



2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_02062024_15:04

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

Bristow Elementary
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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?

Bristow's Mission is to empower the diverse community of Bristow Elementary to become the leaders of tomorrow through the implementation of researched-based instruction strategies and a culture of student success.

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.

According to our needs assessment, Bristow Elementary will focus on assessing, reviewing, and revising our implementation of the rigorous school curriculum while continuing our implementation of various evidence-based engagement strategies that have helped increase student achievement. We will focus on consistently implementing evidence-based instructional practices to support all students and ensure they have the knowledge, skills, and dispositions for their future success. The following improvement priorities were created as the next steps for our school based on the instructional review conducted.

- Develop a formal, systematic process for monitoring, evaluating, and adjusting curriculum, instruction, and assessment, by analyzing multiple sources of instructional data and providing specific instructional feedback to teachers to increase access to at or above grade-level instruction and tasks that are rigorously and deepen student.
- Develop a system of high academic expectations with an emphasis on learner-centered practices to ensure instruction is at the appropriate individualized level while meeting the needs of all learners with scaffolding and differentiation so that all students can meet their learning potential.

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

The top two focus areas align with the school's goals of increasing student achievement in all areas and designing and delivering rigorous instruction. The following will help ensure all students are being provided high-quality tasks and that the Kentucky Academic Standards are taught with fidelity in all areas.

The staff will be trained on iReady. We will create a systematic process of working on standards deconstruction during our team collaborative planning and will look at student performance data after each assessment during our team PLC. We will use this process to provide our staff with instructional feedback about their teaching of the skill. We then will use iReady to determine the next steps in teaching based on the student's skill levels to target specific student and group needs.

Next, by participating in cognitive engagement training, the staff will plan standards-based instruction and include the cognitive engaging qualities that impact student achievement. To continue this work, the staff will have training throughout the year during our district and school PLC days and will use this during their weekly collaborative planning to design lessons that emphasize rigorous learner-centered tasks.

Staff will attend a training on Co-teaching with GRREC and/or Structured Literacy. These trainings will help our teachers design and deliver instruction that is at the appropriate individualized level for learners. Follow-up throughout the year on scaffolding and differentiating instruction will occur to help support staff in providing appropriate and rigorous instruction to all students.

The trainings above directly relate to our process of creating an effective system of support for all staff and ensuring the implementation of the instructional practices that will best impact student achievement.

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.

Develop a formal, systematic process for monitoring, evaluating, and adjusting curriculum, instruction, and assessment, by analyzing multiple sources of instructional data and providing specific instructional feedback to teachers to increase access to at or above grade-level instruction and tasks that are rigorously and deepen student.

- Teachers will attend professional development this summer focused on rigorous task design.
 - Cognitive Task Design with John Antonetti
 - Writing for Primary
 - Writing OnDemand Training and Follow-up Training.
 - Standards Focus Team for Social Studies and Science
 - CoTeaching
 - Structured Literacy

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- ECC and principals will meet with the teachers to share the collaborative planning and PLC process for the upcoming year. Grade Level Team Leads and ECC will work with grade levels of the following: (If ECC is not available the Team Lead will continue this work).
 - Collaborative planning will be standards-driven.
 - Deconstruction of KAS standards.
 - Rigorous lesson task design based on standards, evidence-based programs, and engagement practices.
 - Analyze formative and summative assessments before students take them to ensure that questions are at high levels of rigor and are aligned with the KAS.
 - High-Order Questioning implemented into lesson plans
 - PLCs will be data-driven using student performance on the district assessments to guide teacher instruction. The day after students test, teachers will analyze students' work and determine achievement levels, growth areas, and instructional next steps. (This includes constructed response answers).
 - Review of student performance on iReady
 - Review of student performance on district assessments.
 - Determine the next steps for instruction based on reports from iReady.
 - Review of constructed response questions and answers and discussion of trends.
 - Developed rubrics and exemplars used to calibrate grading.
 - Specific feedback examples provided to all students.
 - Next steps for students reviewing feedback and redoing work.
 - Instructional walkthroughs occur weekly to ensure that instruction is meeting the level of rigor of the KAS standards.
 - Revamp the walkthroughs to align with the cognitive task design.
 - The leadership team will meet to discuss trends they see in the walkthrough data that will then be addressed in collaborative planning, PLCs, PD's, and faculty meetings.

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 will be that teacher leadership capacity is increased, teacher content knowledge and experience with standards is increased, and rigorous task development and analysis is increased resulting in students being provided with highly rigorous lessons and tasks that will lead to higher student achievement and student growth.

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.)

Professional Development will be monitored throughout the year.

- The leadership team will look at teacher and grade-level plans and provide feedback on them regularly throughout the quarter.
- The leadership team will analyze the results of the walkthroughs and provide next steps for teachers that will be implemented in PD, collaborative planning, PLC, etc regularly throughout the quarter.
- The ECC will work with the grade-level team lead and meet with grade-level teams weekly for collaborative planning to ensure that tasks
- The ECC and grade-level teams will analyze student data at team PLC's and district PLC days monthly (this includes looking at student performance data across the district).
- GRREC partnership will provide feedback to teachers based on walkthroughs quarterly.

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.

