



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year) Boonesborough Elementary School

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2026-27 School Year)

Boonesborough Elementary School

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Table of Contents

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

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?

Our School Vision: Boonesborough Elementary School will ensure that each student makes one or more years of growth each year so that every fifth grader transitions to middle school: On or above level academically Responsible for his or her own physical, social, and emotional well-being As a life-long, self-directed learner, Prepared to make a positive impact in the community.

Our school mission statement is: Inspire, Empower, 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?**

Based on a review of both the 2025–2026 Phase Two Needs Assessment and the Comprehensive School Improvement Plan (CSIP) for Boonesborough Elementary, the top two areas requiring professional development are:

1. Assessment Literacy and Standards Alignment

The needs assessment repeatedly identifies the need for deeper staff capacity in ensuring congruency between Kentucky Academic Standards, learning targets, instructional activities, and assessments. Specific needs include developing high-quality formative and summative assessments, monitoring standards mastery, and using assessment data accurately to guide instruction. This is reflected in the selection of KCWP 3: Design and Deliver Assessment Literacy as a focus area, with emphasis on progress monitoring systems, standards-based assessments, and tracking student mastery by standard.

The CSIP reinforces this need by embedding assessment literacy within core strategies tied to math and reading proficiency goals, highlighting the importance of teacher professional learning around aligned assessments and data-informed instructional decisions.

2. High-Yield Instructional Practices and Data-Driven Instruction

A second critical area for professional development is the consistent implementation of evidence-based, high-yield instructional strategies informed by data. The needs assessment notes the importance of ongoing professional learning to support instructional adjustments when students do not meet mastery, as well as the need for strong Tier 1 instruction and differentiation across classrooms (KCWP 2: Design and Deliver Instruction).

The CSIP further emphasizes this need through planned professional learning in PLCs focused on instructional alignment, vertical planning, differentiation, and the effective use of iReady and other data sources to close achievement gaps and increase proficiency in reading and math.

In summary, the two most critical professional development priorities are: strengthening assessment literacy and standards-aligned assessment practices, and enhancing high-quality, data-driven instructional practices to ensure consistent, effective instruction for all students.

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.)

For the first identified professional development area—Assessment Literacy and Standards Alignment, the following required school goals from the Comprehensive School Improvement Plan (CSIP) will be directly supported:

State Assessment Results in Reading and Mathematics

Professional development focused on assessment literacy will directly support the required CSIP goal of increasing student proficiency in reading and math, including the three- to five-year goal of reaching 80% proficiency on the Kentucky Summative Assessment in 5th grade and the annual objectives tied to iReady performance. Strengthening teachers' ability to design, align, and analyze formative, interim, and summative assessments ensures that instruction is tightly aligned to Kentucky Academic Standards and that instructional decisions are based on accurate evidence of student learning. This alignment is essential for monitoring progress toward proficiency targets and adjusting instruction to improve state assessment outcomes.

Achievement Gap

Assessment literacy professional development also supports the Achievement Gap goal, specifically the objective to reduce the math proficiency gap between free/reduced lunch students and their peers by 20% by Spring 2026. By improving teachers' capacity to create and use standards-based assessments and progress monitoring tools, staff can more precisely identify learning gaps, implement targeted interventions, and track the effectiveness of supports for students in identified gap groups. Accurate assessment practices are critical to ensuring equitable access to grade-level standards and closing achievement gaps 25-26.

Summary

In summary, professional development in Assessment Literacy and Standards Alignment directly supports the CSIP's required goals related to:

- State assessment results in reading and mathematics, and
- Achievement gap reduction,

by ensuring instructional and assessment practices are aligned, data-informed, and responsive to student needs, thereby driving improved outcomes on both local and state measures.

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

For the professional development focus on Assessment Literacy and Standards Alignment, the following specific long-term and short-term objectives are supported by and aligned to the CSIP:

Long-Term Objectives (3–5 Years)

1. Increase State Assessment Proficiency in Reading and Math By strengthening teachers' assessment literacy, the long-term objective is for 5th grade reading and math proficiency on the Kentucky Summative Assessment to reach 80%, as outlined in the CSIP. High-quality, standards-aligned assessments and consistent progress monitoring will ensure instruction targets the depth, rigor, and expectations of the Kentucky Academic Standards.
2. Sustainably Reduce Achievement Gaps Over time, improved assessment practices will ensure that all student groups—particularly students receiving free and reduced lunch—have equitable access to grade-level standards. The long-term objective is to institutionalize assessment systems that allow teachers to identify gaps early, respond instructionally, and sustain reduced proficiency gaps across years.

