team, Classroom Teachers, Special Education Teachers and Classroom Teachers

D. IMPLEMENTATION AND IMPACT

The school will move beyond simple attendance tracking to evaluating the instructional impact of professional learning. New systems to monitor and evaluate participation and impact will be implemented. A major focus for 26-27 is the implementation of individual teacher data tracking. This system will allow administration to use student achievement trends by teachers to identify specific areas for individual support, ensuring that coaching and feedback are both targeted and proactive along with ongoing review of teacher professional learning plans when reviewing professional growth plans.

This analysis and next steps for 26-27 were determined with input from the administration, teachers, and SBDM members.. To continue this progress, we will place high-quality instruction in math, reading, and writing across content areas at the forefront of our professional development plan. Individual Professional Learning Plans will be finalized in May 2026 to ensure that each teacher's professional learning is directly tied to their identified specific growth areas and our building-wide instructional priorities.

Additionally, we will monitor the implementation and impact based upon several data points including learning walks, review of student work and staff PD survey results. Staff PD survey results help guide professional learning plans for each individual teacher. Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments. Other data sets will include KSA, MAP (Growth and Diagnostic), Special Education IEP progress data, and Tier II and Tier III intervention data. Through these data sets we will be reviewing student data and making instructional adjustments as needed. Instructional walk data will be reviewed monthly and on-going training will be provided based on the data and staff need. Consistent and effective Tier I instruction is essential to reducing learning gaps as evidenced by monthly instructional walk data percentages. This data is tracked to reflect all parts of the cycle of quality instruction. Additionally, we will be using faculty meetings and weekly PLCs to analyze student data, walk results and provide job embedded professional learning. Each month, the SBDM council will review and analyze data which includes: common assessments, CBAS Pillar Data, attendance, behavior data, MAP (Growth and Diagnostic), KSA, and other data as appropriate.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget

Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*20%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*10%*
Registrations	**0338**	*10%*
General Supplies/Professional Books	**0610**	*40%*
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 Impact Survey - November 2025
Teacher Professional Learning Survey - March 2026
SBDM Regular Meeting -

Kenton Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Kenton Elementary utilizes the following types of data for analysis: KSA, MAP Fluency, MAP, Learning walk data and common assessment/common formative assessment data Kenton Elementary uses this data throughout the school year to plan for required PD hours and job-embedded PD. Through PLC meetings, job-embedded PD, scheduled and flexible PD during the 2025-2026 school year, input from administration, teachers, and SBDM council members the Kenton Elementary action plan was developed for the 2026-2027 school year

Goals on Kenton Elementary Action Plan:
- Collaborate to increase math proficiency from 68% P/D to 73% P/D on KSA in October 2025.
- Collaborate to increase reading proficiency from 63% P/D to 79% P/D on KSA in October 2025.

Action Plan Benchmarks:
- Math Common assessment growth for all students from 75% P/D to 90% P/D.
- Reading common assessment growth for all students from 67% to 90% P/D.
- Growth from Fall Math Map to spring Math Map for all students in all grade levels.
- Growth from Fall Reading Map to spring Reading for all students in all grade levels.
- By Spring 2026, 70% of all third grade students will meet expectations on MAP Fluency oral reading fluency.

Benchmark Data:

MAP :

Growth

Spring 25-Fall 25
- Math 1st-3rd made expected growth
- Reading 1st-3rd made expected growth

KSA Projections
- 50% of third through fifth grade students are expected to reach proficiency on math KSA
- 50% of third,fourth and fifth grade students are expected to reach proficiency on reading KSA

KSA

The P/D for students with disabilities on reading KSA in spring 2025 was 15%, this is a decrease from 17% in spring 2024. This is a 2% decrease. Compared to 63% of all students. The P/D for students with disabilities in math in spring 2025 KSA was 10%, this is a decrease from 19% in 2024. This is a 9% decrease compared to 68% of all students. Writing data declined from the 23-24 school year to the 24-25 school year by 10%.

District Common Assessments:

- During the 24-25 school year, reading common assessment data indicated that 67% of all students scored proficient/distinguished, and currently in the 25-26 school year % reached proficiency. Also, in the 24-25 school 42% of students with disabilities scored P/D. Currently, 68% of all students are scoring proficient/distinguished on reading common assessments, while 45% of students with disabilities are reaching proficiency.
- During the 24-25 school year 75% of all students scored proficient/distinguished on math common assessments, while 50% of students with disabilities scored proficient/distinguished.

Instructional Feedback:

This data includes all grades, special area, intervention teachers and special education teachers.
September: Element 1: 95.1% Reinforce, Element 2: 75.6% Reinforce, Element 3 12.2% Reinforce, Element 4: 19.5% Reinforce
October: Element 1: 92.7% Reinforce, Element 2: 65.9% Reinforce, Element 3 9.8% Reinforce, Element 4: 39% Reinforce
February :Element 1: 95.1% reinforce, Element 2:82.9% Reinforce Element 3: 39% Reinforce Element 4: 36.6% Reinforce

Map Reading Diagnostic:

	Winter Foundational Skills	Change from Fall to Winter - Foundational Skills	Winter Oral Reading	Change from Fall to Winter - Oral Reading
K	101	1	1	0
1	76	-10	21	11
2	34	-7	61	6
3	11	-4	78	3
4	1	-2	50	4
5	2	-4	51	2

Behavior/Attendance Data:

There are 70 behavior referrals for the 25-26 school year. The current attendance rate is 93.77%.

Feedback from all school stakeholders is also included in creating the professional learning plan. This took place at PLC meetings, Lead Teacher meetings, staff survey and SBDM Council meetings The plan developed is aligned to the Kenton Elementary CSIP needs assessment which states that on the and has been approved by the SBDM

Council. Staff will continue to review these processes and refine them as needed. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students producing individual products and adjustment of instruction. Staff will work together to intentionally plan and implement lessons that are rigorous and promote productive struggle. Administration will conduct targeted instructional walks in reading and math and provide support to teachers. Staff will discuss weekly assessment data at PLC meetings to determine trends on standards missed the most to determine remediation needs. Kenton staff will also continue to work with district staff on implementing the high quality instructional resource in ELA and new Math program Desmos Math to make sure lessons are aligned to standards.

Important Links for Additional Training/Professional Learning

NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room B Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th:	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning.	Academic Consultants Central Office Board Room A

	12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)		**Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** - (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent ; Academic Consultants
	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**

	June 9, 2026 (6) hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act. **Certified Staff**	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Tweuhofel Multipurpose Room**
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5*	Academic Consultants CO

	(3) Hours August (*Related ElevatED Sessions*)		• *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* **K-5 Math teachers**	
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	Academic Consultants CO
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and	Academic Consultants CO

			the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE K-5 Regular and Special Education Math Teachers**	
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. **Elementary PLTW Teachers**	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI	Academic Consultants

			into classroom instruction in our district. **All teachers, IAs**	
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. **K-12 New and Experienced General Education Teachers**	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session **Special Area Teachers**	Preschool Team
	Elevated - August 3, 2026 (1) hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands.	Academic Consultants Scott High School

			K-12 science teachers ***Required for all NEW science teachers**	
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. **K-12 Science Teachers**	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. **Counselors, Teachers, Instructional Assistants**	SEB Department CO Board Room
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour-long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection. **Special Education Instructional Assistants**	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. **New KCSD teachers**	Academic Consultants
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through	Academic Consultants

		Indicator, English Learner Progress	clear roles, routines, and management that ensures all students contribute meaningfully. **K-12 Teachers**	
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** (3) Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** **All Teachers, Instructional Assistants, Counselors**	Department Virtual
	ElevatED August 4, 1 session 2026 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. **Counselors, Teachers, Instructional Assistants**	SEB Department
	ELEVATED -August 4, 2026 - AM session K-12 (3) Hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* **K-12 Social Studies Teachers** **4-11 Social Studies Teachers - follow-up session**	Academic Consultants Scott High School

	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. **KC-NET Mentor Teachers**	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hours	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. **Teachers, Instructional Assistants**	District Staff
	August 5, 2026 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. **New KCSD teachers**	Academic Consultants or ITCs
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. **All teachers**	Academic Consultants Scott High School
	ELEVATED August 5th 2026	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP	District SPED Team

	12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours		documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. **Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers** ***Required***	Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. **Elementary & Secondary Teachers**	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** (1) Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom **Elementary Counselors, Teachers, Instructional Assistants**	SEB Department Virtual
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. **New KCSD teachers**	Academic Consultants or ITCs

PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** **All New teachers to the district**	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. **New KCSD teachers**	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. **Preschool Teachers and Instructional Assistants**	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using	EL Coordinator/ District Office

	4:15-6:15 (2) hours each session		ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. **All teachers, instructional assistants**	
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning. **All Teachers**	Academic Consultants
	September 22, 2026 4:00-6:00 pm (2) Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. **All Teachers**	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm (1) Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. **Counselors, Teachers, Instructional Assistants**	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. **New KCSD teachers**	Academic Consultants

	(I) Hour			
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. **Preschool Teachers and Instructional Assistants**	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. **Preschool Teachers and Instructional Assistants**	
	TBD ***To be scheduled hy principals**	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA	District SPED Team Individual schools

	for 2 school PD hours		and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. **LBD / MSD Teachers and Admin**	
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD		**CPR Training**	
	August 2026		Medication Training	
	August 11, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** Embedding Purposeful Writing Through Lesson Internalization **All Staff**	Elementary School Admin and selected teacher presenters
	August 11, 2026 (3) Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	Elementary School Admin and selected teacher presenters
	September 10, 2026 (2) Hours		**Special Education Training** This training will target specific individual school priorities addressing the proficiency gap for students with disabilities. Administration and special education teachers will work alongside one another in this training to utilize data analysis to	Special Education Department

			identify trending areas of growth and planning for effective implementation of core instruction to decrease the proficiency gap. **Kenton Special Education Staff**	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**PLCs: Professional Learning Communities (PLCs):** Teachers meet in grade-level PLCs twice per week. One meeting focuses on instructional planning and the second focuses on analyzing student data to inform instruction. The data reviewed is listed on an assessment calendar created by district staff and school staff that includes common formative assessment, common assessments, the universal screener MAP and MAP fluency. **Monthly Learning PLCs and Staff Meetings:** On the first Thursday of each month, staff participate in staff meetings facilitated by Leadership, Literacy Leaders, Lead Special Education staff, and/or Instructional Technology Coaches (ITCs). These sessions incorporate the Quality Cycle of Instruction and are responsive to instructional walk data and identified teacher needs. Staff also participate in monthly grade level meetings that are aligned to student data and learning walk data. **Special Education PLCs:** Ongoing Special Education PLCs focus on strengthening co-teaching practices and ensuring consistent, targeted feedback during instructional walks in both collaborative and resource settings. Student data is also discussed to collaborate on how to support students to meet their academic goals according to grade level standards and IEP goals. **Professional Learning Resources:** The KCSD Professional Learning Landing Page will be utilized throughout the year to support instructional practices and maximize student achievement.	Administrative Team, Evaluation Documents, Cycle of Quality Instruction ITC

Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MTSS**: Review Purpose, Understand the implications, Data Collection, Data Analysis, Support for implementation of Performance Matters with MTSS, and Progress Monitoring. KCSD MTSS Window 2026-2027	MTSS Core Team, Classroom Teachers, Special Education Teachers and Classroom Teachers

D. IMPLEMENTATION AND IMPACT

The school will move beyond simple attendance tracking to evaluating the instructional impact of professional learning. New systems to monitor and evaluate participation and impact will be implemented. A major focus for 26-27 is the implementation of individual teacher data tracking. This system will allow administration to use student achievement trends by teachers to identify specific areas for individual support, ensuring that coaching and feedback are both targeted and proactive along with ongoing review of teacher professional learning plans when reviewing professional growth plans.

This analysis and next steps for 26-27 were determined with input from the administration, teachers, and SBDM members.. To continue this progress, we will place high-quality instruction in math, reading, and writing across content areas at the forefront of our professional development plan. Individual Professional Learning Plans will be finalized in May 2026 to ensure that each teacher's professional learning is directly tied to their identified specific growth areas and our building-wide instructional priorities.

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

determine the correct instructional tier for all students. Student progress is discussed at progress checks three times a year. All student data is reviewed with SBDM at monthly meetings when appropriate.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*60%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*10%*
General Supplies/Professional Books	**0610**	*10%*
Food	**0616**	
Travel In District	**0581**	*10%*
Travel Out of District	**0580**	*10%*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Impact Survey - November 2025
Staff Input Survey- March 2026
SBDM Regular Meeting - March 2026

Piner Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Piner Elementary will continue to place high-quality instruction in reading, mathematics, writing, and student support at the center of the professional development plan. Professional learning priorities have been identified through review of student performance, instructional trend data, intervention progress, school climate information, and staff feedback, with the goal of ensuring continuous improvement in both teaching and learning.

The needs assessment process at Piner Elementary is a comprehensive, data-driven cycle designed to identify professional learning needs and align them with school-wide priorities and student achievement goals. During the 2025–2026 school year, continued attention has been given to strengthening data collection and analysis so that student, staff, and instructional information is more accessible, actionable, and useful for planning than in previous years.

Multiple data sources are used to identify trends, determine next steps, and plan professional learning. These include Kentucky Summative Assessment (KSA) results, NWEA MAP Growth, MAP Fluency, common assessments, weekly formative assessments, on-demand writing scrimmages, MTSS/ intervention data, Brigance, Transition Ready data, SEB/behavior data, Professional Practice Growth Plans, staff survey results, and classroom instructional walkthrough trends. These data are reviewed regularly through weekly PLCs at both the teacher team and administrative levels.

A priority at Piner Elementary is getting into classrooms regularly to observe instruction and provide meaningful feedback. Administrator observations, instructional walkthroughs, and follow-up conversations with teachers help identify strengths, clarify areas for growth, and determine next steps to improve student learning. Current instructional trend data show that teachers provide an appropriate standards-based task 97.9% of the time, students are expected to produce an individual product 85.1% of the time, teachers adapt instruction based on student products 72.3% of the time, and students are provided effective opportunities for collaboration 19.1% of the time.

Through PLCs, job-embedded professional learning, instructional walks, and scheduled professional development opportunities during the 2025–2026 school year, next steps for the 2026–2027 school year were identified with input from administration, teachers, SBDM members, and other school and district leaders. This process ensures that professional learning remains aligned to both school improvement priorities and staff needs. A continued next step for the 2026–2027 school year is using student achievement trends by teacher, team, grade level, and student group to identify targeted supports and make instructional adjustments with greater precision.

As a result, a top priority for the 2026–2027 school year is intentional lesson preparation aligned to deeper learning practices across all content areas to ensure that instructional shifts translate into measurable student achievement. To further support instructional growth, the school has begun implementing peer observations to foster a culture of open classrooms, collaboration, and shared instructional practices. All content areas will continue to engage in lesson preparation and internalization, and the school's lesson plan process for documenting this work will remain in place.

Reading and Mathematics

Increasing proficiency in reading and mathematics for all students, including students with disabilities, remains a top priority. Based on Spring 2024–2025 KSA data, 55% of all students and 22% of students with disabilities scored proficient or higher in reading. In mathematics, 60% of all students and 19% of students with disabilities scored proficient or higher.

Current common assessment data show that 64.17% of students have reached proficiency on reading common assessments and 71% on math common assessments. Among students with disabilities, 52.39% have reached proficiency on reading common assessments and 54% on math common assessments.

MAP Growth, MAP Fluency, common assessment, and intervention data continue to guide instructional planning and student support decisions. Fall 2025 Reading MAP Growth data projected a proficiency rate of 46.26%, and Fall 2025 Math MAP Growth data projected 48.75% proficiency. It should be noted that NWEA adjusted proficiency benchmarks for the 2025–2026 school year from the 60th percentile to the 65th percentile, which should be considered when interpreting these results.

Current data indicate that while progress is being made, continued growth is needed in both reading and mathematics, particularly for students with disabilities and students receiving interventions. At this time, 21% of students receive reading intervention (Tier 2 and Tier 3 combined), and 14% receive math intervention. Of those receiving reading interventions, 66% have made adequate/good progress, while 73% of students receiving math interventions have made adequate/good progress.

Teachers will continue strengthening Tier 1 instruction through standards-based planning, lesson and unit internalization, standard deconstruction, and refinement of standards-aligned weekly and common assessments. The continued use of KCSD question banks in reading, writing, math, science, and social studies will support stronger Tier 1 instruction and help reduce the number of students requiring tiered intervention.

Professional learning will also support continued implementation of CKLA and Amplify Desmos Math. Following the implementation of Amplify Desmos Math in the 2025–2026 school year, benchmark data showed promising growth, increasing from 46% proficiency at the Beginning of Year benchmark to 63% proficiency by the Middle of Year benchmark. During the 2026–2027 school year, professional learning in mathematics will focus on the instructional framework outlined in *The Math Rope* and on leveraging trend data to strengthen Year 2 of curriculum implementation. Professional learning will also emphasize continued lesson internalization processes to support teachers in planning rigorous, standards-aligned instruction using the Amplify Desmos Math curriculum.

Writing Across Content Areas

Writing continues to be an area of focus. Based on Spring 2024–2025 KSA data, 50% of students scored proficient or higher in writing, while 0% of students with disabilities scored proficient or higher.

To address this need, staff will continue to engage in collaborative writing reviews to calibrate expectations, analyze student work, identify trends, and determine next instructional steps. Writing instruction across content areas and for a variety of purposes will remain an ongoing focus. Professional development during the 2026–2027 school year will focus on establishing clear K–5 writing expectations and calibrating student work across grade levels to identify trends and adjust instruction accordingly. This work will be supported through ongoing collaboration with district and school colleagues.

Additionally, staff will participate in a school-wide book study of *The Writing Revolution* to support teachers in embedding writing instruction across all content areas and grade levels. All staff will also participate in a Write to Learn professional learning session in which they will collaborate with district colleagues to calibrate written responses in their content areas and intentionally prepare and internalize lessons that include writing aligned to the KCSD K–5 Writing Expectations and school policy.

Quality, Safety, and Climate

Behavior, school climate, and staff input also play an important role in identifying professional learning needs. Staff survey data from the 2025–2026 school year indicate that while staff identified strengths in staff-leadership relationships, school leadership, feedback and coaching, and school climate, there is a clear need for continued support in schoolwide behavior systems, social-emotional and behavioral supports, and staff well-being.

The Staff Impact Survey, based on 30 responses, identified strengths in Staff-Leadership Relationships (96%), School Leadership (87%), Feedback and Coaching (85%), and School Climate (82%). Additional strengths included Professional Learning (79%), Educating All Students (76%), and Managing Student Behavior (74%). The lowest-scoring areas were Emotional Well-Being and Belonging (64%) and Resources (64%). These results suggest that while staff feel supported by leadership and value coaching and collaboration, additional support is needed in staff well-being, access to resources, and systems that help staff manage the day-to-day demands of teaching and supporting students.

Survey results also showed that student behavior disruptions occur sometimes too frequently in most classroom settings, with the most commonly identified barriers including chronic disruption/talking out, defiance/noncompliance, peer conflict, and work refusal/avoidance. Staff indicated that these challenges are most likely to occur during whole-group instruction, independent work, and transitions.

When asked about factors contributing most to stress and overload, staff most frequently identified paperwork/compliance demands, student behavior intensity, lack of planning time/coverage, too many initiatives at once, and meetings/time on top of instruction. Staff also identified staff well-being/workload, student behavior systems/support, and communication/efficiency as the areas most needing improvement between now and the end of the year.

These findings confirm the need for ongoing professional learning in student behavior supports, MTSS-SEB/de-escalation, differentiation and small-group instruction, support for students with IEP/504/EL needs, and effective classroom management practices. Staff also indicated that the most helpful supports for next year would include planning time during PD, time to analyze data and plan next steps, ready-to-use lesson examples/templates, and practical tools that can be applied immediately.

Behavior data further support this need. Current school behavior data show that student referrals have doubled compared to this time last year, and 63% of referrals are from students with disabilities. As a result, professional learning for the 2026–2027 school year will include continued support in SEB practices, trauma-informed care, PBIS implementation, classroom management, and strategies for supporting students from special populations. All staff will participate in the district Behavior Series as well as school-based SEL training to build capacity in these areas and improve both classroom management practices and student outcomes. The school will also send district representatives to the Behavior Institute.

Important Links for Additional Training/Professional Learning

2026-2027 PL Offerings

NKCES Online Learning Modules

ElevatED Website: https://sites.google.com/kenton.kyschools.us/teamkentonelevated/home

Kentucky Read to Succeed Conference 2026

26-27 Anderson County Regional Anderson RTC Professional Learning Schedule for 202…

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)**	Academic Consultants Central Office Board Room B Scott High School

			REQUIRED	
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED** - (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent ; Academic Consultants
	June 3rd & 4th (Frazier) July 7th & 8th (Frazier)	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**

	July 28th & 29th (Frazier) September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours			
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	8:30-3:30 (6)hours June 9th, 10th, 11th (Frazier) June16th June 17th (Frazier) June 18th July 14th July 23rd, 27th, 30th (Frazier)	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health

	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that*	Academic Consultants CO

			deepen discourse • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator,	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**

		English Learner Progress, QSCS		
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session	Preschool Team

			Special Area Teachers	
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026	Reading & Math	**MagicSchool Level 1: Introduction to MagicSchool**	Academic Consultants

	OR 4:00-5:00 September 10, 2026 (1) Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person **3 hours** August 4, 2026 12:00-2:50p m September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors **REQUIRED**	Department Virtual
	ElevatED August 4, 1 session 2026 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies	Academic Consultants Scott High School

	August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours		classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs

	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** I Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual

	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team

	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00	Reading & Math	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all	Academic Consultants

	OR November 10, 2026 4:00-5:00 (1) Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress.	

