



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

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

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

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?

Southside Elementary is committed to providing each student with the academic and social skills needed to reach their full potential.

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.

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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.

1. Increasing proficient and distinguished scores in our subpopulations
2. Increasing proficient and distinguished scores in math across all grade levels

One of our greatest areas for improvement is in math, particularly intermediate math. Less than 50% of students are currently performing at proficiency with less overall growth than in the lower primary grades and in comparison with other subject areas. Another specific area for improvement is meeting the instructional needs of our special education population. 47% of students are proficient or distinguished in reading and 17% of students are proficient or distinguished in math.

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

Based on our needs assessment, these two areas are identified as areas of concern.

Our CSIP states: Goal 1: By the Fall of 2026, 70% of students at Southside Elementary will be proficient or distinguished in reading and mathematics as measured by KSA assessments. Additionally, our CSIP states: By Spring 2023, Southside Elementary will increase the percentage of students in the students with disabilities (IEP) subgroup scoring proficient/distinguished on reading KSA from 28% to 43%, and By Spring 2023, Southside Elementary will increase the percentage of students in the economically disadvantaged subgroup scoring proficient/distinguished on math KSA from 15% to 45%.

During team planning and guided planning, items are always discussed that will help 80% of our students achieve one year's worth of growth.

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 assessment data and develop data-informed instructional strategies to decrease gaps identified in the 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 outcomes will improve as a result of more efficient and effective use of formative and summative data. Gaps evidenced in data will close. Teacher practices will improve to better differentiate instruction and meet the needs of students.

#### 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. Data will be analyzed weekly during team planning. This data will be used to target skills and students who did not reach mastery. Data used will be student works samples, grade-level assessments, and classroom observations. Professional Learning Communities will design assessments and instruction to ensure that the data reflects the goals of professional development.
  - ii. All members of the Professional Learning Community will be responsible for gathering available data. Grade-level teachers will be responsible as well as members of the admin team in analyzing and preparing the next steps.
  - iii. Data will be analyzed weekly.

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.**

Higher student performance will be measured through KSA, summative assessments, and formative assessments. Student mastery as measured by these assessments will be the greatest indicator of success. Weekly PLC and guided planning times will be used to review weekly assessments, discuss content and standard mastery, and develop action plans for individual students and classroom instruction.

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

The specific targeted audience for the professional development will be all elementary teachers as all of our teachers work with members of our subpopulation groups. Also included are members of the administration team including the building coach, principal, instructional leader, and school counselor.

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.)

Resources needed include: Funding for teachers to observe other high-performing educators; access to student data; research-based intervention supports and programs to provide instruction in these interventions

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.

This area will be focused on weekly during PLCs and guided planning. Peer visits will be planned as needed for teacher support. Outside consultants will be a part of the professional development provided for our staff. Title 1 and/or SBDM funding will be used to support needs.

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 assessment data and develop data-informed instructional strategies to decrease gaps identified in the school CSIP and needs assessment.

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

Student outcomes will improve as a result of more efficient and effective use of formative and summative data. Gaps evidenced in data will close. Teacher practices will improve to better differentiate instruction and meet the needs of students.

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. Data will be analyzed weekly during team planning. This data will be used to target skills and students who did not reach mastery. Data used will be student work samples, grade-level assessments, and classroom observations. Professional Learning Communities will design assessments and instruction to ensure that the data reflects the goals of professional development.

ii. All members of the Professional Learning Community will be responsible for gathering available data. Grade-level teachers will be responsible as well as members of the admin team in analyzing and preparing the next steps.

iii. Data will be analyzed weekly in PLCs. In addition, we will hold a monthly PLC just for SPED teachers and the admin team.

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.**

Higher student performance will be measured through KSA, summative assessments, and formative assessments. Student mastery as measured by these assessments will be the greatest indicator of success. Weekly PLC and guided planning times will be used to review weekly assessments, discuss content and standard mastery, and develop action plans for individual students and classroom instruction.

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

The specific targeted audience for the professional development will be all elementary teachers as all of our teachers work with members of our subpopulation groups. Also included are members of the administration team including the building coach, principal, instructional leader, and school counselor.

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.)

Resources needed include: Funding for teachers to observe other high-performing educators; access to student data; research-based intervention supports and programs to provide instruction in these interventions

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.

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This area will be focused on weekly during PLCs and guided planning. Peer visits will be planned as needed for teacher support. Outside consultants will be a part of the professional development provided for our staff. Title 1 and/or SBDM funding will be used to support needs.

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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