



2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024_04182023_14:48

2022-23 Phase Four: Professional Development Plan for Districts for School Year
2023-2024

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The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

The following mission statement was developed in the mid-1990s, "Nicholas County Schools exist to prepare all students with the self-discipline and academic proficiency necessary to be contributing citizens in an ever-changing society." In the district's 2018-2019 administrative retreat, much time and effort was invested in developing a district "motto" that would enhance our district's purpose/mission statement and be accepted by all NCS staff. We developed the following explanation. At Nicholas County Schools every decision is based on the best interests of our students. Our staff lives out our district motto, Every Student Every Day, in everything they do. Nicholas County Schools provides a safe and nurturing

educational environment where students can grow and thrive intellectually, socially and physically. This new narrative describes how our district embodies its purpose through every aspect of the educational experience.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. Identify students' specific learning gaps in Reading and math and address those gaps by providing instruction through various evidence-based teaching/learning strategies from curricula aligned with Kentucky's Academic Standards.

2. Provide a learning environment where students and staff are physically and emotionally safe and valued by staff and students.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

1. In order to "identify students' specific learning gaps in Reading and math and address those gaps by providing instruction through various evidence-based teaching/learning strategies from curricula aligned with Kentucky's Academic Standards", staff must know how to use assessments that identify learning gaps, monitor progress and provide data that can be shared with other teachers, interventionists, administrators and parents. Teachers must also know how to develop curriculum maps, unit plans and lesson plans aligned with Kentucky Academic Standards and use various evidence-based teaching methods to engage students in the curriculum. We are making sure teachers have professional development opportunities on campus and at other venues that address these issues. For example, our elementary school teachers will have training before the start of the school year on the new iReady math program we will be adding this year; the training will be provided by the vendor of the program. Another example is our middle and high school students will be working throughout the summer and the week before the start of school to create and/or revise curriculum maps for the courses they teach. These efforts will be facilitated by district administrators and representatives from regional educational cooperatives, CKEC and KEDC.

2. In order to "Provide a learning environment where students and staff are physically and emotionally safe and valued by staff and students", the district is providing passive restraint training before the start of the school year for all district staff. Both our elementary and middle/high school are receiving professional development related to the development/revision and implementation of their PBIS plan for 23-24 school year. The PBIS work will be facilitated by building

administrators, district administrators and representatives from regional educational cooperatives, CKEC and KEDC.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Focus Area 1 - Identify students' specific learning gaps in Reading and math and address those gaps by providing instruction through various evidence-based teaching/learning strategies from curricula aligned with Kentucky's Academic Standards.

Objectives - *Provide initial, introductory training in the use of the iReady math platform to the assess students' math knowledge and skill levels, provide intervention materials for all students at their appropriate RTis level (Tier 1, 2,or 3) and provide a method of sharing assessment data and intervention materials to other elementary teachers, interventionists, administrators and parents.

* Provide initial, introductory training for new teachers in the use of the iReady reading platform to the assess students' reading knowledge and skill levels, provide intervention materials for all students at their appropriate RTis level (Tier 1, 2,or 3) and provide a method of sharing assessment data and intervention materials to other elementary teachers, interventionists, administrators and parents.

*Provide initial training for new (1st through 3rd year) middle and high school teachers and a review to experienced teachers in how to develop curriculum maps, unit plans and lesson plans aligned with Kentucky Academic Standards that include teaching strategies that engage students in learning.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

IReady training in use of reading and math platform - will result in teachers being able to identify specific learning gaps for students and address those gaps by using the intervention materials provided to improve student learning in the identified gaps.

Development or refinement of curriculum maps, unit plans and lesson plans - will result in teachers being able to develop curricula and instruction that is aligned with state academic standards and will provide students with the content knowledge and skills to preform at higher levels on state assessments and move on to content at the next level of their learning.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

iReady professional development - the platforms provide data on every formative and summative assessment that is available to any teacher and interventionist the student has as well as building and district administrators. Formative assessments serve as a way to inform instruction so they are given weekly while summative assessments are usually quarterly.