Short-Term Objectives (Annual / 2025–2026)

1. Improve Classroom-Level Proficiency in Reading and Math By May 2026, 100% of classroom teachers will have 70% or more of their students scoring proficient or higher in reading and math on iReady. Professional development will focus on designing and using formative and summative assessments aligned to learning targets so teachers can make timely instructional adjustments.
2. Reduce the Math Achievement Gap By Spring 2026, the math proficiency gap between free/reduced lunch students and their peers will be reduced by 20% as measured by iReady. Teachers will use standards mastery data, progress monitoring tools, and aligned assessments to provide targeted instruction and interventions.
3. Strengthen Teacher Assessment Practices By the end of the school year, teachers will consistently:
 - Develop formative and summative assessments aligned to Kentucky Academic Standards
 - Use standards mastery tracking to monitor student progress by learning target
 - Apply assessment data during PLCs to plan instruction and interventions

These practices ensure assessment results are accurate, actionable, and directly connected to instructional planning.

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

The intended results of the professional development focused on Assessment Literacy and Standards Alignment include measurable improvements in student outcomes, shifts in educator beliefs, and strengthened instructional practices, all aligned to the needs assessment and CSIP goals.

Intended Results for Students

- Improved academic achievement in reading and math Students will demonstrate increased proficiency on classroom assessments, iReady, and the Kentucky Summative Assessment as instruction is more precisely aligned to grade-level standards and assessed at the appropriate depth and rigor.
- Greater access to grade-level standards for all learners Students, including those in identified achievement gap groups, will experience instruction and assessments that consistently reflect grade-level expectations, reducing over-reliance on remediation and supporting equitable learning opportunities.
- Clearer understanding of learning expectations Students will have greater clarity around learning targets and success criteria, enabling them to self-monitor progress, engage in goal setting, and take ownership of their learning through Continuous Classroom Improvement (CCI) practices.

Intended Results for Educator Beliefs

- Increased confidence in assessment design and use Teachers will view assessment as a tool for learning rather than solely for grading, recognizing formative assessment as essential to instructional decision-making.
- Stronger belief in data-informed instruction Educators will develop trust in standards-aligned data and believe that accurate assessment evidence can drive instructional adjustments that positively impact student learning.
- Shared understanding of rigor and alignment Teachers will develop a common vision of what mastery looks like for each standard, increasing consistency across classrooms and grade levels.

Intended Results for Educator Practices

- Consistent alignment of standards, instruction, and assessment Teachers will routinely design lessons and assessments that are tightly aligned to Kentucky Academic Standards, learning targets, and success criteria.
- Effective use of formative and summative assessments Educators will regularly implement high-quality formative assessments, analyze results during PLCs, and use evidence to adjust instruction and provide targeted supports.
- Improved progress monitoring and intervention planning Teachers will use standards mastery tracking systems to monitor individual student growth, identify learning gaps early, and implement timely, differentiated interventions.

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- Stronger collaboration through PLCs Professional learning communities will focus on shared analysis of assessment data, reflection on instructional practices, and collective responsibility for student outcomes.
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Summary

Overall, this professional development is intended to create a system where assessment drives instruction, instruction accelerates learning, and educators and students alike clearly understand what success looks like, resulting in sustained improvement in reading and math achievement and progress toward closing achievement gaps.

c. How will this professional development be monitored for **evidence of implementation?**

- What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
- Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- How frequently will this data be analyzed? (monthly, quarterly, etc.)

Professional development in Assessment Literacy and Standards Alignment will be monitored through multiple measures to ensure high-fidelity implementation, impact on instruction, and improved student outcomes. Monitoring will be embedded into existing school structures to support sustainability and continuous improvement.

i. Data to Be Considered and Gathered

The following sources of evidence will be collected to monitor implementation:

- Student Work Samples Samples aligned to clearly defined learning targets and success criteria will be reviewed to determine whether assessments reflect the depth and rigor of the Kentucky Academic Standards.
- Curriculum-Based and Standards-Aligned Assessments
 - Formative assessments
 - Standards mastery checks
 - Unit assessments
 - iReady diagnostic and progress data

These data points will show whether teachers are designing and using assessments aligned to standards and using results to adjust instruction.

