



2023-2024 Phase Four: Professional Development Plan for Districts for School Year 2024-2025_04092024_10:03

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?

The following mission statement was developed in the mid-1990s, "Nicholas County Schools exist to prepare all students with the self-discipline and academic proficiency necessary to be contributing citizens in an ever-changing society." In the district's 2018-2019 administrative retreat, much time and effort was invested in developing a district "motto" that would enhance our district's purpose/mission statement and be accepted by all NCS staff. We developed the following explanation. At Nicholas County Schools every decision is based on the best interests of our students. Our staff lives out our district motto, Every Student Every Day, in everything they do. Nicholas County Schools provides a safe and nurturing educational environment where students can grow and thrive intellectually, socially, and physically. This new narrative describes how our district embodies its purpose through every aspect of the educational experience.

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.

Math and Reading proficiency across all grade levels are the most critical academic areas for improvement within the district and district attendance is the most critical non-academic/cultural area for improvement.

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

Math and Reading Proficiency - All school staff and district administrators understand that qualified, competent teachers need ongoing professional development to improve and refine their instructional practice to engage all students in the learning process.

Attendance - Student attendance is a major indicator that contributes to academic achievement and overall well-being. Methods to address student attendance in the past are no longer working with today's students and their families. Professional learning for all staff - classified as well as certified - to address the current chronic/habitual truancy problem within public schools.

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.

In order to address math and reading proficiency, qualified and competent teachers need ongoing professional development to improve and refine their instructional practice so they can engage all students in the learning process. The following objectives relate to this goal:

*All teaching staff use assessments that identify learning gaps, monitor progress and provide data that can be shared with other teachers, interventionists, administrators and parents.

*Teachers must be able to develop curriculum maps, unit plans and lesson plans aligned with Kentucky Academic Standards.

*Teachers must use various evidence-based teaching methods to engage students with the math and reading curriculum.

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

*Assessment data for each student that identifies specific learning gaps and provides the basis for a learning plan that drives instruction and can easily be shared with other teachers, interventionists, administrators, and parents.

*Curriculum maps, unit plans and lesson plans aligned with Kentucky Academic Standards.

*Implementation of various evidence-based teaching methods and strategies that engage students with math and reading content and skills.

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. At the elementary level (K-6), both iReady Reading and iReady Math platforms provide daily assessment data to monitor student growth. Teacher-created formative and summative assessments will also be considered. Walk-through data as well as formal classroom observation data will also be considered. At the middle school level, IXL Reading and Math daily assessment data, teacher-created formative and summative assessment data, and classroom observation data will be used. At the high school level, teacher-created formative and summative assessments as well as ACT data and classroom observations will be considered.

ii. Teachers will gather iReady and IXL data and teacher-created formative and summative assessment data. Administrators will collect data from walk-throughs and classroom observations.

iii. Data will be analyzed on a monthly basis.

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.

Math and Reading indicators of success include the following: iReady data showing elementary students' personal growth in both math and reading; IXL data showing middle school students' proficiency as related to grade-level math and reading standards; ACT data from 11th grade students that show Nicholas County's students are performing at comparable levels with other 11th graders throughout the state and KSA data from the spring 2024 Math and Reading assessments which show an increase in the percentage of students in grades 3, 4, 5, 6, 7, 8, 10 and 11 who scored proficient or distinguished.

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

Targeted audience - all elementary teachers who teach math, reading and/or ELA; all middle school teachers who teach math or reading; and high school teachers who teach math, reading and/or ELA.

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.)

Professional development by vendors of all assessment platforms (i.e. iReady Math, iReady Reading and IXL). New teachers will need the initial PD and teachers who have used the assessment platforms previously will need updates. Additional instructional resources for both math and reading intervention.

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.

Building administrators will facilitate monthly data analysis during planning periods and after-school faculty meetings. Collaborating with our regional cooperatives, CKEC and KDEC, instructional specialists in math and reading.

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.

The second area of focus is improving student attendance at all 3 levels - elementary, middle and high school. Even prior to Covid, the district's attendance percentage was only slightly over 93% (93.35). Our goal at that time was 95%. Over the past 3 years, we have worked so hard to get students back in school on a consistent basis in order to address learning gaps as well as their emotional well-being. Our attendance percentage in both 20-21 and 21-22 was 91.13% and in 22-23 it was up to 92.13%. This year with even more emphasis on being in school every day, our attendance percentage is 90.78%. Students and their parents no longer adhere to state truancy laws. If a student becomes a habitual truant and the school tries to remove any known barriers to school attendance, the student's parents react by withdrawing their child to home school or transferring to another district.

Student attendance is a national problem, not just a Nicholas County problem. Student attendance contributes to academic achievement and overall well-being. Methods to address student attendance in the past are no longer working with today's students and their families. Objectives: 1. Professional learning for all staff - classified as well as certified - needs to be provided to address the current chronic/habitual truancy problem. 2. Development of a district attendance committee that includes both staff and students. 3. Develop an attendance program to address strategies to combat truancy and encourage attendance.

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

District-wide commitment to encouraging student attendance.

A comprehensive, positive attendance program that helps remove barriers to attendance and encourage student attendance.

Increase daily attendance percentages at all levels.

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.)

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- i. Daily student attendance data will be shared with all staff and students.
 - ii. Attendance clerks and DPP will gather and share daily attendance data throughout the district.
 - iii. Weekly analyze of data by the District Attendance Committee to identify barriers to individual students' attendance and schedule needed interventions.

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.

Fewer students who reach truancy levels. Increased daily attendance averages at school and district level. Improvement in students' academic achievement as indicated by higher assessment scores on KSA, ACT and EOPs.

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

All staff - both certified and classified - since every staff member has an impact on whether or not a student wants to be at school.

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.)

Secure a speaker for Opening Day PD for all staff. Invest in materials to promote attendance. Funding of celebration activities to promote attendance.

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.

Ongoing Investment in materials to promote attendance and funding of celebration activities to promote attendance.

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)
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