



2023-2024 Phase Four: Farristown Professional Development Plan for Schools for School Year 2024-2025_03122024_19:43

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

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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?

We believe all students can learn, and our mission is to build a positive culture, build strong relationships with students, focus on data, and provide a strong academic curriculum in order to help students learn and prepare for their future.

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.

Based on the needs assessment, the areas of concern are

1. **MATH** After reviewing the KSA data, it still looks like our math scores are a concern. Fifty - six percent (56%) of all students scored at proficiency or higher which means 44% are still struggling with math concepts.

2. **STUDENTS WITH DISABILITIES** Students with disabilities are making progress, but forty - nine percent (26%) scored at novice level in reading while sixty percent (51%) scored at novice in math. These percentages are from a small population of students, but we want all students to make progress.

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

All of our school goals focus on academic progress for every student (Learning today. Leading tomorrow.) These two focus areas directly relate to helping all students be successful.

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.

For the first priority, overall math improvement, the continued work and development of the PLC is a key component of success. Meeting with departments and collaborating helps us stay focused on best practices and strategies and allows us to dig into data. This pushes us to have strong Tier 1 instruction which is the foundation of our academic success. In addition, we have acknowledged that

writing responses to math questions is extremely difficult and takes practice, so we are developing a more strategic writing plan for all areas, especially math.

We have PLCs regularly. We also put an emphasis on student engagement strategies, so almost all staff have been trained in Kagan. As we get new staff, we make sure they get trained. We often have PD sessions where we do refresher discussions on engagement and Kagan. All staff are trained on CCI - so we continue with that for new staff.

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 result of PLC meetings is to develop teacher practices and strategies as they address their students who might struggle with content - especially in math. This is also true for Kagan and CCI professional development.

A change/improvement in teacher practices and strategies will improve student 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. The data we look at for math improvement is iReady (growth specifically) and common assessments.

ii. Teachers, admins, and coaches gather data and look at that during PLC work.

iii. We meet at least twice a month, and we sometimes have data at both of those meetings, but we always have it for at least one meeting. That is for departments. As a school, we meet on occasion to review data and look at the "big picture". Also - I should include that teams (not department) also look at data in their meetings. The MTSS/Leadership team look at data - sometimes data that is related but not academic.

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 indicator for success would be all students demonstrating growth on iReady Math and our scores on KSA Math improving from previous year. We are specifically looking for growth in each individual student.

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

The targeted audience for our PD is middle school staff - including everyone who works with students.

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 include release time and substitutes on occasion for extended work times (and funding for subs), district coaching staff time, instructional materials as needed and plans develop (and funding for the materials).

If the need arises, outside training or PD may be needed as well as funding for that.

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.

District level coaches or admins will work with PLCs twice a month, once specifically on curriculum and instruction goals. Teacher teams will meet outside of planned meetings to keep work moving forward. We will provide subs and release time as needed as well.

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 second priority is a collection of needs concerning our special education population. We need improved strategies for academic success but also for social/emotional triggers, trauma, and other behaviors.

PLC meetings will continue to help us focus on best practices and strategies for academic success. We work on Tier 1 being strong, but this population also needs strong Tier 2 and 3 support.

In addition, we will need more help with our growing number of social/emotional issues as those present a huge obstacle for student success and growth. That help usually comes from outside sources in the way of training for all staff.

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

The intended result of PLC meetings is to develop teacher practices and strategies as they address their students with special needs within all content areas. A change in teacher practices and strategies will improve student outcomes.

The intended results of training in social/emotional issues is for teachers to recognize the complications those present as well as learn some useful strategies to help students manage these issues. That way, students are more capable of finding academic success.

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. The data we look at for improvement is iReady Reading and Math (growth specifically) and common assessments.

ii. Teachers and coaches gather data and look at that during PLC work.

iii. We meet at least twice a month, and we sometimes have data at both of those meetings, but we always have it for at least one meeting. That is for departments. As a school, we meet on occasion to review data and look at the "big picture".

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.

One indicator for success would be all students demonstrating growth on iReady Math and Reading and our scores on KSA improving from previous year, especially for students with disabilities.

Another indicator for success would be fewer minutes spent out of class to deal with social/emotional issues that students struggle with.

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

All middle school special education and content area teachers would be targets of PD. All staff members can benefit from learning more about trauma and social/emotional needs.

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 include release time and substitutes on occasion for extended work times (and funding for subs), district coaching staff time, instructional materials as needed and plans develop (and funding for the materials).

If the need arises, outside training or PD may be needed as well as funding for that (especially for social/emotional trauma training).

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.

District level coaches and admins will work with PLCs twice a month, once specifically on curriculum and instruction goals. Teacher teams will meet outside of planned meetings to keep work moving forward.

Training from an outside source will be needed for social/emotional strategies.

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.

We have not identified another PD priority.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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