

PL Diagnostic Planning Template
Due May 1, 2024

Rationale: 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. 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

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

PD Planning Template for 2024-2025 -Boone County School District

1. What is the district's mission?

Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve his or her highest potential as a learner and citizen.

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 priorities for professional development that support continuous improvement?

Priority 1:

All district and building leaders will participate in professional learning around curriculum, instruction, and assessment. (Objective 1A, Strategy 3)

Priority 2:

All district and building leaders will participate in professional learning around implementing a Multi Tiered System of Support (MTSS) that meets the learning needs of all learners. (Objective 1B, Strategy 3)

3. How do the identified top two priorities of professional development relate to district goals?

CDIP Goal : The district will increase READING proficiency from 55% PD to 70.8% PD by May 2027. The district will increase MATH proficiency from 51.7% PD to 66.3% by May 2027.

The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 47% PD to 59.2%(elementary), and 41.7% PD to 57.8% (middle) and 35.2% PD to 60.8% (high) by May 2027.

CDIP Goal : *Objective 1 Increase proficiency rates for all students in the Gap group in Reading elementary schools from 46.6% to 55%, middle schools from 34.6% to 57%, and high school from 39.8% to 48% by May 2027.*
Objective 2 Increase proficiency rates for all students in the Gap group in Math elementary schools from 46.4% to 54%, middle schools from 35.1% to 47%, and high schools from 28.9% to 45% by May 2027.

4. For the **FIRST** professional development priority, complete the following:

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

Priority 1:

The structure for all District Leadership Meetings for the 24-25 school year will include intentional professional learning around curriculum, instruction, and assessment rooted in content/curriculum based support for instructional leaders.

- Opportunity to participate in Curriculum Based Professional Learning (CBPL) through teacher/student experience
- Opportunity to collaborate with colleagues and consultants (internal and external) to create specific walkthrough tools to support feedback and support of educators

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended Results/Type of Change:

Knowledge: Conceptual understanding of information, theories, principles, and research

Attitude: Beliefs about the value of information or strategies

Skills: The ability or capacity to use strategies and processes to apply knowledge

Aspiration: Desires, or internal motivation, to engage in a practice

Behavior: Consistent application of knowledge and skills driven by attitudes and aspiration

Knowledge: understanding of the curriculum and HQIR for the core academic areas

Attitude: engage in the learning with a mindset of continuous improvement to support teachers

Skills: ability to support educators through walkthroughs, observation data, and feedback

Aspiration:

Behavior:

4c. 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. (be specific)

- Curriculum Based PL experience for leaders at least four times/year
- Evidence of walkthrough and learning in site visits and conversations with LSS Assistant Superintendents and Directors
- Increase in academic PD% indicators

4d. Who is the targeted audience for the professional development? (i.e., K-2 reading and writing teachers or 9-12 mathematics teachers)

- District and Building Leaders (Cabinet, LSS, Operations, Students Services, Administration)
- Instructional Coaches

4e. Who is impacted by this component of professional development? (students, principals, district leaders, etc.)

- District/Building Leaders (directly impacted)
- Instructional Coaches (directly impacted)
- Teachers & Students (secondary impact)

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

- One FULL day of professional learning for district/building leaders each month.
- Time for professional learning for instructional coaches each month on the IC agenda
- Title II support for any outside consultants and/or texts.

4g. What ongoing supports will be provided for professional development implementation? (coaching, PLCs, follow up sessions, etc.)

- LSS Assistant Superintendent/Director support through site visits and classroom walkthroughs.
- Coaching and classroom team visits with LSS and/or outside consultants

4h. How will professional development be monitored for evidence of implementation? Consider data (student work, assessments, classroom observations, etc.) that will be gathered, persons responsibility and frequency of data analysis.

What data?	Who is responsible for monitoring/gathering?	How frequently/when is data analyzed?
1. Content instructional walkthrough data	1. DAC in collaboration with LSS Assistant Superintendents/Directors	1. Quarterly at district leadership meetings

For the **SECOND** professional development priority, complete the following:

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

Priority 2: All district and building leaders will participate in professional learning around implementing a Multi Tiered System of Support (MTSS) that meets the learning needs of all learners.

- Opportunity to align/realign K-12 around academic MTSS
- Opportunity to engage in professional learning K-12 around social emotional behavior Tier 1,2,3 supports
- Scaling and sustaining through MTSS Coordinator for school teams and connected role groups

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended Results/Type of Change:

Knowledge: Conceptual understanding of information, theories, principles, and research

Attitude: Beliefs about the value of information or strategies

Skills: The ability or capacity to use strategies and processes to apply knowledge

Aspiration: Desires, or internal motivation, to engage in a practice

Behavior: Consistent application of knowledge and skills driven by attitudes and aspiration

Knowledge: understanding of SEB strategies for Tier 1, 2, 3

Knowledge: understanding of MTSS (academic and behavior)

Attitude: willingness to operate as a system to support and meet the needs of all learners

Skills:

Aspiration:

Behavior: implement learning and make necessary changes at the school level to implement the MTSS framework

5c. 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. (be specific)

- MTSS PL experience for leaders at least four times/year
- Evidence of walkthrough and learning in site visits and conversations with LSS Assistant Superintendents and Directors
- Increase in academic PD% indicators
- Decrease in behavior incidences

5d. Who is the targeted audience for the professional development? (i.e., K-2 reading and writing teachers or 9-12 mathematics teachers)

- District and Building Leaders (Cabinet, LSS, Operations, Students Services, Administration)
- Instructional Coaches

5e. Who is impacted by this component of professional development? (students, principals,

district leaders, etc.)

- District/Building Leaders (directly impacted)
- Instructional Coaches (directly impacted)
- Teachers & Students (secondary impact)

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

- One FULL day of professional learning for district/building leaders each month.
- Time for professional learning for instructional coaches each month on the IC agenda
- Title II support for any outside consultants and/or texts.

5g. What ongoing supports will be provided for professional development implementation? (coaching, PLCs, follow up sessions, etc.)

- LSS Assistant Superintendent/Director support through site visits and classroom walkthroughs.
- Coaching and classroom team visits with LSS and/or outside consultants
- Scaled and sustained PL plan for all stakeholders to provide wraparound support

5h. How will professional development be monitored for evidence of implementation? Consider data (student work, assessments, classroom observations, etc.) that will be gathered, persons responsibility and frequency of data analysis.

What data?	Who is responsible for monitoring/gathering?	How frequently/when is data analyzed?
1. Referral Data 2. Tier 2 and 3 services (interventions) 3. School walkthrough data (PBIS)	1. DAC in collaboration with MTSS Coordinator/LSS Assistant Superintendents, Directors 2. DAC in collaboration with MTSS Coordinator 3. School leaders in collaboration with MTSS Coordinator	1. Quarterly 2. Quarterly 3. Quarterly

5. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment in eProve.