



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

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?

We set high expectations and work together to help all students succeed.

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 evidence from the needs assessment, our school will focus on increasing the number of proficient readers and decreasing our number of novice readers.

Our students that are economically disadvantaged and/or have a disability are scoring below the overall population. This is a big area of focus for our school.

ATTACHMENTS

Attachment Name



Needs Assessment

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

In all tested areas, our students with a disability population scores below the overall population and the economically disadvantaged are not far behind. It is evident that our school needs to focus on increasing proficiency and decreasing our novice readers. We have focused on creating a viable and guaranteed curriculum by planning using evidence-based components. This year we specifically focused on prioritizing standards to guarantee a viable curriculum (KCWP 1). As a monitoring tool for planning and teaching efforts, quarterly benchmarks were given to assess the mastery of priority standards (KCWP 3). As a result of analyzing the data (KCWP 4), teachers identified formative assessments and vocabulary in context as two barriers to student learning. To better monitor student learning, formative assessment with feedback training is imperative to foster more precise student growth/mastery of standards.

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Attachment Name



Needs Assessment

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.

To create and implement aligned formative assessments for priority standards to provide specific feedback to students, make teaching adjustments to increase learning opportunities, and increase lasting mastery for 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.)

The intended results would be individualized for the teachers and the students.

Teachers:

- Have aligned formative assessments (FA) that are planned and implemented.
- Gain a belief and understanding this is working smarter, not harder once they see students success.
- FA are used to provide intentional feedback to foster individual learning.
- FA are used to create more learning opportunities for specific standards.
- Students use FA to reflect and understand misconceptions. Foster positive learning conditions as students go through the learning process.

Students:

- Understand their misconceptions through specific feedback.
- Have opportunities to reflect on their learning.
- Have opportunities to apply new knowledge in learning opportunities to demonstrate mastery in the learning phase.
- Gain confidence through feedback, reflection, and reapplication.
- Students are confident to demonstrate and show mastery of priority standards on unit assessments, benchmark assessments, and KSA.

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.)

Our district has an instructional and unit and assessment calendar that all schools follow. This holds the principals, teachers, and other staff accountable for maintaining, gathering, and analyzing data.

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Attachment Name

 24-25 Instructional Calendar

 24-25 Unit and Assessment Schedule

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.

See attached below for the schedule, goals, objectives, and outcomes linked at the bottom of the page. As a school, we will set our own goals in September which aligns with our CSIP and the CDIP.

ATTACHMENTS

Attachment Name


 District Expectations/Implementation/Monitoring for Priority Standards

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

All certified staff will receive the training. See attachment for our district professional learning schedule with our school's individual priorities included.

ATTACHMENTS

Attachment Name

 TCSD Professional Learning Calendar 2024-25

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.)

- Rebecca Stobaugh - Formative Assessment with Feedback presenter
- Rebecca Stobaugh strategy books
- Application time during designated district days and early release Fridays.

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.

As a school and district, we have our ongoing instructional calendar that provides a schedule for us to work together as content teams, school level teams, and as a district. See the attached instructional schedule for more information.

ATTACHMENTS

Attachment Name



24-25 Instructional Calendar

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.

Another element of our focus is our students with disabilities. We want to examine our collaborative approach to help meet the needs of our students. As a school, we would like to take a more co-teaching model to help all students in a collaborative classroom. Our focus content for co-teaching classrooms would be reading, writing, and math.

Co-teaching Model Objectives:

- (Admin) Create conditions for co-teaching environments in the spring of 24 (create the need and understanding for co-teaching, co-planning time in master schedules/plans, and successful co-teaching partnerships)
- (Staff) Build capacity and grow co-planning and co-teaching practices (training on what is co-planning and co-teaching? What is the process? How will it be implemented?)
- (Admin) Determine ongoing support and resources (creating a culture for coteaching, supporting struggling partnerships, and celebrating successful partnerships).
- (Admin) Determine the monitoring process for co-teaching impact on student learning and provide feedback to co-teaching partners (Peer Assessment by class report for unit and benchmark assessments).

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

The intended results for the 24-25 school year will be creating a culture of co-teaching in 3rd, 4th, and 5th grade reading, writing, and math classes.

- Spring of 2024- we are examining our current state and creating the need for co-teaching.
- Provide successful training on co-teaching (the need, planning and implementing coteaching practices).
- During the 2024-25 school year, teachers will embrace the process and increase student learning through monitoring, feedback, and support.

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.)

- Student learning will be collected through identified formative assessments (once unit when implementing a co-teaching plan), common formative assessments (monthly), benchmark class reports (quarterly), and KSA (yearly). Staff and admin will collect this data.
- Teacher data will be collected through planning reviews, walkthroughs, and observations. Teachers will discuss during PLCs (at least monthly), admin will review planning documents and provide verbal feedback (quarterly), conduct walkthroughs (monthly) and observations to reflect on during curriculum meetings.
- KSA will be reviewed in October and yearly CSIPgoals will be set.

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.

- Students with disabilities mastery of standards in co-teaching classes will show an increase in mastery throughout the assessment cycle (formative, common formative, and benchmark that translates to KSA proficiency and reduction of novice).
- Co-teachers will understand the process and successfully implement it in their classrooms.

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

Our Special Education and Content teachers will be trained separately on the need, process, and implementation expectations for co-teaching.

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.)

- Designated training time
- Common planning time
- Application time during designated district days and early release Fridays.

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.

As a school and district, we have our ongoing instructional calendar that provides a schedule for us to work together as content teams, school level teams, and as a district. We also have our professional development plan that designates time for co-teaching planning. See the attachments for more information.

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Attachment Name



24-25 Instructional Calendar








TCSD Professional Learning Calendar 2024-25

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)
 24-25 Instructional Calendar		<ul style="list-style-type: none"> • 4c • 4g • 5g
 24-25 Unit and Assessment Schedule		<ul style="list-style-type: none"> • 4c
 District Expectations/ Implementation/Monitoring for Priority Standards		<ul style="list-style-type: none"> • 4d
 Needs Assessment		<ul style="list-style-type: none"> • 2 • 3
 TCSD Professional Learning Calendar 2024-25		<ul style="list-style-type: none"> • 4e • 5g