2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_12262023_11:30

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

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission

2. Evidence of representation of all persons affected by the professional development plan

3. A needs assessment analysis

4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Everyone. Everywhere. Everyday.

Bobcats believe in respect for EVERYONE, high expectations EVERYWHERE, and a positive attitude EVERYDAY.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

- 93% of our special education population scored below proficiency on reading and math iReady assessments.
- Our special education students performed significantly below their peers on the KSA in science, social studies, and math scoring an index of 39.4. The overall index was 69.3 (S, SS, W).

*Meet with the special education teachers to determine areas of most need.

*Revise assigned teachers to "team" between the 4th and 5th grade specials teacher.

*Send teachers to summer PD for behavior strategies and modification training.

*

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

KSA results for the 22-23 school year

iReady results from fall and winter

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The Behavior Institute professional development for our 4th and 5th-grade special education teachers will provide strategies and best practices to deal with behaviors that can impede the learning of the students.

i. Redirection of behaviors

ii. Calm down strategies

iii. Refocus and attention strategies

ATTACHMENTS

Attachment Name

PD for schools

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The PD expectations are to provide a toolbox for teachers to use to redirect and refocus behavior so that students can learn to their maximum potential.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. Classroom observations, monitoring data, and student assessment scores on iReady and KSA.

ii. Teachers and administrator

iii. Data will be monitored monthly for behavior, tri-annually for iReady, and yearly for KSA.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Success will be achieved when iReady scores are improved and KSA below proficiency average is reduced from 93% to 88%.

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

Elementary special education teachers - mainly 4th and 5th grades.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Summer PD at the Behavior Institute including days to attend the conference.

Funding for teachers to attend

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The administrator will meet and work with the special education teachers to determine what strategies and implementations are working with our students.

The MTSS team will lead monthly meetings focused on behavior

WE will use behavior data to determine next steps

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

- Our special education students performed significantly below their peers on the KSA in science, social studies, and math scoring an index of 39.4. The overall index was 69.3 (S, SS, W).
- To increase our scoring index on the KSA in science, social studies, and math for students with an IEP and improve the scoring index from 39.4 to 41.0.

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

The Behavior Institute PD will assist teachers by giving them tools in their toolbox to redirect and manage behaviors that can impede learning in the classroom. This will

give students every opportunity to increase their learning and, therefore, improve their scores.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. Classroom observations and grade-level assessments will provide data to track the measures of student success. Behavior office referrals will be tracked in Infinite Campus and compared to previous years.

ii. Administrators and teachers

iii. Behavior data will be monitored through monthly MTSS meetings. Grade books will be monitored quarterly to determine progress toward grade-level standards. Also, KSA results in the fall will determine overall success with academics for students with an IEP.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

An increase in the proficiency index in math, science, and social studies for students with an IEP currently 39.4 with the goal of reaching 44.3 (5 index points) and closing the achievement gap.

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

Special Education Teachers - specifically teachers with students in the 4th and 5th grades.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Funding for PD costs, resources and time to implement strategies in the classroom.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as

professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Our building coach will work with our Special Education teachers monthly during professional learning communities using instructional resources from professional development. Our special education teachers will meet monthly to analyze student work based on evidence from the professional development.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
PD for schools		• 4a