



2023-2024 Phase Four: Professional Development Plan for Districts
for School Year 2024-2025_02142024_12:16

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

Allen County
Travis Hamby
570 Oliver St
Scottsville, Kentucky, 42164
United States of America

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

The purpose of this diagnostic is to support the district 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 district's mission?

Our mission is to nurture, inspire, and empower the next generation to be successful contributors in an ever-changing world and to create a better future for all by providing joyful, authentic, meaningful learning experiences and instilling hope.

2. The needs assessment provides the framework for **all** districts 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 district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

The district's top two focus areas are the following:

1. The district will focus on improving student achievement in math. We will strengthen teacher clarity through standards alignment as well as designing meaningful rigorous deeper learning experiences.

2. The district will focus on improving student achievement in reading. We will strengthen teacher clarity through standards alignment as well as designing meaningful rigorous deeper learning experiences.

When you combine the Needs Assessment, Fastbridge screener data, Mastery View Predictive Assessments and other data sources, a strong pattern of poor reading and mathematics proficiency is evident. Through years of lesson plan analysis and classroom observation data, the district shows a need in standards alignment within these focus areas and a greater level of teacher clarity around success.

As our MAF grant ends in June 2024, our math classrooms across the district will include high quality instructional resources, manipulatives included. Additionally, our IAL grant toward literacy has provided high quality instructional resources and experiences across the district. We will continue in 2024-2025 to implement these strategies and strengthen our standards alignment as we focus on Tier 1, Tier 2 and Tier 3 shifts. Additional data also shows the professional learning delivery preferences and availability varies among our teachers. Due to this fact, you will notice a variety offerings and choice within the Professional Development plan below, while all still pointing toward our priorities.

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

Our district is continuing to prioritize reading and math outcomes as our top goals. These are not only reflected in our CDIP, but within each CSIP. A large investment has been made in district reading and math coaches. Coaches provide job-embedded professional learning and support to teachers daily. Given the low income community our district serves, the need to build student knowledge through high quality instructional design is essential. For our district goals of reading and math achievement to increase for all students, the need for districtwide content-driven co-planning, effective professional learning communities and overall collaboration needs has led to a concentration on professional development related to effective team planning and collaboration. This professional development concentration will not only support the reading and math goals, but will also assist in effective PLCs and co-planning around the other CDIP goals (special populations, behavioral, science, social studies and writing) as it will allow teachers to better meet the needs of students by developing solid collaboration skills and accessing the strengths and ideas of each team member while strengthening planning for greater student outcomes.

Additionally, the need for students to experience authentic, standards-based instructional design that engages students in active learning is a high need. Not only do our students need to build core knowledge, but also skills and dispositions as stated in our Profile of a Patriot. Teachers, parents and students often highlight the need for greater student engagement. This second pattern you will notice for both goals will assist helping meet engagement needs and our district goal of increasing reading and math abilities for all students. Specifically, this professional development area will utilize project-based learning. Literacy is foundational to PBL. Again, the low income area our school serves includes a great need for grade level text, rich in vocabulary and exposure to complexity to increase literacy skills for all students. High quality project based learning is grounded in literacy. The interdisciplinary design will allow all teachers to build student knowledge across all grade levels within all areas. The second CDIP goal of increasing science, social studies and writing outcomes will also be positively affected by this professional development. A focus on literacy will impact all subjects and provide better outcomes for all students. This relates to the district mission of creating meaningful learning experiences as well as helping to fulfill the entire mission of better contributing citizens and providing hope. Literacy is essential in our age of information.

social studies leaving students without the needed prior knowledge. The PBL professional development focuses on highly contextualized vocabulary and transdisciplinary concepts for all students within all disciplines.

Our district will offer a variety of professional learning during the 2023-2024 school year, but the above area two focus areas based on the size and scope of intended student impact and areas of needs.