			Preschool Teachers and Instructional Assistants	
	Sept 3, 2026 @ Piner from 4:00 - 6:00 PM	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	District SPED Team Individual schools
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD	School Quality & Climate	**CPR Training**	
	August 2026	School Quality & Climate	**Medication Training**	
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization*	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for	Elementary School Admin and selected teacher presenters

		Achievement Gap	students across the district with a focus on specific skill deficits in reading and math.	
	July 14, 2026 8:30 - 11:30 10:30 -1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Piner Curriculum Instruction & Assessment (CIA)** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 - Kindergarten Teachers (**required)** 10:30 - 1st Grade Teachers (**required)** 12:30 - 3:30 2nd Grade Teachers (**required)**	Principal
	July 13, 2026 8:30 - 11:30 10:30 -1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Piner Curriculum Instruction & Assessment (CIA)** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus	Principal

			on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 - 3rd Grade Teachers (**required)** 10:30 - 4th Grade Teachers (**required)** 12:30 - 5th Grade Teachers (**required)**	
	July 16, 2026 1:00 - 3:00	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Piner Curriculum Instruction & Assessment (CIA)** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver	Principal

			responsive, data-driven instruction for every student. 2 hours 1:00 - Special Area Teachers and Interventionist **(required)**	
	Aug 3-5 Elevated session 1 hour	School Quality and Climate	**Educator Wellness:** Wellness is more than just taking a hot bath! Learn practical & sustainable strategies to support your well-being and overall success.	SEB Department
	Aug. 4 9:00-10:50 am 2 hours	School Quality and Climate	**Make and Take: Adapted Books, Sensory Bottles, & Texture Cards** Learn how to make trade books more interactive and adaptive, create a sensory bottle, and make texture cards to support student self-regulation and calming. Offered at ElevatED-Max 25 people	SEB Department
	August 3, 2026 2:00-2:50pm	School Quality and Climate	**Make and Take: Mini Calm Boxes for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Offered at ElevatED-Max 25 people	SEB Department
	January 21, 2026 4:00-5:00 Virtual 1 hour	School Quality and Climate	**Supporting Students with** Anxiety/Depression for Educators Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students.	SEB Department Virtual

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
All Goals: Reading & Math Achievement,	**<u>Opening Day and Teacher Equivalency</u>**	Grade Level Dashboards, School Nurse, School

Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	Opening Day and Teacher Equivalency sessions will establish a shared school-wide vision and operationalize the staff handbook so that all personnel begin the year with clear expectations and an understanding of essential systems and procedures. These sessions will prepare staff for key requirements such as medication training, Brigance administration, review of 504 plans and IEPs, and awareness of students receiving interventions. Staff will also be introduced to updated Data Dashboards and provided training on interventions and progress monitoring to support effective instructional planning. **<u>Continued Development of the CFA Process</u>** The CFA process will continue to be strengthened on this day and through PLCs in alignment with unit and lesson internalization work. Teachers will review grade-level curriculum maps, identify assessment windows, and backward plan for the administration of CFAs. Teams will continue creating and refining CFAs, using Performance Matters resources as appropriate, to ensure assessments are rigorous and aligned to standards. Teachers will administer assessments in accordance with Balanced Assessment expectations, analyze results, reteach as needed, and embed priority skills into spiral review throughout the year.	Administrators, Team Leaders, Collaborating Teachers, School MTSS Plan, School Action Plan
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**<u>Planning PLCs</u>** Grade level teams or departments will meet weekly to intellectually prepare and internalize lessons, and collaborate on lesson planning utilizing the school process to include the KCSD Cycle of Quality Instruction and P-12 Reading Strategies to ensure equitable access to ALL students. These PLCs will be predominantly led by Team Leaders and supported by Admin.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, Team Leaders, School Administrators
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**<u>Data PLCs</u>** Teachers, grade-level teams/departments, and administrators will meet weekly to analyze data, monitor student progress, identify individual needs, and determine instructional next steps across content areas. PLCs will include review of weekly formative assessments, district common assessments, monthly on-demand writing, MTSS data, KSA, MAP Growth, MAP Fluency, Brigance, Transition Ready, and other relevant sources. Performance Matters and guided questions will be used to support discussion and planning, particularly in ELA and Math. Teams will also engage in grade-level writing reviews to calibrate expectations, examine strengths and areas	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, Individual Teacher Achievement Data, School Administrators, School Action Plan

	for growth, and identify next steps to strengthen writing instruction across content areas. Teachers will follow Balanced Assessment expectations when administering assessments, analyze student performance, reteach as needed, and embed key skills into spiral review throughout the year.	
All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Job-Embedded Learning** Ongoing job-embedded professional learning opportunities will be provided to equip and support staff in response to emerging instructional, behavioral, and student support needs. Professional learning topics will be determined through data reviewed in Planning and Data PLCs to ensure that training remains targeted, relevant, and responsive to both staff and student needs. The Professional Learning Landing Page will be used as needed to support implementation, and key learning from district leadership meetings, ITC meetings, Literacy Leader meetings, and Lead Special Education Teacher meetings will be shared with staff to build collective capacity. Professional learning will occur at intentional intervals throughout the school year and may take place during planning periods, faculty meetings, grade-level meetings, monthly staff meetings, or optional after-school sessions for professional development or compensation. Focus areas may include instructional practices, the KCSD Cycle of Quality Instruction, High-Quality Instructional Resources (HQIRs), technology integration, support for special populations, PBIS, and social-emotional and behavioral practices. During the 2026–2027 school year, professional learning will prioritize social-emotional learning, classroom management, trauma-informed practices, and systems of support that strengthen a positive culture of learning and behavior in every classroom. Staff will continue developing effective SEB practices and frameworks for teaching social-emotional and behavioral skills to students. Piner will continue implementation of Restorative Practices through refresher sessions at monthly staff meetings, and school safety training and updates will be provided as needed. Professional learning will also focus on refining PBIS implementation across Tier I, Tier II, and Tier III supports, with emphasis on progress monitoring and aligning interventions to student goals. Staff will build capacity to match interventions to the skill or behavior being addressed and to use student data to guide	KCSD Professional L... District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, District Behavior Dashboard, Individual Teacher Achievement Data, Staff Input Surveys, ITC, School Literacy & Numeracy Leaders, Intervention Coordinators, Team Leaders, School Administrators, outside agencies such as KDE or NKCES (as needed)

	adjustments in support. SEB-focused learning will be integrated into staff meetings and grade-level meetings based on behavior and SEB data.	
Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Teacher Release Days** Release time will be provided as needed to support high-quality lesson preparation, internalization of instructional materials, and meaningful collegial collaboration. These opportunities allow teachers dedicated time during the school day to deepen their understanding of upcoming content, align instructional practices, and prepare for effective implementation in the classroom. The need for release days will be determined through data and trends identified in Planning and Data PLCs, as well as through ongoing instructional monitoring. This time will allow teams to engage in collaborative planning, analyze student data, and strengthen alignment with district instructional priorities and High-Quality Instructional Resources (HQIRs). By providing structured time for preparation and collaboration, Teacher Release Days support teachers in delivering rigorous, well-prepared instruction and ensure consistency in the learning experience for all students.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), School Assessment Analyzer, Team Leaders, School Administrators, Individual Teacher Achievement Data
Achievement Gap	**Special Education PLCs** Special Education PLCs will provide dedicated time for staff to collaborate, review data, and strengthen instructional practices and compliance. These meetings will focus on ensuring that students with disabilities receive appropriate supports and services while remaining aligned to legal, procedural, and district expectations. Discussions will be guided by multiple data sources, including compliance reviews, classroom observations, IEP progress monitoring, student and staff needs, and updates from SPED Leads. Reviewing this information regularly will help teams address concerns proactively, ensure consistent implementation of IEPs, and make timely adjustments to supports based on student progress. Through consistent collaboration and data review, Special Education PLCs will support improved service delivery, stronger compliance practices, and effective, individualized instruction for students with disabilities.	District Data Dashboard, Instructional Walk Data, Performance Matters Data (formative & summative), Grade Level Dashboards, IEP Progress Monitoring Dashboard, District Behavior Dashboard

D. IMPLEMENTATION AND IMPACT

With increased access to student, subgroup, intervention, and classroom data, there is an ongoing need for structured time to analyze data, identify trends, and apply findings to instructional practice. This work will remain focused on meeting the needs of all learners and ensuring continuous growth for every student. Teachers will analyze student mastery of standards on a weekly basis to inform instructional adjustments and strengthen student understanding across content areas.

Through job-embedded professional learning, teachers and staff will collaboratively design and analyze common assessments, calibrate scoring practices, review student work, and refine implementation of the KCSD Cycle of Quality Instruction.

For the 2026–2027 school year, the school will strengthen systems for monitoring both participation in and the impact of professional learning. School and district data will be used to evaluate whether professional learning is resulting in improved instructional practices and increased student achievement. A key focus will be strengthening the connection between teacher practice, student performance, and targeted supports to ensure coaching, feedback, and professional learning are proactive, relevant, and aligned to identified needs.

These next steps were developed collaboratively with input from administration, teachers, and SBDM members. While the team celebrates current progress, continued emphasis will be placed on high-quality instruction in math, reading, and writing as priorities within the professional development plan.

Data will be continuously monitored through recursive PLC processes, staff surveys, and reflective practices to evaluate the effectiveness of professional learning and guide adjustments. Monthly updates will be shared with SBDM.

Additionally, all certified staff will develop an individual professional development plan by June 1, 2026, in collaboration with a school administrator. These plans will serve as a living document and will be revisited consistently throughout the year during growth plan meetings. Administrators and teachers will engage in ongoing dialogue to monitor progress, reflect on the impact of professional learning on instructional practices, and make necessary adjustments to ensure alignment with student needs and school goals. This continuous feedback loop will ensure that professional learning remains relevant, personalized, and directly connected to improved student outcomes.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	

Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	
General Supplies/Professional Books	**0610**	
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Impact Survey - November 2025
Staff Input Survey - February 2026
SBDM Regular Meeting - April 14, 2026

River Ridge Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

In reviewing KSA, MAP Growth, MAP Fluency, Common Formative, and Common Assessment data, two clear priority areas have emerged: (1) addressing the needs of special populations and students receiving Tier II and Tier III interventions, and (2) improving writing outcomes across all student groups.

Priority Area 1: Special Populations and Tier II & III Students
Data indicates a persistent Tier I instructional challenge, particularly in meeting the needs of students in our ELL and special education populations, as well as those requiring Tier II and Tier III interventions. When analyzing students who have not yet reached proficiency, there is a strong correlation with these identified groups.

On the 2024–2025 KSA assessment, reading proficiency for all students slightly declined from 52% to 51%. However, the decline was more significant within gap groups. ELL student proficiency dropped from 29% to 23%, and special education proficiency decreased from 26% to 19%.

MAP Growth data from the fall showed overall reading proficiency at 37%. MAP Fluency data indicated that 72% of kindergarten students, 84% of 1st grade students, 77% of 2nd grade students, and 76% of 3rd grade students were proficient. In grades 4 and 5, 59% of 4th graders and 60% of 5th graders who were below the 68th percentile demonstrated proficiency. Notably, 70% of students not yet meeting proficiency were identified as ELL or special education students.

Common formative and common assessment data further supports this trend, with 51% of students proficient in reading overall, compared to only 32% of special education students and 29% of ELL students.

In math, KSA proficiency declined from 61% to 52% overall. ELL student proficiency dropped from 49% to 30%, and special education proficiency decreased from 24% to 13%. Fall MAP

Growth data showed 49% overall proficiency. While common formative and common assessment data indicates higher overall proficiency at 77%, gaps remain for special populations, with 57% of special education students and 65% of ELL students demonstrating proficiency.

MTSS data reflects both progress and continued need. During the most recent cycle, 16 students moved from Tier III to Tier II, while 17 students moved from Tier II to Tier III. A total of 35 students exited intervention services, while 211 students showed no change in intervention status. Progress monitoring data indicates that 162 students demonstrated "Good Progress," 75 showed "No Progress," and 105 demonstrated "Questionable Progress." While movement out of interventions is occurring, the number of students requiring Tier II and Tier III support remains high, reinforcing the need to strengthen Tier I instruction and targeted supports for these groups.

Priority Area 2: Writing
Writing is identified as a critical area of need based on significant declines in student performance. On the 2024–2025 KSA, writing proficiency dropped from 51% to 26%, representing the largest area of decline across all content areas. This decline was even more pronounced within gap groups, with ELL students at 10% proficiency and special education students at 8% proficiency.

This data indicates a need for a comprehensive focus on writing instruction across all grade levels and content areas, with an emphasis on improving outcomes for all students and closing gaps for special populations.

Important Links for Additional Training/Professional Learning
NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk*	Academic Consultants Central Office Board Room B Scott High School

	August (*Related ElevatED Sessions*)		*like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED-** (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. **Teachers of Prep and Prep+ ELA and Math**	Asst. Superintendent; Academic Consultants

	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality	Academic Consultants CO

	July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)		Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	Academic Consultants CO

	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**

	8/12/26 1:00-2:00. 4:00-5:00 pm 9/2/26 10/14/26 11/11/26 12/9/26 1/13/26 1 hour each session 6 hours total	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Academic and Behavior Support for Students with IEP's and PLP's**	Special Education, Preschool, and Kindergarten Teachers
	Aug. 6 1-3:00 4:00-5:00 pm Oct. 5 Dec. 2 Feb. 3	Achievement Gap, Separate Academic Indicator	**Special Area Internalizing Brigance Standards and PK standards**	Dominique Cruey
	ELEVATED- August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED- August 3, 2026 8:30 - 9:30	All Goals: Reading & Math Achievement,	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School

	(1) Hour	Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS		
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for	SEB Department CO Board Room

	4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour		students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	
	ELEVATEDv August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants
	ELEVATED- August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15,	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual

	2026 4:00-5:00 **Virtual** 3 Hours	Progress, QSCS		
	ElevatED August 4, 1 session 2026 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED- August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	Academic Consultants Scott High School
	ELEVATED– August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ElevatED- August 5, 2026 1:00-2:25 pm	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as	District Staff

	1 session -recorded for future use (1.5) Hour		intervening strategies during behavior escalation. Teachers, Instructional Assistants	
	August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATEDA ugust 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29,	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others.	SEB Department CO Board Room

	2026 4:00-5:00 pm (1) Hour		Elementary & Secondary Teachers	
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO

	Aug. 11, 2026 12:30-3:30 (3 hours)	Achievement Gap, Separate Academic Indicator,	**Writing PD** Teachers will be trained on the KCSD Writing Expectations, review timelines and curriculum development for the 26-27 school year, calibrate on using writing strategies outlined in KCSD expectations. All RRE HR and Special Education	RRE Writing Core Team
	Aug. 11, 2026 8:30-11:30 (3 hours)	Achievement Gap, Separate Academic Indicator,	**Executive Functioning PD** Teachers and staff will learn how to determine what executive functioning skills students are lacking and strategies to teach them to improve their skills to be successful in class. There will be a make and take session for tools to use immediately in the classroom. All RRE Teachers and Instructional Assistants	NKCES/RR Counselors
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team

	August 14th 8:30-10:30 RRE OTHER DATES TBD 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	Aug. 10, 2026 8:30-11:30am	School Quality and Climate	**PK Family Engagement** Preschool teachers will learn effective ways to utilize family engagement days to help parents build strong foundations for learning at home.	RRE Administration
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm I Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room

	Elevated session 1 hour	School Quality and Climate	**Educator Wellness:** Wellness is more than just taking a hot bath! Learn practical & sustainable strategies to support your well-being and overall success.	SEB Department
	Aug. 4 9:00-10:50 am 2 hours	School Quality and Climate	**Make and Take: Adapted Books, Sensory Bottles, & Texture Cards** Learn how to make trade books more interactive and adaptive, create a sensory bottle, and make texture cards to support student self-regulation and calming. Offered at ElevatED-Max 25 people	SEB Department
	August 3, 2026 2:00-2:50pm	School Quality and Climate	**Make and Take: Mini Calm Boxes for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Offered at ElevatED-Max 25 people	SEB Department
	January 21, 2026 4:00-5:00 Virtual 1 hour	School Quality and Climate	**Supporting Students with** Anxiety/Depression for Educators Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students.	SEB Department Virtual
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports.	Preschool Team

			Preschool Teachers and Instructional Assistants	
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	9/8/26 4:00-6:00 pm	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	District SPED Team Individual schools

PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	July 23rd 11:00-1:00 OR Aug. 11 10:00-12:00 OR 1:00-3:00	School Safety	CPR Training	Paula Rust TBD
	Sept. 24, Nov. 5, Jan. 14 4:00-5:00	Reading & Math Achievement Achievement Gap	Instructional Technology-Staff will learn about performance matters, schoology, and other programs at RRE to be more effective in instruction.	Jen Hirth
	August 12 8:30-11:30	Reading & Math Achievement Achievement Gap	SPED Lesson Planning, Internalizing IEP goals with KAS standards, and Behavior management strategies-Special education teachers will focus on what needs to be included in lesson plans, how to use IEP Goals to plan for resource groups, as well as how to utilize the general education teacher lesson plans to plan for effective co-teaching lessons.Using the IEP Guidance document, KAS standards, and current IEP goals, teachers will be able to write goals that are focused on student current present levels and align them to the KAS standards for all areas of eligibilities.	
	August 17, 2026	School Safety	Medication Training	Paula Rust RRE

	11:30-12:30			
	August 11, 2026 3 Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	Elementary School Admin and selected teacher presenters
Up to 12 hours	TBD by program	Reading Achievement Achievement Gap	**KY Numeracy Project**	KDE
Up to 12 hours	TBD by Program	Math Achievement Achievement Gap	**LETRS-Science of Reading**	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*
Achievement Gap	Co-teaching for Special Education and General Education Teachers. Teacher will engage in professional learning on high yield co-teaching models, best practices for planning for effective co-teaching, and internalizing standards together to ensure differentiation, SAS, and SDI are consistent to make progress toward KCAS standards. This will take place through our PLCs and afterschool planning sessions for pay.	Special Education Teachers, General Education Teachers and Administrators KCSD Professional Learning Landing Page
Achievement Gap	**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	KCSD Professional Learning Landing Page Special Education Teachers, General Education Teachers and Administrators, ELD teachers

	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. 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 Preschool and Kindergarten staff on Brigance for new and returning staff to use as part of data analysis.	
	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, writing data analysis, 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 UFLI and Bridge the Gap Heggerty and incorporating the Science of Reading as well as Desmos Math. The third PLC of the month will be focused on learning strategies and information shared in the leadership meetings, ITC meetings, and Literacy Team Meetings, and other trainings.	KCSD Professional Learning Landing Page Special Education Teachers, General Education Teachers and Administrators, ELD teachers, literacy team leads, ITC's

D. IMPLEMENTATION AND IMPACT

For the 2026–2027 school year, the school will strengthen systems for monitoring both participation in and the impact of professional learning. School and district data will be used to evaluate whether

professional learning is resulting in improved instructional practices and increased student achievement. A key focus will be strengthening the connection between teacher practice, student performance, and targeted supports to ensure coaching, feedback, and professional learning are proactive, relevant, and aligned to identified needs.

These next steps were developed collaboratively with input from administration, teachers, and SBDM members. While the team celebrates current progress, continued emphasis will be placed on high-quality instruction in math, reading, and writing as priorities within the professional development plan.

Data will be continuously monitored through recursive PLC processes, staff surveys, and reflective practices to evaluate the effectiveness of professional learning and guide adjustments. Monthly updates will be shared with SBDM.

Additionally, all certified staff will develop an individual professional development plan by June 1, 2026, in collaboration with a school administrator. These plans will serve as a living document and will be revisited consistently throughout the year during growth plan meetings. Administrators and teachers will engage in ongoing dialogue to monitor progress, reflect on the impact of professional learning on instructional practices, and make necessary adjustments to ensure alignment with student needs and school goals. This continuous feedback loop will ensure that professional learning remains relevant, personalized, and directly connected to improved student outcomes.

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)	0062121-0120-310N	*10%*
Certified Extra Service	0062121-0120-310N	*30%*
Educational Consultant	**n/a**	*0%*
Registrations	0062121-0338-310M	*5%*
General Supplies/Professional Books	0061118-0610-7000 0062121-0120-310N	*40%*
Food	0061118-0616-7000	*10%*
Travel In District	n/a	*0%*
Travel Out of District	0062121-0580-310M	*5%*

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 Impact Survey - December 2025
Staff Input-March 19, 2026
SBDM Regular Meeting - April 14, 2026

26-27 Ryland Heights Elementary Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Priority Needs Identified:

1. Ensuring instructional tasks consistently meet the rigor of grade-level standards across all content areas
2. Strengthening teachers' ability to make real-time instructional adjustments based on student data and responses across all content areas

The needs assessment process for identifying professional learning at Ryland Heights Elementary includes the analysis of administrative classroom walk data, teacher input and surveys, Professional Practice Growth Plans, SEB/behavior data, MTSS intervention progress data, and multiple assessment sources (Common Assessments, MAP, and weekly formative assessments).

Analysis of these data sources indicates that, while systems for data collection and collaboration are strong, there is a continued need to ensure that daily instructional tasks consistently reflect the rigor of grade-level standards and that teachers are effectively adjusting instruction in real time based on student understanding.

On the 2024–2025 KSA, 67% of students scored proficient in reading and 61% in math. While these results demonstrate progress, they also indicate that a significant percentage of students have not yet reached proficiency. This suggests a need to strengthen Tier I instruction through more rigorous, standards-aligned tasks and more responsive instructional practices during lessons.

Ryland Heights teachers utilize Performance Matters to analyze student mastery of standards on a weekly basis through formative assessments, common assessments, MAP data, and

intervention data. Teachers and staff consistently participate in differentiated, job-embedded professional development and provide monthly input on their learning needs. Through PLCs and ongoing professional learning, teachers engage in analyzing student work and planning instruction; however, the next step is ensuring that this analysis translates into immediate instructional adjustments during core instruction.

Through PLCs, job-embedded PD, and both scheduled and flexible professional learning opportunities during the 2025–2026 school year, next steps for 2026–2027 were identified with input from administration, teachers, SBDM members, and district consultants. Weekly PLC discussions and administrator-teacher reflections further highlighted the need to strengthen the Quality Cycle of Instruction, particularly around designing rigorous learning tasks and using formative assessment practices to adjust instruction in the moment.

Professional development for the 2026–2027 school year will focus on improving and strengthening effective reading and math instruction across all tiers, with an emphasis on standard deconstruction, aligning tasks to the appropriate level of rigor, and developing high-quality question banks for use in weekly assessments. Staff will continue to implement the Multi-Tiered System of Support, beginning with strong Tier I instruction grounded in content-specific best practices.

Strengthening Tier I instruction remains a priority to ensure all students are Transition Ready. Currently, 69.14% of 5th grade students and 50.68% of 4th grade students are meeting Transition Readiness benchmarks. Increasing the rigor of instruction and improving real-time responsiveness will also support the goal of reducing the number of students requiring Tier II and Tier III interventions. Currently, 17.32% of students receive reading interventions and 7.49% receive math interventions.

Additional professional learning is needed to increase the effectiveness of interventions across all tiers, ensuring they are implemented with fidelity and that appropriate data probes are used to monitor progress. Special educators will continue to deepen their understanding of specially designed instruction to improve outcomes for students with disabilities, as only 21% of these students scored proficient in both reading and math on the 2024–2025 KSA.

Teachers will continue job-embedded learning focused on the Quality Cycle of Instruction, including designing engaging and rigorous tasks, eliciting responses from all students, facilitating collaborative learning, and using formative assessment to adjust instruction in real time. While progress has been observed across many student groups, a continued focus on strengthening instructional practices will ensure all students reach proficiency.

This professional development plan is aligned to the Ryland Heights Elementary CSIP and has been approved by the SBDM Council.

Important Links for Additional Training/Professional Learning
NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room B Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3,	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and	Asst. Superintendent ; Academic Consultants

	2026 12:00 - 1:30 **ELEVATED** - (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours		assessments that ensure access and depth for all learners. Teachers of Prep and Prep+ ELA and Math	
	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026

	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16, 2026 (6) Hours	School Quality & Climate	**Behavior Institute - Louisville (Galt House)**	DEBH Division for Emotional Behavioral Health
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related*	Reading & Math Achievement Achievement Gap	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality	Academic Consultants CO

	ElevatED Sessions)	Separate Academic Indicator	Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO

	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
	July 31, 2026 8:00-11:00 (3) Hours	Math Achievement	**Math Vertical Alignment** Vertically aligned groups of math teachers K-2 & 3-5 to ensure effective coverage of standards, utilization of resources and implementation of assessments. **K-2 & 3-5** **One Teacher per Grade Level**	Math Teachers & Administration
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore	District SPED Team

			collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers** - Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels.	Academic Consultants Scott High School

			K-12 Science Teachers	
	ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants
	ELEVATED -August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50p m	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator,	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session**	Department Virtual

	September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** 3 Hours	English Learner Progress, QSCS	All Teachers, Instructional Assistants, Counselors	
	ElevatED August 4, 1 session 2026 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED -August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	Academic Consultants Scott High School
	ELEVATED – August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School

	1 hour			
	ElevatED- August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs
	August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	Offered at ElevatED August 5,	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive	SEB Department

	2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour		relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual
	August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
	August 6, 2026 (6) Hours	Reading & Math Achievement Achievement Gap, Separate Academic Indicator	Team Planning for scheduling, design & implementation of literacy, numeracy and separate academic indicators. Assessment development and alignment.	Administration & PLC Teams

PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using	EL Coordinator/ District Office

	4:15-6:15 2 hours each session		ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants

	(1) Hour			
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. I **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	Sept 29, 2026 (2) Hours 4:00-6:00	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA	District SPED Team SPED Team & Administration

			and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. SPED Teachers and Admin	
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	January 21, 2026 (4:00-5:00) 1 Hour Virtual	School Quality and Climate	**Supporting Students with Anxiety/Depression for Educators** Understand common symptoms and behaviors of students with anxiety/depression, explore Trauma Informed Care (TIC) strategies to implement in the classroom and learn about KCSD and local agency supports for students.	SEB Department
	TBD		CPR Training	
	August 2026		Medication Training	
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization*	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for	Elementary School Admin and selected teacher presenters

			students across the district with a focus on specific skill deficits in reading and math.	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Proficiency, Gap, 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 in all content areas. Discussion of strategies and programs to use with students.	Administrative Team, Assessment measures, Teachers
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Tier I Support: 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. Additional professional development opportunities will be provided through strategies and information brought back from instructional leadership, literacy leader meetings, ITCs and special education lead meetings. Additional Tier I Literacy support and development provided during Faculty Meeting sessions. Monthly staff meetings will have sessions planned and designed from instructional walk data. Additional PLCs on the new Social Studies Curriculum throughout the school year to build teacher capacity and monitor fidelity and effectiveness of the program. (Attach PLC schedule here)	Administration & Teachers Primary & Intermediate Literacy Leads Attach KCSD PL Landing Page Here
Proficiency, Gap, Separate Academic Indicator,	Tier II and Tier III Support:	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the

School Climate & Safety, Impact	Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II, and Tier III supports. (Attach Ryland MTSS Progress Check Schedule)	use intervention data and Cycle of Quality Instruction

D. IMPLEMENTATION AND IMPACT

For the 2026–2027 school year, Ryland Heights Elementary will strengthen systems for monitoring both participation in and the impact of professional learning. School and district data will be used to evaluate whether professional learning is resulting in improved instructional practices and increased student achievement. A key focus will be strengthening the connection between teacher practice, student performance, and targeted supports to ensure that coaching, feedback, and professional learning are proactive, relevant, and aligned to identified needs.

These next steps were developed collaboratively with input from administration, teachers, and SBDM members. While the team celebrates current progress, continued emphasis will be placed on high-quality instruction in reading, math, and writing as priorities within the professional development plan.

Impact will be continuously assessed throughout the school year using multiple data sources and feedback structures. Summative measures will include KSA and MAP assessments administered in the fall and spring. Formative data, including common assessments, weekly formative assessments, and progress monitoring for special populations, will be analyzed regularly during PLCs to guide instructional adjustments.

Additional data sources, including attendance, behavior referrals, and PBIS indicators, will be reviewed monthly and shared during staff meetings and district memos. Learning walk trend data and student assessment results will be analyzed during monthly staff meetings, grade-level PLCs, and weekly administrative meetings to identify trends and determine professional learning needs that will positively impact classroom instruction.

