



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?

We Succeed. No Exceptions. No Excuses.

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.

RES will focus on increasing reading and math scores by focusing on the Key Core Work Process evidence based curriculum (Math - Bridges Tier 1 all grades and RTI/Special Ed; Reading - Fun) also measure instructional effectiveness based on student data using our universal screener,

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

Our school goal is to increase math and reading scores, so our focus area is to also increase reading and math scores. We will do this by implementing our evidence based curriculum (see above) and measuring instructional effectiveness using assessments.

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.

First, the RES PD will review the curriculum for Mathematics. Specifically, a review of the three pieces of Bridges curriculum (Bridges lesson, Number Corner, and Work Places) and why each piece serves an important piece of the whole curriculum.

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 intended result is to ensure that the math curriculum is being implemented with fidelity and correctly taught. This will result in increased student outcomes, while also reminding educators why no piece of the curriculum can be left out.

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.)

PD will be administered to school staff during Fixed PD days. Evidence of implementation will also be seen through classroom observations and assessment data. Admin will be responsible for classroom observations but admin and teachers will be responsible for giving/analyzing assessment data. Universal screening data will be analyzed three times a year, diagnostic and progress monitoring data will be analyzed more often depending on the level of the child. Observation data will occur at least one time a year in each classroom.

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.

The indicator of success that would indicate achievement is through assessment data showing at least 80% of our students scoring proficiency in Mathematics.

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

The specific target audience for PD are those staff members that teach math (classroom teacher, RTI, Special Ed., and any other staff member involved in instruction).

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.)

Every teacher must have all of the materials needed in the curriculum (Bridges - all three components). Then we'll need to either use a fixed PD day or pay teachers to come in and pay for the hours for their additional work day. Computers for each kid to take the assessment will be needed.

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.

Admin will work with teacher teams during PLC monthly as follow up support to professional development - implementation of curriculum and analyzing student data.

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.

The second focus For Reading, we will have the teachers that tested out Foundations/ Geodes this past school year lead a PD on implementing it in each KG and 1st

classroom for the next school year. We will also have PD that instructs teachers on how to implement the new reading curriculum of Wit & Wisdom.

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

The intended result is to ensure that the reading curriculum is being implemented with fidelity and correctly taught. This will result in increased student outcomes, while also reminding educators why no piece of the curriculum can be left out because each piece ties in to Scarborough's Rope on how science has determined students learn to read through building Language Comprehension and Word Recognition.

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.)

PD will be administered to school staff during Fixed PD days. Evidence of implementation will also be seen through classroom observations and assessment data. Admin will be responsible for classroom observations but admin and teachers will be responsible for giving/analyzing assessment data. Universal screening data will be analyzed three times a year, diagnostic and progress monitoring data will be analyzed more often depending on the level of the child. Observation data will occur at least one time a year in each classroom.

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.

The indicator of success that would indicate achievement is through assessment data showing at least 80% of our students scoring proficiency in Reading.

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 target audience for PD are those staff members that teach Reading/ Language Arts (classroom teacher, RTI, Special Ed., and any other staff member involved in instruction).

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.)

Every teacher must have all of the materials needed in the curriculum (Foundations/ Geodes/Wit & Wisdom). Then we'll need to either use a fixed PD day or pay teachers to come in and pay for the hours for their additional work day. Computers for each kid to take the assessment will be needed.

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.

Admin will work with teacher teams during PLC monthly as follow up support to professional development - implementation of curriculum and analyzing student data.

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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