- PLC Artifacts
 - PLC agendas and minutes

Data analysis protocols

- Evidence of instructional adjustments based on assessment results
- Classroom Observations and Walkthroughs Observation data will focus on alignment between standards, learning targets, instructional tasks, and assessments, as well as evidence of formative assessment practices in use.
- Teacher Feedback and Reflection
 - Surveys
 - Exit tickets from professional learning sessions
 - Reflection logs shared during PLCs

These will capture educator understanding, confidence, and perceived impact of the professional development.

ii. Responsibility for Data Collection

- Classroom Teachers
 - Collect and analyze student work and formative assessment data
 - Bring evidence to PLCs for collaborative review
- Academic Interventionist / Instructional Coach
 - Facilitate PLC data discussions
 - Support assessment design and alignment
 - Gather PLC artifacts and progress monitoring evidence
- Principal and Administrative Team
 - Conduct classroom walkthroughs and observations
 - Review assessment alignment and instructional coherence
 - Monitor implementation fidelity and provide feedback
- School Leadership Team
 - Review aggregated data trends
 - Identify professional learning needs and next steps

III. Frequency of Data Analysis

- Weekly
 - PLC discussions of formative assessments and student work
 - Ongoing instructional adjustments based on evidence
- Monthly
 - Review of standards mastery data and unit assessments
 - Analysis of walkthrough and observation trends
 - Reflection on implementation progress during leadership meetings
- Quarterly
 - iReady benchmark and diagnostic data analysis
 - Review of achievement gap progress
 - Evaluation of professional development impact and refinement of supports
- Annually
 - Review of state assessment data (KSA/KPREP)
 - Comprehensive evaluation of professional development effectiveness

Summary

Monitoring of this professional development will rely on multiple data sources, shared responsibility, and regular analysis cycles to ensure that assessment literacy practices are implemented with fidelity, sustained over time, and result in measurable improvements in instruction and student learning outcomes.

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**. The indicators of success for the professional development focused on Assessment Literacy and Standards Alignment will be evidenced through clear, observable changes in teacher practice, student performance, and schoolwide systems. Success will be determined by the completion of specific actions and measurable markers that demonstrate the professional development has resulted in sustained improvement.

1. Student Outcome Indicators

- Improved formative and standards mastery data A measurable increase in student performance on standards-aligned formative assessments and standards mastery checks will indicate success. This includes:
 - Growth in the percentage of students meeting or exceeding mastery on unit and standards-based assessments
 - Fewer students requiring Tier II and Tier III interventions due to earlier identification and response to learning gaps
- Increased proficiency on benchmark and diagnostic assessments
 - At least 70% of students per classroom scoring proficient or higher on iReady in reading and math, aligning with CSIP objectives
 - Demonstrated reduction in the math achievement gap by 20% between free/reduced lunch students and their peers
- Improved state assessment results Progress toward the long-term goal of 80% proficiency in 5th grade reading and math on the Kentucky Summative Assessment will serve as a culminating indicator of success.

2. Educator Practice Indicators

- Consistent alignment of standards, learning targets, instruction, and assessment Classroom walkthrough data will show:
 - Clear, student-friendly learning targets aligned to Kentucky Academic Standards
 - Assessments that reflect the intended depth, rigor, and cognitive demand of the standards
 - Use of success criteria and rubrics tied directly to standards
- Effective use of formative assessment practices Teachers will routinely:
 - Implement formative checks for understanding during instruction
 - Analyze results in PLCs and adjust instruction accordingly
 - Use standards mastery data to guide differentiation and intervention
- High-quality PLC implementation PLC artifacts will consistently demonstrate:
 - Data-driven conversations focused on assessment results
 - Evidence of instructional adjustments based on student learning data
 - Shared expectations for mastery across grade levels

3. Educator Belief and Capacity Indicators

- Increased teacher efficacy and confidence Teacher feedback and perception data (surveys, reflections, Impact survey items) will indicate:
 - Increased confidence in designing and using standards-aligned assessments
 - Stronger belief that assessment data can directly improve instruction and student outcomes
- Shared understanding of rigor and mastery Teachers across grade levels will demonstrate common expectations for what mastery looks like, as evidenced by:
 - Vertical alignment documents
 - Common assessment tools and scoring guides

