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

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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?

"Greatness Begins Here."

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.

In order to continue improvement in the areas of reading and math proficiency our professional development will focus on rigorous instruction with our HMH curriculum as well as engagement with Dr. John Antonetti.

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

The goal for Rich Pond students is that they continue to increase our number of students who are proficient or distinguished in reading/writing and math. This will help them be lifelong learners and achieve in all areas.

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.

In order to achieve that goal, teachers will increase their pedagogical ability to design and deliver high yield instruction in math and reading centered around a district common curriculum. Teachers will attend professional development with Dr. Antonetti to learn how to plan rigorous instruction have students engaged with content that crosses the rigor divide.

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 of the professional development is to implement a rigorous curriculum with scaffolds and supports that meets the various needs and levels of students in the classroom.

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 indicators of success will include the following: student data, classroom observation and walkthrough instruments, and surveys. Teachers, RTI staff, and administrators will be responsible for collecting data. The data will be analyze monthly during PLC meetings.

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 include the following: student data, classroom assessments, universal screener data, formative and summative assessment data.

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

Certified staff both teachers and administrators. The PD will focus on math, reading, and writing.

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.)

Title I, Title II, SBDM funds, and ESS will be utilized to support the trainings. Curriculum Associates and iReady will both be involved in the delivery of PD.

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.

Ongoing support will be provided by the school curriculum coordinator, administrators, and the district instructional department. Weekly PLC meetings will be used to focus on analyzing the data.

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.

Rich Pond will increase proficiency in science, social studies and writing by 2025 as measured by state assessments. Science will increase from 43% to 63%. Social studies will increase from 56% to 69.9%. Writing will increase from 50% to 55.5%.

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

Teachers will be able to schedule a flex day of PD which will focus on their specific area. There will also be a school wide writing training as well as follow up training for 5th grade On-Demand writing.

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.)

The indicators of success will include the following: student data, classroom observation and walkthrough instruments, and surveys. Teachers, RTI staff, and administrators will be responsible for collecting data. The data will be analyze monthly during PLC meetings.

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 include the following: student data, classroom assessments, universal screener data, formative and summative assessment data.

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

Certified staff both teachers 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.)

Title I, Title II, SBDM funds, and ESS will be utilized to support the trainings.

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 support will be provided by the school curriculum coordinator, administrators, and the district instructional department. Weekly PLC meetings will be used to focus on analyzing the data.

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)