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

Teachers will continue to align learning to standards, students will learn on grade level- Math teachers will continue meeting weekly in PLCs and engage in coaching cycles to strengthen the alignment of their unit plans and in turn, students will have equitable access to grade level standards. This may include developing learning progressions, writing learning intentions and success criteria, co-developing tasks and assessments. Steve Ventura has been a vendor helping to provide training on this objective. His resources will continue to be a support for teachers.

Teachers will strengthen teacher clarity, students will understand the daily learning objectives- We know John Hattie states that students are three times more likely to master learning objectives when kids are clear on what they are learning. Teachers districtwide will gain additional ongoing training on teacher clarity around learning intentions and success criteria, and aligning those to their assessments and feedback.

Teachers will plan for conceptual understanding, students will deepen their math understanding and number sense- Teachers will learn and plan for math strategies that aim for deeper understanding as opposed to focusing on procedural math. Teachers will engage in coaching to build conceptual strategies in their toolbox and attend professional learning for continual growth.

Teachers will plan for authentic math experiences, students will find meaning and engage with the math content- Using the PBL structure and tools such as John Antonetti's Rigor Divide matrix, teachers will learn to better plan for engaging, authentic and rigorous tasks. Learning walks throughout their school, PLCs, faculty meetings, Learning labs and more will all be entry points into planning for deeper more meaningful student experiences.

Collaboration - School, coaches and district leaders will continue to learn collaboration strategies to strengthen facilitation of collaboration districtwide. Teachers will collaborate with colleagues to strengthen planning and resources. In turn, teachers will facilitate collaboration within their classrooms as students learn to work together toward a common goal. Teachers will receive ongoing professional learning through PLCs, faculty meetings, PBL 101 as Kagan structures are shared, Adaptive Schools strategies and PBL101 resources are utilized to help support the work of collaboration for teachers and students. This will increase effectiveness of planning, developing assessments, analyzing student work and more in order to increase student outcomes.

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

In addition to the statements below, teachers will increase the quality of collaboration through implementing new learning in the form of protocols, shared understanding around standards, and a greater awareness of developing meaningful tasks.

Teachers will continue to align learning to standards, students will learn on grade level- Math teachers will continue meeting weekly in PLCs and engage in coaching cycles to strengthen the alignment of their unit plans and in turn, students will have equitable access to grade level standards. This may include developing learning progressions, writing learning intentions and success criteria, co-developing tasks and assessments. Steve Ventura has been a vendor helping to provide training on this objective. His resources will continue to be a support for teachers.

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Collaboration - School, coaches and district leaders will continue to learn collaboration strategies to strengthen facilitation of collaboration districtwide. Teachers will collaborate with colleagues to strengthen planning and resources. In turn, teachers will facilitate collaboration within their classrooms as students learn to work together toward a common goal. Teachers will receive ongoing professional learning through PLCs, faculty meetings, PBL 101 as Kagan structures are shared, Adaptive Schools strategies and PBL101 resources are utilized to help support the work of collaboration for teachers and students. This will increase effectiveness of planning, developing assessments, analyzing student work and more in order to increase student outcomes.

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.).

Schools and the district monitors implementation through various metrics and frequency. Schools and the district shares out regularly student work samples, proficiency quantitative data, attendance data and more. Weekly walkthrough both from the school and district are gathered and shared for next steps. Time is allotted for presentations to include teacher spotlights, lesson highlights and to discuss challenges in greater detail to get a greater context when monitoring implementation and determining actionable steps. Teachers gather evidence weekly for PLCs. This can include assessment data, student work and teacher facing artifacts. Data is analyzed weekly. We also have structures in place for instructional team meetings, principal meetings and district team meetings to collaborate and respond to needs built into the schedule before school begins.

Additionally, evidence of implementation of the PBL training will be measured throughout the year within school-level exhibitions. Exhibitions collect various forms of data including perception data and the skills, knowledge and dispositions demonstrated by the students.

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.

Indicators of success include...

- Classroom walkthrough data showing an increase in student engagement
- Classroom walkthrough data showing an increase in standard and task alignment
- Increased student proficiency in math on internal and external assessments
- Lesson plans indicating a level of rigor and a variety of evidence based instructional strategies
- Evidence based strategies are provided for students to learn content level vocabulary
- Stakeholders will report greater student engagement.
- Educator beliefs will shift from the desire for passive student learning to active learning.
- Student math and reading state assessment results increase by 10%.

