



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

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

Boonesborough Elementary School
Kevin Presnell
1342 Boonesborough Road
Richmond, Kentucky, 40475
United States of America

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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?

We exist to Inspire, Empower, and Grow.

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?**

Our top priority is to increase the number of students scoring proficient in the area of reading in grades K-5. Our second priority is to decrease the gap in the number of students scoring proficient in the area of mathematics in grades K-5.

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.)

All data from the previous two years was analyzed in a variety of ways. It was noted that Boonesborough students are making more consistent gains in the area of reading than in the area of math. Our leadership team determined that we want to build on the momentum that we have in reading instruction and learning. Therefore, schoolwide we will continue to focus on and support reading instruction in order to continue our positive trend. Both subject areas have a large discrepancy in the number of students scoring proficient who receive free and reduced lunch versus the number of students who do not receive these supports. The strategies that are being implemented instructionally are all high-yield instructional strategies which should benefit all students regardless of their economic status. However, since there is a greater gap in mathematics for these students than in reading, the school will focus on increasing the number of proficient students in mathematics in this gap group. Resources such as ESS and Title 1 will be utilized to improve teaching and learning in mathematics.

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

Objective 1 - All reading teachers in grades 1-5 will receive professional development in the area of guided reading for higher text levels (I and above). Objective 2 - All reading teachers in grades 1-5 will receive professional development in the area of guided comprehension for higher text levels (I and above). Objective 3 - All students will spend 50% of their reading instruction time engaged in informational texts. Objective 4 - Teachers will utilize PLCs to discuss student progress in the area of reading instruction. Objective 5 - All teachers will regularly integrate informational text in their social studies, science, and mathematics instruction. Objective 6 - All teachers will provide regular (weekly) opportunities for students to write about their learning in social studies, science, and mathematics.

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

Objective 1 - Students will receive regular high quality instruction in the area of reading. Objective 2 - Students will receive regular opportunities to read and comprehend texts at high levels. Objective 3 - Students will spend an equal amount of time engaged in fiction and non-fiction texts. This will ensure that all students will have equal opportunity to engage in the kinds of texts they most enjoy reading. Objective 4 - Teachers will have the opportunity to analyze student reading and work to determine next instructional steps for students, and next professional development steps for teachers. Objective 5 - Teachers will explicitly make connections for students to help them understand that reading is a vehicle to increase their knowledge in a variety of areas and that if they want to learn about a specific or preferred subject, research and reading are always available to assist them in their learning. Objective 6 - Students will have opportunities to engage in writing to learn and writing to demonstrate learning. Teachers will be able to analyze these work samples to determine next instructional steps and next steps in professional development.

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.)

Student work samples and scores will be monitored weekly. IReady lessons and data will be analyzed 3-6 times per year. Richardson data will analyzed 3-6 times per year. Minutes from PLCs will be maintained.

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**.

All teachers will participate in required professional developments. At least 90% of reading teachers will implement learned strategies in their reading instruction. Student scores in the area of informational reading as determined by iReady will improve by 10%. Student vocabulary scores as measured by iReady will improve by 10%.

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

All reading and writing teachers grades 1-5.

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?

The stakeholders who will immediately be impacted are teachers and students. Teachers will be changing and adapting their instructional practices in the area of reading and students will receive targeted strategies to improve their individual comprehension.

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.

There will a variety of resources needed to support this professional development. There will need to be funding for the professional development in the area of reading. Weekly professional learning community time will need to be designated to specifically look at student work samples and data. Weekly time to discuss findings and how they will impact next steps for instruction will need to be set aside. Some materials may need to be purchased. We have an extensive book room, but if all reading teachers begin to utilize it the way that it is intended, we will need a greater number of student texts.

There will need to be ongoing support (weekly) to ensure that teachers are implementing reading and comprehension strategies into their daily instruction. There will also need to be ongoing coaching in how to help students look at their own data and set their own individual goals. The leadership team will need to meet at regular intervals to look at data and determine the impact that these objectives are having on student performance.

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.)

Objective 1 - All math teachers in grades 3-5 will receive professional development in the area of setting and sharing clear instructional objectives in the area of

mathematics. Objective 2 - All math teachers in grades 3-5 will receive professional development in developing a clear and concise "why" to share with students as they share the daily learning outcome. Objective 3 - Math teachers in grades 3-5 will work together to revise/reconstruct math units and timelines. Objective 4 - Teachers will utilize PLCs to discuss student progress in the area of math instruction. Objective 5 - All teachers will regularly integrate the mathematical practices into each of their lessons. Objective 6 - All teachers will provide regular (weekly) opportunities for students to write about their learning in mathematics.

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

Objective 1 - Students will have a clear understanding of what they are supposed to be learning each day in mathematics. Objective 2 - Students will have a clear understanding of why they are learning what they are learning each day. This will help them to understand the importance of their learning. Objective 3 - Mathematics instructional units will make more sense to teachers and they will have established timelines to help teachers continually monitor their own pacing. Objective 4 - Teachers will have the opportunity to analyze student math and work to determine next instructional steps for students, and next professional development steps for teachers. Objective 5 - Teachers will have a clear understanding of which mathematical practices they are using each day, and they will share these with the students so they too will understand the practices that will help their learning. Objective 6 - Students will have opportunities to engage in writing to learn and writing to demonstrate learning. Teachers will be able to analyze these work samples to determine next instructional steps and next steps in professional development.

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

All teachers will participate in required professional developments. At least 90% of math teachers will implement learned strategies in their instruction. At least 90% of math teachers will regularly share clear concise learning targets and why the students are learning these things each day. The proficiency rate of students receiving free and reduced lunch will improve by 15% as determined by iReady. The proficiency rate of students receiving free and reduced lunch will improve by 15% in the area of number and operation as measured by iReady. The proficiency rate of students receiving free and reduced lunch will improve by 15% in the area of geometry as measured by iReady.

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.)
 - 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.)

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**.
All teachers will participate in required professional developments. At least 90% of math teachers will implement learned strategies in their instruction. At least 90% of math teachers will regularly share clear concise learning targets and why the students are learning these things each day. The proficiency rate of students receiving free and reduced lunch will improve by 15% as determined by iReady. The proficiency rate of students receiving free and reduced lunch will improve by 15% in the area of number and operation as measured by iReady. The proficiency rate of students receiving free and reduced lunch will improve by 15% in the area of geometry as measured by iReady.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
Math teachers in grades 3-5.

The stakeholders who will immediately be impacted are teachers and students. Teachers will be changing and adapting their instructional practices in the area of math and students will receive targeted strategies to improve their individual math proficiency. The district math coaches will be impacted by this professional development. While Boonesborough is not a participating member of the district's Math Design Collaborative, these coaches will be providing extra time and resources to help the school improve mathematics 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?

There will a variety of resources needed to support this professional development. There will need to be funding for the professional development in the area of math. Weekly professional learning community time will need to be designated to specifically look at student work samples and data. Weekly time to discuss findings and how they will impact next steps for instruction will need to be set aside. Some materials may need to be purchased. We have a variety of manipulatives, but because we are a relatively new school, we are still in the process of increasing the resources that we have available for teachers and students. The district math coaches will also be providing ongoing training and support for teachers.

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.

There will need to be ongoing support (weekly) to ensure that teachers are implementing strategies into their daily instruction. There will also need to be ongoing coaching in how to help students look at their own data and set their own individual goals. The leadership team will need to meet at regular intervals to look at data and determine the impact that these objectives are having on student performance. The district math coaches will need at least one day each month (during normal PLC time) to provide additional support to teachers.

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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