



2023-2024 Phase Four: Professional Development Plan for Districts
for School Year 2024-2025_02162024_09:10

2023-2024 Phase Four: Professional Development Plan for Districts for School Year
2024-2025

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2023-24 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

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?

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** 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.

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 focus areas** requiring 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.

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.

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**
- **Opportunity to collaborate with colleagues and consultants (internal and external) to create sp**

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

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

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.).

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

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.

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

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

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

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.)

- 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 **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.

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

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.

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**
- **Scaling and sustaining through MTSS Coordinator for school teams and connected role groups**

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

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

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

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.)

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

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.

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

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

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

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.)

- 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 **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.


- 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

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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)
 24-25 PL Diagnostic Planning Template		.