



2022-23 Phase Four: Professional Development Plan for Districts
for School Year 2023-2024_09272022_14:55

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

Todd County
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2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

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?
Teaching, Caring, Serving

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.

1. Goal 1: Reading: Increase students' level of fluency and comprehension in all aspects of reading with a focus on *The Science of Reading* and phonics P3-12th grades.

2. Goal 2: Increase students communication and writing skills across all content areas in grades 3-12.

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

Reading: Todd County has been the recipient of Kentucky Comprehensive Literacy Grant. In the summer of 2022, we began our journey with all teachers grades P3-12th receiving professional learning from the KDE provider GRREC. Year two begins the summer of 2023 in both reading and writing in the content areas.

GRREC has also provided collaboration training for all of our teachers who are schedule for Collaboration classrooms.

Writing: The district began with TCCHS in formally collecting writing samples and pretests of proficiency in the fall of 2021. The results were a distinguished rating on the 2022 KAS in Combined Writing score for TCCHS. This became a district initiative a both elementary and the middle school starting the fall of 2022. Throughout the KyCL grant cycle, teachers in Cohort one received 60 hours of professional learning in literacy. Year two (2022) Cohort 1 & 2 received 40 hours of literacy training, and as planned for year three (2023) all teachers will receive 25 hours of literacy training.

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.

Objective 1: TC teachers will participate in literacy training in order to improve students' phonemic awareness, fluency, and comprehension through GRREC trainings.

Objective 2: Teachers will implement their learning in order to support district goal of improved reading abilities for all students.

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

1. Educator beliefs/practices: All teachers are responsible for supporting students in becoming more fluent in their reading and help them increase their LEXILE scores to prepare them for post-secondary life.

2. Student Outcomes: Students will be more confident and fluent in their reading skills. Students will have the tools to become successful readers, and more literate in post-secondary life.

- 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.).

Professional Development monitoring:

i. Classroom observations, PLC discussion and share-out of students' work focused on vocabulary and literacy growth. District and school formative assessments show growth in student reading LEXILE scores. Phonics, and Fluency Screener data shows student gaining the tools needed to become better readers.

ii. Administrators/Coaches/Teachers will all gather and analyze work.

iii. District formative assessments in reading will be gather quarterly (STAR/CERT) then the 4th time will be the KAS test. Elementary schools gather reading data monthly through phonics programs.

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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:

i. Teachers using formative data to change instruction to the meet the needs of students.

ii. District literacy assessments show student growth in reading.

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

All TC content teachers, including CTE, and elective 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.)

Funding Resources: KyCL grant funds ensure all teachers are getting literacy training through GRREC. Initial training occurs during the summer and throughout the year on curriculum days and through PLC meetings.

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.

GRREC coaches and district coaches work with teachers throughout the year to improve their literacy instruction in the classroom. GRREC coaches work with teachers monthly, and all teachers during the two curriculum days scheduled for teacher learning.

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.

Objective 1: Long-term- Teachers' knowledge of student growth in writing becomes a part of their units and cultures in their classrooms. short-term- TC teachers will assess student growth in writing throughout the year.

Objective 2: Long-term- Teachers will implement their learning through GRREC in the classroom to improve their pedagogy and support district's goal of improved communication and writing abilities for all students. Short-term- student Lexile levels increase toward grade proficiency.

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

1. Writing becomes an essential part of classroom instruction and students grow in becoming more competent in their writing skills.

2. Improved classroom instruction leads to improved student reading, writing and communicating skills.

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. Work samples discussed in PLC meetings. Growth through district reading assessments and collecting 4 formal writing samples throughout the year.
 - ii. Administrators along with their leadership team and teachers.
 - iii. Data will be analyzed quarterly.

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.

Students will be given the IXL Snapshot and Star Phonics and Reading assessment three times yearly for district monitoring. Schools will be able to assess more frequently and review data in PLC meetings. Students' growth from fall to spring will be examined and students will be identified as being Tier I, II or III so that needed interventions can take place.

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

Targeted Audience: GRREC will be delivering Reading comprehension strategies to all teachers P3-12. This includes ELA, SPED, CTE teachers, mathematics, science and social studies teachers. TCDS wants all teachers here the same message and using similar proven strategies with vocabulary and reading comprehension.

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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.)

1. GRREC funding
2. Coaches' & Teacher salaries

3. Substitute pay for teachers to attend professional learning.

4. Supplemental resources that the district cannot afford in their regular budgets to supplement reading and mathematics instruction. Into Reading, Illustrative Mathematics, Renaissance (Star Testing) which meets Senate Bill 9 requirements, and Literacy driven social studies and science materials to increase non-fiction reading and writing in those classrooms.

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.


Professional learning with GRREC Coaches will be ongoing through the year. They will work with teachers quarterly to implement best practices in P3-3 Phonics and writing and reading comprehension in grades 4-12. Agendas and sign-in sheets will be kept on file of all learning that is occurring. Teachers also complete a reflection and professional learning log for the KyCL grant. District Administration will be meeting with principals and or their instructional staff to discuss student growth in Reading, Writing and Mathematics.

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.