4. Systems and Sustainability Indicators

- Established progress monitoring and tracking systems
 - A functioning standards mastery tracking system used consistently by all teachers
 - Regular review of mastery data at the classroom, grade-level, and schoolwide levels
- Ongoing cycles of improvement Evidence of Continuous Classroom Improvement (CCI) and PDSA cycles will be present in:
 - Student goal-setting documentation
 - Teacher reflection and instructional planning
- Sustained implementation over time Practices introduced through professional development will be embedded into:
 - PLC structures
 - Observation and feedback cycles
 - Annual planning and review processes

Summary

Success of this professional development will be indicated by improved student learning outcomes, consistent and aligned assessment practices, increased teacher confidence and efficacy, and the establishment of sustainable systems that ensure

assessment literacy remains a core component of instructional practice at Boonesborough Elementary.

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

All teachers K-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?

Below is a clear, CSIP-aligned response outlining the specific resources, funding, timeline, and supplies needed to support the professional development in Assessment Literacy and Standards Alignment. The structure mirrors KDE expectations and aligns directly with existing Boonesborough Elementary systems.

f. Resources Needed to Support This Professional Development

Staffing and Human Resources

- Classroom Teachers (K–5) – primary participants implementing assessment literacy practices
- Academic Interventionist / Instructional Coach – leads professional learning, models assessment design, and facilitates PLC work
- Principal and Administrative Team – monitors implementation, conducts walkthroughs, and provides feedback
- RTI Team Members – support progress monitoring and targeted interventions
- District Instructional Support (as needed) – supports calibration and assessment alignment

i. Funding Sources

The following funding sources will be utilized to support this professional development:

- Title I Funds
 - Professional learning materials
 - Coaching support
 - Assessment and intervention resources
- Section 6 Funds
 - Teacher collaboration time
 - PLC facilitation and curriculum alignment work
 - Substitute coverage for release time when needed
- Local School/District Funds
 - Supplemental instructional and assessment materials
 - Technology tools supporting data analysis and tracking
- Grant Funds (as applicable)
 - Mathematics Achievement Fund (math-specific assessment support)
 - Read to Achieve Grant (literacy assessment and progress monitoring)

ii. Timeline: Start Date and Completion/Frequency

Professional Development Activity	Start Date	Completion / Frequency	Initial
Assessment Literacy Training (standards alignment, learning targets, assessment design)	August 2025	August–September 2025	PLC-Embedded Professional Learning (assessment analysis, calibration, mastery tracking)
Vertical Alignment & Calibration Sessions (grades K–5)	August 2025	Weekly throughout the 2025–2026 school year	Coaching Cycles & Classroom Support
September 2025	Quarterly (Sept, Dec, March, May)	Ongoing, bi-weekly support as needed	Mid-Year Data Review & PD Adjustment
January 2026	January 2026	End-of-Year Reflection & Sustainability Planning	May 2026

This professional development is ongoing and embedded throughout the school year, rather than a single event.

iii. Supplies and Resources Needed

Instructional and Assessment Resources

- Kentucky Academic Standards documents and unpacked standards

• Standards-aligned assessment exemplars

- Common formative assessment templates and rubrics
- Standards mastery tracking tools (digital or spreadsheet-based)

Technology and Data Tools

- iReady (diagnostic, progress monitoring, and reporting)
- Student data dashboards and assessment tracking systems
- Teacher laptops and interactive displays for modeling and analysis
- Google Workspace / Microsoft tools for shared planning and data review

Professional Learning Materials

- Assessment literacy guides and reference materials
- PLC protocols and data analysis tools
- CCI and PDSA planning templates

Time and Logistical Resources

- Protected PLC time (weekly)
- Release time or substitute coverage for vertical alignment and calibration work
- Faculty meeting time dedicated to assessment alignment and data use

Summary

Successful implementation of this professional development requires dedicated staff leadership, embedded time for collaboration, targeted funding, and aligned instructional and assessment resources. By leveraging Title I, Section 6, grants, and existing PLC structures, Boonesborough Elementary ensures that assessment literacy is supported as a sustained, high-impact professional learning initiative that directly advances CSIP goals and student achievement.

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.

