



## 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025\_03082024\_11:45

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?

Learning as much as we can to be the best that we can

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.

One area of weakness is our Social Studies growth on the KSA test. In 2022-2023, our percent of students scoring proficient and distinguished decreased from 53% to 39%. We were higher than the state average, %. However, Social Studies was our lowest scoring academic area this past school year. A second area of weakness is the student achievement of our Disability GAP group. Only 25% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide), and only 28% percent of this group scored proficient and distinguished in Math, (versus 55% school-wide).

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

One area of weakness is our Social Studies growth on the KSA test. In 2022-2023, our percent of students scoring proficient and distinguished decreased from 53% to 39%. We were higher than the state average, %. However, Social Studies was our lowest scoring academic area this past school year. A second area of weakness is the student achievement of our Disability GAP group. Only 25% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide), and only 28% percent of this group scored proficient and distinguished in Math, (versus 55% school-wide).

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.

CTE's top two priorities of professional development directly relates to our school goals related to Proficiency, Separate Academic Indicator, Achievement Gap, and Growth. The Cognitive Engagement professional development will focus on

designing tasks that will increase cognitive student engagement. By increasing student engagement, we expect our students to perform at a higher level in all academic areas (reading, math, science, social studies, and writing.) The staff's involvement in creating task that cross the rigor divide will assist all students, including EL and Sped. Ed, in accessing the content at their level.

The Social Studies professional development will allow teachers to use compelling questions to design their instruction as it related to social studies. As a Special Education and EL teachers become more familiar with the content being taught and general education teachers learn and implement strategies for differentiating curriculum for Special Education and EL students, students' overall Growth scores will increase.

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

By increasing student engagement, we expect to increase student achievement, especially in the area of social studies. By incorporating Cognitive Engagement tasks strategies into our daily instruction, we hope to promote the belief that student engagement is vital to learning. Cumberland Trace will increase proficiency in science by 2025 as measured by state assessments from 36% to 50.5%.

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.)

The professional development will be monitored through documented through quarterly formal and informal observations conducted by the principal and dean of students. Teachers and administrators will analyze data from HMH Growth Measure Assessments, Fastbridge universal screening data, HMH Unit/Module assessments, and KSA Assessment data to determine success of our instructional programs.

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 indicators of success will be evidenced by documentation of cognitive engagement tasks used during classroom observations, as well as increased student achievement on standardized testing. Cumberland Trace will increase proficiency in science by 2025 as measured by state assessments from 36% to 50.5%.

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

The targeted audience for the professional development will be classroom teachers, special education and English Language teachers as well as curriculum coaches and 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.)

Resources needed to support the Powerful Task Design will include: Funding for this training will come from Title II money, access to technology for all staff members attending the training, and access to the Powerful Task Design materials being used during the training.

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.

Reviewing powerful tasks will be built into the PLC schedule. This will provide opportunities to review grade level tasks and provide suggestions for implementation as needed. Teachers will be expected to create tasks on a regular basis that allow for students to cross the rigor divide.

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.

A second area of weakness is the student achievement of our Disability GAP group. Only 25% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide). The objective of our Cognitive Engagement professional development is to deepen teachers' understanding of rigor, engagement, and the scaffolding needed to cross the rigor divide for all students, especially those in our disability gap group. The objective of our History of Language and Spelling professional development is to equip teachers to better meet the needs of struggling readers, many of whom are in our disability gap group. Finally, the objective of our Cultural Proficiency professional development is to gain a better understanding of those living in poverty. This will allow teachers to more easily build relationships with economically disadvantaged students, thus

improving their ability to help them make academic progress, including in the area of reading. A long-term change that will occur is that we will align our PLC schedule with these professional developments so that the work is revisited consistently throughout the year each year.

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

The intended results are that teachers will be able to cross the rigor divide for all students, better meet the needs of struggling readers, and more easily build relationships with economically disadvantaged students. In response, students in our disability gap group will demonstrate higher achievement in reading.

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.)

Teacher professional growth plans, classroom observations, student achievement and growth data on universal screeners and formative assessments, and student work samples analyzed in PLCs will be used to monitor the effectiveness of this professional development.

Our principal and dean of students will evaluate teachers' professional growth plans and conduct classroom observations. Our curriculum coordinator will facilitate PLCs and align the PLC schedule to revisit our professional development throughout the school year. The entire administrative team, as well as classroom teachers, will analyze student data.

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.**

The indicators of success will be evidenced by increased student achievement on standardized testing. And progress toward our goal to increase from 28% to 42.4% in reading for students with disabilities.

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

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The targeted audience for the professional development will be classroom teachers, special education and English Language teachers as well as curriculum coaches and administrators.

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 needed to support the professional development will include: Funding for this training will come from Title II money, access to technology for all staff members attending the training, and access to materials being used during the training. On-going training will also be provided as needed.

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.

Reviewing powerful tasks will be built into the PLC schedule. This will provide opportunities to review grade level tasks and provide suggestions for implementation as needed. Teachers will be expected to create tasks on a regular basis that allow for students to cross the rigor divide.

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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