Staff feedback will be collected after each staff meeting through impact surveys, as well as through an annual survey, to evaluate the effectiveness and relevance of professional learning. Ongoing updates will be provided to SBDM, including KSA

and MAP data following each assessment window, along with an annual review of the professional development plan.

Additionally, all certified staff will develop an individual professional development plan by June 1, 2026, in collaboration with a school administrator. These plans will serve as living documents and will be revisited consistently throughout the year during growth plan meetings. Administrators and teachers will engage in ongoing dialogue to monitor progress, reflect on the impact of professional learning on instructional practices, and make necessary adjustments to ensure alignment with student needs and school goals. This continuous feedback loop ensures that professional learning remains relevant, personalized, and directly connected to improved student outcomes.

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:

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

Staff Impact Survey - November 2025
Staff Input Survey - 3/13/26 - 3/20/26
SBDM Regular Meeting - will update

Taylor Mill Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Priority Areas for Professional Development:

1. Reading (primary focus across all grade levels)
2. Math and Writing (schoolwide priorities for strengthening Tier 1 instruction)

Data analyzed to inform professional development needs includes KSA data, MAP Growth and Reading Fluency data, Brigance data, instructional walkthrough observations, and Impact Survey results.

On the Brigance assessment, 50% of students were identified as Ready for Kindergarten, indicating a continued need for early foundational skill development. Schoolwide common assessment data shows that 82% of students are meeting benchmark in math, while 70% are meeting benchmark in reading, reinforcing reading as an area of need.

MAP Reading Fluency data from the winter diagnostic indicates that 66% of kindergarten students met expectations in word recognition, 55% of 1st grade students met expectations in sentence fluency, 57% of 2nd grade students met expectations in sentence reading fluency, and 59% of 3rd grade students met or exceeded oral reading fluency expectations. These results highlight the need for continued focus on foundational literacy skills across primary grades.

In math, 72% of students scored on or above grade level on the IXL diagnostic, and 68% met benchmark on the MClass assessment. While these results show relative strength, continued refinement of instruction is needed to ensure consistency and growth across all student groups.

As of March 2026, 61% of 5th grade students met Transition Readiness criteria, compared to the district goal of 100%, indicating a need to strengthen Tier I instruction to better prepare all students for the next level.

The 2025 KSA data reflected 69% proficiency in reading and 62% in math. Writing proficiency was 53%, identifying writing as an additional area for growth. In science, 49% of students met benchmark, and in social studies, 61% were Proficient/Distinguished.

This analysis is part of an ongoing, collaborative process throughout the school year and has led to continual adjustments in job-embedded professional learning. Through PLCs, job-embedded PD, and both scheduled and flexible professional learning opportunities during the 2025–2026 school year, next steps for 2026–2027 were determined with input from administration, teachers, task groups, and SBDM members.

Weekly analysis of common formative assessments, district common assessments, and MTSS progress monitoring data has allowed the school to identify specific instructional needs. As a result, reading has been identified as the primary focus for professional development across all grade levels. As this is the second full year of implementation of a new reading core program, teachers require continued time and support for unit and lesson internalization, as well as the development and refinement of common formative assessments.

Additionally, the school will be entering Year 2 of High-Quality Instructional Resources (HQIR) implementation in math. Teachers will continue to refine instructional planning through deeper unit and lesson internalization and alignment to standards.

The school will also maintain a focus on writing as a priority area, ensuring that instruction across content areas supports student development in writen expression.

The school will continue to prioritize data analysis to inform both core instruction and targeted interventions, ensuring all students are supported in reaching proficiency.

Important Links for Additional Training/Professional Learning
NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026 - schedule at a glance

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process.	Academic Consultants Central Office Board Room B

	August (*Related ElevatED Sessions*)		**Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **Offered at ElevatED** (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **Offered at ElevatED** (1.5) Hours	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners. Teachers of Prep and Prep+ ELA and Math	Asst. Superintendent Academic Consultants

	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	Quality of School Climate and Safety	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 8th-9th, 2026 (up to 8) hours	Reading & Math Achievement	**Read to Succeed Conference** June 8th - half day in the afternoon June 9th - full day Kentucky Read to Succeed Conference 2026 Schedule at a glance	KDE
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours	Quality of School Climate and Safety	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	SCM Trainers **Twenhofel Multipurpose Room**
	June 15 & 16, 2026 (6-12) Hours	Quality of School Climate and Safety	**Behavior Institute - Louisville (Galt House)**	
	K&1: 8:30-11:30 July 28, 2026 2&3: 12:30-3:30 July 28, 2026 4&5: 8:30-11:30 July 29, 2026	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:**	Academic Consultants CO

			• *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate, refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	Academic Consultants CO
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and	Academic Consultants CO

			resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA. Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, EL Achievement, Quality of School Climate and Safety	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026	Reading & Math, Achievement,	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its	Academic Consultants

	August 5, 2026 (2) Hours	Separate Academic Indicator,	potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	
	ElevatEd - August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED - August 3, 2026 8:30 - 9:30 (1) Hour	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, EL Achievement, Quality of School Climate and Safety	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School
	Elevated - August 3, 2026 (3) Hours	Separate Academic Indicator	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	Elevated - August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations.	Academic Consultants Scott High School

			Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	
	Elevated - August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	Offered at ElevatED August 3, 2026 1:00-1:50pm OR September 10, 2026 4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour	Quality of School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	Offered at ElevatED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. New KCSD teachers	Academic Consultants

	Offered at ElevatED August 4, 2026 (2) Hours	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	Offered at ElevatED in person (3) hours August 4, 2026 12:00-2:50 OR September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual** (3) Hours	Quality of School Climate and Safety	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual
	Offered at ElevatED August 4, 2026 1 session 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	Offered at ElevatED August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place*	Academic Consultants Scott High School

			immediately after for grades 4-11. K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	
	Offered at ElevatED August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, EL Achievement, Quality of School Climate and Safety	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	Offered at ElevatED August 5, 2026 1:00-2:25 pm **1 session -recorded for future use** (1.5) Hour	Quality of School Climate and Safety	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff
	August 5, 2026 (1)Hour	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs
	August 5, 2026 (3) Hours	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	Offered at ElevatED 2026	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP	District SPED Team

	12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours		documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	Scott High School
	Offered at ElevatED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	Quality of School Climate & Safety	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	Quality of School Climate and Safety	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual
	August 5, 2026 (1) Hour	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. New KCSD teachers	Academic Consultants or ITCs
	August 6th 2026 1:00-4:00pm Initial (3) hours or Refresher (1) hour	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**Brigance (Initial or Refresher)** Brigance assessment training Teachers and Instructional Assistants	School BAC

PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, EL Achievement, Quality of School Climate and Safety	**New Teacher Orientation** All New teachers to the district	CO
	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. New KCSD teachers	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom	EL Coordinator/ District Office

	4:15-6:15 2 hours each session		performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	
	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	Quality of School Climate and Safety	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm OR January 26, 2027 4:00-5:00 pm 1 Hour	Quality of School Climate and Safety	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 OR November 10, 2026 4:00-5:00	Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. New KCSD teachers	Academic Consultants

	(1) Hour			
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading & Math Achievement Achievement Gap	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team
	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	Academic Consultants
	September 16th 2026 4:00-6:00	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement	District SPED Team Individual

	2 school PD hours		effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	schools
PD Day #4 - March 12, 2027 (6) Hours	Nov. 19, 2026 & March 18, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and lesson internalization.	Academic Consultants
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	TBD	Quality of School Climate and Safety	**CPR Training** Blended - online plus in-person demonstration	District Nurse or representative
	August 13, 2026 (3) hours - mix online and demo	Quality of School Climate and Safety	**School-level Medication Training**	School Nurse
	August 11, 2026 (3) Hours - each session (AM/PM)	Separate Academic Indicator	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization.* Collaborate with colleagues of the same grade level and content area **Required for all K-5 content area teachers and optional for Special Ed collaborating teachers**	Elementary School Admin and selected teacher presenters
	August 11, 2026 (3) Hours	Achievement Gap	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share strategies, and strengthen support for	Elementary School Admin and selected teacher presenters

			students across the district with a focus on specific skill deficits in reading and math.	
	Dates TBD by Cohorts 6-18 hrs depending on plan	Reading & Math Achievement Achievement Gap	**Numeracy Counts Academy** or **LETRS** for professional development hours	KDE
	Various Dates (1-18 hrs)	Quality of School Climate and Safety	**Enrichment Professional Development** (Art, PE, Music, Library/STEAM) Content Specific	N/A
	Various dates - online	Reading & Math Achievement Achievement Gaps Quality of School Climate and Safety	**NKCES** - Instructional Assistants or Certified Staff (hours vary)	NKCES online trainings
	August 12, 2026 (6) hours	State Assessment Proficiency, Achievement Gaps	**TME Curriculum Planning Day** - All Teachers (Classroom, Special Ed, Enrichment, Instructional Assistants)	TME Admin, Common and Formative Assessments, Timelines, TME Balanced Assessment Calander, Performance Matters
	July 29, 2026 9:00-4:00pm (6) hours	Reading & Math Achievement, Achievement Gaps	**Implementing the Revised Kentucky Academic Standards (KAS) for Reading and Writing** Teachers and Teacher Leaders	NKCES and KDE Leigh Turner and Tina Whithorn
	TBD (1-3) hrs	Reading & Math Achievement, Achievement Gaps	**Smekens Reading and Writing strategies professional development** All Teachers	Smekens
	TBD (3-6) hrs	Reading & Math Achievement, Achievement Gaps	**Book Studies** Administrator-led book studies on various topics to support staff understanding and implementation of strategies	School Administrators

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*
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps, Quality of School Climate and Safety	**IOU (Information for Ownership and Understanding)** professional learning at monthly faculty meetings and **TME Pillar Task Groups** bi-monthly as a part of faculty meetings where staff is organized by content areas and pillars. During these meetings, embedded professional learning occurs on topics such as: CSIP Strategy Implementations, data analysis (District Common Assessment, Common Formative Assessment, Universal Screeners, Diagnostics), instructional strategies around the Cycle of Quality Instruction, Reading/Thinking Strategies and Vocabulary routines	School Administrators, District Curriculum Consultant, KCSD Professional Landing Page Literacy Leads, Interventionists
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps	**PLCs** – Teachers meet in grade level PLCs two times a week, with the first meeting being a planning meeting and the second meeting being a data PLC. During planning PLCs, teachers collaborate on lesson planning and curriculum work, analyzing student work, sharing instructional strategies aligned with Cycle of Quality Instruction, collaborative work aligning with school mission topics, formative assessment creation and refinement. During planning PLCs, we use our ITC for technology support around Learning Management System, including MTSS data system and use of AI/Magic School. Our Literacy Leads also work on reading and writing strategies, writing calibration and student work analysis. MTSS PLCs are held every 8 weeks and include interventionists, special education teachers, and grade level teacher, plus the MTSS leadership team. During these PLCs, MTSS instructional support for students, data analysis and Progress Checks are completed. Data PLCs on Thursdays are used for analysis of data on various assessments (District Common Assessments, Common Formative Assessments, Universal Screeners, Diagnostics). Schedule of specific data to be discussed to be created in conjunction with August 12th, 2026, curriculum development professional development day.	School Administrators, District Curriculum Consultant, school level Instructional Technology Coach, Literacy Leads

	Teacher Voice - weekly team leader meeting with representatives of each grade level team plus special education and enrichment team with school administrators to make decisions, receive training and tasks for them to lead with their teams.	
Quality of School Climate and Safety	**During Equivalency Days, PLCs, IOUs (faculty meetings), and Task Group meetings** Staff members receive embedded professional development on PBIS, Social Emotional Learning, Mental Health and School Safety topics like Restorative Practices	School Administrators, District Curriculum Consultant, KCSD Professional Landing Page, Restorative Practices Lead
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps	**During Equivalency Days, PLCs, IOUs (faculty meetings)** Staff members receive Read to Achieve required professional development in the area of literacy (reading/writing/phonics)	Outside Consultant/internal resource
Reading and Math Proficiency, Separate Academic Indicators, Achievement Gaps, Quality of School Climate and Safety	**Weekly Staff Newsletters** All staff members receive school newsletter weekly that includes embedded professional development through whole school data analysis, updates on school progress on instructional walks, research and best practices sharing on topics from administrators, Instructional Technology Coach, and Literacy Leads	School Administrators, Instructional Technology Coach, Literacy Leads

D. IMPLEMENTATION AND IMPACT

For the 2026–2027 school year, the school will strengthen systems for monitoring both participation in and the impact of professional learning. School and district data will be used to evaluate whether professional learning is resulting in improved instructional practices and increased student achievement. A key focus will be strengthening the connection between teacher practice, student performance, and targeted supports to ensure coaching, feedback, and professional learning are proactive, relevant, and aligned to identified needs.

These next steps were developed collaboratively with input from administration, teachers, and SBDM members. While the team celebrates current progress, continued emphasis will be placed on high-quality instruction in math, reading, and writing as priorities within the professional development plan.

All certified staff will develop an individual professional development plan by June 1, 2026, in collaboration with a school administrator. These plans will serve as a living document and will be revisited consistently throughout the year during growth plan meetings. Administrators and teachers will engage in ongoing dialogue to monitor progress, reflect on the impact of professional learning on instructional practices, and make necessary adjustments to ensure alignment with student needs and school goals. This continuous feedback loop will ensure that professional learning remains relevant, personalized, and directly connected to improved student outcomes.

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, 2026 which will be reviewed with a school administrator prior to carrying out their plan. Data will be continuously monitored through recursive PLC processes, staff surveys, and reflective practices to evaluate the effectiveness of professional learning and guide adjustments. Monthly updates will be shared with SBDM.

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**	*20%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*15%*
Registrations	**0338**	*15%*
General Supplies/Professional Books	**0610**	*40%*
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:

Staff Impact Survey - November 2025
Teacher Professional Needs Google Survey March 2026
Teacher Voice March 18, 2026
SBDM Regular Meeting - April 16, 2026

White's Tower Elementary
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

School Priorities and Professional Development Focus

For the 2025-26 school year, White's Tower Elementary has identified two primary priorities for professional development: increasing proficiency in Reading and Math for all students, with a particular focus on students with disabilities (SWD), whose proficiency rates have declined to 18% in Reading and 20% in Math. As teachers departmentalize in grades 1-5, the need for content-specific professional development is critical, with only 52% of staff currently finding PD highly relevant to their specific content area.

To address these priorities, teachers have expressed a need for continued K-5 literacy support using **Amplify CKLA**, with an emphasis on student engagement; ongoing training in **Amplify Desmos Math**; and renewed focus on Science and Social Studies to reverse recent performance declines. In addition, staff requires further training on Tier 2 reading and math interventions, effective use of **Performance Matters** to monitor MTSS data with fidelity, and implementation of the new Tier 1 SEB curriculum, **Character Strong**, to strengthen social-emotional learning. Targeted behavioral support is a critical need, as only 22% of staff responded favorably regarding how often student misconduct disrupts the learning environment.

Teachers will continue job-embedded professional learning focused on the **Cycle of Quality Instruction**, emphasizing engaging tasks, eliciting responses from all students, and using formative assessment data to adjust instruction in real-time. These professional development efforts will provide structured opportunities for collaboration around pacing, instructional resources, practices, and assessments, ultimately supporting growth for all students.

Data-Driven Decision Making

Data is consistently reviewed and analyzed through a continuous cycle at White's Tower Elementary. Grade-level teachers and administrators examine triangulated data weekly in **Professional Learning Communities (PLCs)** using the **Performance Matters** system and school data dashboards. Data sources include KSA, MAP Growth, MAP Fluency, common

formative assessments, kindergarten readiness (Brigance), summative assessments, intervention progress, software data, and district common assessments.

Quality School Climate Survey results from the 2024 KSA spring assessment indicate that 90% of students believe the school is caring, 90% feel adults care about them, and 94% believe adults work hard to keep students safe. Insights from the 2025-26 **Impact KY Survey** show that 63% of staff feel a strong sense of belonging, 87% feel the school environment is safe, and 78% observe students being enthusiastic about school. However, only 22% of staff responded favorably regarding student misconduct, highlighting a continued need for behavioral support.

Academic Performance

Current academic data shows proficiency rates on the Kentucky Summative Assessment (KSA) as follows: Math 62%, Reading 54%, Science 38%, Social Studies 47%, and Combined Writing 46%. Students with disabilities demonstrate a critical need for support, with proficiency rates of 20% in Math, 18% in Reading, 23% in Science, 8% in Social Studies, and 8% in Combined Writing. Fall 2023 Brigance data indicated 57% of kindergarten students were ready for Kindergarten, with 43% ready with interventions. MAP Growth fall 2024 results show that while Math scores met district averages in grades 3-5, Reading scores in grades 4 and 5 fell below district averages. Additionally, ACCESS spring 2025 data revealed that 67% of EL students made growth.

Next Steps for 2026-27

Professional development priorities for the upcoming year will continue to emphasize improving Reading and Math proficiency for all students, especially SWD. Administrators and teachers will use PLCs and job-embedded PD to focus on content-specific best practices, standard deconstruction, and refining standards-aligned assessments in Math and Reading. Teachers will also leverage **KCSD question banks** across all core content areas to strengthen Tier I instruction, aiming to reduce the number of students requiring tiered interventions.

Structured time for analyzing student data will remain critical to inform instructional decisions and ensure individual growth. While 93% of staff report frequently using assessment data to guide instruction, only 37% find current professional development highly valuable. The ongoing effort to link data analysis, instructional practice, and targeted PD will support all students in achieving academic growth, improving transition readiness, and strengthening school-wide outcomes.

Important Links for Additional Training/Professional Learning

NKCES Online Learning Modules
ElevatED session board
Kentucky Read to Succeed Conference 2026

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 18, 2026 (6) Hours	June 2, 2026 3rd-5th: 8:30-11:30 June 2, 2026 K-2nd: 12:30-3:30 pm (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit K-5* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse K-5 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11* 3-5 Social Studies Teachers K-2 Social Studies Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room B Scott High School
	June 2, 2026 K-2nd: 8:30-11:30 June 2, 2026 3rd-5th: 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Separate Academic Indicator	**Sensemaking & the Cycle in Elementary Science** Teachers will examine science-specific instructional practices aligned to the Cycle of Quality Instruction that promote student sense-making and scientific reasoning. **Related ElevatED Sessions:** • *Sensemaking in the Science Classroom* • *Talk Like a Scientist* K-2 Science Teachers 3-5 Science Teachers **(one rep per grade per school)** **REQUIRED**	Academic Consultants Central Office Board Room A
	June 3, 2026 8:30-10:00 4th-10th gr **ELA** Or August 3, 2026 12:00 - 1:30 **ELEVATED**	Reading & Math Achievement	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners.	Asst. Superintendent ; Academic Consultants

	- (1.5) Hours June 3, 2026 10:30-12:00 4th-10th GR. **Math** Or August 3, 2026- 1:30 - 3:00 **ELEVATED** (1.5) Hours		**Teachers of Prep and Prep+ ELA and Math**	
	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30 (12) Hours	School Quality & Climate	**SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. SCM Core teams ***Required if new to SCM Core Team***	SCM Trainers **Twenhofel Multipurpose Room**
	June 9, 2026 6 hours	Reading & Math Achievement	**KY Read to Succeed Conference** Attendees will learn from KDE Office of Teaching and Learning consultants and partners about: • Evidence-based instructional shifts for literacy; • The benefits of structured literacy; • Why high-quality instructional resources matter; and • Available resources for implementing the Read to Succeed Act.	KDE Kentucky Read to Succeed Conference 2026
	June 9th, 10th, 11th, 16th, 17th,	School Quality & Climate	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour	SCM Trainers **Twenhofel Multipurpose**

	18th July 14th, 23rd, 27th, 30th 8:30-3:30 (6) Hours		training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. SCM Core teams ***Required***	**Room**
	July 28, 2026 K&1: 8:30-11:30 (3) Hours July 28, 2026 2&3: 12:30-3:30 (3) Hours July 29, 2026 4&5: 8:30-11:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap	**Advancing Elementary Math Instruction through the strands of the Math Rope** Elementary math teachers from across the district will come together to reflect on trends identified after year one of implementing our new High Quality Instructional Resource. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will collaborate, deepen instructional practices, and apply their learning to strengthen year two of implementation. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math K-5* • *Teaching for Fluency within Amplify Desmos Math K-5* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices* K-5 Math teachers	Academic Consultants CO
	July 29, 2026 12:30-3:30 (3) Hours August (*Related ElevatED Sessions*)	Reading & Math Achievement Achievement Gap Separate Academic Indicator	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** Elementary reading teachers from across the district will come together to reflect on trends identified as a result of completing year three of implementing our High Quality Instructional Resource. Participants will receive training over the K-5 Writing Expectations, examining alignment across grade levels, unpacking the revised Reading and Writing KAS, and instructional implications within our literacy framework. Grounded in research aligned to effective literacy practices, teachers will collaborate,	Academic Consultants CO

			refine instructional approaches, and apply their learning to strengthen and sustain high quality implementation moving forward. **Related ElevatED Sessions:** • *Understanding and Implementing the K–5 Writing Expectations* • *Science of Reading for Beginners* • *Active Listening & Collaborative Talk — classroom structures that deepen discourse* • *Grammar in Context, Not in Isolation: Making Grammar Relevant and Memorable* **K-5 (one rep per grade per school)**	
	July 30, 2026 8:30-11:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire Amplify Desmos Math Launch K-5** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	Academic Consultants CO
	July 30, 2026 12:30-3:30 (3) Hours	Reading & Math Achievement Achievement Gap	**New Hire CKLA Launch** Explain the KCSD Literacy Shifts. Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum. Prepare to plan and implement instruction using CKLA.Locate all supporting implementation materials **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	Academic Consultants CO
	August 11 8:30-3:30 or August 12 1-6 HRS	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	**WTE Supporting students and teachers in reading and math classroom - IA's** Classified Instructional Assistants	NA

	July 30, 2026 8:30-3:00 (6) Hours	Separate Academic Indicator	**PLTW Launch Teacher Updates** Training for new PLTW curriculum and implementation practices that include use for updated equipment recommendations, curriculum adaptations, and overall changes for the upcoming school year. Elementary PLTW Teachers	PLTW Lead Teachers
PD Day # 2 - November 25, 2026 6 hours	July 27 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**White's Tower CIA** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 - K grade teachers **required** 10:30 - 1st grade teachers **required** 12:30 - 2nd grade teachers **required**	Principal, Assistant
	July 28, 2026 8:30 - 11:30 10:30 - 1:30 12:30 - 3:30	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English	**White's Tower CIA** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session,	Principal, Assistant

		Learner Progress	teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 -Intervention teachers **required** 10:30 - Preschool teachers **required** 12:30 - Special Area teachers **required**	
	July 30, 2026 1:00 - 3:00	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**White's Tower CIA** This professional learning session is designed to strengthen coherence across our school's instructional systems by aligning curriculum, instruction, and assessment practices with our overall school improvement priorities. During this session, teams will engage in a clear overview of grade-level schedules, with a specific focus on intentionally planned, teacher-led WIN to support all learners within our MTSS framework. Staff will deepen their understanding of the school's MTSS plan and action plan, ensuring that daily instruction and targeted supports are aligned to identified student needs. Additionally, the session will clarify expectations for high-quality lesson planning, emphasizing alignment to standards, purposeful instructional strategies, and the integration of balanced assessment practices. This session aims to build collective efficacy, ensuring all staff have the	Principal, Assistant

			tools, clarity, and structures needed to deliver responsive, data-driven instruction for every student. 3 hours 8:30 - 3rd grade teachers **required** 10:30 - 4th grade teachers **required** 12:30 - 5th grade teachers **required**	
	August 3,4,5 8:30-3:30 (6) Hours	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Team KentonElevatED:** sessions (linked here)-(Individual training to be pursued and scheduled individually by each teacher based on priorities identified in the individual professional growth plan) **All certified and classified staff**	KCSD Staff Team Kenton Elevated Sessions **(linked here)**
	ELEVATED -August 3, 2026 August 4, 2026 August 5, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** This session equips teachers with foundational knowledge about generative AI, exploring what it is, how it works, and its potential applications in educational settings. Participants will develop AI literacy skills—understanding both the capabilities and limitations of these tools—while examining the ethical considerations and responsibilities that come with integrating AI into classroom instruction in our district. All teachers, IAs	Academic Consultants
	ELEVATED August 3-5, 2026 (1) Hour	Achievement Gap	**Students With IEPs on My Roster, Now What?** A practical guide for Gen Ed Teachers to understand the basics of special education in Kentucky, clarify the role of general education teachers, learn practical strategies to support students with IEPs, explore collaboration and communication tips, and review accommodations, modifications, and supplementary aids and services. K-12 New and Experienced General Education Teachers	District SPED Team
	ELEVATED	All Goals: Reading & Math	**Dr. Webb's Keynote** Kickoff for the new school year	Scott High School