Our indicators of success will be the following:

- Walk through data indicating that students are engaged in rigorous tasks on a daily basis.
- Walk through data indicating high-order thinking questions are intentionally planned out and embedded throughout lessons and that students are developing their own higher-order questions.
- Teacher's lesson plans implementing task with higher cognitive demand.
- Student data on district assessments and universal screeners/diagnostics show higher achievement levels.
- Student data on district assessments and universal screeners/diagnostics show higher growth.

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

All K-6th grade teachers including SPED, ESL, and related arts.

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.)

- Release time and funding for teachers to engage in professional development in:
 - KCM training (All grades)
 - Writing in Primary
 - Writing On-Demand Training (4th and 5th grade)
 - Standards Focus Team (Science and Social Studies)
 - John Antonetti- Cognitive Task Design
 - coteaching
 - structured literacy (K-3rd)
- Release time and funding for a team of teachers to analyze walkthrough, instructional practices, lesson plans, and student data.
- Release time and funding for a team of teachers to deconstruct standards on standards focus teams.
- Release time and funding for teachers to create lesson plans and HOT questions that relate to each standard using the purchased materials from the district.

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.

ECC to meet with district coaches and other ECC's to discuss instructional trends, guided planning implementation, data results, etc.

ECC to lead and help to schedule district-level coaches to participate in PLCs and collaborative planning to help teachers with rigorous task design.

ECC to schedule GRREC coaches to participate in walkthroughs, PLCs, and collaborative planning to help teachers with rigorous task design.

Leadership team will conduct weekly walkthroughs of classroom instruction and provide teachers with feedback on the implementation of instructional practices and high rigorous task design.

Release time for teachers to participate in trainings throughout the year such as the Kentucky Center for Mathematics so that teachers can learn more about math practices and create lessons to meet the standards.

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.

Develop a system of high academic expectations with an emphasis on learner-centered practices to ensure instruction is at the appropriate individualized level while meeting the needs of all learners with scaffolding and differentiation so that all students can meet their learning potential.

Teachers will attend the following professional developments:

- Coteaching (District and GRREC)
- Scaffolding vs Differentiation
- John Antonetti- Cognitive Task Design

Collaborative Planning

- Team leads are established for each grade.
- Team leads and ECC work together to guide grade-level teams through:
 - the deconstruction of standards including the learning progression of standards.
 - discussion of instructional practices- scaffolding and differentiation of materials.
 - analysis of student data after assessments to determine student needs and next steps.
 - creation of lesson plans that reflect students needs.

PLC's

- Team leads and ECC work together to guide grade-level teams through
 - Analysis of assessments including constructed response questions to provide scaffolding and differentiation for all students to be successful.
 - reteaching of unmastered standards to meet student's individual learning needs (whole group and station work)
 - analysis of student work samples to provide feedback to students.

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

The intended results of the professional development will be that teacher leadership capacity is increased, and teacher knowledge of how to differentiate and scaffold instruction will increase, and co-planning practices will be embedded naturally which will result in lessons that are designed to meet students' individual learning needs and allows students to reach their full potentials.

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.)

Professional Development will be monitored throughout the year.

- The leadership team will look at teacher and grade-level plans and provide feedback on them regularly throughout the quarter.
- The leadership team will analyze the results of the walkthroughs and provide next steps for teachers that will be implemented in PD, collaborative planning, PLC, etc regularly throughout the quarter.
- The ECC will work with the grade-level team lead and meet with grade-level teams weekly for collaborative planning to ensure that tasks
- The ECC and grade-level teams will analyze student data at team PLC's and district PLC days monthly (this includes looking at student performance data across the district).
- GRREC partnership will provide feedback to teachers based on walkthroughs quarterly.

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.

Our indicators of success will be the following:

- Walk through data indicating scaffolding and differentiation is occurring in the classroom.
- All students answering constructed responses at a high level based on the scaffolding and differentiation occurring.
- Lesson plans showing individual or group student learning needs.
- Student data on district assessments and universal screeners/diagnostics show higher achievement levels.
- Student data on district assessments and universal screeners/diagnostics show higher growth.

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

K-6th grade teachers including SPED, ESL, and related arts

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.)

- Release time and funding for teachers to engage in professional development in:
 - KCM training (All grades)
 - Writing in Primary
 - Writing On-Demand Training (4th and 5th grade)
 - Standards Focus Team (Science and Social Studies)
 - John Antonetti- Cognitive Task Design
 - coteaching
 - structured literacy (K-3rd)
- Release time and funding for a team of teachers to analyze walkthrough, instructional practices, lesson plans, and student data.
- Release time and funding for a team of teachers to scaffold and differentiate instructional tasks for student needs.
- Release time and funding for general ed teachers and sped/esl teachers to coplan.

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.

ECC to meet with district coaches and other ECC's to discuss instructional trends, guided planning implementation, data results, etc.

ECC to lead and help to schedule district-level coaches to participate in PLCs and collaborative planning to help support teachers with individualized learning such as differentiation and scaffolding of lessons and tasks.

ECC to schedule GRREC coaches to participate in walkthroughs, PLCs, and collaborative planning to help support teachers with individualized learning.

Leadership team will conduct weekly walkthroughs of classroom instruction and provide teachers with feedback on the implementation of instructional practices and individualized support provided to students.

Release time for teachers to participate in trainings throughout the year.

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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