



2023-2024 Phase Four: Professional Development Plan for Daniel Boone El 23-24

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

Daniel Boone Elementary School
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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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?

Our mission at Daniel Boone Elementary is to equip students for life-long learning through intentional instruction in academics, accountability, and attitude.

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. Design and Deploy Standards

2. Design and Deliver Instruction

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

We have a school wide goal of engagement, as evidenced through student growth. We are continuing to work on getting all staff trained in Continuous Classroom Improvement (CCI) to improve the learning cycle process, assessment design and feedback, student ownership of learning. This is ongoing work that will be carried on throughout our PLC's in the upcoming school year. Also, in order to ensure engagement and transfer of ownership of student learning, more staff needs to be trained on Kagan Cooperative Learning strategies, especially given that in the past year we have quite a few very new staff members to the teaching profession.

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.

1. Design and Deploy Standards

Processes:

- Ensure curricular alignment reviews are an ongoing action of the PLC's planning process
- Ensure regularly scheduled curriculum meetings to review alignment between standards, lea

Practices:

- Review and conduct cyclic curriculum reviews/checks within PLC
- Use summative evidence to inform what comes next for individual students and groups of students
- Determine if assignments/activities/assessment reflect the learning targets students have had

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)
Increase in student achievement and growth in for reading and math, including our sub group populations. Increased alignment of standards, activities, and assessments.

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. IReady data, F &P data, Student work samples, grade level assessments, classroom observations. This will be monitored by PLC's(teachers)/Principal and MTSS team. We can monitor through Educlimber as well.

II. Teachers will be responsible for gathering the data, along with our Building Coach.

III. Data will be analyzed every two months and monthly if needed for specific reasons. As noted in our PLC plan.

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.

The overall goal will be for our students to be on grade level and all students show at least one year's worth of growth, as evidenced through our universal screener, iReady, taken 3 times per year.

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

Teachers (both general education and special education) and Paraeducators (both general education and special education) . Elementary Math and Reading 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.)

Time

Technology

Instructional resources, such as iReady and iReady learning pathway

Tiered instruction

The actual professional development (CCI and Kagan Cooperative Learning)

Dedicated PLC time to discuss and plan

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.

PLC's, District Level coaches will work with teacher teams. PLC plan will include intentional PLCs focused on PD follow up. Teachers will meet weekly to analyze student work based on evidence from PD.

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.

2. Design and Deliver Instruction

Processes:

- Ensure congruency is present between standards, learning targets, and assessment measures
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery

- Practices:
 - Plan for an implement active student engagement strategies
 - Develop assignments and activities that reflect the learning targets students have had t

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

Increase in student achievement and growth in for reading and math, including our sub group populations. Increased alignment of standards, activities, and assessments.

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. iReady data, F & P data, student work samples, grade level assessments, classroom observations. This will be monitored by PLC's(teachers)/Principal and MTSS team. We can monitor through Educlimber as well.

II. Teachers will be responsible for gathering the data, along with our Building Coach.

III. Data will be analyzed every two months and monthly if needed for specific reasons. As noted in our PLC plan.

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.

The overall goal will be for our students to be on grade level and all students show at least one year's worth of growth, as evidenced through our universal screener, iReady, taken 3 times per year.

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

Teachers (both general education and special education) and Paraeducators (both general education and special education) . Elementary Math and Reading 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.)

Time

Technology

Instructional resources, such as iReady and iReady learning pathway

Tiered instruction

The actual professional development (CCI and Kagan Cooperative Learning)

Dedicated PLC time to discuss and plan

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.

PLC's, District Level coaches will work with teacher teams. PLC plan will include intentional PLCs focused on PD follow up. Teachers will meet weekly to analyze student work based on evidence from PD.

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)
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