



2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04082024_13:37

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

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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?

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.

Vision: Our vision is to graduate engaged, resilient citizens who pursue their passions, maximize their strengths, contribute to their community, and achieve meaningful purpose in life.

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.

According to the Needs Assessment, the top areas of focus are Effective Teaching Practices for At Risk Populations and Effective Structures for Learning and Behavior inside the Learning Environment.

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

The goals developed for ACIC in our 23-24 CSIP are closely related to the professional development requirements needed to address our top two focus areas. Our goals (holistically) focus on improving proficiency in all subject areas. The activities laid out in our CSIP are built around strong assessment models, effective teaching practices, and solid interventions for at risk students. Goals and activities defined to address our TSI label are consistent with these as well. A focus on Effective Teaching Practices for at-risk populations will allow us to build a solid MTSS system with the structures, practices, and accountability system needed to meet student need and increase proficiency. A focus on Effective Structures will allow us to have systems in place that capitalize on the effective teaching practices focused on during the 23-24 school year, build upon the expertise of trainers, and establish a learning culture that provides a structured environment for students to be socially, emotionally, academically successful.

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.

Effective Teaching Practices for At Risk Populations

- All teachers will be trained around the 6 effective co-teaching strategies and will understand when to apply each strategy during classroom instruction.
- Teachers (classroom and ECE) will co-plan lessons, assessments, and interventions for all students.
- Building wide MTSS procedures with special considerations for schedules, frequency, duration, research-based strategies.
- Effective progress monitoring tools and follow-up procedures.

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

- Proficiency will increase for at risk students in both reading and math as they have exposure to the 6 effective co teaching strategies.
- Effective co-teaching will be a part of routine instruction in all collaborative classrooms.
- There will be fluid transitions from tier to tier for students as they make progress or prove the need for more intensive remediation and intervention.
- Student proficiency will increase as a result of exposure to high yield, research based interventions.

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.)

Data:

- Summative Assessment Data
-

Fastbridge Data

-

MVPA Data

-

Progress Monitoring

-

Classroom Walkthroughs

Responsible:

-

Administrative Team

-

Coaches

- • Interventions
- Teacher Interventions
- S

Analysis:

- Progress Monitoring (every 10 days collected / analyzed every 6 wks) •
- Fastbridge & MVPA (3x yearly collected and analyzed)
- Summative Assessment Data (as appropriate in classroom instruction)
- Walkthrough Data (discussed following each walkthrough observation)

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.

- Novice reduction in KSA, MVPA, Fastbridge, and Classroom Summative Assessments for all students
- Increased proficiency in each mentioned above for all students •
- Students moving from Tier III to Tier II and from Tier II to Tier

1 •

Students achieving their IEP goals at a higher frequency

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

Elementary Gen Ed and ECE 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.)

Research based interventions (reading and math)

High Quality Instructional Resources

Schedules that are conducive to effective co-teaching and MTSS

Interventionists to assist with instruction and assessment

Additional ECE 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.

Building and District Level Coaches will meet with teachers every 6 wks to analyze the progress of students as they receive interventions. Decisions about movement, frequency, and duration will be made during those meetings.

Teachers will visit exemplar examples of co-teaching during PLC's and reflect of changes in practice and possible implementation techniques.

Teachers will meet with building and district level coaches during common planning

to develop and revise curriculum, instruction, and assessments.

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.

Effective Structures for Learning and Behavior in the Learning Environment

- All teachers will be trained in classroom and behavior management using CHAMPS from Safe and Civil Schools
- Effective protocols and procedures will be commonly developed for both classrooms and common areas.
- Grade Level / Content Specific Teams will develop PDSAs using data from Spring 23 for initial goals around instruction, assessment, and remediation.
- A systems approach to continuous improvement.

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

- Proficiency will increase for all students in both reading and math.
- A decline in office behavior referrals
- A learning environment (classroom and common areas) that is more conducive to student achievement.
- More effective PLCs and common planning that are driven by goals, objectives, and analysis for student learning and achievement.

- Alignment in both instructional and system practices from classroom to building to district.

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.) Data:

- Summative Assessment Data
- MVPA Data
- Fastbridge Data
- Classroom Walkthroughs
- Office Referrals

Responsible:

- Administrative Team
- Coaches
- Teachers
- Interventionists
- CAP Team

Analysis:

- Fastbridge & MVPA (3x yearly collected and analyzed)
- Summative Assessment Data (as appropriate in classroom instruction)
- Walkthrough Data (discussed following each walkthrough observation)
- Office Referral Data (analyzed monthly by the building level CAP 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.

- Novice reduction in KSA, MVPA, Fastbridge, and Classroom Summative Assessments for all students

- Increased proficiency in each mentioned above for all students •
- Decrease in office referrals

- Systems and structures that align the entire educational process for ACIC (including instructional and systemic practices)
- The development of a Comprehensive School Improvement Plan by a building level team consisting of multiple stakeholder representation.
- Alignment between classroom, school and district level goals.

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

Elementary Gen Ed and ECE 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.)

- CHAMPS: A Proactive and Positive Approach to Classroom Management Training
- Shipley's School Improvement Planning and Performance Excellence 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.

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Teachers will meet monthly during PLCs with building level administration and coaches to analyze the data for their PDSAs.

- School Level CHAMPS team will meet monthly to analyze classroom behavior (as tracked in behavior binder) and plan potential supports for students and teachers.
- Admin will perform walkthroughs to gauge the effectiveness of classroom level procedures and implementation of CHAMPS criteria. These walkthroughs will be discussed during a post conference.

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.

Attachment Summary

Attachment Name Description Associated Item(s)