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

All math teachers will receive professional development around teacher clarity, collaboration, evidence based math practices and PBL. Additionally, training on teacher clarity, PBL, evidence based strategies and engagement strategies will be offered to all 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.)

Teachers will have math coaches and/or instructional coaches within their building. They will use online resources including evidence based strategy banks. Manipulatives will be needed and many have been purchased already for classroom libraries. Additional time for professional learning will be needed throughout the year, as opposed to frontloading it in the summer. Teacher professional learning days will be embedded within the calendar.

Teachers will meet with grade level or content level partners, their district and instructional coaches weekly to utilize the collaborative norms and processes as they begin to implement the professional development focus of teacher collaboration. Teachers will also meet at least monthly to review classroom, district and state data around reading, math and more to gauge the impact of their collaborative efforts. Additional training on collaboration will be provided for district leaders and instructional coaches for achievement team trainings to further support collaboration among teachers.

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.

District Literacy, math and ELA coaches will be supporting this work as well as school based instructional coaches. Professional learning communities will be weekly for each teacher as ongoing support districtwide. Funds will be set aside for instructional resources. Our district math coach partners with a state math consultant to provide additional classroom supports. For PBL resources, an internal team will be created to train new hires for PBL and help teachers continue planning for rigorous, meaningful and engaging task designs through the PBL structure. The district has many structures for ongoing team connection points (instructional

team, district instruction leaders, principal meetings) to help collaborate around our goals throughout the year.

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

Teachers will continue to align learning to standards, students will learn on grade level- All teachers will continue meeting in PLCs and engage in coaching cycles to strengthen the alignment of their unit plans and in turn, students will have equitable access to grade level standards. This may include developing learning progressions, writing learning intentions and success criteria, co-developing tasks and more.

Teachers will continue to teach the science of reading, students will learn literacy skills on grade level- All teachers will continue meeting in PLCs and engage in coaching cycles to strengthen the alignment of their unit plans and in turn, students will have equitable access to grade level standards. This may include developing learning progressions, writing learning intentions and success criteria, co-developing tasks and more.

Teachers will strengthen teacher clarity, students will understand the daily learning objectives- We know John Hattie states that students are three times more likely to mastery learning objectives when they are clear of what they are learning. Teachers districtwide will gain additional ongoing training on teacher clarity around learning intentions and success criteria, and aligning those to assessment and feedback.

Teachers will engage in calibration protocols, as students gain clarity and consistency on levels of proficiency- Teachers will work in professional learning communities to gain insight into a shared understanding of proficiency. This might be determining a shared vision of proficiency for fifth grade writing. This in turn, will strengthen student understanding and a clear direction for students to experience success.

Teachers will plan for authentic literacy experiences and vocabulary, students will find meaning and engage with text- Using the PBL structure, John Antonetti's Rigor Divide matrix, teachers will learn to better plan for engaging, authentic and rigorous tasks. Learning walks throughout their school, PLCs, faculty meetings, Learning labs and more will all be entry points into planning for deeper more meaningful student experiences.

Collaboration - School, coaches and district leaders will continue to learn collaboration strategies to strengthen facilitation of collaboration districtwide. Teachers will collaborate with colleagues to strengthen planning and resources. In turn, teachers will facilitate collaboration within their classrooms as students learn to work together toward a common goal. Teachers will receive ongoing professional learning through PLCs, faculty meetings, PBL 101 as Kagan structures are shared, Adaptive Schools strategies and PBL101 resources are utilized to help support the work of collaboration for teachers and students. This will increase

effectiveness of planning, developing assessments, analyzing student work and more in order to increase student outcomes.

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

In addition to the statements below, teachers will increase the quality of collaboration through implementing new learning in the form of protocols, shared understanding around standards, and a greater awareness of developing meaningful tasks.

