



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_09062022_17:12

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

Yellow Creek School Center
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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?

Yellow Creek School Center's main purpose is to instruct and guide students to become productive and educated citizens for our community and world. Our mission at YCS is threefold: to educate, to encourage, and to engage all students to be the best they can be in order to meet their full potential as human beings. As a result of our mission, we have very high, however, appropriate expectations for each of our students. In addition, we believe that every child can learn if given the right opportunity, tools, instruction, and guidance. We want our students to become

independent learners. Furthermore, we celebrate student achievement and success as well as implement an action plan to help students improve.

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.

Yellow Creek School Center's two top priorities are: (1) Deeper (refocused) Understanding of Curriculum and (2) Deep Student Engagement in Instructional Delivery. Both of these priorities will be utilized to help determine gaps in student learning due to interruptions in instruction with COVID. These areas have been identified in the Needs Assessment and will be addressed by the KCWP 1 Design and Deploy Standards, KCWP 2 Design and Deliver Instruction and KCWP 3 Strategic Design and Deliver Assessment Literacy.

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

Yellow Creek School Center's top professional development priorities are closely related to each of the school's goals. Both areas, deeper understanding of curriculum and deep student engagement in instructional delivery, are specifically being addressed in the Proficiency, Separate Academic Indicator, and the Achievement Gap goals as evidenced by the Key Core Work Process areas 1 and 2 being cited in the strategy column of each goal. In reviewing each of these goals (proficiency targeting reading and math, separate academic indicator addressing science, social studies, and writing, and achievement gap focusing on gap students), it is apparent that all of these areas strongly align to the top two priorities in that reading, math, writing and social studies have newly revised standards; thus showing the strong connection to deeper understanding of curriculum which does not only mean having an awareness of the standards, but a rich understanding of the standards and how that influences the development of curriculum, lessons, and assessments. Deep student engagement in instructional delivery is also strongly aligned in that once you have a strong understanding of the "what students need to know" then a teacher must develop a deeply engaging delivery of the content to ALL students. Deep student engagement cannot stand alone without knowing what students must know; a deeper understanding of curriculum cannot stand alone without knowing how to engage students in their own learning. Thus, our school's top two priorities are completely dependent upon each other to achieve student success. We continue to find "learning gaps" due to loss of instruction due to COVID-19. Therefore, we believe our top two focus areas of 1). Deeper (refocused) Understanding of Curriculum and 2). Deep Student Engagement in Instructional Delivery will address these "learning gaps."

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.

Yellow Creek School Center's Professional Development Objective: To provide high-quality professional development experiences that support the district's/school's instructional improvement goals and that align with the school and district improvement plans is the specific objective that demonstrates the alignment to the district goals. Priority Need 1: Deeper Understanding of Curriculum – To increase the teacher's level of understanding of the standards - the importance of this understanding and how it translates into instruction as well as to REFOCUS each teacher in the district to the what students MUST learn at each grade level based on the standards to reverse the results from the instructional interruptions due to COVID. Teachers will need to attend professional development focused specifically on the content standards in order to have a deeper understanding of the standards.

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 intended results of Priority Needs 1: For classroom teachers to have a better grasp on the concepts and skills of their subject area standards. For classroom teachers to refocus their attention on their grade level standards in order to better identify (more specifically) student gaps. It is our district's belief that in order to truly identify gaps in instruction, there must be a reference point for the identification and the standards are this point. By increasing the teachers' understanding and increasing the focus on these standards, students' gaps will be identified more clearly, will be addressed more specifically and intentionally. Having a better understanding of the standards will improve vertical alignment among the grade levels and will improve PLC discussions and outcomes.

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.)

i. Data that will be considered/monitored/gathered will include student work samples, such as writing pieces, grade level assessments, such as chapter/unit assessments and classroom observations.

ii. Those responsible for gathering data will include: District Reading Facilitators and Admin will gather reading assessment data; School-Level Admin will gather math assessment data; District Instructional Coaches will gather Writing, Science and Social Studies data and will report it to School Level Admin.

iii. Data will be analyzed quarterly. Classroom observations will be also conducted weekly by school admin as well as district instructional coaches.

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.

Indicators of Success will include: Stronger/better aligned curriculum documents including daily lesson planning and assessments, Stronger classroom observation/ walk-thru data, and increased student achievement data by decreasing instructional gaps. Pacing will also improve, which will ensure that all standards are addressed within the school year.

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

K-8 teachers (reading, math, writing, science, social studies) are the intended audience.

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.)

Resources would include time for teacher to work together and "dig deeper" into standards (e.g. Clarity of Standards), funding for release time or stipends, professional development support from vendors and instructional leaders to help facilitate the process and promote a growth mindset for the work/process.

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.

Instructional coaching and support by district and school level leadership will be provided throughout the school year and during summer professional development sessions. School level administration will conduct PLCs throughout the school year to monitor standards implementation as well as how assessments are impacted.

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.

Priority Need 2: Deep Student Engagement in Instructional Delivery - to increase the teacher's understanding of deep student engagement in the instructional delivery by providing a common definition of deep engagement, exemplar models of this and characteristics of what this may look like in practice. Providing professional development experiences that provide research based and data proven strategies and/or techniques to promote and support this practice for teachers and instructional leaders.

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

The intended result of Priority Need 2 is for teachers to assess the level of engagement (non-compliant, compliant, partially engaged, engaged, and fully engaged) in their classrooms and work to improve the level of engagement consistently through utilizing the various strategies and techniques in their instructional delivery. Student discourse and student ownership in their own learning would be key elements.

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.)

i. Data that will be considered/monitored/gathered will include student work samples, such as writing pieces, grade level assessments, such as chapter/unit assessments and classroom observations.

ii. Those responsible for gathering data will include: District Reading Facilitators and Admin will gather reading assessment data; School-Level Admin will gather math assessment data; District Instructional Coaches will gather Writing, Science and Social Studies data and will report it to School Level Admin.

iii. Data will be analyzed quarterly. Classroom observations will be also conducted weekly by school admin as well as district instructional coaches.

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.

Indicators of success will include improved assessment results on both classroom assessments, MAP interim assessments as well as the Kentucky Summative Assessment.

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

K-8 teachers (reading, math, writing, science, social studies) are the intended audience.

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.)

Resources needed would include high quality Professional development sessions focused on engagement, funding to support onsite coaching for teachers/leaders, release time for professional learning and possibly materials for implementation of strategies.

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.

Instructional coaching and support by district and school level leadership will be provided throughout the school year and during summer professional development sessions. School level administration will conduct weekly classroom observations and will conduct PLCs throughout the school year to monitor student engagement as well as how to determine how assessment data is impacted.

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)
 YC Professional Development		.