	August 3, 2026 8:30 - 9:30 (1) Hour	Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS		
	ELEVATED August 3, 2026 (3) Hours	Separate Academic Indicator Achievement Gap	**Internalization session for Special Area teachers -** Special Area teachers across the district will come together for targeted focus around the implementation of the Preschool HQIR. Unit and lesson internalization will be embedded in the session Special Area Teachers	Preschool Team
	ELEVATED August 3, 2026 1 hour	Separate Academic Indicator	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** This session focuses on appropriate tasks and addresses the ongoing need for a deeper understanding of the Kentucky Academic Standards to the depth required for achieving student performance expectations. Participants will explore the three dimensions of the standards, examine learning progressions, and analyze how the components of each standard work together to support students' mastery of performance expectations throughout grade bands. K-12 science teachers *Required for all **NEW** science teachers	Academic Consultants Scott High School
	ELEVATED August 3, 2026 (1) Hour	Separate Academic Indicator	**KCSD Atlas of Phenomena** In this professional learning session, teachers will examine how locally relevant phenomena and identifying authentic design problems can engage students more deeply. Science teachers will collaborate to develop a shared local phenomena bank that can be leveraged across grade levels. K-12 Science Teachers	Academic Consultants Scott High School
	ELEVATED August 3, 2026 1:00-1:50pm OR September 10, 2026	Quality School Climate and Safety	**Behavior & SEL Best Practices** Learn behavioral support strategies for students in the classroom, as well as best practices to support student social emotional needs. Topics include PBIS expectations, social story development, creation of visuals for	SEB Department CO Board Room

	4:00-5:00 pm OR January 14, 2027 4:00-5:00 pm (1) Hour		students, and expectations & routines to support student SEL needs. Counselors, Teachers, Instructional Assistants	
	ELEVATED August 3rd, 2026 (2) Hours	Achievement Gap	**IA SPED Bootcamp** Participants will be provided with hour long session topics including Communication, supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.	District SPED Team
	ELEVATED August 4, 2026 OR 4:00-5:00 September 10, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 1: Introduction to MagicSchool** This is a repeat of the training provided to all staff in September 2025. This session will introduce participants to the MagicSchool platform. We will also focus on the Teacher Tools available and how to use them. **New KCSD teachers**	Academic Consultants
	ELEVATED August 4, 2026 (2) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**Utilizing Element 3 to Enhance Student Learning** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully. K-12 Teachers	Academic Consultants
	ELEVATED (3HRS) August 4, 2026 12:00-2:50pm OR September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual**	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Behavior Series** This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. **Must Attend all 3 sessions as the content builds upon each session** All Teachers, Instructional Assistants, Counselors	Department Virtual

	3 Hours			
	ELEVATED August 4, 1 session 2026 8-8:50 am (1) Hour	Quality of School Climate and Safety	**Overview of SEB Interventions** Learn about the SEB interventions used in the district and how to support students to generalize the skills. Counselors, Teachers, Instructional Assistants	SEB Department
	ELEVATED August 4, 2026 - AM session K-12 (3) hours August 4, 2026 - PM follow-up session Grades 4-11 (3) Hours	Separate Academic Indicator	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** A deep dive into the purpose and execution of the Kentucky Academic Standards inquiry strands for social studies. Teachers will be given tangible ways to build a student-driven AND source-driven inquiry social studies classroom through exploration of compelling and supporting questions and intentional primary sources to guide planning and instruction for district-level curricular coherence. • *Follow-up sessions on developing Compelling and Supporting Questions will take place immediately after for grades 4-11.* K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	Academic Consultants Scott High School
	ELEVATED August 4, 2026 1:00 - 2:00 OR September 14, 2026 4:00 - 5:00 1 hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**KC-NET Mentor Teacher Training** Required annual training for all teacher mentors supporting a KC-NET teacher. Provides overview of KC-NET program including syllabus, mentoring tools and resources. Provides calibration training to the Cycle of Quality of Instruction, necessary for consistent observations of mentees. KC-NET Mentor Teachers	Asst. Superintendent Scott High School
	ELEVATED August 5, 2026 1:00-2:25 pm **1 session -recorded for future use**	School Quality & Climate	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** Learn proactive discipline and foundational classroom strategies to help promote positive student behaviors in the classroom as well as intervening strategies during behavior escalation. Teachers, Instructional Assistants	District Staff

	(1.5) Hour			
	ELEVATED August 5, 2026 (1)Hour	All Goals: Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**Introduction to Performance Matters** Learn how to navigate and use Performance Matters. Learn about the various reports and how they can support your assessment, planning, and instructional practices. New KCSD teachers	Academic Consultants or ITCs
	ELEVATED August 5, 2026 (3) Hours	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing. All teachers	Academic Consultants Scott High School
	ELEVATED August 5th 2026 12:00-4:00 OR August 6th 2026 8:30-12:30 (4) hours	Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	District SPED Team Scott High School
	ELEVATED August 5, 2026 8:00-8:50am OR October 29, 2026 4:00-5:00 pm (1) Hour	School Quality & Climate	**Practical Application of Restorative Practices in the Classroom** Learn strategies to build positive relationships, repair harm by focusing on open communication, empathy, and accountability to create a supportive learning environment where students feel responsible for their actions and the impact on others. Elementary & Secondary Teachers	SEB Department CO Board Room

	ELEVATED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual** 1 Hour	School Quality & Climate	**Self Regulation in the Elementary Classroom** Learn self regulation strategies to support elementary students in the classroom Elementary Counselors, Teachers, Instructional Assistants	SEB Department Virtual
	ELEVATED August 5, 2026 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator	**Introduction to Schoology** Learn how to use Schoology to support your courses. See how to set up courses, add materials, and create assignments for students to access digitally. **New KCSD teachers**	Academic Consultants or ITCs
PD Day #3 - February 15, 2027 (6) Hours	Aug. 10th 2026 (3) Hours District Training (3) Hours School Training	All Goals: Reading & Math, Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress, QSCS	**New Teacher Orientation** **All New teachers to the district**	CO/WTE
	Aug 17 8:30-3:30 **3 HRS**	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	**WTE Parent Engagement for IAs** Classified Instructional Assistants Only	NA

	September 15, 2026 4:00-5:00 OR October 6, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 2: Customizing Tools and Chatbots** This is a repeat of the training provided to all staff in October 2025. Learn how to customize tools and student chatbots. Teachers will learn how to use student tools in their instruction. **New KCSD teachers**	Academic Consultants
	September 17, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Preschool Data Collection for Instructional Decision-Making** Preschool teachers and instructional assistants will engage in a collaborative learning session focused on building skills and confidence in using AIMS-aligned data collection tools. Participants will learn practical strategies for accurately gathering and documenting student data, analyzing results, and applying findings to inform flexible grouping and adjust classroom instruction. Emphasis will be placed on ensuring data practices directly support responsive teaching and improved learning outcomes for all students. Preschool Teachers and Instructional Assistants	Preschool Team
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15 2 hours each session	English Learner Progress	**English Learner Support for All Teachers: Elementary** These sessions will support content area teachers in strengthening their use of the EL Scaffolding Toolkit to better support English Learners. Participants will engage in data analysis, triangulating data from classroom performance, common assessments, and using ACCESS scores in regular instruction to guide planning. Teachers will focus on best practices for aligning scaffolds to ELP levels, ensuring transfer to learning, and strategically identifying bubble students and supporting exited ELs. The goal is to accelerate achievement while closing gaps with grade level standards. All teachers, instructional assistants	EL Coordinator/ District Office

	Sept. 22, Nov. 17, Jan. 19, March 23 (4:00-5:00) (4) Hours total - 1 hour each session	Reading & Math Achievement Achievement Gap	**Technology in the Modern Classroom:** Safe and responsible use of AI tools to enhance learning.	Academic Consultants
	September 22, 2026 4:00-6:00 pm 2 Hours	School Quality & Climate	**Using a Calming Corner in the Classroom** Learn the what, why, and how of using a calming corner in your classroom. As part of this session, you will receive startup materials for a calming corner. All Teachers	SEB Department CO Board Room
	October 6, 2026 4:00-5:00pm **OR** January 26, 2027 4:00-5:00 pm 1 Hour	School Quality & Climate	**Calming Strategies for Students** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom. Counselors, Teachers, Instructional Assistants	SEB Department CO Board Room
	October 13, 2026 4:00-5:00 **OR** November 10, 2026 4:00-5:00 (1) Hour	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** This is a repeat of the training provided to all staff in November 2025. Learn how to utilize the Teacher Dashboard when using student tools. See how learning goals and insights can support and drive future instruction. **New KCSD teachers**	Academic Consultants
	Oct 13, 2026 4-6:00 pm (2) Hours	Reading and Math Achievement	**Frog Street Academic/Cognitive/Language/ Physical Development Boost** In one integrated follow-up session, teachers will extend internalization of the HQIR and deepen their classroom practice focused on Academic/Cognitive strategies, Language & Literacy routines, and Physical Development supports. Preschool Teachers and Instructional Assistants	Preschool Team

	Oct. 21, 2026 & Feb. 10, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary ELA:** Focused sessions on responsive instructional moves based on Literacy Learning Walks. 1 **(One rep per grade level)**	Academic Consultants
	October 28, 2026 2 HRS	Reading & Math Achievement Achievement Gap	**WTE Literacy Though Stories:** Supporting Importance of Reading at Home **Instructional Assistants Only**	WTE Admin Collaborative Teachers
	Nov 19, 2026 4-6:00 pm and March 4, 2027 4-6:00 pm (4) Hours	Reading & Math Achievement Achievement Gap	**Preschool Frog Street Strategy Session** Teachers will analyze AIM data, with a focus on Kindergarten Readiness Indicators and current screening results, to guide instructional decisions. Using unit and lesson internalization outcomes alongside formative assessment data, educators will develop plans for strong Tier 1 instruction as well as targeted, needs-based support. The session will also emphasize identifying students who may require Tier 2 or Tier 3 interventions, ensuring these students receive differentiation tailored to their specific needs, and strengthening instructional connections to support their progress. Preschool Teachers and Instructional Assistants	
	Sept 2, 2026 4:00-6:00	Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations. LBD / MSD Teachers and Admin	District SPED Team WTE
	Nov. 19, 2026 & March 18, 2027	Reading & Math Achievement	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 4-5) Using data to inform unit and	Academic Consultants

PD Day #4 - March 12, 2027 (6) Hours	(4:15-5:45) (1.5) Hours	Achievement Gap	lesson internalization.	
	Dec. 3, 2026 & March 4, 2027 (4:15-5:45) (I.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math (Grades K-1):** Using data to inform unit and lesson internalization.	Academic Consultants
	Nov. 12, 2026 & March 2, 2027 (4:15-5:45) (1.5) Hours	Reading & Math Achievement Achievement Gap	**Leveraging Trend Data to Strengthen Elementary Math:** (Grades 2-3) Using data to inform unit and lesson internalization.	Academic Consultants
	July 23, 2026 or August 11, 2026 4.5	School Quality & Climate	**CPR Training :** Hybrid Training	District Nurse
	August 12, 2026 6 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Instructional Practices Alignment and Common Formative Assessments** Teachers in Grades K-5 will collaborate in grade level teams to align **math, reading, science, SS** and **writing** instructional practices, vertically align, thinking strategies and develop arts integration ideas, and develop CFAs and calendar. This will be held at WTE led by administrators and teacher leads. *K-5 Teachers, Special Education Teachers and Interventionists - **Required***	Grade Level Colleagues, Administration, KAS, Timelines, High Quality Instructional Resources
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Write to Learn** *Embedding Purposeful Writing Through Lesson Internalization*	Elementary School Admin and selected teacher presenters
	August 11, 2026 3 Hours	Reading & Math Achievement	**KCSD Elementary Interventionist Collective** This session gives KCSD elementary interventionists time to collaborate, share	Elementary School Admin and selected

		Achievement Gap	strategies, and strengthen support for students across the district with a focus on specific skill deficits in reading and math.	teacher presenters
	May 29 8:30 - 3:00 **6 HRS**	Reading & Math Achievement, Achievement Gap, Separate Academic Indicator, English Learner Progress School and Quality Climate	**Elementary Special Area Teacher PD** Art Teacher, Music Teacher, PE Teacher, Library/Media Specialist (Required)	NA
	August 11, 2026 3 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**BrigananceTraining** New Kindergarten Teachers, New Kindergarten IAS, New Preschool Teachers, New Preschool IAs and New Interventionists	School Admin
	August 11, 2026 1 Hours	Reading & Math Achievement, Achievement Gap, English Learner Progress	**Brigance Refresher** Returning Kindergarten Teachers, Returning Kindergarten IAS, Returning Preschool Teachers, Returning Preschool IAs and Returning Interventionists	School Admin

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: **Cycle of Quality Instruction:** Ongoing learning and curriculum design around the Cycle Quality of Instruction and high quality instructional	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate;

	strategies to enhance Tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction. Continue with 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.	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: **Weekly PLC/Data Analysis:** 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. This time (**along with monthly staff meetings, teacher lead meetings and monthly PLCS**) will also be utilized to: - Regularly equip and provide ongoing professional learning to staff. The Professional Learning Landing Page will be utilized as needed. Learning from district leadership meetings, ITC meetings, Literacy Leader Meetings, Lead Special Education Teacher meetings will also be shared during this time to train staff. - Conduct grade level writing reviews to calibrate, share, and analyze strengths, areas to strengthen and next steps to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas and for a variety of purposes is supported through this work. - 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. - Closing the gap for students with disabilities	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

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through a continuous, systematic review of multiple data sources, including weekly and common assessments, KSA, MAP, Brigance, special education IEP progress data, and Tier II and Tier III intervention data. Qualitative data from observed classroom instructional walks will also inform this review. Teacher feedback and input from professional development reflections, PLC work, teacher leader meetings, and individual professional growth plans will be consistently used to reflect on implementation and progress. Additionally, the SBDM Council will review student achievement data monthly to monitor overall progress and provide recommendations for improvement. Adjustments to job-embedded professional learning will be made based on student performance data and trends observed during instructional walks. This ongoing review and collaboration with all stakeholders will allow staff development to be customized to meet the specific needs of teachers, ultimately enhancing classroom instruction and student outcomes.

For the 2026–2027 school year, White's Tower Elementary will strengthen systems for monitoring both participation in and the impact of professional learning. School and district data will be used to evaluate whether professional learning results in improved instructional practices and increased student achievement. A key focus will be on strengthening the connection between teacher practice, student performance, and targeted supports, ensuring that coaching, feedback, and professional learning are proactive, relevant, and aligned to identified needs.

These next steps were developed collaboratively with input from administration, teachers, and SBDM members. While the team celebrates current progress, continued emphasis will be placed on high-quality instruction in Math, Reading, and Writing as priorities within the professional development plan. All certified staff will develop an individual professional development plan by June 1, 2026, in collaboration with a school administrator. These plans will serve as living documents, revisited throughout the year during growth plan meetings. Administrators and teachers will engage in ongoing dialogue to monitor progress, reflect on the impact of professional learning on instructional practices, and make necessary adjustments to ensure alignment with student needs and school goals. This continuous feedback loop will ensure that professional learning remains relevant, personalized, and directly connected to improving student outcomes.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*50%*
Certified Extra Service	0113	
Educational Consultant	0322	*20%*
Registrations	0338	*10%*
General Supplies/Professional Books	0610	*20%*
Food	0616	
Travel In District	0581	
Travel Out of District	0580	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Impact Survey - November 2025
Staff Input Survey- March 11, 2026
SBDM Regular Meeting - March 17, 2026
WTE CBAS Pillar Meetings-December 1, 2025, March 1, 2026

Summit View Academy
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Throughout the 2026-2027 school year, Summit View Academy will use our MTSS framework and school action plan to systematically review and revise schoolwide goals based on multiple data sources: MTSS, MAP, common formative and summative assessments, reading diagnostic data, and learning walk observations.

When collectively looking at the multiple different data sets (Reading Diagnostic, MAP, KSA, CF's and CA's) SVA shows the need for improvement in the areas of reading and math. To address these areas of growth a PD plan has been developed to specifically support the areas of need. The defined areas of need will be addressed through lesson plan internalization, data analysis, and support for teachers with the Cycle of Quality instruction. To support closing the Gap with our students with IEP's, training will be provided in the implementation of effective resource lesson planning along with training on addressing learning Gaps/Standards for students with disabilities.

Our overall reading and math Common Assessment data is as follows:
- ***KG Reading Overall PD: 91% P/D (SPED 77%)***
- ***1st Grade Reading Overall PD: 74% P/D (SPED 53.5%)***
- ***2nd Grade Reading Overall PD: 84.67% (SPED 78.33%)***
- ***3rd Grade Reading Overall PD: 49% P/D (SPED 3%)***
- ***4th Grade Reading Overall PD: 57.5% P/D (SPED 24%)***
- ***5th Grade Reading Overall PD: 60.5% P/D (SPED 9%)***
- ***6th Grade Reading Overall PD: 54% P/D (SPED 18.5%)***
- ***6th Grade Math Overall PD: 56.50% P/D (SPED 27%)***
- ***7th Grade Reading Overall PD: 41% P/D (SPED 16%)***
- ***7th Grade Math Overall PD: 57% P/D (SPED 27.83%)***
- ***8th Grade Reading Overall PD: 53% P/D (SPED 7.67%)***
- ***8th Grade Math Overall PD: 42.83% P/D (SPED 25.67%)***

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

- ***Overall Reading PD: 61%***
- ***Overall Math PD: 64%***

The SVA leadership team will continue targeted professional learning in planning and assessment to ensure standards mastery across all grade levels and student groups, strengthen our systems for collecting and analyzing formative data on all students, and implement high-quality instruction through professional learning communities with fidelity. Professional development will occur through job-embedded opportunities and scheduled/flexible PD sessions during PLCs and staff meetings, informed by input from administration, teachers, SBDM members, and academic consultants. Feedback from instructional walks will guide our support of teacher growth and professional development needs.

Behavior Data Collected throughout the 2025-26 School year also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports. There has been a massive increase in referrals for economically disadvantaged students. Last year (24-25) there were only 171 referrals for economically disadvantaged students. This year (25-26) there are 902. In addition, there has been a massive increase in overall referrals from 840 to 1,396 from 24-25 to 25-26.

- ***Total Behavior Referrals: 1,396***
- ***Total Number of Suspensions: 452***
- ***Total Number of Out of School Suspensions: 134***
- ***Total Number of In School Suspensions: 318***
- ***Total Number of Discipline Referrals FRAM: 902 (65% of total)***
- ***Total Number of Discipline Referrals Special Ed.: 471 (34% of total)***

The Needs assessment process for identifying professional development, as well as analysis of the data above shows that we need to further address our students' overall reading and math growth, with a continued focus on reading and math needs based instruction/interventions for those scoring in Novice and Apprentice in these subjects. This includes a heavy focus on students with disabilities. Additionally, the behavior data and staff survey shows a significant need in the area of behavior management for the entire school. There were two specific areas that were identified. One is the behavior of economically disadvantaged students. This is reflected in the increase of referrals by economically disadvantaged students. Additionally, the increase in overall referrals from 840 to 1,396 shows that there is a tier I SEB need that needs to be addressed for all staff. This will take the form of a revamping of the PBIS school plan and additional training for all staff in classroom management.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	*Flexible Date Request, as applicable*	*CSIP Goal*	*Description of Content of Professional Development*	*Specific Supporting Resources, as needed*
PD Day # 1 - August 18, 2026 6 hours	K&1: 8:30-11:30 July 28, 2026 2&3: 12:30-3:30 July 28, 2026 4&5: 8:30-11:30 July 29, 2026	Proficiency Objective 1 Achievement Gap Objective 2	**Advancing Elementary Math Instruction through the strands of the Math Rope** 3 Hours K-5 Math teachers	N/A
	K&1: 4:15-5:45 December 3, 2026 March 4, 2027	Proficiency Objective 1 Achievement Gap Objective 2	**Leveraging Trend Data to Strengthen Elementary Math Instruction** 3 Hours	N/A

	2&3: 4:15-5:45 November 12, 2026 March 2, 2027 4&5: 4:15-5:45 November 19, 2026 March 18, 2027		K-5 Math teachers	
	6th-7th: 8:30-11:30 June 4, 2026 8th-Algebra 1: 12:30 - 3:30 June 4, 2026	Proficiency Objective 1 Achievement Gap Objective 2	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** 3 Hours 6th - Algebra 1 Math Teachers	N/A
	6th-7th: 3:30-5:00 October 15, 2026 February 18, 2027 8th-Algebra 1: 3:30-5:00 October 20, 2026 February 11, 2027	Proficiency Objective 1 Achievement Gap Objective 2	**Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** 3 Hours 6th - Algebra 1 Math Teachers	N/A
	August 5, 2026	Proficiency Objective 2 Achievement Gap Objective 1	**P-12 Reading/Thinking Strategies** 3 Hours All Teachers	N/A
	12:30-3:30 July 29, 2026	Proficiency Objective 2 Achievement Gap Objective 1	**Advancing Elementary Reading and Writing Instruction through Structured Literacy** 3 Hours K-5 (one rep per grade per school)	N/A
	K-5th: 4:15-5:45 October 21, 2026 February 10, 2027	Proficiency Objective 2 Achievement Gap Objective 1	**Leveraging Trend Data to Strengthen Elementary ELA** 3 Hours K-5 ELA Teachers (one rep per grade per school)	N/A

	8:30-11:30 June 4, 2026	Proficiency Objective 2 Achievement Gap Objective 1	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** 3 Hours 6-12 ELA Teachers	N/A
	6th-8th: 3:30-5:00 October 20, 2026 February 18, 2027	Proficiency Objective 2 Achievement Gap Objective 1	**Leveraging Trend Data to Strengthen Secondary ELA Instruction: 6-8** 3 Hours 6-12 ELA Teachers	N/A
	3-5: 8:30-11:30 June 2, 2026 K-2: 12:30-3:30 June 2, 2026	Priority Indicator 1 Objective 2	**Sensemaking & the Cycle in Elementary Science** 3 Hours K-2 Science Teachers 3-5 Science Teachers (one rep per grade per school)	N/A
	8:30-11:30 May 26, 2026	Priority Indicator 1 Objective 2	**Leveraging Science Discourse to Support Three-DimUnpacking the Three Dimensions of Science Standards and Learning Progressionsensional Learning** 3 Hours ALL MS and HS Science Teachers	N/A
	12:30-3:30 May 26, 2026	Priority Indicator 1 Objective 2	**Assessing Scientific Reasoning Through Student Writing** 3 Hours ALL MS and Bio Teachers	N/A
	August 3, 2026	Priority Indicator 1 Objective 2	**Unpacking the Three Dimensions of Science Standards and Learning Progressions** 1 Hour K-12 science teachers *Required for all **NEW** science teachers	N/A
	August 3, 2026	Priority Indicator 1 Objective 2	**KCSD Atlas of Phenomena** 1 Hour	N/A

			K-12 science teachers	
	K-2: 8:30-11:30 June 2, 2026 3-5: 12:30pm-3:30 pm June 2, 2026	Priority Indicator 1 Objective 1	**Inquiry & the Cycle in Elementary Social Studies** 3 Hours 3-5 Social Studies Teachers K-2 Social Studies Teachers (one rep per grade per school)	N/A
	August 4 - AM session K-12 August 4 - PM follow-up session 4-11	Priority Indicator 1 Objective 1	**Inquiry: *A Student and Source-Driven Approach to Teaching Social Studies*** 3 Hours K-12 Social Studies Teachers 4-11 Social Studies Teachers - follow-up session	N/A
	8:30-11:30 May 26, 2026	Priority Indicator 1 Objective 1	**Inquiry & the Cycle in Secondary Social Studies** 3 Hours 6-12 Social Studies Teachers	N/A
	12:30-3:30 May 26, 2026	Priority Indicator 1 Objective 1	**Inquiry: *Communicating Conclusions* in Secondary Social Studies** 3 Hours 6-12 Social Studies Teachers	N/A
	8:30 - 3:00 July 30, 2026	Priority Indicator 1 Objective 1	**PLTW Launch Teacher Updates** 6 Hours Elementary PLTW Teachers	N/A
	Elevated - August 3, 2026	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**Internalizatiou session for Special Area teachers** 3 Hours Special Area Teachers	N/A
	Nov 19, 2026 4-6:00 pm	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1	**Preschool Frog Street Strategy Session** 4 Hours	N/A

	March 4, 2027 4-6:00 pm	Objective 2	Preschool Teachers and Instructional Assistants	
	Oct 13, 2026 4-6:00 pm	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**Frog Street Academic/Cognitive/Language/Physical Development Boost** 2 Hours Preschool Teachers and Instructional Assistants	N/A
	August 5th 12:00-4:00 OR August 6th 8:30-12:30	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**All SPED Training** 4 Hours Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	N/A
	September 1st 3:30-5:30	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** 2 Hours LBD / MSD Teachers and Admin	N/A
	August 3rd	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**IA SPED Bootcamp** 2 Hours Special Education IAs	N/A
	August 4, 2026 9:00-3:00	Priority Indicator 2 Objective 1	**ALL ELD Training Session 1** 6 Hours ALL ELD teachers and IAs	N/A
	8:30-11:30 July 30, 2026	Proficiency Objective 1 Achievement Gap Objective 2	**New Hire Amplify Desmos Math Launch K-5** 3 Hours **REQUIRED-** **ALL NEW HIRE** K-5 Regular and Special Education Math Teachers	N/A
	8:30-11:30 July 30, 2026	Proficiency Objective 1 Achievement Gap Objective 2	**New Hire Amplify Desmos Math Launch 6th - Algebra I** 3 Hours	N/A

