



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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2023-2024

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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?

Through teamwork, we provide opportunities, encouragement, and support for the success of all students.

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.

Increase the percent of students scoring proficient or distinguished on MAP Reading.

Increase the percent of students scoring proficient or distinguished on MAP Math.

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

Increased proficiency in the areas of reading and math are identified in our school CSIP and needs assessment.

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.

Teachers will analyze formative and summative reading assessment data to drive instructional change based on student need to increase proficiency as identified in our school CSIP and needs assessment.

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

Student proficiency will increase as a result of specifically designed instruction therefore reducing the percentage of novice performance in reading. Teaching practices will encompass more differentiated instruction to meet student need.

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.)

Analysis of weekly reading assessments, progress monitoring through KSI, MAP data analysis, and special education progress monitoring will be communicated and discussed through monthly PLC meetings. Homeroom teachers, special education teachers, Title 1 staff, instructional leader, and administrators will collaborate to determine next steps based on data and student need.

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 measured by student performance on the winter and spring MAP testing cycles using the 2023 KY Map Growth Linking Study. Cut scores and percentiles will be tracked through the comparative MAP data tool. MAP reports will be analyzed and compared to classroom assessments to identify successful teaching strategies as well as areas for continued improvement. MAP reports will also be used to identify growth in students requiring intervention.

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

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.)

Homeroom teachers, special education teachers, Title 1 staff, instructional leader, and administrators are required to support this area of professional development. Title I-V funds, DAF, and SBDM funding sources are needed to provide resources for reading professional development support. Supplemental reading resources identified based on student need are necessary for successful implementation of differentiated instruction. Examples of these reading resources include: Secret Stories, Phonics Dance, Scholastic, Story Works, Studies Weekly, and Teacher Created Materials. The following technology resources are needed for the successful implementation and assessment of reading strategies: MAP/MAP Fluency, ESGI, Flocabulary, Brain Pop, Exact Path, and IXL. Professional development training in the following areas would promote best teaching practices which would in turn help to increase student proficiency: MAP fluency training, integrating reading themed technology in the classroom, effective teaching strategies for students with learning disabilities, and improved student engagement. Substitutes may be required to provide professional development training.

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.

Grade level teams will meet monthly through scheduled PLC meetings with instructional leader and administrators to share instructional resources and strategies relevant to improving reading proficiency. Grade level teams will meet monthly through shared planning time to analyze weekly reading assessments based on professional learning to determine next steps. Team leaders will meet monthly through scheduled PAC meetings to share best practices and ensure vertical alignment to provide ongoing reading support for students and teachers.

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.

Teachers will analyze formative and summative math assessment data to drive instructional change based on student need to increase proficiency as identified in our school CSIP and needs assessment.

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

Student proficiency will increase as a result of specifically designed instruction therefore reducing the percentage of novice performance in math. Teaching practices will encompass more differentiated instruction to meet student need.

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.)

Analysis of weekly math assessments, progress monitoring through KSI, MAP data analysis, and special education progress monitoring will be communicated and discussed through monthly PLC meetings. Homeroom teachers, special education teachers, Title 1 staff, instructional leader, and administrators will collaborate to determine next steps based on data and student need.

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.

Success will be measured by student performance on the winter and spring MAP testing cycles using the 2023 KY Map Growth Linking Study. Cut scores and percentiles will be tracked through the comparative MAP data tool. MAP reports will

be analyzed and compared to classroom assessments to identify successful teaching strategies as well as areas for continued improvement. MAP reports will also be used to identify growth in students requiring intervention.

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

Elementary math teachers

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.)

Homeroom teachers, special education teachers, Title 1 staff, instructional leader, and administrators are required to support this area of professional development. Title I-V funds, DAF, and SBDM funding sources are needed to provide resources for mathematical professional development support. Supplemental math resources identified based on student need are necessary for successful implementation of differentiated instruction. Scholastic and Teacher Created Materials are credible vendors for supplemental resources. The following technology resources are needed for the successful implementation and assessment of mathematical strategies: MAP, Exact Path, and IXL. Professional development training in the following areas would promote best teaching practices which would in turn help to increase student proficiency: integrating mathematically themed technology in the classroom, effective teaching strategies for students with learning disabilities, and improved student engagement. Substitutes may be required to provide professional development training.

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.

Grade level teams will meet monthly through scheduled PLC meetings with instructional leader and administrators to share instructional resources and strategies relevant to improving math proficiency. Grade level teams will meet monthly through shared planning time to analyze weekly math assessments based on professional learning to determine next steps. Team leaders will meet monthly

through scheduled PAC meetings to share best practices and ensure vertical alignment to provide ongoing mathematical support for students and teachers.

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)
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