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 Todd County School District Professional Development Plan	2023-2024 Todd County School District Professional Development Plan	<ul style="list-style-type: none">• 4c• 5e

TODD COUNTY SCHOOL DISTRICT

KyCL Professional Development Plan

2023-2024 (Year 3)

A. School Goals for Professional Development:

1. Teachers will continue to meet as Professional Learning Communities throughout the 2023-2024 school year to develop plans, activities, and common assessments to enhance student learning.
2. KyCL Cohort Core Content Teachers will attend specifically school designed professional learning sessions through GRREC.
3. All teachers will strengthen their vocabulary instruction in each unit of study.
4. SPED teachers will strengthen their knowledge of collaboration practices.

B. Schedule of Events:

Area of Professional Development:	Grade Levels	Activities /Actions/ Approx. Hours	Description	Expected Outcomes & Resources Needed	Timeline & Progress Monitoring
Curriculum (Reading Comprehension)	P-12 (All TC teachers including CTE)	GRREC Literacy Academies (12 Hours)	Teachers will be training on literacy holistically and through secondary core content subjects	Strong Vocabulary, Reading Comprehension and Writing in classrooms	1st & 2nd Sessions: June/July 2023 3rd & 4th Sessions: Curriculum Days in 2023-2024 November 7 March 17th PM: Agendas, Sign-In Sheets
Coaching	P-12 (All TC teachers excluding CTE)	GRREC Coaches facilitating coaching sessions in PLC	Coaches will work with all grade level of teachers and individual	Teacher Efficacy, strengthen teaching strategies	Continuous throughout School Year 2023-2024

			(6 Hours) 3-Hours Each Curriculum Day	coaching will be held with specified teachers		PM: Appointments with Teachers/PLC sign-in sheets
Coaching	P-12	WKU New Teacher Academy		New teachers will learn literacy, classroom management and MTSS strategies to improve student learning	Teacher Efficacy, strengthen teaching strategies	Monthly for 8 sessions PM: Sign-in Sheets
PLC	All P-12	Deconstruction of Standards, Preparation of Plans, Activities, and Common Assessments (Weekly for 45 minute sessions)		Teachers will meet during the summer and throughout the year district-wide to prepare lessons, activities, development of cross curricular lessons and common assessments to prepare for KSA. PLC Schedule in Admin Share Drive	Alignment of Standards to teaching.	Continuous throughout School Year 2023-2024 PM: Sign-in Sheets
PLC	SPED	CaseLoad Management, Accommodations, Modifications, and IEP reviews		SPED teachers will meet with DOSE and SPED Consultant to review upcoming ARCs, and new collaboration model.	Collaboration classrooms have two certified teachers teaching all students, IEPs are reviewed periodically and changes made to increase student learning	Continuous throughout School Year 2023-2024 PM: Sign-in Sheets
Curriculum, Scheduling, MTSS	STES & TCMS Teachers	Close the Gap Kentucky Cohort 1		Professional Learning for Principals, DOSE, Assistant Super and Collaboration teachers	Collaborative settings more conducive to student learning. All teachers are working	Full Implementation in Math and Reading

				to implement a station teaching model in order to reduce the one teach/one assist in collaborative teaching settings.	equally in collaborative settings.	collaboration classrooms. Pilots NITES and TCCHS Spring & Fall 2024 PM: School level walkthroughs
Curriculum	4 TC Teachers	Deeper Learning through KDE	Teachers learning to implement PBL into their units	Teachers gain deeper knowledge of standards	Piloting with 4 teachers through KDE	
MTSS	All P-12 teachers	READ180/ACHIEVE300 Tier I & Tier II interventions (8 total PD sessions=8 hours)	Teachers will meet with intervention specialists from READ180 and ACHIEVE 3000 to strengthen our MTSS strategies in our classrooms	Interventions aligned to meet students' needs	Continuous throughout School Year 2023-2024 PM: Monthly meeting agendas	
Curriculum	0-5 (7 teachers)	Heggerty and (15 hours)	Virtual phonics and literacy training for daycare	Teacher efficacy and strengthen vocabulary	Continuous throughout School Year 2023-2024 PM: Monthly meeting agendas PM: Sign-In Sheets & Certificates of completion	
Curriculum	9-12 CTE Teachers	CTE certifications and renewals & GRREC Literacy Grants	Various professional learnings for our CTE teachers through the year	Teacher efficacy	Summer/Fall 2023 PM: Sign-In Sheets & Certificates of completion	
Leadership	All Principals	Financial Literacy working budgets, Staffing, and Activity Accounts with MUNIS at a principal meeting	Principals will learn accounting principles to grow them as fiscal leaders	Principals are more confident in reading MUNIS reports to address school	Fall and or Spring 2024	

Special Education Topics (not grant related)	K-12th grades (23 teacher)	SPED Teachers; MEAD County Training	SPED teachers will learn the art of a true collaboration and or parallel teaching classroom	expenses and SBDM allocations	PM: Sign-In Sheets & Agenda
				Strengthen Tier II and Tier III strategies in a Co-lab classroom	Continuous throughout School Year 2023-2024 PM: Sign-In Sheets & Certificates of completion