



2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_09182024_15:04

2024-2025 Phase Four: Professional Development Plan for Schools for School Year
2025-2026

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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](#).

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. [704 KAR 3:035](#) establishes the annual professional development plan.

Per 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 further provides, "Each school and local district professional development plan shall contain the following five (5) 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."

1. Professional Development Plan

What is the school's mission?

The mission of Natcher Elementary is to provide a safe, caring environment for lifelong learners to 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. What are the **top two areas requiring professional development?**

1) Student Engagement - KCWP 2: Design and Deliver Instruction - Professional Development. "How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?"

2) Modeling - KCWP 5: Design, Align, Deliver Support Processes - School Level Coaches "How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?"

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Our goals are related to increasing the percentage of students scoring proficient / distinguished in reading and math for the specially designed instruction (resource student) group. Our PD priorities will increase student engagement through Kagan and provide our teachers access to effective teaching models with the curriculum coach and curriculum coordinator.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Teachers will use Kagan practices for team building, class building and day to day classroom instruction. We want to increase our Kagan usage from classroom visits from 20% application in September of 2024 to 50% in May of 2025. This will be monitored through daily classroom visits from the curriculum coach and coordinator. They will look for Kagan practices being implemented correctly and not just using the language. We have also created a Kagan team that will begin doing walkthroughs for implementation. The Kagan team will model, co-teach, and observe.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Students will become more engaged to ensure students do not "hide" or not participate in class. We also hope that students will feel more comfortable speaking out and taking chances because of the team and class building. In turn, when students are more engaged, we hope to see their formative and summative assessment results increase. It is also the hope that educators see that a more student-led approach to teaching is more beneficial for students than a teacher-led

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Data is being taken from curriculum coordinator and curriculum coach upon each classroom visit. They will be monitoring for Kagan strategies as well as differentiation in the classroom. This data will be collected monthly and shared with staff during PLC meetings and faculty meetings.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Yearly student data results will also be an indicator of growth through assessments such as HMH Growth Measure, iReady, and KSA. Formative assessment data is collected continuously and is reviewed by teachers on a daily basis to drive instruction. Summative assessments are completed at the end of modules and weekly tests. This data is discussed in PLCs with coaches and teachers. The Kagan data will specifically be shared once a month with classroom teachers. General observations are also being noted in the curriculum coach and coordinator's working document.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

Teachers will receive this professional development in addition to the Kagan committee group which will be a more specified group of teachers. Students, Teacher, and Principals will be impacted by the implementation of Kagan.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

An allocation of time to conduct walk throughs and co-teaching opportunities will be critical to ensure that implementation is school-wide. While we do not anticipate every walk through visit to include Kagan, our goal is to increase to 50% by May

2025. Funding for the trainings themselves will be provided out of Title I and Title II. We also plan to do "booster sessions" of Kagan through faculty meetings and PLCs.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Coaching and co-teaching will occur from the Kagan committee. Principal support and encouragement is vital as we need to keep this initiative to the forefront of teachers minds. Follow up and monthly Kagan percentages will be shared with the teachers.

4. For the **second identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Objectives include increasing teacher teaching capacity through co-teaching, observations, PLCs, and modeling. With a new curriculum through HMH, teachers are starting new with learning the curriculum. The coaches are working directly with each teacher to ensure fidelity to the program while meeting the needs of the students. The curriculum coach has modeled and co-taught in several classrooms. Both coaches have planned week-long units for reading, math, and science for a variety of grade levels. They go into the classroom when these are being taught and support teachers to ensure differentiation is occurring. Long-term goals include using the data from HMH to adapt instruction to meet the needs of students who are often several months behind due to the pandemic and distance learning.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The goal is to increase student academic results for HMH Growth Measure, iReady and KSA.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The goal is to increase student academic results for HMH Growth Measure, iReady and KSA.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Data is being taken from curriculum coordinator and curriculum coach upon each classroom visit. They will be monitoring for Co-teaching strategies as well as differentiation in the classroom. In addition, student work samples are being collected by administrative team as well as teachers to provide student and teacher feedback (weekly). This data will be collected monthly and shared with staff during PLC meetings and faculty meetings.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

We have two school wide goals: Natcher will increase the percent of elementary students proficient and distinguished in math from 39% to 41.8% as measured by the state assessment by 2025 and Natcher will increase the percent of elementary students proficient and distinguished in reading from 47% to 57.1 % as measured by the state assessment by 2025.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The targeted audience for the professional development (ongoing through PLC and classroom collaboration) will target teachers to adapt their instruction.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Curriculum coach and curriculum coordinator will dedicate time each week to get into classrooms to make observations and/or co-teach. Teachers have been given 5

PLC days a year to work collaboratively with peers. Materials were purchased at the district level with ESSER funds.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Coteaching, coaching, and collaborative planning will be provided by curriculum coach and curriculum coordinators. Weekly PLCs will be used to evaluate data and plan for changes in instruction.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **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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