



2024-2025 Phase Four: Professional Development Plan for Schools
for School Year 2024-2025_05222024_11:52

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

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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 school's purpose is to provide a strong foundation of skills, knowledge, and values for students as they learn how to function and complete in a 21st century global society. To achieve this purpose, we envision a school where every student in every classroom is healthy, safe, supported, engaged, and challenged. Our mission is to create a learning environment in which is centered around students, facilitated by teachers, administrators and staff, and supported by home and community so that vision can become reality. Nicholas County School's mission statement is "to prepare all students with the self-discipline and academic proficiency necessary to be contributing citizens in an ever-changing society." With this overall mission as a foundation, Nicholas County Elementary's mission is PRIDE everyday, that's the Bluejacket Way! Every kid, every day, whatever it takes! Every Student, Every Day".

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.

For the past several years, NCES top priorities has been and continues to be improved instruction in all content areas but with a special emphasis in Reading and Mathematics. For that reason both improved instruction and efficient use of assessments have been a priority for professional development of teachers at the elementary level, along with adoption of a new Reading program called Open Court in 2021-22. NCES also adopted a new Math program in 2023-24, iReady Math. A second priority based on the need for quality instruction through the use of technology with remote/virtual learning has risen to the top of our professional development plan with the use of iReady Math and Reading, online diagnostics and individual student learning paths. Another area that NCES began focusing on was fully implementing PBIS for the 2022-23 school year. This was still a focus in 2023-34, as NCES continues PBIS and being Responsible, Respectful, Safe in all areas of school. NCES will continue with these same priorities for 2024-2025.

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

All of these priorities focus on the needs of staff and students in Nicholas County Schools.

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.

Objectives- *ensure that all methods of instruction meet the needs of all students in all content areas, with a special emphasis in Math and Reading, with all teachers receiving professional development for newly adopted Reading program and PD for Math program in 2023-34 *provide teachers with scaffolded professional development opportunities to assist them in providing quality instruction, and *provide continued PD for iReady Math/Reading and opportunities for data analysis of benchmark and diagnostic assessments from all modes of learning that will provide a framework for modifying instruction to meet the needs of all students.

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

Intended results - *students learning needs met in all methods/mode of learning, *teachers' knowledge and skills improved in all methods/modes of instruction *increase in parental involvement with students' learning and academic success.

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.)

PD will be monitored for evidence of implementation in monthly team meetings with teachers. Teachers will bring student data from assessments and weekly iReady reports to look at scores and growth. Administrators will also observe evidence in weekly walkthroughs and formal observations throughout the year.

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.

Indicators of Success - * improvement in students' academic achievement, *teacher confidence in implementation of new knowledge and skills exhibited, and *parents more involved in their children's academic performance.

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

The targeted audience for PD in teachers, instructional assistants, principals, and district administrators.

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.)

The resources needed to support the professional development provided by Nicholas County Schools are time which PD days are built into the 2024-2025 calendar and some PD could occur after school, funding from grants or Board of Education, current classroom technology will be used, along with PD and support provided from vendors (iReady diagnostics and iReady Math program) and CKEC and/or KEDC.

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.

Principals and the district's Supervisor of Instruction provide ongoing support for the professional development opportunities for the district. Professional Learning Communities (PLCs), departments and grade level teams also support the professional development of the members and the teaching staff at large.

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.

NCES began focusing on fully implementing PBIS for the 2022-23 school year. This was still a focus in 2023-24, as NCES continued PBIS schoolwide with being Responsible, Respectful, and Safe in all areas of school. Our objectives as we continue to refine and implement our version of PBIS - Responsible, Respectful and Safe - : *ensure all new staff is trained in PBIS, and trained in schoolwide procedures for PBIS, *have the MTSS team at NCES attend on-going PD opportunities for PBIS, at CKEC and/or KEDC and bring new information back to faculty and staff, *continued PD in the use of Class Dojo schoolwide.

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

Intended results - *improved school and classroom culture, *improved behavior in all areas of school (classrooms, hallways, cafeteria, restrooms, playground, etc.), *increase in parental involvement with students' behavior and consequences.

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.)

PD will be monitored for evidence of implementation in individual classrooms and by all stakeholders in the building through the use of Class Dojo app and by a point system for student recognition at monthly meetings for all grade levels.

Administrators will also monitor student writeups and referrals to office, which evidence of implementation will hopefully result in a decrease of writeups.

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.

Indicators of Success - *improvement in students' behavior, *teacher confidence in implementation of new knowledge and skills exhibited in PBIS and in their classroom culture, and *parents more involved in their children's behavior and consequences.

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

Teachers, instructional assistants, support staff, and administrators are the targeted audience for the professional development provided by Nicholas County Schools.

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.)

The resources needed to support the professional development provided by Nicholas County Schools are time which PD days are built into the 2024-2025 calendar and some PD could occur after school, funding, current classroom technology will be used, along with PD and support provided from vendors like Class Dojo and CKEC and/or KEDC.

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.

Principals and the district's Supervisor of Instruction provide ongoing support for the professional development opportunities for the district. Professional Learning Communities (PLCs), departments and grade level teams also support the professional developmental of the members and the teaching staff at large.

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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