



## 2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026\_04172025\_10:04

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

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## 2024-2025 Phase Four: Professional Development Plan for Districts 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 district 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 district's mission?

Compassion + High Standards = Growth for All

2. The needs assessment provides the framework for **all** districts 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?**

1. **Content area based professional learning providing instructional strategies and engagement techniques:** Forty percent (40%) of students in grade 3-8 scored novice in reading on the 2024 KSA and forty-two percent (42%) of students in grades 3-8 scored novice on in mathematics on the KSA. According to 2024 KSA data, Fourteen (14%) of students in grades 4, 7 and 11 taking the 2024 science assessment scored proficient. Forty-five percent (45%) of students in FCES, Seventy-four percent (74%) of students in FCMS, and Thirty percent (30%) of students in FCHS scored novice in social studies for the accountable grades.

2. **On-going Staff Development/Mentoring:** All three schools replaced at least three or more faculty members for the 2024-2025 school year across grade and content levels.

## **ATTACHMENTS**

### **Attachment Name**

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CDIP Instructional Calendar Monitoring Tool

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

Core Content (KAS) Professional Learning (Instruction and Engagement):

1. Objective 1 Fulton County Schools will collaborate to increase the overall district combined reading and math proficiency score on the 2024 KAS from 37% to 40% for the elementary, from 21.5% to 26% for the middle school and from 39% to 42% for the high school.

2. Objective 1 By 2025, increase the Separate Academic Indicator from at EL from 23.3% to 28%, from 15.6% to 25% at the MS, and from 37% to 40% at the HS.

3. Objective 1: By 2027, students will demonstrate growth in combined reading and math scores, and there will be a reduction in students scoring novice at FCES from 32% to 29%, FCMS from 49.5% to 40% and FCHS maintaining at 20% or below.

4. By 2025, the overall Quality of School Climate and Safety index of FCES will increase to 83.4 from 80.4, FCMS will increase to 58.4 from 53.4, and FCHS will increase to 79.8 from 76.8.

5. Fulton County High School will maintain or increase the postsecondary student status index of 95.0.

## **ATTACHMENTS**

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CDIP Instructional Calendar Monitoring Tool

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

Increased teacher capacity and efficacy within content areas using HQIR, research based instructional strategies focused on student engagement is the intended result of standards-based professional learning to increase the percentage of students scoring proficient and distinguished on the KSA and to reduce the percentage of students scoring novice on the KSA.

## **ATTACHMENTS**

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CDIP Instructional Calendar Monitoring Tool

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.)

Content area achievement will be monitored through analysis of KSA, ACT, Brigance, True Score, Aspire, iReady Reading and Math benchmark assessments, Learning Checks, report cards, and formative/summative assessments. Teachers will record information in data notebooks for on-going review during PLC and faculty meetings. Monitoring of this professional learning will take place with district walk through data, survey data, SWIFT visits, behavior reports, and faculty turnover percentages. Data will be gathered by school administrators and teachers per CSIP and CDIP Instructional Monitoring Calendars.

## **ATTACHMENTS**

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CDIP Instructional Calendar Monitoring Tool

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**.

Success indicators are listed in the CDIP and CSIP for each school within the district along with the district and school report cards located on the KDE website. Data will reflect a reduction in teacher turnover, increase satisfactory survey ratings by stakeholders in terms of school climate and safety, decrease in the number of student disciplinary referral, and reduction in students scoring novice across all grade areas.

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CDIP Instructional Calendar Monitoring Tool

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

## **ATTACHMENTS**

### **Attachment Name**

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CDIP Instructional Calendar Monitoring Tool

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?

Professional Learning will focus on the following areas as identified through the CDIP, CSIP and staff survey: HQIR, KAS/Core Content, Instructional Strategies, Second Steps, Leader in Me, PBIS, Co-Teaching. Fulton County schools collaborates with WKEC, MSU, UTM and other area colleges and universities to provide high quality professional learning opportunities for the faculty and staff. These programs give teachers and administrators the skills they need to remove barriers to learning reduce behavioral issues that led to missed classroom instructional times. Funding sources for professional learning include but are not limited to Title II, District, SBDM Allocations, 4 Rivers Foundation, and other grant opportunities.

Professional learning opportunities for teachers begin July 1st and extend throughout the school year. Teachers are given a flex day to choose content area PD and three days of district PD are scheduled in August prior to the start of the

school year. Additionally, professional learning opportunities are available throughout the school year during PLC's, faculty meetings, or other sessions via WKEC, MSU, online, etc.

## **ATTACHMENTS**

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CDIP Instructional Calendar Monitoring Tool

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.

Weekly PLCs will be held at the elementary and middle school organized by the principals and district leadership invited to attend. Monthly PLCs are held at the high school as well. Principals and district administrators will monitor the professional learning and implementation of all programs designed to meet the goals of the CDIP and PD plan.

## **ATTACHMENTS**

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CDIP Instructional Calendar Monitoring Tool

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

#### **On-going Staff Development and Mentoring -**

1. By 2024, the overall Quality of School Climate and Safety index of FCES will increase to 83.4 from 80.4, FCMS will increase to 58.4 from 53.4, and FCHS will increase to 79.8 from 76.8.

2. Reduce the percentage of teacher turnover across all three schools within the school district.

3. By 2024, the overall Quality of School Climate and Safety index of FCES will increase to 83.4 from 80.4, FCMS will increase to 58.4 from 53.4, and FCHS will increase to 79.8 from 76.8.

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CDIP Instructional Calendar Monitoring Tool

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

Building capacity and teacher efficacy are the intended results of on-going staff development and teacher mentoring. All three schools are participating through WKEC in a three-year PBIS program and a three-year Co-Teaching initiative. Each school will send a team of teachers to WKEC for both PBIS and Co-Teaching professional learning throughout the school year along with monthly Zoom meetings. Additionally, the elementary school is adding Leader in Me as a Tier I SEL program. Professional Learning is on-going provided through the Stronger Connections grant. The New Teacher Academy will continue with the assistance of the DILT (District Leadership Team) to support and mentor new faculty and staff. Continued support and mentor of teachers will occur through PLC's, school meetings, and district meetings.

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CDIP Instructional Calendar Monitoring Tool

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.)

Monitoring of this professional learning will take place with district walk through data, survey data, SWIFT visits, behavior reports, and faculty turnover percentages. Data will be gathered by school administrators and teachers per CSIP and CDIP Instructional Monitoring Calendars.

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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**. Success indicators are listed in the CDIP and CSIP for each school within the district.

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CDIP Instructional Calendar Monitoring Tool

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

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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)?

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throughout the school year. Teachers are given a flex day to choose content area PD and three days of district PD are scheduled in August prior to the start of the school year. Additionally, professional learning opportunities are available throughout the school year during PLC's, faculty meetings, or other sessions via WKEC, MSU, online, etc.

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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.**

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> CDIP Instructional Calendar Monitoring Tool</div>		<ul style="list-style-type: none"><li>• 2</li><li>• a</li><li>• b</li><li>• c</li><li>• d</li><li>• e</li><li>• f</li><li>• g</li><li>• a</li><li>• b</li><li>• c</li><li>• d</li><li>• e</li><li>• f</li><li>• g</li></ul>