



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04122023_11:33

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

Northview Elementary
Beth Mullins
1040 Maysville Road
Mount Sterling, Kentucky, 40353
United States of America

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202...	3
Attachment Summary	8

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

The purpose of this diagnostic is to support the school 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 school's mission?

Northview Elementary School: Every Student Every Day- learning, teaching, exploring, succeeding, always believing.

2. The needs assessment provides the framework for **all** schools 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 school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. New curriculum training (ELA, Math, Social Studies)

2. PBIS (culture & climate)

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

Goal 1: Our short-term objective for the 2022-2023 school year to achieve 65.5% proficient/distinguished in Reading by 2024 should push us to a 7% growth and maintenance mark achieving 72.5% proficient/distinguished for the 2022-2023 school year. Our short-term objective for the 2022-2023 school year to achieve 63.8% proficient/distinguished in Math by 2024 should push us to a 10% growth and maintenance mark achieving 53% proficient/distinguished for the 2022-2023 school year. Strategies that will drive these growth forces will be around improved Key Core Work Processes to design & deliver instruction, and to review, analyze, and apply data.

Goal 2: By 2026, the quality of school climate and safety will increase to 82%.

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

Curriculum training will support teachers in high-quality instruction implemented with fidelity. Viable curriculum supports access for students to impact student achievement with appropriate knowledge of resources and ability to design coherent instruction.

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

The objective included for intended results of this professional development include: meeting needs of all types of learners, strengthening tier 1 instruction.

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.)

Data to monitor the evidence of this implementation will be provided through walk-through documents, evidence of monitored instructional practices through professional learning communities, and mastery assessment opportunities provided through rigorous test-bank items. Our MTSS committee will monitor this monthly and review data that needs to be shared with grade level teachers.

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.

(Key Core Work Process: Design, align, and deliver support)- Grade level performance on benchmark assessments, progress monitoring for grade level performance on formative assessments in classroom. Creation of formative assessments to use throughout instruction that align to grade-level standards.

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

General education teachers, special education teachers

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.)

SBDM funds will be used to pay for any professional development needed outside of funding that the district provides.

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.

These professional development opportunities will continue to be supported and monitored throughout the school year through practices of professional learning communities, multi-tiered systems of support, and ongoing monitoring of walk-throughs and observations throughout the school year.

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

The objective included for intended results of this professional development include: student-led leadership opportunities to support a sense of belonging, response of school personnel to support student-specific behavior.

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

Orientation of programming for school staff.

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 to monitor the evidence of this implementation will be provided through walk-through documents and review of schoolwide expectations for appropriate response to behavior. Our MTSS committee will monitor this monthly and review data that needs to be shared with grade level teachers.

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.

Data review will indicate improved student incidents throughout the building.

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

General education teachers, special education teachers

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.)

SBDM funds will be used to pay for any professional development needed outside of funding that the district provides.

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.

These professional development opportunities will continue to be supported and monitored throughout the school year through practices of professional learning communities, multi-tiered systems of support, and ongoing monitoring of walk-throughs and observations throughout the school year.

6. Optional Extension: If your school 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)
 Northview PD Plan 23-24		.