			REQUIRED- **ALL NEW HIRE** 6th-Alg I Regular and Special Education Math Teachers	
	12:30-3:30 July 30, 2026	Proficiency Objective 2 Achievement Gap Objective 1	**New Hire CKLA Launch** 3 Hours **REQUIRED-** **ALL NEW HIRE** K-5 ELA Teachers, Special Education Teachers	N/A
	8:30-11:30 July 30, 2026	Proficiency Objective 2 Achievement Gap Objective 1	**New Hire Into Literature Launch** 3 Hours **REQUIRED-** **ALL NEW HIRE** 6-8 ELA Teachers, Special Education Teachers	N/A
PD Day # 2 - November 25, 2026 6 hours	4:00-5:00 September 22, 2026 November 17, 2026 January 19, 2027 March 23, 2027	Proficiency Objective 1 Objective 2	**Technology in the Modern Classroom** 4 Hours K-12 Teachers	N/A
	August 3, 2026 August 4, 2026 August 5, 2026	Proficiency Objective 1 Objective 2	**AI in the KCSD: AI Literacy, Ethics, and Classroom Practices** 2 Hours All teachers, 1As	N/A
	August 4, 2026	Proficiency Objective 1 Objective 2	**Utilizing Element 3 to Enhance Student Learning** 2 Hours K-12 Teachers	N/A
	8:30-10:00 June 3, 2026 4th-10th GR. ELA Or 12:00 - 1:30 August 3, 2026 10:30-12:00	Proficiency Objective 1 Objective 2	**Prep/Prep + Overview** 1.5 Hours Teachers of Prep and Prep+ ELA and Math	N/A

	June 3, 2026 4th-10th GR. Math Or 1:30 - 3:00 August 3, 2026			
	9:00 - 2:30 July 28th and 29th	Proficiency Objective 1 Objective 2	**TradesNKY Professional Development** 10 Hours Middle School Construction Trades Teachers	N/A
	September 17, 2026 4-6:00 pm	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**Preschool Data Collection for Instructional Decision-Making** 2 Hours Preschool Teachers and Instructional Assistants	N/A
	ElevatED	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**Students With IEPs on My Roster, Now What?** 1 Hour K-12 New and Experienced General Education Teachers	N/A
	September 21, 2026 November 16, 2026 January 25, 2027 March 8, 2027 4:15-6:15	Priority Indicator 2 Objective 1	**English Learner Support for All Teachers: Elementary** 2 Hours All teachers, instructional assistants	N/A
	September 22, 2026 November 17, 2026 January 26, 2027 March 16, 2027 3:00-5:00	Priority Indicator 2 Objective 1	**English Learner Support for All Teachers: Secondary** 2 Hours All teachers, instructional assistants	N/A
	August 5, 2026 9:00-3:00	Priority Indicator 2 Objective 1	**ALL ELD Training Session 2** 6 Hours ALL ELD teachers and IAs	N/A

	August 4, 2026 OR 4:00-5:00 September 10, 2026	Proficiency Objective 1 Objective 2	**MagicSchool Level 1: Introduction to MagicSchool** 1 Hour New KCSD teachers	
	4:00-5:00 September 15, 2026 OR 4:00-5:00 October 6, 2026	Proficiency Objective 1 Objective 2	**MagicSchool Level 2: Customizing Tools and Chatbots** 1 Hour New KCSD teachers	N/A
	4:00-5:00 October 13, 2026 OR 4:00-5:00 November 10, 2026	Proficiency Objective 1 Objective 2	**MagicSchool Level 3: Utilizing the Teacher Dashboard and Insights** 1 Hour New KCSD teachers	N/A
	August 3, 2026		**Dr. Webb's Keynote** 1 Hour All Staff	N/A
	August 10, 2026	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**SVA K-5 Enrichment Team Planning** 6 Hours All K-5 Enrichment Teachers	N/A
PD Day #3 - February 15, 2027 6 hours	June 3rd & 4th July 7th & 8th July 28th & 29th September 12th & 19th (two Saturdays) 8:30-3:30	Priority Indicator 3 Objective 1 Objective 2	**SCM Initial** 12 Hours SCM Core teams ***Required if new to SCM Core Team***	N/A
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th,	Priority Indicator 3 Objective 1 Objective 2	**SCM Refresher** 6 Hours SCM Core teams ***Required***	N/A

	30th 8:30-3:30			
	ElevatED August 5, 2026 1-2:25pm	Priority Indicator 3 Objective 1 Objective 2	**De-escalation- Understanding, Preventing & Intervening in Behavior Escalation** 1.5 Hours Teachers, Instructional Assistants	N/A
	ElevatED 1 session August 4, 2026 8-8:50am	Priority Indicator 3 Objective 1 Objective 2	**Overview of SEB Interventions** 1 Hour Counselors, Teachers, Instructional Assistants	N/A
	Offered at ElevatED August 3, 2026 1:00-1:50pm September 10, 2026 January 14, 2027 4:00-5:00 pm	Priority Indicator 3 Objective 1 Objective 2	**Behavior & SEL Best Practices** 1 Hour Counselors, Teachers, Instructional Assistants	N/A
	Offered at ElevatED August 5, 2026 9:00-9:50am November 5, 2026 February 4, 2027 4:00-5:00 pm **Virtual**	Priority Indicator 3 Objective 1 Objective 2	**Self Regulation in the Elementary Classroom** 1 Hour Counselors, Teachers, Instructional Assistants	N/A
	Offered at ElevatED August 5, 2026 8:00-8:50am October 29, 2026 4:00-5:00 pm	Priority Indicator 3 Objective 1 Objective 2	**Practical Application of Restorative Practices in the Classroom** 1 Hour Counselors, Teachers, Instructional Assistants	N/A
	October 6, 2026 January 26, 2027 4:00-5:00 pm	Priority Indicator 3 Objective 1 Objective 2	**Calming Strategies for Students** 1 Hour Counselors, Teachers, Instructional Assistants	N/A

	September 22, 2026 4:00-6:00 pm	Priority Indicator 3 Objective I Objective 2	**Using a Calming Corner in the Classroom** 2 Hours Counselors, Teachers, Instructional Assistants	N/A
	Offered at ElevatED in person 3 hours August 4, 2026 12:00-2:50pm September 17, 2026 October 1, 2026 October 15, 2026 4:00-5:00 **Virtual**	Priority Indicator 3 Objective 1 Objective 2	**Behavior Series** **Must Attend all 3 sessions as the content builds upon each session** 3 Hours All Teachers, Instructional Assistants, Counselors	N/A
	January 21, 2026 4:00-5:00 **Virtual**	Priority Indicator 3 Objective 1 Objective 2	**Supporting Students with Anxiety/Depression for Educators** 1 Hour Middle and High school teachers, Instructional Assistants, Counselors	N/A
	August 10, 2026	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**New Teacher Orientation** 6 Hours All New Teachers to the District	N/A
	August 3, 4, 5, 2026	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1 Objective 2	**Team Kenton ElevatED** 3 Hours **All Staff (Individual Training)** **Staff will specifically select professional development sessions that are in line with their professional learning goals for the 2026-2027 school year. Staff will need to specify sessions prior to PD plan approval.**	N/A
PD Day #4 - March 12, 2027 6 hours	August 11, 12, 2026	Proficiency Objective 1 Objective 2 Achievement Gap Objective 1	**(All staff) SVA Team Level Training** 3 Hours Times will vary based on teams	N/A

		Objective 2	(to include Action Plan, Tier 1, Data Analysis)	
	August 12, 2026	Priority Indicator 3 Objective 1 Objective 2	**(All staff) SVA PBIS** 3 Hours All Staff	N/A

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Achievement Gap Objectives 1 & 2 Proficiency Objectives 1 & 2 Separate Academic Indicator Objectives 1, 2 & 3 EL Progress Objective 1 Quality Survey Objective 1	**PBIS Strategies and Behavior Intervention**: Ongoing training and analysis of the behavior practices of our students and staff focusing on implementation of Tier I, Tier II and Tier III strategies. This includes the implementation of restorative practices. The shift is to go from punitive to restorative practices. Monthly monitoring of data to ensure students in all tiers are making progress with a heavy emphasis on tier II and tier III students. SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data:	PBIS Data, MTSS data, Progress monitoring data, *SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data:* Use of the KCSD Professional Learning landing page will occur as needed
Proficiency Objectives 1 & 2 Separate Academic Indicator Objectives 1, 2 & 3	**MTSS:** Continue to use the MTSS Rubric as the road map for growth and improvement in structures for tier I, II, and III. Continue to monitor the intervention data through Performance Matters in order to determine the health of the interventions. End of Round Progress Checks will occur in October, January, March and May to review student progress and make placement decisions.	MTSS Progress monitoring sheet, MAP Data, KSA Data, Reading Diagnostic, Performance Matters, SVA MTSS Plan Landing page
Proficiency Objectives 1 & 2 Separate Academic Indicator Objectives 1, 2 & 3	**Technology:** Training on technology platforms and supports. We are streamlining the technology platforms that we are utilizing and tracking the training of all staff in each of the tools to ensure all staff are able to be proficient with all of the platforms (Lightspeed, Magic School, IXL, Peardeck, Performance Matters, Schoology). In addition, ongoing training will be provided by the	*PD PLC Days will be utilized for recursive ongoing training of staff throughout the year based on student data:* Use of the KCSD Professional Learning

	ITC's to help enhance the instruction in the classroom. Learning to use technology to enhance instruction in the classroom. Monthly PD PLC Days will be utilized for recursive ongoing training of staff throughout the year based on student data:	landing page will occur as needed
Achievement Gap Objectives 1 & 2 Proficiency Objectives 1 & 2 Separate Academic Indicator Objectives 1, 2 & 3 EL Progress Objective 1	**Data PLCs:** K-5 Teachers will meet with their grade level/content team every Wednesday to analyze multiple data sets to make instructional decisions. 6-8 Teachers will meet with their content team every Thursday to analyze multiple data sets to make instructional decisions. Careful examination of common assessment data and common formative assessment data is used to guide instruction and make adjustments in all content areas. All teachers track data by grade level and by teacher in their data dashboards to help analyze trends over time. Dashboard Expectations PLC Expectations	Weekly meetings will be held by grade level/content teams along with administration. Data will be utilized to inform next steps in instruction. Landing Page will be used as necessary
Achievement Gap Objectives 1 & 2 Proficiency Objectives 1 & 2 Separate Academic Indicator Objectives 1, 2 & 3 EL Progress Objective 1	**Planning PLCs:** Each grade level/content team will identify one planning period a week to meet for planning purposes. This will include but not be limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, and adjusting instruction in real time. These PLCS will be led by the teachers and supported by admin.	Weekly meetings will be utilized for recursive ongoing training of staff throughout the year based on student data, PPR walks, lesson plan review
Achievement Gap Objectives 1 & 2	**Closing Gaps for Students with Disabilities** Ongoing professional learning at PD PLCs, Faculty Meetings and weekly Special Education PLC meetings (every Thursday) around co-teaching strategies and providing consistent targeted feedback during collaborative and resource settings. Intentional planning with co-teaching teams will continue during weekly grade level team planning meetings.	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KSA, MAP assessments, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, common assessments, grade distributions, student work, Classroom Learning Walk Data and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as analyzing shared walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers. Learning walk

data will be analyzed and shared with staff once a month through the school newsletter. Individual learning walk data will be noted on the teachers individual feedback forms along with specific and actionable feedback. Grade level content teams will review formative/summative data during weekly Data PLCs to make instructional adjustments on a weekly basis that will maximize student achievement. Teams will also recursively review data in relation to students with disabilities and adjust Tier I instruction and IEP plans on a monthly basis concurrent with midterms and report cards. Content teams will analyze data by teacher in weekly Data PLCs to allow individual teachers to reflect and make adjustments to their instruction around their data. SEB data will be reviewed by the Leadership Team on a monthly basis and grade level/student data will be disseminated to teams to make adjustments to PBIS/SEL lessons as well as MTSS referrals. Professional development plans will be reviewed individually with staff by their evaluator to ensure the appropriate PD is being attended. Professional Growth plans will be reviewed with staff to ensure PD and the Professional Growth plans are in alignment. Both Professional Growth Plans and PD completion will be reviewed throughout the school year (August/September, December/January, April/May) between the staff member and their evaluator to evaluate its impact 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**	*10%*
Travel In District	**0581**	
Travel Out of District	**0580**	*10%*

Total of your budget	**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

Staff Survey- March 18, 2026
School Needs Assessment- March 18, 2026
SBDM Council- April 21, 2026

Turkey Foot Middle School
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Throughout the 2026-2027 school year, Turkey Foot Middle School will use our MTSS framework and school action plan to systematically review and revise schoolwide goals based on multiple data sources: MTSS, MAP, common formative and summative assessments, reading diagnostic data, and learning walk observations.

Data from 2025-2026 demonstrated that targeted professional learning in planning and assessment improved academic outcomes across all student groups. Current common assessment data shows varied performance levels across grade levels and subgroups. Sixth-grade reading proficiency stands at 63% for all students, with 23.5% for students with disabilities (SWD) and 8% for English learners (EL). Sixth-grade math reflects similar trends at 61.25% overall, 27.5% SWD, and 32% EL. Seventh-grade reading presents a greater challenge at 47.5% overall proficiency, though seventh-grade math remains more stable at 60.67%. Eighth-grade reading shows 61.67% overall proficiency, while eighth-grade math—our area of greatest concern—stands at only 32.83% overall, indicating a significant need for intervention and support.

Turkey Foot will continue targeted professional learning in planning and assessment to ensure standards mastery across all grade levels and student groups, strengthen our systems for collecting and analyzing formative data on all students, and implement high-quality instruction through professional learning communities with fidelity. Professional development will occur through job-embedded opportunities and scheduled/flexible PD sessions during PLCs and staff meetings, informed by input from administration, teachers, SBDM members, and academic consultants. Feedback from instructional walks will guide our support of teacher growth and professional development needs.

Throughout the year, we will triangulate individual and schoolwide data to provide targeted interventions based on each student's specific needs. Teachers will continue to enhance their professional development focused on Tier II and Tier III interventions to increase effectiveness

with struggling learners. As new data emerges, Turkey Foot Middle School will review and adjust instructional strategies to ensure continuous improvement and sustained student achievement.

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 18, 2026 6 hours	Aug. 5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing.	N/A
	6th: 8:30 - 11:30 June 4, 2026 7th: 8:30 - 11:30 June 4, 2026 8th/Alg 1: 12:30 - 3:30, June 4, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will focus on intentionally connecting data, instructional practice, and student learning to impact student achievement and build curricular coherence.	N/A
	6-8th: 8:30 - 11:30, June 4 2026	CSIP Achievement Gap Goal 1 CSIP Reading	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted support through the Cycle of Quality, to	N/A

		and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	refine instruction and boost student outcomes for the coming school year. Teachers will also engage in ongoing learning around revised KAS reading and writing standards by collaboratively unpacking standards, designing aligned lessons and assessments, and applying evidence from classroom data to adjust instruction as needed.	
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**New Hire Amplify Desmos Math Launch 6th - Algebra I** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction.	N/A
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**New Hire Into Literature Launch** Prepare to plan and implement effective Into Literature instruction incorporating the Unit/Lesson internalization, the Cycle of Quality instruction, and P-12 Reading Strategies. Locate all supporting implementation materials	N/A

	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026 12:30 - 3:30	CSIP Achievement Gap Goal 1 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Leveraging Science Discourse to Support Three-Dimensional Learning** Teachers will examine the role of science discourse as a critical driver of sense-making within the three-dimensional learning framework. **Assessing Scientific Reasoning Through Student Writing** Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. Using shared rubrics and sample student responses, participants will analyze evidence of scientific reasoning, use of content knowledge, and clarity of explanation.	N/A
	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026 12:30 - 3:30	CSIP Achievement Gap Goal 1 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Inquiry & the Cycle in Elementary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Inquiry: *Communicating Conclusions* in Secondary Social Studies** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings routinely in the classroom.	N/A
	8:30-10:00 June 3, 2026 4th-10th GR. ELA Or 12:00 - 1:30 August 3, 2026 10:30-12:00 June 3, 2026 4th-10th GR. Math	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners.	N/A

	Or 1:30 - 3:00 August 3, 2026	Studies and Writing Goal 3 CSIP English Language Learner Goal 4		
	9:00 - 2:30; July 28, 2026 and July 29, 2026	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**TradesNKY Professional Development** Required training for middle school construction trades teachers. Training will consist of curriculum implementation, safety procedures, and use of equipment.	N/A
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th July 28th & 29th 8:30-3:30	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.	N/A
	August 5th 12:00-4:00 OR August 6th 8:30-12:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching.	N/A
	August 3-5, 2026	CSIP Achievement Gap Goal 1	**All TFMS Staff** Dr. Webb Keynote and Applicable ElevatED sessions.	N/A

		CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	
	August 10, 2026	CSIP Achievement Gap Goal 1	New Teacher Orientation	N/A
PD Day # 2 - November 25, 2026 6 hours	August 11, 2026	CSIP Achievement Gap Goal I CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All TFMS Teachers:** Training teachers on specific protocols for examining student work, analyzing assessment data, and identifying actionable takeaways. School-wide sessions on the delivering services for special education students through co-teaching, differentiation, and implementation of accommodations. Review of 504 accommodations and procedures.	N/A

PD Day #3 - February 15, 2027 6 hours	August 12, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All TFMS Teachers:** Instruction on the Unit/Lesson planning internalization process and school wide expectations for lesson and unit planning. Intentional training and emphasis on co-teaching, scaffolding, differentiation, and instructional strategies that can help reduce the achievement gap. Additional training for staff on technology tools (Magic School, NotebookLM, etc.)that can be utilized to assist in the lesson planning process. Development of school-wide common formative and common summative assessment calendar and instruction on data review processes. Emphasis on utilizing student data to inform and adjust instruction, and PLC practices.	N/A
PD Day #4 - March 12, 2027 6 hours	6th-7th: 3:30-5:00 October 15, 2026 February 18, 2027 8th-Algebra 1: 3:30-5:00 October 20, 2026 February 11, 2027	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** Teachers from across the district will collaborate for a focused session centered on strengthening on-going implementation of our HQIR to support sustainability. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	N/A
	6th-8th: 3:30-5:00 October 20, 2026 February 18, 2027	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science,	**Leveraging Trend Data to Strengthen Secondary ELA Instruction: 6-8** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and	N/A

		Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	lesson internalization to support immediate classroom application.	
	Special Education: Sept. 29, 2026 3:00 - 5:00	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**SPED Teachers and Admin Training - Addressing tbe Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	N/A
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th July 28th & 29th 8:30-3:30	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.	N/A
	9:00 - 2:30; July 28, 2026 and July 29, 2026	CSIP Achievement Gap Goal 1	**TradesNKY Professional Development** Required training for middle school construction trades teachers. Training will consist of curriculum	N/A

		CSIP School Climate Goal 5	implementation, safety procedures, and use of equipment.	
	August 3-5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All TFMS Staff** Dr. Webb Keynote and Applicable ElevatED sessions. To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	N/A

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
CSIP Achievement Gap Goal 1, CSIP Reading and Math Goal 2, CSIP Science, Social Studies and Writing Goal 3, CSIP English Language Learner Goal 4, CSIP School Climate Goal 5	Needs-Based Professional Learning - This will occur on the 2nd Wednesday of each month. Professional learning will include communication of information from lead meetings, academic planning meetings, and principal leadership.	TBD

CSIP Achievement Gap Goal 1, CSIP Reading and Math Goal 2, CSIP Science, Social Studies and Writing Goal 3, CSIP English Language Learner Goal 4, CSIP School Climate Goal 5	School Wide Professional Learning - Additional school-wide professional learning will occur on the Third Wednesday of each month at the after school faculty meeting. This training will be based upon school wide trends and school wide professional needs.	N/A
CSIP Achievement Gap Goal 1, CSIP Reading and Math Goal 2, CSIP Science, Social Studies and Writing Goal 3, CSIP English Language Learner Goal 4	Planning PLCs - Content level PLCs will meet weekly on Thursdays to prepare and internalize lessons, and collaborate on lesson planning utilizing the established unit and lesson planning templates. This process will include the KCSD Cycle of Quality Instruction and P-12 Reading strategies to ensure equitable access to ALL students. PLCs will be led by content teachers and supported at each meeting by a school administrator.	N/A
CSIP Achievement Gap Goal 1, CSIP Reading and Math Goal 2, CSIP Science, Social Studies and Writing Goal 3, CSIP English Language Learner Goal 4	Data PLCs - On the Thursday following a common formative or common summative assessment(CA/FA Calendar as a guide), TFMS staff and administrators will complete a data analysis for each assessment utilizing a recursive process that has been established for all PLCs. This will allow for real time data reviews and adjustment to instruction based upon the needs of individual students. Additionally, other student data (KSA, MAP, etc.) will be analyzed to determine trends that exist for students. The special education team will also conduct data PLCs to review student progress data and overall special education performance data on a monthly basis. Within Special education team meetings, data will be used to inform professional learning needs.	N/A
CSIP Achievement Gap Goal 1, CSIP Reading and Math Goal 2, CSIP Science, Social Studies and Writing Goal 3, CSIP English Language Learner Goal 4	MTSS Progress Checks - TFMS admin and intervention teachers will conduct MTSS progress reviews quarterly to assess student achievement, program fidelity, and the overall health of each intervention being provided. This will assist with determining next steps and planning for future interventions.	N/A

D. IMPLEMENTATION AND IMPACT

The impact of the TFMS professional learning plan will be assessed throughout the year through continuous analysis of multiple data sources: common assessments, KSA results, MAP assessments, common formative assessments, student grades, schoolwide discipline data, and reading comprehension assessments. MTSS Tier II and III data will be reviewed to measure the effectiveness of our intervention programs and inform necessary adjustments to job-embedded professional learning offerings. Classroom walkthroughs and ongoing administrator-teacher discussions about instructional needs will further guide our refinement of support structures.

Assessment and review will occur systematically throughout the school year. Weekly PLCs will include continuous review and analysis of common assessment data, while Tier II and III MTSS progress review meetings will occur within pre-established windows to monitor intervention effectiveness. Monthly special education meetings will examine progress monitoring data and overall student achievement for our most vulnerable learners. School administrators will regularly review assessment data and schoolwide learning walk observations to identify trends and determine next steps for targeted job-embedded professional learning. In addition, administrators will also meet individually with teachers throughout the year to review their professional growth plans and determine if the professional learning that has been provided is impactful and work on developing new plans if additional professional development is needed.

To ensure transparency and collective ownership of our improvement efforts, all data sets will be shared with staff and discussed across multiple forums: principal memos, content PLCs, team meetings, and faculty meetings. This multi-tiered communication approach ensures that teachers have regular access to data, understand how their instructional practices connect to student outcomes, and have opportunities to collaborate on solutions to identified challenges. Through this comprehensive system of data review and professional dialogue, Turkey Foot Middle School will maintain focus on continuous improvement and ensure that our professional learning directly impacts classroom instruction and student achievement.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*50%*
Certified Extra Service	**0113**	*12%*
Educational Consultant	**0322**	

Registrations	**0338**	
General Supplies/Professional Books	**0610**	*30%*
Food	**0616**	
Travel In District	**0581**	*8%*
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/11/26, 3/18/2026, 4/15/26

Twenhofel Middle School
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

During the 2026 - 2027 school year, Twenhofel Middle School will use our MTSS framework as a roadmap in conjunction with our school action plan to systematically review and revise schoolwide goals based on multiple data sets. Those data sets include large whole school sets of data including: KSA scores, MAP and reading diagnostic data. Other data sets included smaller, school level sets that include: common formative assessments and common summative assessments. Other data sets included would be MTSS progress check data including the health of each intervention and learning walk observation data.

Data from the 2025 - 2026 school year data indicates that the targeted professional learning around intentional planning around the cycle of quality instruction, specifically element 4, and implementation of evidence based practices and implementation of high quality instructional resources with fidelity improved academic performance and outcomes for our students.

Kentucky Summative Assessment results indicated that 58% of our students scored proficient or distinguished in reading. This was a 4% increase from the prior year. We also saw a 2% reduction in novice learners in the area of reading. We also saw a 2% increase in our proficient and distinguished learners in the area of math with 54% P/D. Math KSA scores saw a 3% reduction in novice learners as well. While we saw growth in both of these areas with all learners, KSA results indicate a significant gap between all learners and our SWD. In the area of reading, only 13% of our SWD scored P/D while only 9% of our SWD scored P/D in math. We did see growth in proficiency in both of these areas compared to the previous year, but not at the rate of all learners; widening the achievement gap.