Curriculum maps, unit plans and lesson plans development and revision - These planning documents are developed at various times throughout the school year - curriculum maps = prior to the beginning of the year and revised throughout the year, unit plans = prior to the start of the year and revised as needed, and lesson plans = developed prior to the week they will be used and revised daily if needed. The documents are shared with building administrators as scheduled by the administrator (e.g. curriculum maps due prior to start of school, unit plans due prior to teaching the unit and lesson plans due at the beginning of each week).

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

iReady - successful completion of training prior to the start of school, giving assessments as scheduled, use of assessment data to inform instruction, use of intervention materials of a consistent basis

Development of curriculum and instruction plans - successful development and implementation of quality curriculum maps, unit plans and lesson plans.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

iReady training - teachers in grades K-8

Development of curriculum and instruction plans - teachers in grades 7-12

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

iReady training - time prior to beginning of school and at least once during the school year for teachers and other staff to be trained in use of iReady platform assessments and intervention materials; funding for the iReady math and reading platforms, and support from iReady vendors and trainers

Development of curriculum and instruction plans - time prior to beginning of school year for teachers to develop aligned curriculum maps, unit plans and lesson plans in conjunction with other grade level or content teachers, time throughout the year

to revise curriculum maps, unit plans and lesson plans in conjunction with other grade level or content teachers and release time for teachers who do not have access in the building to teachers of the same content (i.e. world languages, fine arts, etc.)

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

iReady training - building administrators will provide support throughout the year on the implementation of iReady platform and materials, biweekly data meetings and planning with principal to review data and implementation of intervention materials and strategies within grade levels, and one refresher training provided by vendor late in first semester

Development and revision of curriculum and instruction plans - due to the inability to schedule grade level or content teacher planning periods, release time will be made available twice a semester for teachers to update curriculum and instructional plans to make sure academic standards are being addressed at every grade level and in every content area, and PLC meetings will be used to analyze data that will inform instruction.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Focus Area - Provide a learning environment where students and staff are physically and emotionally safe and valued by staff and students. the district is

Objectives : *Provide passive restraint training before the start of the school year for all district staff.

*Provide professional development related to the development/revision and implementation of schools PBIS plan for 23-24 school year.

*Provide professional development regarding the development and continuation of a school climate where student feel safe and valued.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Staff that know how to safely deal with students who exhibit physically aggression at anytime during the school day and in any environment (e.g. classroom, hallway, cafeteria, school bus, etc,) to ensure the safety of the student who is exhibiting the aggressive behavior as well as the safety of other students and staff.

Staff and students understand the behavioral expectations for all students, the rewards for appropriate behavior and the consequences for inappropriate behavior. School wide adherence to a consistently implemented PBIS for all students can result in a school where staff and students feel safe and valued.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Data - behavior reports submitted in Infinite Campus, suspension and expulsion data, charges filed by SRO, list of staff who participated in passive restraint training

Responsible for gathering data - teachers making timely behavior reports in IC, building administrators recording behavior resolutions, suspension and expulsions in IC in a timely manner, SRO's documentation of charges filed, and district's Safety and Security Coordinator requiring a sign in sheet for passive restraint trainings

Data Analysis - weekly for IC reporting, at the time of the incident for SRO charges and following passive restraint training

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Increase in positive student behaviors at elementary - evidenced in students receiving awards in the form of DOJO points, kindness cones, and other similar "rewards"

Decrease in behavior reports for aggressive behaviors, suspensions and expulsions

Decrease in number of students charged with crimes (e.g. assault, abuse of a teacher, terroristic threatening, etc.)

A staff that is equipped to provide safe physical management with and for students exhibiting aggressive behaviors

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All certified and classified staff within the district for passive restraint training

All certified staff for PBIS

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Funding and trainers for passive restraint training

Additional professional development re: PBIS from regional education cooperatives (KEDC and CKEC)

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Additional funding and trainers for passive restraint training for staff hired after start of the year

Additional professional development re: PBIS from regional education cooperatives (KEDC and CKEC)

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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