Ongoing Supports for Professional Development Implementation

1. Embedded PLC Support (Weekly)

- Building-level instructional coach/Academic Interventionist will lead weekly Professional Learning Communities (PLCs) focused on:
 - Aligning standards, learning targets, instruction, and assessments
 - Reviewing student work and standards mastery data
 - Calibrating expectations for proficiency across classrooms and grade levels
- PLCs will utilize protocols and assessment resources introduced during professional development to ensure consistent implementation.

2. Instructional Coaching Cycles (Bi-Weekly / As Needed)

- The Academic Interventionist and/or district instructional coaches will:
 - Work directly with teacher teams to model assessment design and formative assessment strategies
 - Support teachers in analyzing assessment data and planning instructional responses
 - Provide job-embedded feedback through observation, co-planning, and reflection
- Coaching cycles will be tailored to teacher and team needs, with a focus on fidelity of assessment practices.

3. Vertical Alignment and Calibration Sessions (Quarterly)

- Quarterly release time will be provided for grade-level and cross-grade teams to:
 - Review common assessments and student work
 - Calibrate scoring and expectations for mastery
 - Identify instructional gaps and redundancies across grade levels
- These sessions ensure long-term coherence and sustainability of assessment literacy practices.

4. Administrative Monitoring and Feedback (Ongoing)

- The principal and administrative team will:
 - Conduct regular classroom walkthroughs with a specific focus on assessment alignment

◦ Provide timely, actionable feedback tied to professional development expectations

- Use walkthrough and observation trends to identify areas for additional support or targeted PD

5. Data Review and Reflection Structures (Monthly / Quarterly)

- Monthly leadership team meetings will include review of:
 - Standards mastery data
 - PLC implementation evidence
 - Progress toward CSIP goals
- Quarterly data summits will allow staff to reflect on progress, adjust strategies, and refine assessment practices as needed.

6. District-Level Support and Resources (As Needed)

- District instructional leaders will:
 - Provide ongoing guidance on assessment alignment and KDE expectations
 - Support calibration of assessments to ensure rigor and validity
 - Assist with professional learning materials and updates aligned to state initiatives

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.)

For the second identified area requiring professional development—High-Yield Instructional Practices and Data-Driven Instruction, the following required school goals from the Comprehensive School Improvement Plan (CSIP) will be directly supported:

State Assessment Results in Reading and Mathematics

This professional development directly supports the required CSIP goal of improving reading and math proficiency, including the three- to five-year goal of achieving 80% proficiency on the Kentucky Summative Assessment in 5th grade. Training teachers in evidence-based, high-yield instructional strategies (e.g., explicit instruction, differentiation, vocabulary development, fluency cycles, and gradual

release) ensures that Tier 1 instruction consistently reflects best practices and accelerates student learning. When instruction is intentionally aligned to data, students are more likely to demonstrate growth on iReady benchmarks and state assessments.

Achievement Gap

High-yield instructional practices are essential to the CSIP goal of reducing achievement gaps, particularly the objective to decrease the math proficiency gap between free/reduced lunch students and their peers by 20%. This professional development equips teachers with strategies for differentiation, scaffolding, and responsive instruction that allow all students access to grade-level standards. Data-driven instruction ensures that students who need additional support receive timely, targeted instructional responses rather than delayed remediation.

Quality of School Climate and Safety

This professional development also supports the CSIP priority goal related to Quality of School Climate and Safety. Effective instructional practices increase student engagement, clarity of expectations, and academic confidence—key factors in positive classroom climate and behavior. When instruction is purposeful, inclusive, and responsive, students are more likely to feel successful, valued, and connected to their learning environment, supporting the school's goal of increasing students' sense of belonging and fairness.

Summary

Professional development in High-Yield Instructional Practices and Data-Driven Instruction supports the following required CSIP goals:

- State assessment results in reading and mathematics
- Achievement gap reduction
- Quality of school climate and safety

By strengthening Tier 1 instruction and ensuring instructional decisions are grounded in meaningful data, this professional development advances both academic outcomes and the overall learning environment at Boonesborough Elementary.

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.)

We will use iReady data, KSA data, formative assessment data, summative assessment data, and teacher reflection data. This data will be gathered by teachers, coaches, administrators and other support staff across the building. Data will be analyzed monthly, and as the data points are collected.

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)?

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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