Our fall MAP data also indicates the same picture as our KSA data:

- 6th grade math P/D - 62% SWD - 15%
- 7th grade math P/D - 56% SWD - 21%
- 8th grade math P/D - 53% SWD - 0%

- 6th grade reading P/D - 49% SWD - 9%
- 7th grade reading P/D - 52% SWD - 14%
- 8th grade reading P/D - 48% SWD - 0%

Our local, district common assessment running averages for the 25 - 26 school year indicate that our SWD gap group performing at a lower level than those of their same-age peers. Our CA data in the areas of reading and math are below:

- 6th grade math P/D - 63% SWD - 23%
- 7th grade math P/D - 57% SWD - 27%
- 8th grade math P/D - 55% SWD - 41%
- 6th grade reading P/D - 59% SWD - 17%
- 7th grade reading P/D - 52% SWD - 19%
- 8th grade reading P/D - 70% SWD - 34%

The two goals for the Kenton County School District are for us to have a 96.25% attendance rate and that 100% of our students are considered transition ready. After month 5, Twenhofel Middle School maintained a YTD attendance rate of 95.82. This is a slight increase from the year prior. Twenhofel currently maintains a transition readiness rate of 59.74%; well under the school and district goal. The 4 areas to measure transition readiness for each grade level are listed below.

	8th Grade	7th Grade	6th Grade
GPA/Advanced Coursework	77.27%	77.44%	79.93%
Attendance	89.55%	92.48%	90.32%
Extra/Co-Curricular	98.64%	95.49%	96.06%
Literacy/Numeracy	68.64%	66.54%	68.82%
Transition Ready	62.73%	57.14%	59.86%

As data indicates, students hitting the markers to be considered transition ready in the area of literacy and numeracy continues to be the area that needs the most improvement.

Trend data from our monthly learning walks indicate that our teachers need professional learning in all elements of the cycle of quality instruction, particularly in the area of elements 1 and 2. This work will be centered around ensuring that the rigor of the task meets the rigor of the target, which meets the rigor level of the standard. Twenhofel staff will continue targeted professional learning in the area of planning and assessment to ensure students are mastering standards. We will also continue our work around strengthening our data collection systems and analyzing assessment data by refining our PLC/ILT process. Our local data dashboard will be recreated to be more user friendly and usable for all parties. PLC's will also continue their work around intentional planning through the lesson internalization process in order to deliver high quality instruction that meets the needs of all students.

Professional development will take place throughout the year and be ongoing through multiple job-embedded professional development opportunities during PLC's and whole school staff meetings. Feedback from instructional walks, shared calibration walks and HQIR fidelity walks will guide our support to staff for their professional development needs.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	***Flexible Date Request, as applicable***	***CSIP Goal***	***Description of Content of Professional Development***	***Specific Supporting Resources, as needed***
PD Day # 1 - August 18, 2026 6 hours	Aug. 5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing.	N/A
	6th: 8:30 - 11:30 June 4, 2026 7th: 8:30 - 11:30 June 4, 2026 8th/Alg 1: 12:30 - 3:30, June 4, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will focus on intentionally connecting data, instructional practice, and student learning to impact student achievement and build curricular coherence.	N/A
	6-8th: 8:30 - 11:30, June 4 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted	N/A

		CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	support through the Cycle of Quality, to refine instruction and boost student outcomes for the coming school year. Teachers will also engage in ongoing learning around revised KAS reading and writing standards by collaboratively unpacking standards, designing aligned lessons and assessments, and applying evidence from classroom data to adjust instruction as needed.	
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**New Hire Amplify Desmos Math Launch 6th - Algehra I** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction.	N/A
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**New Hire Into Literature Launch** Prepare to plan and implement effective Into Literature instruction incorporating the Unit/Lesson internalization, the Cycle of Quality instruction, and P-12 Reading Strategies. Locate all supporting implementation materials	N/A
	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026	CSIP Achievement Gap Goal 1 CSIP Science, Social Studies and Writing Goal 3	**Leveraging Science Discourse to Support Three-Dimensional Learning** Teachers will examine the role of science discourse as a critical driver of sense-making within the three-dimensional learning framework. **Assessing Scientific Reasoning Through Student Writing**	N/A

	12:30 - 3:30	CSIP English Language Learner Goal 4	Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. Using shared rubrics and sample student responses, participants will analyze evidence of scientific reasoning, use of content knowledge, and clarity of explanation.	
	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026 12:30 - 3:30	CSIP Achievement Gap Goal 1 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Inquiry: *Communicating Conclusions* in Secondary Social Studies** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings routinely in the classroom.	N/A
	8:30-10:00 June 3, 2026 4th-10th GR. ELA Or 12:00 - 1:30 August 3, 2026 10:30-12:00 June 3, 2026 4th-10th GR. Math Or 1:30 - 3:00 August 3, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners.	N/A
	9:00 - 2:30; July 28, 2026	CSIP Achievement Gap Goal 1	**TradesNKY Professional Development**	N/A

	and July 29, 2026	CSIP School Climate Goal 5	Required training for middle school construction trades teachers. Training will consist of curriculum implementation, safety procedures, and use of equipment.	
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th July 28th & 29th 8:30-3:30	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.	N/A
	August 5th 12:00-4:00 OR August 6th 8:30-12:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching.	N/A
	August 3-5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**All Twenhofel Staff** Dr. Webb Keynote and Applicable ElevatED sessions. To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	N/A

		CSIP School Climate Goal 5		
	August 10, 2026	CSIP Achievement Gap Goal 1	**New Teacher Orientation**	N/A
PD Day # 2 - November 25, 2026 6 hours	August 11, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Twenhofel Teachers:** This professional learning session will focus on strengthening implementation of the unit and lesson internalization process and the schoolwide data review process to ensure high-quality, standards-aligned instruction that responds to student learning needs. Teachers will apply the Cycle of Quality Instruction, with a focus on Elements 1 and 2, to ensure alignment between the learning target, instructional task, student product, and assessment. During this session, teachers will collaboratively analyze student performance data to identify learning gaps, anticipate student misconceptions, and plan targeted instructional responses. Teachers will determine how differentiation and scaffolds will support students with disabilities, identify the specific evidence needed to measure student mastery, and ensure instructional tasks meet the rigor of the standard. Teachers will also explore and apply AI-supported tools to enhance the efficiency of reviewing student data, identifying patterns in performance, and determining responsive instructional next steps. This session will reinforce the recursive nature of instructional planning and data analysis, which will be implemented consistently during **weekly PLC meetings**, where teams will analyze data, adjust instruction, implement targeted strategies, and monitor the impact of those adjustments on student learning. This professional learning session will also focus on preparing staff to effectively implement the new Tier 1	N/A

			Social Emotional and Behavioral (SEB) curriculum as part of the school's MTSS framework. Teachers will learn the structure and instructional routines of the curriculum, practice delivering Tier 1 lessons, and establish consistent expectations for implementation across classrooms. Ongoing monitoring of behavior data and student needs will guide adjustments to instruction and support a positive and predictable learning environment for all students.	
PD Day #3 - February 15, 2027 6 hours	September 14, 2026 (2 hours) & October 5, 2026 (2 hours) December 14, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Twenhofel Teachers:** - Teachers will engage in professional learning focused on preparing students to effectively lead conferences by reflecting on their academic progress, analyzing performance data, and setting goals for continued growth. Teachers will develop structures and tools to guide students in communicating their learning, strengths, and next steps to families. - This professional learning session will focus on deepening teachers' understanding of effective student collaboration as a critical component of the Cycle of Quality Instruction. Teachers will engage in new learning around research-based collaborative structures and strategies that promote meaningful student discourse, engagement, and shared responsibility for learning. Emphasis will be placed on designing collaborative tasks that align to grade-level standards and support all learners, including students with disabilities, in actively participating in the learning process. Teachers will explore how intentional collaboration structures can increase student engagement, strengthen understanding of content, and improve student outcomes. This session will support teachers in planning and implementing collaborative learning experiences that promote academic discourse, accountability, and deeper learning.	N/A

PD Day #4 - March 12, 2027 6 hours	6th-7th: 3:30-5:00 October 15, 2026 February 18, 2027 8th-Algebra 1: 3:30-5:00 October 20, 2026 February 11, 2027	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** Teachers from across the district will collaborate for a focused session centered on strengthening on-going implementation of our HQIR to support sustainability. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	N/A
	6th-8th: 3:30-5:00 October 20, 2026 February 18, 2027	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Leveraging Trend Data to Strengthen Secondary ELA Instruction: 6-8** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	N/A
	Special Education: Sept. 29, 2026 3:00 - 5:00	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	N/A

		Learner Goal 4		
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th July 28th & 29th 8:30-3:30	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.	N/A
	9:00 - 2:30; July 28, 2026 and July 29, 2026	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**TradesNKY Professional Development** Required training for middle school construction trades teachers. Training will consist of curriculum implementation, safety procedures, and use of equipment.	N/A
	August 3-5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Twenhofel Staff** Dr. Webb Keynote and Applicable ElevatED sessions. To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	N/A

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Cycle of Quality Instruction: Providing continuous training on the cycle including examples of exemplary implementation of each element. Training will incorporate data from prior months instructional walk data presented at monthly staff meetings and in staff updates. Monthly staff meetings occur on the second Monday of each month.	Cycle of Quality Instruction, TW Data Dashboard, Walk Data
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Teacher planning PLC: These meetings will take place every Wednesday during each teacher's planning period. Teaching pairs will collaborate during this time to intentionally plan utilizing the lesson and/or unit internalization process while also focusing on the cycle of quality instruction. These weekly PLCS will be led by the teachers with administration supporting their work.	Planning documents, HQIR, instructional strategies
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	MTSS: High quality instruction at all tiers, MTSS team structures, analysis of the health of each intervention. This will take place at weekly admin meetings, which occur every Monday morning as well as at MTSS progress checks by the MTSS team per the KCSD MTSS progress check window timeline.	KCSD Wheel, MTSS pyramid, TW Data Dashboard, MTSS Spreadsheet, MTSS progress monitoring data
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap Goal 5 Quality of School Climate and Safety	Tune up Tuesday - Admin team meets with grade level teams during each grade level planning period to share information from monthly district leadership meetings. These meetings will occur every Tuesday the week following district leadership meetings. Also during this time tier 1 SEB resource implementation will be reviewed. Monthly behavior data will be reviewed. The grade level team and administration will collaborate to determine or identify if any special SEB lessons need to be implemented to address student or grade level needs based on SEB data as well as	District leadership agendas, CIA meeting agendas, SEB Tier 1 curriculum, Restorative practices, monthly behavior data, MTSS referrals, SEB/Counselor spreadsheet, Transition Ready Dashboard

	teacher input. Grade level team will also discuss individual student needs.	
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Data PLC Analysis: Recursive process where teaching pairs will analyze available data every Wednesday during PLCs. Available data will include common assessments, common formative assessments, KSA, MAP, HMH reading diagnostic, weekly classroom assessments and transition readiness data. Next steps for instruction and individual student needs will be identified and planned during this time.	Data sets, data dashboard, Performance Matters
Goal 3 Achievement Gap	Special Education: SPED Dept will meet bi-monthly to discuss and calibrate on Collaboration/co-teaching model, goal data, SWD data analysis, progress monitoring data.	Special education consultants, data dashboard, performance matters, SPED goal data dashboard

D. IMPLEMENTATION AND IMPACT

Implementation will be ongoing throughout the year and will occur through weekly PLC meetings, monthly job-embedded professional learning sessions, and ongoing instructional coaching and feedback cycles.

Intended impact is to increase student achievement across all academic areas, but specifically around literacy and numeracy, and close the achievement gap for students with disabilities. Impact will be assessed through data analysis including common formative assessments, common assessments (Performance Matters), MAP, reading screening, KSA, intervention data, behavior data. This analysis will occur during weekly PLCs, department meetings, MTSS team meetings, and special education progress review meetings. The school Action Plan and school level data dashboards will be used to monitor the professional learning implementation and impact.

The school administrative team will monitor the implementation and impact of professional learning through Professional Growth Plan (PGP) meetings with staff at the beginning, middle, and end of the school year. During these meetings, teachers will reflect on professional learning experiences, discuss how new strategies have been implemented in their classroom instruction, and review student performance data to determine the effectiveness of those practices. Feedback from instructional walks and PLC work will be used to guide next steps for professional learning and ensure alignment to school priorities and student needs.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*50%*
Certified Extra Service	0113	*10%*
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	*30%*
Food	0616	
Travel In District	0581	*10%*
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

March 20, 2026 - Staff survey
March 23, 2026 - March SBDM Meeting
April 21, 2026 - April SBDM Meeting

Woodland Middle School
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

This plan was developed based upon analysis and consideration of the following information and data sets:

- **Classroom walk-through admin feedback data**
- **Weekly teacher lesson plan admin review feedback data**
- **PBIS data trends**
- **2025 KSA annual results/data**
- **2025 Fall MAP data**
- **District Common Assessment running averages data**
- **2025-26 MTSS data**
- **Staff survey about Professional Learning opportunities & needs**
- **Impact Survey results regarding Professional Learning**

Our trend data from the 2025-2026 school year continues to indicate that our teachers need professional learning in all elements of the Cycle of Quality Instruction to varying degrees, but particularly in Elements 1 & 2 (continuing trend from 2024-25). We will also continue to refine our work with those teachers who have demonstrated mastery of Elements 1 & 2, but still need support in student collaboration, assessing all students for learning, and adjusting instruction in real time (Elements 3 & 4). Specifically, Woodland's data through multiple different data sets (eg., KSA, CAs, MAP) is telling us that we have identified areas of need in student performance in Woodland's core content areas, specifically in reading and math. Teachers in all grade levels and assessment data also indicated that meeting the needs of students with disabilities continues to be a priority for continued growth and learning, as that is our largest gap group. Within this PD plan there is intentionality in supporting the content areas and special education department through continued focus on the lesson plan internalization process, formative and district level common assessments, support with the Cycle of Quality Instruction and ensuring consistent high quality Tier 1 instruction, and training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities.

Intentional shared common planning time with general and special educators will continue in order to provide quality, protected time for lesson plan internalization and collaboration, as well as to best meet the KAS standards and the Cycle of Quality Instruction. In the whole staff survey, Woodland teachers indicated the need for further training and continued work with our school instructional technology resources,

specifically those that enhance adjustments to instruction in real time based on student feedhack, and data analysis (Performance Matters, PearDeck,, etc.) The areas of need were found to be effective implementation of IXL for students below benchmark in both reading and math, as well as continued revision of our school-wide common formative assessment calendar.

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

This year, we also added intervention data to Performance Matters in order to better triangulate data when making decisions about next steps for instruction and interventions with all students. We also developed a school-wide master student data sheet that includes this information as well as student data for MAP, the HMH growth measure results, KSA results, exceptionalities, and transition readiness for the entire school. This has given our faculty an organized and centralized location for all data sets and information that is critical to making instructional and administrative decisions in real time, rather than in a delayed or isolated manner. Ongoing professional learning is needed to help all teachers become more confident in both the use of technology to disaggregate and analyze these data sets, as well as the core instructional strategies in reading and math as they align to the state standards and assessments.

Our district Common Assessment running averages indicate that students in Gap Groups are still performing at lower levels than those of same-age peers. Our data in this area is as follows by grade level, content area, and gap groups for 2025-26:

- *6th Grade Reading Overall PD: 55.0% P/D (SPED 25.0%)*
- *6th Grade Math Overall PD: 59.0% P/D (SPED 21.75%)*
- *7th Grade Reading Overall PD: 42.0% P/D (SPED 9.5%)*
- *7th Grade Math Overall PD: 61.83% P/D (SPED 38.67%)*
- *8th Grade Reading Overall PD: 52.33% P/D (SPED 7%)*
- *8th Grade Math Overall PD: 45.67% P/D (SPED 8.17%)*

2025-26 Fall MAP data indicates a need to continue with our focus on the development of effective Tier I instructional strategies and lesson plan internalization:

- *6th Grade Reading PD: 57.5% (Fall)*
- *6th Grade Math PD: 57.4% (Fall)*
- *7th Grade Reading PD: 56.0% (Fall)*
- *7th Grade Math PD: 52.8% (Fall)*
- *8th Grade Reading PD: 52.0% (Fall)*
- *8th Grade Math PD: 43.4% (Fall)*

Behavior Data Collected throughout the 2025-2026 School year (all data is YTD) also indicated growth as a result of more intentional focus on Tier I Classroom Management strategies and behavior supports:

- *Total Behavior Referrals: 330*
- *Total Number of Out of School Suspensions: 59 with 43 students*
- *Total Number of In School Suspensions: 65 with 45 students*
- *Total Number of Discipline Referrals FRAM: 91 (27.6% of total)*
- *Total Number of Discipline Referrals Special Ed.: 35 (10.6% of total)*

In the 2024-2025 school year, Woodland had the following KSA results:

- **60% of students scored proficient/distinguished in Reading**
- **17% of students with disabilities scored proficient/distinguished in Reading**
- **50% of students scored proficient/distinguished in Math**
- **14% of students with disabilities scored proficient/distinguished on Math**
- **74% of students scored proficient/distinguished in Writing**
- **16% of students with disabilities scored proficient/distinguished in Writing**
- **47% of students scored proficient/distinguished in Social Studies**
- **4% of students with disabilities scored proficient/distinguished in Social Studies**
- **44% of students scored proficient/distinguished in Science**
- **5% of students with disabilities scored proficient/distinguished in Science**

Within our MTSS structure, our Core Team has continued to review data around the health of our Tier II and Tier III academic and SEB interventions, and shared those results with district leadership in at least two meetings this school year. We will continue to collect data that is pulled through the Performance Matters system to determine the number of students making good progress by intervention area and by interventionist, and make real-time adjustments when necessary for sustained student growth. Ongoing professional learning is needed to continue and will be provided to strengthen the instruction with specific programs and skill deficits, including Character Strong, IXL, and Why Try. Lastly, as part of our newly designed and implemented building level student master data sheet, we are now able to provide for a more comprehensive view of each child's needs and to inform next steps with greater accuracy for all faculty members and administrators.

In addition to our school specific professional learning opportunities, all teachers at Woodland will continue to participate in district wide collaborative learning around our high quality instructional resources and lesson plan internalization to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and common and formative assessments. 26-27 PL Offerings. We will continue our job-embedded professional learning on the Cycle of Quality Instruction based on learning walk trend data. We will also continue our work with targeted walks and feedback in our collaborative classrooms to focus on co-teaching and intentional lesson planning around standards with general education and special education teachers. Lastly, we will also continue our weekly ILT process where we utilize formative and district common assessment data from Performance Matters to make adjustments to instruction in real time for students.

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 18, 2026 6 hours	Aug. 5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**P-12 Reading/Thinking Strategies** The purpose of this session is to focus on the Thinking Strategies embedded in the P-12 Reading Strategies and how teachers can promote and support student thinking throughout learning in all content areas and all grade levels while Unit/Lesson Internalizing.	N/A

		CSIP English Language Learner Goal 4		
	6th: 8:30 - 11:30 June 4, 2026 7th: 8:30 - 11:30 June 4, 2026 8th/Alg 1: 12:30 - 3:30, June 4, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will focus on intentionally connecting data, instructional practice, and student learning to impact student achievement and build curricular coherence.	N/A
	6-8th: 8:30 - 11:30, June 4 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted support through the Cycle of Quality, to refine instruction and boost student outcomes for the coming school year. Teachers will also engage in ongoing learning around revised KAS reading and writing standards by collaboratively unpacking standards, designing aligned lessons and assessments, and applying evidence from classroom data to adjust instruction as needed.	N/A
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	**New Hire Amplify Desmos Math Launch 6th - Algebra 1** Prepare and plan to implement the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction.	N/A
	New Hire 6-8th: July 30, 2026, 8:30 - 11:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies	**New Hire Into Literature Launch** Prepare to plan and implement effective Into Literature instruction incorporating the Unit/Lesson internalization, the Cycle of Quality instruction, and P-12 Reading Strategies. Locate all supporting implementation materials	N/A

		and Writing Goal 3 CSIP English Language Learner Goal 4		
	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026 12:30 - 3:30	CSIP Achievement Gap Goal I CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Leveraging Science Discourse to Support Three-Dimensional Learning** Teachers will examine the role of science discourse as a critical driver of sense-making within the three-dimensional learning framework. **Assessing Scientific Reasoning Through Student Writing** Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. Using shared rubrics and sample student responses, participants will analyze evidence of scientific reasoning, use of content knowledge, and clarity of explanation.	N/A
	6-8th: May 26, 2026 8:30 - 11:30 6-8th: May 26, 2026 12:30 - 3:30	CSIP Achievement Gap Goal I CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Inquiry: *Communicating Conclusions* in Secondary Social Studies** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings routinely in the classroom.	N/A
	8:30-10:00 June 3, 2026 4th-10th GR. ELA Or 12:00 - 1:30 August 3, 2026 10:30-12:00 June 3, 2026	CSIP Achievement Gap Goal I CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**Prep/Prep + Overview** This training prepares educators to implement advanced coursework with clarity and confidence—covering prep and prep+ policies, timelines, and placement guidelines—while focusing on unpacking standards, embedding rigorous content into lessons, and designing enrichment and assessments that ensure access and depth for all learners.	N/A

	4th-10th GR. Math Or 1:30 - 3:00 August 3, 2026	CSIP English Language Learner Goal 4		
	9:00 - 2:30; July 28, 2026 and July 29, 2026	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**TradesNKY Professional Development** Required training for middle school construction trades teachers. Training will consist of curriculum implementation, safety procedures, and use of equipment.	N/A
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th July 28th & 29th 8:30-3:30	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.	N/A
	August 5th 12:00-4:00 OR August 6th 8:30-12:30	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching.	N/A
	August 3-5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3	**All Woodland Staff** Dr. Webb Keynote and Applicable ElevatED sessions. To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	N/A

		CSIP English Language Learner Goal 4 CSIP School Climate Goal 5		
	August 10, 2026	CSIP Achievement Gap Goal 1	**New Teacher Orientation**	N/A
PD Day # 2 - November 25, 2026 6 hours	August 11, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Woodland Teachers:** **School-wide review of PLC expectations, data collection, and data-analysis processes for 2026–2027:** • Walk through the district's data sources and how they should be used in ILTs and PLCs: Performance Matters (including intervention data), MAP, KSA, district Common Assessments (CAs), building common formatives, HMH growth measures, and the school-wide Master Student Data Sheet. • Model the process of triangulating data across these systems to identify standards-level gaps and students in gap groups (with emphasis on students with disabilities) and to set measurable instructional targets. • Demonstrate step-by-step disaggregation in Performance Matters: filter by standard, class, grade, and gap group; export and document findings; and record decisions in ILT minutes and the Master Student Data Sheet. • Practice protocol: small-group data dives using recent CA or MAP snapshots — identify misconceptions, prioritize standards for re-teaching, and select Tier I instructional moves or Tier II/III interventions.	N/A

			• School-wide rotating sessions on delivering services for students with disabilities (co-teaching, differentiation, adjustments to instruction, and accommodations): • Walkthrough and practice on IEP documentation essentials tied to instruction: linking IEP goals to grade-level standards, documenting accommodations reliably, and recording evidence of SDI within weekly lesson plans. • Refresher on expectations for post-PD implementation evidence: submission of revised lesson/unit plans to admin, documentation of instructional changes in ILT minutes, and planned walkthrough focus areas for administrators (to occur 2–3 weeks after PD).	
PD Day #3 - February 15, 2027 6 hours	August 12, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Woodland Teachers:** **Deep dive and refresher on the Unit/Lesson Internalization process:** • Stepwise walkthrough of the internalization protocol aligned to the KCSD Cycle of Quality Instruction (explicit focus on Elements 1 & 2 while addressing Elements 3 & 4 for teachers ready to extend practice). • Model how to unpack a unit's standards and design a sequence of lessons that embed P-12 Reading Strategies, math reasoning routines (Math Rope connections), and HQIR lesson components. • Provide a checklist and exemplar artifacts (unit maps, lesson templates, CFA items) and have	N/A

			teams apply the checklist to a current or upcoming unit. **Development and revision of the school-wide common formative and common summative assessment calendar:** • Review current CA/FA calendar structures and alignment to pacing and standards; examine trends from district Common Assessment running averages and Fall MAP to inform calendar adjustments (with special attention to reading and math gaps and SPED performance). • Collaborative calendar work: grade-level/content teams map CFAs and district CAs across the trimester, ensure vertical alignment, designate windows for administration, and plan windows for ILT data-analysis cycles and re-teach blocks. • Create or refine common CFA items for priority standards (teams produce at least one validated CFA item with rubrics/scoring guides ready for immediate use). **Using assessment results to plan instruction in real time:** • Facilitated practice in ILT-style data analysis: teams receive a sample data set (CFA or CA) pulled from Performance Matters and the Master Student Data Sheet and follow the ILT protocol to identify targeted instructional adjustments, small-group plans, and intervention referrals. • Focus on actionable next steps: writing precise reteach objectives,	

			designing two-tiered small-group tasks (on-grade scaffolds and accelerated tasks), and scheduling student progress checks. **Targeted work for improving Tier I instruction and supporting gap groups:** • Rotating mini-sessions on high-impact Tier I strategies for reading and math (e.g., explicit vocabulary routines, formative questioning strategies, quick checks for understanding, entry/exit tickets tied to standards, and use of IXL for below-benchmark support). • SPED/Co-Teach planning block: teams co-plan a lesson that ensures SDI, accommodations, and progress-monitoring measures are embedded—with a rubric to check for fidelity. **Follow-up, monitoring, and next steps:** • Define evidence expectations after PD: updated unit plan submission, updated CFA calendar entry, ILT minutes documenting the planned instructional moves, and scheduled administrator walkthrough windows focused on the implemented practices. • Schedule targeted Tune Up Tuesday sessions and ILT agendas to monitor implementation and provide job-embedded coaching as needed.	
PD Day #4 - March 12, 2027 6 hours	6th-7th: 3:30-5:00 October 15, 2026 February 18, 2027	CSIP Achievement Gap Goal I	**Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** Teachers from across the district will collaborate for a focused session centered on strengthening on-going implementation	N/A