Teachers will align learning to standards, students will learn on grade level- All teachers will continue meeting in PLCs and engage in coaching cycles to strengthen the alignment of their unit plans and in turn, students will have equitable access to grade level standards

Teachers will strengthen teacher clarity, students will understand the daily learning objectives- We know John Hattie states that students are three times more likely to mastery learning objectives when they are clear of what they are learning. Teachers districtwide will gain additional ongoing training on teacher clarity around learning intentions and success criteria, and aligning those to assessment and feedback.

Teachers will engage in calibration protocols, as students gain clarity and consistency on levels of proficiency-Teachers will work in professional learning communities to gain insight into a shared understanding of proficiency. This might be determining a shared vision of proficiency for fifth grade writing. This in turn, will strengthen student understanding and a clear direction for students to experience success.

Teachers will plan for authentic literacy experiences, students will find meaning and engage with text- Using the PBL structure, John Antonetti's Rigor Divide matrix, teachers will learn to better plan for engaging, authentic and rigorous tasks. Learning walks throughout their school, PLCs, faculty meetings, Learning labs and more will all be entry points into planning for deeper more meaningful student experiences. PBL creates an environment where students are engaged in a diverse array of texts, engaging deeply in meaning making and interdisciplinary content and vocabulary.

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.)

Schools and the district monitors implementation through various metrics and frequency. Schools and the district shares out regularly student work samples, proficiency quantitative data, attendance data and more. Weekly walkthrough both from the school and district are gathered and shared for next steps. Time is allotted for presentations to include teacher spotlights, lesson highlights and to discuss challenges in greater detail to get a greater context when monitoring implementation and determining actionable steps. Teachers gather evidence weekly for PLCs. This can include assessment data, student work and teacher facing artifacts. Data is analyzed weekly. We also have structures in place for instructional team meetings, principal meetings and district team meetings to collaborate and respond to needs built into the schedule before school begins.

Additionally, evidence of implementation of the PBL training will be measured throughout the year within school-level exhibitions. Exhibitions collect various forms of data including perception data and the skills, knowledge and dispositions demonstrated by the students.

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.

Indicators of success include...

- Classroom walkthrough data showing an increase in student engagement
- Classroom walkthrough data showing an increase in standard and task alignment
- Increased student proficiency in reading on internal and external assessments
- Lesson plans indicating a level of rigor and a variety of evidence based instructional strategies
- Evidence based strategies are provided for students to learn content level vocabulary
- Stakeholders will report greater student engagement.
- Educator beliefs will shift from the desire for passive student learning to active learning.
- Student math and reading state assessment results increase by 10%.

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

All teachers will receive professional development around teacher clarity, engagement strategies, collaboration, evidence based literacy practices, designing rigorous tasks and PBL.

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.)

Teachers will have literacy and instructional coaches in all buildings. Curriculum and training has been provided for the science of reading implementation in primary and intermediate grades. We are planning to provide this in middle school for 24-25. Additional time for professional learning will be needed throughout the year, as opposed to frontloading it all in the summer. Teacher professional learning days will be embedded within the calendar.

Teachers will meet with grade level or content level partners, their district and instructional coaches weekly to utilize the collaborative norms and processes as they begin to implement the professional development focus of teacher collaboration. Teachers will also meet at least monthly to review classroom, district and state data around reading, math and more to gauge the impact of their collaborative efforts. Additional training on collaboration will be provided for district leaders and instructional coaches for achievement team trainings to further support collaboration among teachers.

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.

District Literacy, math and ELA coaches will be supporting this work as well as school based instructional coaches. Professional learning communities will be weekly for each teacher as ongoing support districtwide. Funds will be set aside for instructional resources. Our district Literacy and ELA coaches will continue supporting the science of reading. For PBL resources, an internal team will be created to train new hires for PBL and help teachers continue planning for rigorous, meaningful and engaging task designs through the PBL structure. The district has many structures for ongoing team connection points (instructional team, district instruction leaders, principal meetings) to help collaborate around our goals throughout the year.

6. Optional Extension: If your district 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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