



2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_05012025_16:21

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

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

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 Goshen Elementary School, with the help of parents and the community, is to promote the overall intellectual, physical, emotional and social development of each child so that she/he will become a productive, healthy, creative citizen of our society.

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?**

Teachers will develop understanding of mastery of standards including SchoolRunner as related to the implementation of the district elementary school report card.

Teachers will deepen their understanding of the science of writing so they can implement effective strategies in writing across all content areas including MyView-Social Studies & PhD Science.

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.)

CSIP Goals:

Collaborate to increase the overall reading proficiency of students scoring P/D from 71% in 2022 to 85.5% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase overall proficiency rating for students with disabilities in reading from 35% in the spring of 2024 to 67.5% in the spring of 2027 according to the Kentucky Summative Assessment.

Collaborate to increase the overall math proficiency of students scoring from 70% in 2022 to 85% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase overall proficiency rating for students with disabilities in math from 38% in 2022 to 69% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase the overall EL Progress Indicator Rate, as measured by WIDA ACCESS for ELLs and Alternate ACCESS for ELLs from 52.9 in 2022 to 59.0 in 2027.

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

-Build understanding and knowledge using SchoolRunner to communicate student learning and understanding of the standards

-Teachers will attend specific sessions aligned with their content area to support the individual growth of the teacher.

-Ongoing professional learning on district assessment, deeper learning and data analysis.

-Collaborative coaching model will be an embedded method of approaching professional learning and refining instructional practices throughout the year. ECE teachers will engage in short learning sessions with both the ECE coach and Instructional coach.

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

-Teachers will develop their understanding of an evidence based instructional practice through student mastery of standards.

-Teacher and co-teacher will implement instructional practices, analyze data, and determine next steps of instruction as evidenced by the standards.

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.)

To evaluate the impact and fidelity of implementation, the following data sources will be used: Student work samples – to assess application of instructional strategies; Curriculum-based (HQIR) assessments, iREADY – to monitor student progress tied to professional development goals; Instructional Learning Walks/ Classroom observations – using a standardized rubric aligned to the PD focus; Lesson plans – to check for integration of new strategies or approaches; PLC notes or agendas – to document collaborative discussions and progress.

The following staff members are responsible for gathering the information:

Teachers – submit student work samples, complete self-reflections, and share lesson plans; Instructional coaches – conduct classroom observations, support data collection, and facilitate reflection; School Leadership Team – ensure accountability, analyze broader trends, and support instructional leadership; Professional Learning Communities (PLCs) – analyze data collaboratively and share insights.

The following staff members are responsible for gathering the information:

Teachers – submit student work samples, complete self-reflections, and share lesson plans; Instructional coaches – conduct classroom observations, support data collection, and facilitate reflection; School Leadership Team – ensure accountability, analyze broader trends, and support instructional leadership; Professional Learning Communities (PLCs) – analyze data collaboratively and share insights.

The data will be analyzed monthly – for classroom observations, student work reviews, and teacher reflections in PLCs; Quarterly – for deeper analysis of

curriculum-based assessments and progress trends; End-of-year – for summative review of all data to inform future professional development planning.

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**.

Improved Formative Assessment Data: Growth in student performance on formative assessments (iReady, Progress Checks, etc.) aligned with targeted instructional strategies or content areas addressed during PD; Reduced performance gaps (iREADY, KSA) between student subgroups if equity was a focus; Increased use of data protocols of formative assessments used by teachers, showing alignment with best practices learned in PD.

As evidenced by the Studer Survey, teachers and parents stated they wanted more input regarding professional development and more information about student progress communicated to parents. The school increased teacher and parent participation on the SBDM committees (Curriculum, Instructional Practices) to provide on-going feedback to the Council as evidenced by the committee charges.

Also teachers provide on-going feedback before and after professional learning. The school leadership team is increasing instructional learning walks to provide additional feedback to teachers.

PLC team leaders will participate in ongoing professional learning to deepen understanding of the use of data protocols to analyze formative assessments to make informed decisions. Also PLC teams will continue to develop their understanding to determine mastery of the standards.

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

The specific target audience of the professional learning are teachers including support staff (the school leadership, Special Education Team, ELL).