	8th-Algebra 1: 3:30-5:00 October 20, 2026 February 11, 2027	CSIP Reading and Math Goal 2 CSIP English Language Learner Goal 4	of our HQIR to support sustainability. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	
	6th-8th: 3:30-5:00 October 20, 2026 February 18, 2027	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**Leveraging Trend Data to Strengthen Secondary ELA Instruction: 6-8** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	N/A
	Special Education: Sept. 29, 2026 3:00 - 5:00	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4	**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	N/A
	June 9th, 10th, 11th, 16th, 17th, 18th July 14th, 23rd, 27th, 30th 8:30-3:30 June 3rd & 4th July 7th & 8th	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. **SCM Initial** Comprehensive 12 hour training program focused on preventing and managing crisis	N/A

	July 28th & 29th 8:30-3:30		events and improving safety in school.	
	9:00 - 2:30; July 28, 2026 and July 29, 2026	CSIP Achievement Gap Goal 1 CSIP School Climate Goal 5	**TradesNKY Professional Development** Required training for middle school construction trades teachers. Training will consist of curriculum implementation, safety procedures, and use of equipment.	N/A
	August 3-5, 2026	CSIP Achievement Gap Goal 1 CSIP Reading and Math Goal 2 CSIP Science, Social Studies and Writing Goal 3 CSIP English Language Learner Goal 4 CSIP School Climate Goal 5	**All Woodland Staff** Dr. Webb Keynote and Applicable ElevatED sessions. To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans.	N/A

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
CSIP reading and math Goal 1. **CSIP Science, SS and Writing Goal 2.** **CSIP Achievement Gap Goal 3.** **CSIP EL Progress Goal 4.**	**ILT Meetings** – Dual Focus: Lesson Internalization & Regular Data Analysis **Schedule**: Weekly meetings by grade level and content area (6th, 7th, 8th grade, and Algebra I) during contracted planning periods (specific times TBD based on master schedule) **Participants**: All general education and special education teachers, co-teaching teams, and administrative support **Protected Time**: These meetings are protected on the master schedule and prioritized above other meetings - 1 full class period weekly **Purpose & Activities – <u>PART A: Unit/Lesson Internalization</u>**	**HQIR Curriculum Materials** (Into Literature, Amplify Desmos Math, Science and Social Studies resources) **KCSD Cycle of Quality Instruction Rubric** **KAS Standards Documents** (Reading, Math, Science, Social Studies, Writing) **P-12 Reading Strategies Resource Guide** **Performance Matters Data Platform** (with access and training)

	Teachers collaboratively plan, review, and refine unit and lesson plans aligned to Kentucky Academic Standards and the KCSD Cycle of Quality Instruction framework. Teachers ensure lessons incorporate high-quality instructional resources (HQIR), P-12 Reading Strategies, and embed the thinking strategies that promote student engagement and equitable access for ALL students, including students with disabilities and EL students. **Lesson Plan Review & Feedback**: Formal lesson and unit plans are submitted weekly to administration for formal review and feedback. Administrators provide written feedback focused on standards alignment, Cycle of Quality implementation (Elements 1 & 2), differentiation for gap groups, and evidence of HQIR utilization. Teachers incorporate feedback into subsequent lesson iterations. **Collaborative Co-Teaching Planning**: Special education and general education teachers collaboratively plan lessons that integrate accommodations, differentiation, and specially designed instruction (SDI). Co-teaching partners discuss which co-teaching model will be used, how both teachers will actively participate in instruction, and how to ensure students with disabilities have meaningful access to grade-level content. **Resource Sharing**: Teachers share high-quality instructional resources, pacing guides, and best practices across grade levels and content areas. Teachers discuss effective implementation strategies and troubleshoot instructional challenges. **Purpose & Activities – <u>PART B: Data Analysis & Instructional Response</u>** Teachers collaboratively disaggregate and analyze multiple data sets in a recursive process to review real-time data and adjust instruction based on individual student needs: **Common Formative Assessments (CFAs)**: Analyze individual student performance from weekly/unit-level CFAs; identify misconceptions and skill gaps; plan re-teaching strategies and small-group instruction **District Common Assessments (CAs)**: Disaggregate CA data by standards, grade level, class, and gap groups; identify trends in student learning; compare performance across classrooms and grade levels **Additional Student Data**: Analyze KSA, MAP, HMH Growth Measure, MTSS intervention data, and school-wide Master Student Data Sheet to determine broader trends and triangulate data when making instructional decisions	**Common Formative Assessment Tools & Templates** **School-Wide Master Student Data Sheet** **District Common Assessment Data Files** **MAP and KSA Data Files** **MTSS Progress Monitoring Forms** **Administrator Feedback Forms & Lesson Plan Review Rubric** **Co-Teaching Planning Templates** **Differentiation & Accommodations Resource Guides**

	Gap Group & At-Risk Student Focus: Provide regular analysis of students with disabilities, EL students, students from low socio-economic backgrounds, at-risk student groups, and "bubble" students near proficiency. Identify disproportionate performance patterns and plan targeted interventions. **Instructional Adjustments**: Based on data analysis, teachers collaboratively plan instructional adjustments, re-teaching, and interventions. Teachers document instructional decisions in ILT meeting minutes and monitor implementation fidelity. **Accountability**: Attendance tracked; meeting agendas and minutes document the work completed; lesson plans collected and reviewed; administrator observation of ILT participation and quality of collaborative planning and data analysis discussions	
CSIP reading and math Goal 1. **CSIP Science, SS and Writing Goal 2.** **CSIP Achievement Gap Goal 3.** **CSIP EL Progress Goal 4.**	**Monthly PLC Meetings** – Collaborative Planning & Assessment Design **Schedule**: One weekday after school per month for all teachers (3rd Thursday/month) **Participants**: All teachers **Leadership**: Grade-level/content-area leads facilitate; administrators provide support **Purpose & Activities**: **Extended Collaborative Planning**: Teachers have extended time to engage in deeper collaborative planning around unit and lesson internalization using the KCSD Cycle of Quality Instruction framework and HQIR. Teachers discuss pacing, instructional sequence, and alignment of lessons within units. **Curriculum Alignment & Standards Unpacking**: Teachers collaboratively unpack KAS standards, discuss how standards connect across grade levels and content areas, and ensure vertical alignment of instruction. Teachers discuss implications of revised standards and adjustments needed to curriculum and instruction. **Assessment Design**: Teachers collaboratively design formative and summative assessments aligned to standards and learning objectives. Teachers develop common formative assessments to be administered across classrooms/grade levels to allow for data comparison and trend analysis. Teachers create assessment rubrics and scoring guides to ensure consistent evaluation of student work. **Lesson/Unit Internalization Deep Dive**: Teachers engage in detailed analysis of specific units or lessons, discussing	**HQIR Curriculum Materials** **KAS Standards Documents** **Unit & Lesson Planning Templates** **Assessment Design Templates & Rubrics** **Student Work Samples** **Pacing Guides** **KCSD Cycle of Quality Instruction Framework**

	instructional strategies, resource utilization, student engagement, and differentiation. Teachers share student work samples and discuss evidence of student learning and misconceptions. **Accountability**: Attendance tracked; meeting agendas and products (lesson plans, assessments, pacing guides) documented; administrator observation and feedback	
CSIP reading and math Goal 1. **CSIP Science, SS and Writing Goal 2.** **CSIP Achievement Gap Goal 3.** **CSIP EL Progress Goal 4.**	**Tune Up Tuesday** – Responsive, Needs-Based Professional Learning **Schedule**: 2nd Tuesday of each month during contracted planning periods (time TBD) **Participants**: All Woodland staff expected to attend **Leadership**: Building administrators and instructional leads (literacy lead, math lead, special education lead) design and facilitate sessions **Purpose & Activities**: Each month's session addresses an emerging professional learning need identified through data analysis, teacher feedback, or administrative observation. Topics are intentionally selected based on instructional trend data from walk-throughs, lesson plan reviews, student performance data patterns, and teacher feedback from ILTs and Data PLCs. **Topics to be included:** • Lesson/Unit Internalization strategies and best practices • PBIS and Tier I classroom management strategies • Cycle of Quality Instruction – deep dive into specific elements (Elements 1, 2, 3, or 4) • Formative assessment development and analysis strategies • Implementing technology to support instructional strategies (Performance Matters, PearDeck, IXL) • P-12 Reading Strategies application across content areas • Differentiation and universal design for learning • *Character Strong* and/or *Why Try* program implementation • Learning and materials from district leadership meetings and professional development sessions • Other emerging topics based on data trends and teacher needs **Collaborative Problem-Solving**: Teachers engage in collaborative problem-solving around common instructional challenges. Teachers share successes and learn from peer implementation strategies. **Resource Sharing**: Administrators and instructional leads share resources, templates, and materials to support implementation of discussed strategies. Teachers receive access to resources from the District Professional Learning Landing page.	**District Professional Learning Landing Page Resources** **Session Presentation Materials & Slides** **Resource Handouts & Implementation Guides** **Data Displays & Trend Analysis** **Instructional Strategy Templates & Examples** **Technology Training Materials** (Performance Matters, PearDeck, IXL) **PBIS Resources & Classroom Management Strategies** **Intervention Program Materials** (Character Strong, Why Try) **Learning from District Leadership Materials**

	Accountability: Attendance tracked; session agendas and materials archived; teacher feedback collected; topics logged to ensure comprehensive coverage of identified needs	

D. IMPLEMENTATION AND IMPACT

Leadership Team Responsibility: The Administrative Team will ensure an intentional connection between professional learning opportunities and attendance and classroom instruction impact through the following systematic processes:

1. Professional Learning Monitoring & Verification

- **Weekly Leadership Team Meetings (Mondays):** The leadership team reviews attendance records, session feedback forms, and implementation evidence from teachers who attended professional learning
- **Classroom Walk-Through Data:** Within 2-3 weeks of each professional development session, administrators will conduct instructional learning walks to observe and document implementation of taught strategies
- **Walk-Through Focus:** Evidence of unit/lesson internalization, Cycle of Quality Instruction elements, formative assessment practices, adjustments to instruction, and technology integration
- **Documentation:** Walk-through findings are recorded and tracked to identify patterns of implementation and fidelity

2. Feedback Loop: Professional Learning to Classroom Impact

- **Individual Teacher Conferences:** Teachers will meet with administrators to discuss how professional learning is being applied in their classrooms and what barriers or supports are needed (3X per year per the PPR/PGP/Evaluation Cycle)
- **ILT Meetings:** Teachers will report out on professional learning implementation during weekly ILT meetings, sharing successes and challenges with colleagues, as well as analyzing student data
- **Student Learning Data Connection:** Leadership team will analyze student performance data (Common Assessments, MAP, KSA, etc.) before and after professional learning to measure impact on student achievement
- **Real-Time Adjustments:** If implementation is not evident or student learning is not improving, the leadership team will provide additional coaching, resources, or targeted professional learning

3. Communication of Impact

- **Weekly Faculty Newsletters:** Highlight examples of professional learning implementation and resulting student achievement gains
- **Monthly Faculty Meetings:** Share disaggregated data on professional learning impact and celebrate successes/growth
- **SBDM Council Meetings:** Present student progress data as a standing agenda item, connecting improvements to professional learning investments

4. Professional Learning Investment Tracking

- **Resource Allocation:** Track time, money, and training resources invested in each professional learning initiative
- **Impact Analysis:** Trimester review of whether professional learning investments are resulting in measurable changes in instruction and student learning
- **Decision-Making:** Use data to determine continuation, modification, or elimination of professional learning based on evidence of impact

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	25%
Certified Extra Service	0113	0%
Educational Consultant	0322	0%
Registrations	0338	30%
General Supplies/Professional Books	0610	25%
Food	0616	10%
Travel In District	0581	0%
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

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

March 9, 2026 - Staff PD Survey
March 18, 2026 - SBDM Meeting
April 14, 2026 - SBDM Meeting

Dixie Heights High School
26-27 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

Instructional Priorities

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

1) A needs assessment was conducted as a part of the CSIP process. The link to that assessment can be found here: 25-26 CSIP Needs Assessment. Areas of need:
    a) KCWP 1: Design and Deploy Standards: Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.
    b) KCWP 2: Design and Deliver Instruction:Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.
    c) KCWP 3: Design and Deliver Assessment Literacy:Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.
2) Data collected and continually analyzed throughout the school year:
    a) Map
    b) Common Assessments
    c) PPR Learning Walks based on Cycle of Quality Instruction
    d) SEB

e) RBTL
f) Transition Readiness

Professional Learning Focus

In response to our data, we will continue to prioritize strengthening Tier 1 instruction, with an emphasis on lesson internalization practices. By focusing on this, we hope to increase the impact of lesson planning on instruction and assessment. Our professional learning plan will focus on three goals:

1. **Build teacher expertise in lesson internalization:** Ensure all teachers confidently implement the KCSD Lesson Internalization process to deliver instruction aligned to the rigor of standards, grounded in clear learning targets, and paced for student success.
2. **Strengthen the development and use of common formative assessments:** Design and implement high-quality and standards-aligned assessments that are outlined in an intentional assessment calendar.
3. **Enhance data systems and instructional responsiveness:** Improve the efficiency and effectiveness of data collection and analysis to support timely student placement in PRIDE workshops. Expand our capacity to access and use real-time data to make informed instructional decisions that better meet the needs of all learners.

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 18, 2026 6 hours	**English:** ***6/4*** (3 hrs) ***10/27*** ***10/29*** ***2/23*** ***2/25*** (3 hrs)	KCWP:1 KCWP:2 KCWP:3	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted support through the Cycle of Quality, to refine instruction and boost student outcomes for the coming school year. **Leveraging Trend Data to Strengthen Secondary ELA Instruction: 9-12** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on	District led professional development.

			responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application	
	Math: Alg 2/ Geo: ***7/26*** (6 hrs)	KCWP:1 KCWP:2 KCWP:3	**Launching Amplify Desmos Math in HS Geometry/Algebra 2** This session launches and supports first-year implementation of the Amplify Desmos Math curriculum.	District led professional development.
	Math: Alg. 1 ***6/4*** (3 Hrs) ***10/20*** (1.5 Hrs) ***2/18*** (1.5 hrs)	KCWP:1 KCWP:2 KCWP:3	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability and build curricular coherence. . Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*. **Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** Teachers from across the district will collaborate. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	District led professional development.
	Social Studies: ***5/26*** (6 Hrs)	KCWP:1 KCWP:2 KCWP:3	**Inquiry & the Cycle in Secondary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom	District led professional development.

			instruction. **Inquiry: *Communicating Conclusions* in Secondary Social Studies** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings routinely in the classroom.	
	Science: ***5/26*** (6 Hrs)	KCWP:1 KCWP:2 KCWP:3	**Assessing Scientific Reasoning Through Student Writing** Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. **Building Clarity and Coherence in Secondary Science** Through a structured deconstruction process, participants will develop a deeper understanding of each standard's meaning, identify essential concepts and skills students must master, and design aligned instructional activities to support strong classroom implementation.	District led professional development.
	SPED *8/5 or 8/6* (4 Hours) TBD (2 Hours)		**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching. **SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams	District led professional development.

			to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	
PD Day # 2 - November 25, 2026 6 hours	**All Dept.** 8/18 (6 hrs)	KCWP:1 KCWP:2 KCWP:3	**Curriculum Development:** Department/ILT based collaboration to: • Update curriculum map and pacing guide. • Standard deconstruction • Learning target development • Exploring content specific instructional strategies • Lesson Internalization How this time is utilized will vary among ILT's. This determination will be based on where your ILTs are currently in regards to curriculum and planning. **Assessment & Product Development:** Department/ILT based collaboration to: • Assessment Mapping / Backwards Design • Common Formative Assessment Design • Assessment Review • Element 2 - Product / Pulse Check Design • Task Complexity How this time is utilized will vary among ILT's. This determination will be based on where your ILTs are currently in regards to curriculum and planning.	School wide, admin led, will incorporate KCSD Lesson Internalization trainings. Administration will provide district curriculum guidance, KDE standards, deconstruction templates, lesson plan template, learning target template, assessment map template, CFA vetting guidelines, pulse check examples, data analysis demonstration and best practices.
	Math: Alg 2/ Geo: 8/18	KCWP:1 KCWP:2 KCWP:3	**Curriculum Development:** Department/ILT based collaboration to: • Update curriculum map and	School wide, admin led, will incorporate KCSD Lesson Internalization trainings.

	(3 hrs) 12/8 (1.5 Hrs) 3/9 (1.5 hrs)		pacing guide. • Standard deconstruction • Learning target development • Exploring content specific instructional strategies • Lesson Internalization **Leveraging Trend Data to Strengthen Geometry & Algebra 2 Math Instruction** Teachers from across the district will collaborate. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	Administration will provide district curriculum guidance, KDE standards, deconstruction templates, lesson plan template, learning target template, assessment map template, CFA vetting guidelines, pulse check examples, data analysis demonstration and best practices. District led professional development.
PD Day #3 - February 15, 2027 6 hours	**All Depts.** 8/3, 8/4, 8/5	KCWP:1 KCWP:2 KCWP:3	Team Kenton ElevatED will give employees the opportunity to select from a variety of sessions that are aligned to district goals and best practices in order to meet the individual needs of staff. This event is designed to serve multiple purposes: to provide teachers with meaningful choice in professional learning, supported and guided by their principals; to elevate and leverage the expertise of KCSD teachers by offering learning aligned to our district's systemic priorities; and to create a dedicated window for Tier 1 professional learning to further strengthen classroom practice. The finalized ElevatED session board will be made available to principals on Monday, April 13th. This will allow for personalized individual PD plans to be developed prior to the end of the school year.	District led professional development.
PD Day #4 -	**All Depts.** 9/9	KCWP:1 KCWP:2 KCWP:3	**Formative - Up Your Assessment Game:** Take your formative assessment skills to	ITC led professional development.

March 12, 2027 6 hours	(1.5 Hrs)		the next level! Get fresh strategies and digital tools to make checking for understanding faster, easier, and more meaningful.	
	All Depts. 9/23 (1.5 Hrs)	KCWP:1 KCWP:2 KCWP:3	**AI - Teacher Assistant:** Discover how AI can save you time, help with lesson planning, grading, and everyday teaching tasks. Learn practical ways to use AI as your own personal classroom assistant!	ITC led professional development.
	All Depts. 10/21 (1.5 Hrs)	KCWP:1 KCWP:2 KCWP:3	**AI - Easy and Practical Classroom Uses:** Explore simple, effective ways to use AI in your classroom right away. Leave with ready-to-use ideas and tools to boost student engagement and streamline your workflow.	ITC led professional development.
	All Depts. 11/11 (1.5 Hrs)	KCWP:1 KCWP:2 KCWP:3	**Writing in the Non-English Classroom:** This session equips teachers with practical, easy-to-implement strategies for incorporating argumentative writing into any content area. Participants will explore how to scaffold student thinking, guide evidence-based reasoning, and assess argumentative claims across disciplines—from science and social studies to math and electives.	Writing Cluster Lead led professional development.

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*
Achievement Gap, Reading & Math, Social Studies/Science /Writing	Monthly planning period meetings designed to address weaknesses highlighted through review of PPR walk, assessment data and any additional needs identified (Technology/ITC, Cycle of Quality Instruction, SEB) . Planning period meetings will also be used to disseminate information, training, and initiatives presented at the monthly KCSD Leadership meetings. Planning period meetings will occur on Wednesday once a month - Planning Period Meeting Schedule (Link when complete)	Administration, data collection

Achievement Gap, Reading & Math, Social Studies/Science /Writing	Common planning meetings for ILTs and Departments to continue KCSD Lesson Internalization work. Leadership and teachers will work to together to ensure the most appropriate high yield instructional strategies are implemented in order to ensure congruence to the intended learning. ILTs, as a professional learning community, are expected to meet at least once a week to plan, work through elements of the cycle of quality instruction, and develop common formative assessments.	Administration, Department Head, ILT Leads.
Achievement Gap, Reading & Math, Social Studies/Science /Writing	ILT Data Analysis - Teachers and administrators collaborate to analyze data and determine progress in all content areas. These meetings will include careful examination of common formative assessments (CFA's) and district common assessment data to guide instruction in ELA/Math/Science/Social Studies. Data reviews will be scheduled with each ILT based on their assessment calendar.	Formative and Common Assessment Data; District Data Common Assessment Data; District Data Dashboard
Achievement Gap, Reading & Math, Social Studies/Science /Writing	**MTSS** - Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions and make data driven decisions about programmatic changes. MTSS Progress Check and Intervention Health Meetings Linked When Available.	MTSS Progress Monitoring Data, MAP, KSA, Reading Diagnostic; Performance Matters, District Consultants
Achievement Gap	Special Education PLCs - SPED Data Dig PLC occurs Bi-Weekly on Mondays.	Formative and Common Assessment Data, District Data Dashboard, Special Education Progress Data

D. IMPLEMENTATION AND IMPACT

Implementation will be measured through our recursive data process:

- Weekly Review:
  - Special Education Progress Monitoring
- Bi-Weekly Review:
  - MTSS Data
  - RBTL Data
  - SEB Data
- Monthly Review
  - Common Assessment Analysis
  - EL Progress Monitoring
- Professional Growth Plan

- Administrator review of PGP with feedback meeting prior to October 31st.
- Semester 1 Midterm Review, Analysis, and Updates
- Semester 2 Midterm Review, Analysis, and Updates

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

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*25%*
Certified Extra Service	**0113**	*15%*
Educational Consultant	**0322**	*15%*
Registrations	**0338**	*10%*
General Supplies/Professional Books	**0610**	*20%*
Food	**0616**	-
Travel In District	**0581**	-
Travel Out of District	**0580**	*15%*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: ***2/17/26, 3/10/26, 3/17/26***

Scott High School
26-27 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.):

To determine the professional development priorities for the 2026-27 school year, stakeholders reviewed the most recent SBDM-approved CSIP. In addition, there was an analysis of the school report card, ongoing assessments, learning walk trend data, and data on school culture and behavior.

The various data sources were reviewed and summarized below:

1. SWD overall proficiency in mathematics and reading decreased from 17% in 2024 to 11% in reading and 15% in mathematics in 2025. While KSA declined slightly and DCA data has shown growth, there is still a need to increase the proficiency of SWD, particularly in reading and math, but also across other assessment content areas. Concurrently, learning walks, PLC/ILT meetings, and teacher observations indicate a need to improve the collaborative teaching model and implementation, moving away from the one teach, one assist model.
2. As measured by the KSA, the overall proficiency for reading decreased from 51% in 2024 to 45% in 2025 and the overall proficiency for mathematics increased from 42% in 2024 to 45% in 2025. The science overall proficiency increased from 2% in 2024 to 26% in 2025 and the social studies overall proficiency increased from 35% in 2024 to 41% in 2025. Over the last four years, even with a decrease in reading this past year, Scott's data has demonstrated a positive trend. However, KSA data, as reported in the School Report Card and reflected within the 2025-2026 Comprehensive School Improvement Plan (CSIP) indicate a need to increase proficiency in all core subject areas. There were positive trends for every content (except reading) but still a need for growth.

3. Based on district common assessment running averages, Scott has reached the math and reading goals outlined in the 2025-2026 school action plan. The goal for reading was to reach 70% benchmark. We are currently averaging 66.69%. The goal for math was to reach 70% benchmark. We are currently averaging 59.96% (Alg I, II, & Geom). We are close to meeting our goals, but we're not there yet. Based on our common formative assessment data, Scott has consistently reached the same goals outlined in our 2025-2026 school action plan. While both assessments are demonstrating growth, we still are not where we want to be.
4. 2025-2026 monthly behavior data compared to 2024-2025 has shown a decrease in behavior referrals submitted/processed in IC. Aug. 2024 to March 2025, skipping was the most submitted/processed referral in IC, 178. Compared to the same timeframe this school year, 58 skipping referrals have been submitted/processed. In that same timeframe, 175 classroom disruptions were submitted/processed in IC in 2024-2025. Only 148 have been processed/submitted in IC this school year. With the introduction of the Kentucky House Bill 208, cell phone strikes became referrals after the 3rd strike. With the implementation for the new policy, cell phone referrals drastically increased. In 2024/2025, Scott had 65 referrals for cell phones. In the same timeframe for the 2025/2026 school year we had 205 referrals for cell phones. If we take the cell phone referrals out, Scott had a decrease in referrals from 675 referrals in 2024/2025 to 405 referrals in 2025/2026. Behavior data tracked by referrals submitted in IC and the continued implemented strike sheet (teacher utilized to address low level classroom behaviors) indicates that the overall all school behavior is trending in a positive direction. This positive trend is leading to improved culture/morale and helping to ensure our students are in the classroom engaged in lessons. Again, there's still plenty of room for growth, but Scott is headed in the right direction.
5. The instructional walk data shows that overall 90% of staff are designing/expecting a product aligned to task and standards. However, only 33% are providing effective collaboration opportunities within their classroom and 55% are making timely, and effective adjustments to instruction based on student performance/product. From September 2025 to February 2026, student collaboration was the element we struggled most to effectively provide, averaging 33% reinforced; consistently our worst category. The month of February saw our best performance in student collaboration, 42% reinforced. Adjusting instruction showed an increase across the school year as well: Sept. - 57% reinforce; Oct. - 71% reinforce; We saw a dip in Nov./Dec. - 30% reinforce; January increased to 48% reinforce; and February continued to increase - 74% reinforce. While growth was demonstrated, there's a need for improvement in implementing the elements of the cycle of quality instruction consistently. Instructional walk trend data and comparative.

The principal met with school department heads on March 20th to discuss the 26-27 Professional Development priorities. Scott's Professional Development plan has a reasonable balance of hours split between school and district identified priorities, academic department priorities and staff individual professional growth needs. In collaboration with the department heads and staff, it was determined that 6 hours would be used for content specific training, 12 hours would be dedicated to school and district priorities, and 6 hours of flexible Professional Development for individual teachers based on their individual needs and growth areas.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	***Flexible Date Request, as applicable***	***CSIP Goal***	***Description of Content of Professional Development***	***Specific Supporting Resources, as needed***
PD Day # 1 - August 18, 2026 6 hours	August 12, 2026	Goals 1 & 2 Academic Proficiency	**ALL STAFF - 6 hours** Review of and reflection regarding implementation of PLC/ILT, CFA, and DCA work from last year. Teachers will use these reflections to get individualized coaching on PGPs based on specific teacher needs. This will be applicable for all teachers.	School Administrators Teacher Leaders
PD Day # 2 - November 25, 2026 6 hours	9th-12th: June 4, 2026 8:00-11:00 @ CO	Goals 1 & 2 Academic Proficiency	**HS ENG - 3 hours** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted support through the Cycle of Quality, to refine instruction and boost student outcomes for the coming school year. Teachers will also engage in ongoing learning around revised KAS reading and writing standards by collaboratively unpacking standards, designing aligned lessons and assessments, and applying evidence from classroom data to adjust instruction as needed.	Academic Program Consultants
	9th-10th: Oct. 27, 2026 Feb. 23, 2027 3:30-5:00 @ CO 11th-12th: Oct. 29, 2026 Feb. 25, 2027 3:30-5:00 @ CO	Goals 1 & 2 Academic Proficiency	**HS ENG 9-12 - 3 hours** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into	Academic Program Consultants

			meaningful unit and lesson internalization to support immediate classroom application	
	9th-12th: May 26, 2026 8:30-11:30am @ CO	Goals 1 & 2 Academic Proficiency	**HS Science - 3 hours** Leveraging Science Discourse to Support Three-Dimensional Learning Teachers will examine the role of science discourse as a critical driver of sense-making within the three-dimensional learning framework. **Related ElevatED Sessions:** • Sensemaking in the Science Classroom • Talk Like a Scientist	Academic Program Consultants
	Biology May 26, 2026 12:30-3:30pm @ CO	Goals 1 & 2 Academic Proficiency	**HS Science - 3 hours** Assessing Scientific Reasoning Through Student Writing Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. Using shared rubrics and sample student responses, participants will analyze evidence of scientific reasoning, use of content knowledge, and clarity of explanation.	Academic Program Consultants
	Science (Not Biology) May 26, 2026 12:30-3:30pm @ CO	Goals 1 & 2 Academic Proficiency	**HS Science - 3 hours** Building Clarity and Coherence in Secondary Science Through a structured deconstruction process, participants will develop a deeper understanding of each standard's meaning, identify essential concepts and skills students must master, and design aligned instructional activities to support strong classroom implementation. This work will support unit internalization and curricular coherence.	Academic Program Consultants
	8:30-11:30	Goals 1 & 2	**Inquiry & the Cycle in**	Academic

	May 26, 2026 August (*Related ElevatED Sessions*)	Academic Proficiency	**Secondary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process. **Related ElevatED Sessions:** • *Social Studies Source Toolkit 6-12* • *The Cycle & Compelling/Supporting Questions K-12* • *Social Studies Discourse 6-12 (Talk like a Historian)* • *Social Studies Vertical Alignment Grades 4-11*	Consultants CO Board Room A Scott High School
	12:30-3:30 May 26, 2026	Goals 1 & 2 Academic Proficiency	**Inquiry: *Communicating Conclusions* in Secondary Social Studies - 3 Hours** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings routinely in the classroom.	Academic Consultants CO Board Room A
	8th-Algebra 1: 12:30 - 3:30 June 4, 2026	Goals 1 & 2 Academic Proficiency	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope - 3 Hours** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability. Grounded in learning from the Kentucky	Academic Program Consultants CO

	August (*Related ElevatED Sessions*)		Center for Mathematics and the *Math Rope*, participants will focus on intentionally connecting data, instructional practice, and student learning to impact student achievement and build curricular coherence. **Related ElevatED Sessions:** • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math 6th - Alg 2* • *Teaching for Fluency within Amplify Desmos Math 6th - Alg 2* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices*	
	Geometry&Algebra 2: 3:30-5:00 December 8, 2026 March 9, 2027	Goals 1 & 2 Academic Proficiency	**Leveraging Trend Data to Strengthen Geometry & Algebra 2 Math Instruction - 3 Hours** Teachers from across the district will collaborate for a focused session centered on strengthening early implementation of our HQIR. Participants will explore districtwide trends identified through fall and spring Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	Academic Program Consultants CO
	8:30-3:30 July 27, 2026 **REQUIRED ALL** Geometry/Algebra 2 teachers and	Goals 1 & 2 Academic Proficiency	**Launching Amplify Desmos Math in HS Geometry/Algebra 2 - 6 Hours** This session launches and supports first-year implementation of the Amplify Desmos Math curriculum.	Academic Consultants and ADM CO

	Special Education Teachers August (*Related ElevatED Sessions*)		Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction. **Related ElevatED Sessions:** • *Unit and Lesson Internalization* • *Leveraging the Cycle of Quality Instruction across Amplify Desmos Math 6th - Alg 2* • *Teaching for Fluency within Amplify Desmos Math 6th - Alg 2* • *Mathematical Dispositions - Building Math Community and Identity* • *From Monitoring to Meaningful Discourse: Unlocking Element 4* • *Activating the SMPs through the 8 Effective Teaching Practices*	
	August 5th 12:00-4:00 OR August 6th 8:30-12:30 Preschool Teachers, All Sped Teachers, Psychs, Related Service Providers ***Required***	Goal 3 - Achievement Gap	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching.	District SPED Team Scott High School - Auditorium
	October 7th 2:45-4:45 Individual schools will be scheduled	Goal 3 - Achievement Gap	**SPED Teachers and Admin Training - Addressing the Proficiency Gap - 2 Hours** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards	District Staff

			alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	
PD Day #3 - February 15, 2027 6 hours	August 4, 2026	Goals 1 & 2 Academic Proficiency	**Utilizing Element 3 to Enhance Student Learning - 2 Hours** This session introduces practical structures for collaboration that enable students to process thinking and ideas together. Teachers will learn to support collaboration through clear roles, routines, and management that ensures all students contribute meaningfully.	Academic Program Consultants
	October 6, 2026 January 26, 2027 4:00-5:00 pm	Counselors, Teachers, Instructional Assistants	**Calming Strategies for Students - 1 Hour** Learn calming strategies for students in all grade levels, create a calming box, and how to implement for student success in the classroom.	**SEB Department** CO Board Room
	2:50-3:50pm Oct. 20, 2026 Jan. 5, 2027 March. 2, 2027		**Differentiated Professional Learning -I hour for each session - Total 3 hours** Professional learning sessions that focus on instructional practices and utilizing technology to enhance instruction. Information from District Leadership meetings will be incorporated in the sessions.	School Administrators Teacher Leaders
PD Day #4 - March 12, 2027 6 hours	Keynote - 8/3 August 3 August 4 August 5		**Individual Training - 6 hours** To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans. Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. (Keynote & multiple professional learning sessions including SEB)	District Staff

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Goal 1: Achievement Gap; Goal 2: Math & Reading; Goal 3: Science, Social Studies, & Writing;	**ILT** - ILT teams will meet every Tuesday and will comprise all teachers within the content area, in addition to the assistant principal assigned to that team. For Math and English ILTs, the collaborating teacher will also participate as part of the team. Master schedule reflects common planning for ILTs. During ILTs, teachers will review instructional implementation and student data from DCAs, CFAs, walk data to guide instruction. Training will be provided in planning period meetings or after school no fewer than once per month.	Administrators and Department Heads May need subs or stipends to support.
Goal 1: Achievement Gap; Goal 2: Math & Reading; Goal 3: Science, Social Studies, & Writing	**PLC Meetings** - PLC meetings will occur monthly. Lesson Internalization collaborations will occur each trimester, during planning periods or more frequently as lesson plan reviews dictate. PLC focus areas will encompass the cycle of quality instruction, lesson internalization, reading strategies, and classroom management strategies, along with additional topics identified through data as areas requiring targeted support.	Administrators and Department Heads
Goal 1: Achievement Gap; Goal 2: Math & Reading; Goal 3: Science, Social Studies, & Writing; Goal 5: Postsecondary Readiness; Goal 6: Graduation Rate	**MTSS** - recursive training on Performance Matters. Consistent review of entry/exit criteria for students in the MTSS pyramid and intervention effectiveness will follow the district calendar. Regular review of student progress by the core MTSS team at Scott will also follow the district calendar. Specific training for faculty/staff to provide specific interventions (tier II/III) to students (as needed).	Training may require subs or paid time after school.
Goals 1 & 2 Academic Proficiency Goal 5: Quality of School Climate and Safety	**On-going, Recursive Training** - Once a month via faculty meeting and/or via department meetings, staff will receive job embedded PD to further promote staff effectiveness. These training sessions will occur in addition to any training previously mentioned. These training opportunities will also include any district or school specific training that arise from leadership or ad hoc training In addition, teachers will receive Literacy-specific training by the literacy lead and Technology-implementation training provided by the school technology lead will each occur bi-monthly.	Administrators, ITCs, Special Ed Leads, District Consultants and Department Heads May need subs or stipends to support.
Goal 1: Achievement Gap	**SPED PLCs** - Special education teachers meet as a department on the 4th Wednesday of every month (week following the lead teacher district meeting).	Administrators and Department Heads

D. IMPLEMENTATION AND IMPACT

Impact will initially be assessed via ongoing data collection and review. Most importantly, SRC, MAP, DCA, CFA, PPR Walk, and IC behavioral tracking data will provide ongoing assessment of successful implementation of established systems. These data points will be reviewed no less than once per month.

Teacher individualized growth plans and their implementation will be assessed to identify the continued need for PD adjustments. Teachers will collaborate with an assigned administrator to develop a Professional Growth Plan (PGP) tailored to their individual needs. At the start of the school year, each teacher will identify specific, actionable steps to support growth in the targeted areas. During the second trimester, teachers will meet with their administrator to review progress and make any necessary adjustments to the plan. At the conclusion of the year, teachers will engage in a reflective conference with their administrator to evaluate their progress and overall growth related to the PGP.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*40%*
Certified Extra Service	0113	*30%*
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	*20%*
Food	0616	*5%*
Travel In District	0581	*5%*
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - (Org for 7000)
Object – use code from above
Project – 7000, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 20, 2026

Simon Kenton High School
26-27 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.):

Instructional walk data showed:

- Element 1: Teacher provides an appropriate task, text, or problem in 91.4% of measured occasions.
- Element 2: Teacher elicits an individual product from all students in 76.1% of measured occasions, while recommendations for improvement were given in 22.5% of measured occasions.
- Element 4: Teacher adjusts instruction in response to student products in 54.6% of measured occasions, while recommendations for improvement were given in 12.7% of measured occasions.

Two areas of growth throughout the 25-26 school year have been teachers utilizing technology to elicit responses that can immediately be used to adjust instruction and utilizing AI tools for effective instruction. This will continue to be a focus of our school.

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

- English 1: 65.05% Proficiency, 11.94% SWD Proficiency
- English 2: 62.11% Proficiency, 29.59% SWD Proficiency
- English 3: 61.31% Proficiency, 43.61% SWD Proficiency
- English 4: 66.65% Proficiency, 41.45% SWD Proficiency
- Algebra 1: 61.93% Proficiency, 58.57% SWD Proficiency
- Algebra 2: 86.82% Proficiency, 73.57% SWD Proficiency
- Geometry: 73.19% Proficiency, 56.39% SWD Proficiency
- Biology: 55.03% Proficiency, 28.24% SWD Proficiency
- Integrated SS: 69.84% Proficiency, 70.55% SWD Proficiency
- US History: 56.27% Proficiency, 27.31% SWD Proficiency
- World History: 68.87% Proficiency, 41.45% SWD Proficiency

These proficiency numbers, including the percentage of SWD, represents improvement from previous years. However, our KSA data does still indicate a need for improvement in several areas and will need to be addressed through on-going professional development. Additionally, English 1, 3, and 4 common assessment data is below the district average. Biology, US History, and World Civilization common assessment data has been jagged, with some assessments scoring above the district average and others below. Data on district common assessments for SWD in English 4, World Civilization, and US History is below the district average. On-going training in effective co-teaching will be necessary, and training for teachers in structures to assist students with IEPs in the general education setting.

To continue the gains our school has made in the cycle of quality instruction, we will continue utilizing ILT structures that have been implemented in 25-26. The intention of this process is to ensure all tasks are aligned to standards, that planning is done to ensure tasks are presented to students that require them to create a product, and will allow for planning time to ensure teachers share ideas on how to use technology to measure and adjust instruction. This will include a meeting weekly with an administrator, content area teachers, and special education collaborators to ensure high-quality tasks are being utilized in all classes. Common Formative Assessments and Common Assessment data will be reviewed during these meetings to accurately measure student mastery of standards. To enhance the effectiveness of these ILT meetings, summer and ongoing training will be provided to support the work.

Another major focus of our school professional development will be to enact a writing strategy across the curriculum. Through observations this year, we have writing being taught in a variety of ways across subject areas and even within each ILT. To create a coherent strategy for writing across the curriculum, we are engaging teacher leaders to help implement this PD.

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

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

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	***Flexible Date Request, as applicable***	***CSIP Goal***	***Description of Content of Professional Development***	***Specific Supporting Resources, as needed***
PD Day # 1 - August 18, 2026 6 hours	8/3-8/5 (6 hours)	All Goals	**Individual Training - 6 hours** ElevatED PD Sessions - All To be pursued and scheduled individually by each teacher based on priorities identified in each teacher's individual professional growth plans. Teachers may utilize training options available through Team Kenton ElevatED to support learning and acquire hours. (Keynote & multiple professional learning sessions including SEB).	
PD Day # 2 - November 25, 2026 6 hours	6/4 (3 Hours)	Algebra 1 CSIP Goal 1&2	**Advancing 6th - Algebra I Math Instruction through the strands of the Math Rope** Math teachers will analyze trends emerging from the on-going implementation of the HQIR and common assessment data to support sustainability. Grounded in learning from the Kentucky Center for Mathematics and the *Math Rope*, participants will focus on intentionally connecting data, instructional practice, and student learning to impact student achievement and build curricular coherence.	
	10/20 (1.5 Hours) 2/18 (1.5 Hours)	Algebra 1 CSIP Goal 1&2	**Leveraging Trend Data to Strengthen 6th - Algebra I Math Instruction** Teachers from across the district will collaborate for a focused session centered on strengthening on-going implementation of our HQIR to support sustainability. Participants will explore districtwide trends identified through fall Math Learning Walks and student data to collaborate on responsive instructional moves to support	

			student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	
	7/27 (6 Hours)	Geometry & Algebra 2 CSIP Goal 1&2	**Launching Amplify Desmos Math in HS Geometry/Algebra 2** This session launches and supports first-year implementation of the Amplify Desmos Math curriculum. Participants will learn to effectively leverage lesson components, the digital platform, and resources within the curriculum to support high-quality classroom implementation through Unit and Lesson internalization and the KCSD Cycle of Quality Instruction.	
	6/4 (3 Hours)	English Teachers CSIP Goal 1&2	**Advancing Secondary ELA Instruction: 6-12 Instruction through Structured Literacy** ELA teachers will use multiple strategies, including unit and lesson internalization, regular use of common formative assessments, and targeted support through the Cycle of Quality, to refine instruction and boost student outcomes for the coming school year. Teachers will also engage in ongoing learning around revised KAS reading and writing standards by collaboratively unpacking standards, designing aligned lessons and assessments, and applying evidence from classroom data to adjust instruction as needed.	
	10/27 (1.5 Hours) 2/23 (1.5 Hours)	English 1 and 2 Teachers CSIP Goal 1&2	**Leveraging Trend Data to Strengthen Secondary ELA Instruction: 9-12** Teachers across the district will come together for targeted focus around the implementation of the HQIR. Participants will explore districtwide trends identified through fall ELA Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session	
	10/29 (1.5 Hours) 2/25 (1.5 Hours)	English 3 and 4 Teachers CSIP Goal 1&2		

			will translate into meaningful unit and lesson internalization to support immediate classroom application	
	5/26 (3 Hours)	Science CSIP Goal 1&2	**Leveraging Science Discourse to Support Three-Dimensional Learning** Teachers will examine the role of science discourse as a critical driver of sense-making within the three-dimensional learning framework.	
	5/26 (3 Hours)	Science CSIP Goal 1&2	**Assessing Scientific Reasoning Through Student Writing** Teachers with course level common assessments will collaboratively calibrate their scoring of extended response science writing to strengthen consistency and accuracy in evaluating student work. Using shared rubrics and sample student responses, participants will analyze evidence of scientific reasoning, use of content knowledge, and clarity of explanation.	
	5/26 (3 Hours)	Social Studies CSIP Goal 1&2	**Inquiry & the Cycle in Secondary Social Studies** Teachers will examine social studies inquiry instructional practices aligned to the Cycle of Quality Instruction to deepen their learning around compelling and supporting questions and using sources to drive best practices in classroom instruction. A particular focus will be on student products and adjustment of instruction within the inquiry process.	
	5/26 (3 Hours)	Social Studies CSIP Goal 1&2	**Inquiry: *Communicating Conclusions* in Secondary Social Studies** Teachers calibrate their understanding of the inquiry standard: *Communicating Conclusions*. Using shared rubrics and sample student products, participants will analyze evidence of social studies disciplinary reasoning, use of content knowledge, and clarity of explanation as well as alternative methods students can communicate their findings	

			routinely in the classroom.	
	8/3-8/5 (6 Hours)	All other subjects, All CSIP Goals	ElevatED	
PD Day #3 - February 15, 2027 6 hours	12/8 (1.5 Hours)	Geometry & Algebra 2 CSIP Goal 1&2	**Leveraging Trend Data to Strengthen Geometry & Algebra 2 Math Instruction** Teachers from across the district will collaborate for a focused session centered on strengthening early implementation of our HQIR. Participants will explore districtwide trends identified through fall and spring Math Learning Walks and student data to collaborate on responsive instructional moves to support student learning. The knowledge gained during the session will translate into meaningful unit and lesson internalization to support immediate classroom application.	
	3/9 (1.5 Hours)			
	5/26 (3 Hours)	Geometry & Algebra 2 CSIP Goal 1&2	School session on curriculum development and integrating Amplify Desmos into instruction.	
	8/5 or 8/6 (4 Hours)	Special Education Teachers	**All SPED Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities, in addition to co-teaching.	
	9/23 (2 Hours)		**SPED Teachers and Admin Training - Addressing the Proficiency Gap** Individualized school training will focus on supporting co-teaching teams to implement effective collaborative models in core ELA and math, analysis of KSA/student proficiency data and standards alignment of deficit skills, and planning to ensure all students access core content through differentiation, delivery of SDI, supplementary aids and services, and accommodations.	
	5/27 (6 Hours)	All other teachers	School session on curriculum development and integrating HQIR into teaching practices.	

PD Day #4 - March 12, 2027 6 hours	9/22 (1 Hour) 11/17 (1 Hour) 1/19 (1 Hour) 3/23 (1 Hour)	CSIP Goal 1&2	**Technology in the Modern Classroom** Teachers will learn about safe and responsible use of AI tools in the classroom with focus on strategies for integrating AI in a way that enhances learning while protecting student privacy and promoting ethical practices. We will explore best practices for introducing AI to students and monitoring its usage. We will explore several different AI tools and their uses.	
	8/11 (2 Hours)	CSIP Goal 1&2	Teaching writing across the curriculum. Led by teachers at Simon Kenton, this session will focus on appropriate strategies to teach writing and how to give effective, actionable feedback to student writing.	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	• ILT Meetings will occur weekly on Tuesdays with members consisting of all teacher who teach that subject and the assistant principal attached to that ILT. For math and English ILTs, the collaborating teacher will also be a member. • These ILTs will meet weekly for common planning, with the opportunity to participate in common planning daily, but will review data according to the district common assessment and common formative assessment calendar for their subject area.	

CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	• PLC meetings will occur twice monthly on Thursdays during planning periods. Topics will include the cycle of quality instruction, lesson internalization, reading/learning strategies, writing strategies, technology tools for assessment, classroom management techniques, assessment training, and other topics as data shows a need for additional systemic support.	
CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	• Special education teachers meet as a department once per month the week following the lead teacher district meeting.	
CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math	• MTSS progress checks and intervention effectiveness meetings will be scheduled according to the district calendar windows. • MTSS progress checks also align with our checks for postsecondary readiness according to the KCSD CBAS model and according to the KDE model through utilization of the transition readiness dashboard and align with checks for students who are off grade level–assigning	

CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	them to a point of contact to intervene with these students to make progress towards transition readiness and/or grade level/	
CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	• Administrators will meet at the conclusion of each term to analyze data on a school level. One PLC each quarter will be to share this data with teachers and to strategize for improvement. Individual at-risk students are also shared with teachers who have direct contact with these students to develop plan for improvement.	
CSIP Goals 1-Achievement Gap SWD CSIP Goal 2 - Proficiency, Reading and Math CSIP Goal 3 - Proficiency in Science, Social Studies, and Writing CSIP Goal 4 - Postsecondary Readiness	• School wide professional learning will also take place at the monthly faculty meeting on the second Wednesday of each month. The topics will be determined by trends in data, PPR walks, etc., but will also include information from monthly leadership meetings to be shared with faculty. • Additional professional learning takes place at department meetings, which are held the first Wednesday of each month. The focus of this professional learning is to ensure alignment of implementation of curriculum and make adjustments as necessary. This is also a time to discuss vertical alignment through the use of assessment data.	

D. IMPLEMENTATION AND IMPACT

Measurements:

- District Common Assessment Data

District common assessment data will be analyzed in ILT meetings. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team. A running average of all DCA and FCA tests will be kept in a newly constructed dashboard to allow for more efficient analysis of data.

- ILT Common Formative Assessment Data

Formative common assessment data will be analyzed in ILT meetings using the agreed upon system that allows for disaggregation of data by SWD. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team. A running average of all DCA and FCA tests will be kept in a newly constructed dashboard to allow for more efficient analysis of data.

- Special Education IEP Goal Monitoring

Administrators randomly select students from each assigned case managing teacher weekly to check data entry. Areas to correct or address are shared with the teacher who develops a plan to address any issues. Each case managing teacher will update their data on the IEP goal monitoring sheet at each midterm and end of quarter.

- Staff Feedback Forms

Feedback is given to staff members after PPR walks. For staff that may show a need for more formal support, administrators will work closely with the teacher to pinpoint areas where adjustments could positively impact instruction.

- Cycle of Quality Instruction Feedback Data Trends

The feedback given to teachers is aggregated to display trends school-wide. This data will be shared with teachers monthly through the staff memo (not identified by teacher). Additionally, this data will be triangulated with available assessment data to identify areas where more support is necessary and to identify exemplar teachers.

- Transition Readiness Data

Transition readiness data is updated consistently throughout the year. This data is shared with staff and parents through the weekly memo. All students in 10th-12th grade who are not yet transition ready will receive an intervention through the MTSS process until they achieve transition readiness.

Professional Growth Plans

Professional growth plans will be reviewed during each quarter of the school year with all teachers to address the growth from professional development that has taken place throughout the year and to identify any areas where teachers are asking for additional training (technology tools, classroom management, etc.). There will be a window established where all growth plans will be reviewed and updated by the teacher and an administrator.

Additionally, individual professional learning plans will be reviewed during PGP progress windows with each teacher. This is meant to integrate the professional growth plan with the professional development plan in a more coherent way that will impact growth for teachers.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*25*
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*25*
General Supplies/Professional Books	0610	*20*
Food	0616	*15*
Travel In District	0581	
Travel Out of District	0580	*15*
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - (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: January 28, 2026