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 specific resources needed to support this professional learning are school funds (Section 7), district funds including school daycare funds. The professional learning will begin in July 2025-May 2026 through summer professional learning including faculty meeting, teacher work days and release time during the instructional day (provided by subs) to observe and support instruction within the classroom setting.

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.

The ongoing support provided for the professional learning implementation will be:

- literacy coach, principal, assistant principal, librarian will work collaboratively with PLC teams weekly.

- literacy coach will provide on-going coaching cycles to support teaching and learning in the classroom.

- principal and assistant principal will conduct on-going learning walks to support teaching and learning in the classroom.

- teachers will be provided release time to analyze student work and provide feedback to students (Live Scoring, HQIR learning walks).

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.)

Collaborate to increase the overall writing proficiency of students scoring P/D from 53% in 2022 to 76.5% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase the overall science proficiency of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase the overall social studies proficiency of students scoring P/D from 53% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment.

Collaborate to increase the overall EL Progress Indicator Rate, as measured by WIDA ACCESS for ELLs and Alternate ACCESS for ELLs from 52.9 in 2022 to 59.0 in 2027.

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

- Build understanding and knowledge using SchoolRunner to communicate student learning and understanding of the standards.
- Teachers will attend specific sessions aligned with their content area to support the individual growth of the teacher.
- Ongoing professional learning on district assessment, deeper learning and data analysis.
- Collaborative coaching model will be an embedded method of approaching professional learning and refining instructional practices throughout the year. ECE teachers will engage in short learning sessions with both the ECE coach and Instructional coach.

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

- Teachers will deepen their understanding of the science of writing so they can implement effective strategies in writing across all content areas including MyView-Social Studies & PhD Science.
- Teachers will build their expertise in a specific content area and be equipped with effective strategies they can implement in their own classrooms.

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.)

To evaluate the impact and fidelity of implementation, the following data sources will be used: Student work samples – to assess application of instructional strategies; Curriculum-based assessments (KSA, HQIR – to monitor student progress tied to professional development goals; Instructional Learning Walks/Classroom observations – using a standardized rubric aligned to the PD focus; Lesson plans – to check for integration of new strategies or approaches; PLC notes or agendas – to document collaborative discussions and progress.

The following staff members are responsible for gathering the information:

Teachers – submit student work samples, complete self-reflections, and share lesson plans; Instructional coaches – conduct classroom observations, support data collection, and facilitate reflection; School Leadership Team – ensure accountability,

analyze broader trends, and support instructional leadership; Professional Learning Communities (PLCs) – analyze data collaboratively and share insights.

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The data will be analyzed Monthly – for classroom observations, student work reviews, and teacher reflections in PLCs; Quarterly – for deeper analysis of curriculum-based assessments and progress trends; End-of-year – for summative review of all data to inform future professional development planning.

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**.

Improved Formative Assessment Data: Growth in student performance on formative assessments (HQIR My View, PhD, Progress Checks, etc.) aligned with targeted instructional strategies or content areas addressed during PD; Reduced performance gaps (KSA) between student subgroups if equity was a focus; Increased use of data protocols of formative assessments used by teachers, showing alignment with best practices learned in PD.

PLC team leaders will participate in ongoing professional learning to deepen understanding of the use of data protocols to analyze formative assessments to make informed decisions. Also PLC teams will continue to develop their understanding to determine mastery of the standards.

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

The specific target audience of the professional learning are 2nd, 3rd and 4th grade teachers including support staff (the school leadership, Special Education Team, ELL).

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 specific resources needed to support this professional learning are district funds including school daycare funds. The professional learning will begin in July 2025-May 2026 through summer professional learning including faculty meeting, teacher work days and release time during the instructional day (provided by subs) to observe and support instruction within the classroom setting.

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.

The ongoing support provided for the professional learning implementation will be:

- literacy coach, principal, assistant principal, librarian will work collaboratively with PLC teams weekly to plan My View-SS and PhD Science.

- literacy coach will provide on-going coaching cycles to support teaching and learning in the classroom.

- teachers will conduct on-going learning walks within and outside of the school to support teaching and learning in the classroom.

- teachers will be provided release time to analyze student work and provide feedback to students (HQIR learning walks-My View-SS).

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)
 <u>Goshen Elementary CSIP</u> <u>2025-2026</u>		.