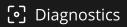# 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04252024_10:21

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

Beechwood Elementary School
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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),

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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?

- Our mission statement is to provide innovative education grounded in tradition.

- In addition, all district and school leadership collaborated to establish the meaning behind the

  - "We design teaching and learning focused on students."

  - "We build resilient learners and leaders who are fearless in the pursuit of excellenc

  - "We are a uniquely intimate community developing globally competitive students."

- Learners and Leaders are a set of expectations for ALL students and ALL staff.

  - `We are Learners: We are fearless. We pursue excellence. We are`

  - `We are Leaders: We are safe. We are respectful. We are responsi`

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.

Our top two professional development priorities are:

1)   Ensuring vertical alignment across all content areas through implementation of new resources. Tied to this, we want to continue to purposefully utilize assessment data to impact instruction and personalize learning for all students.

2)   Increasing experiential learning for all students.

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

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- Our priority one is ensuring vertical alignment across all content areas through implementatio

    - `Personalized Learning - Aligned curriculum, data analysis to im`

    - Leadership - Building leadership amongst staff in assessment literacy and data analys

- Our priority two is around increasing experiential learning for all students which relates to ou

    - `Personalized Learning and Community Engagement - Aligned curriculum (`

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.

- Continue building assessment literacy and reviewing assessment data in planning period PL

- Grade level/department work sessions to revise end of grade/end of course expectations an

- common assessments and data meetings to review.

- Update and review data spreadsheet to track individual progress and trends. Continued train

- Work on analyzing data to revise plans for special populations including intervention classes,

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

We intend for students to have certain guaranteed experiences with high quality instructional resources that are vertically aligned. In addition, assessment should be about learning and growth rather than about the grade. Effective assessment and data analysis practices should help teachers plan for instruction.

- Educator practices – Continued refinement of course or grade level goals (end of course/grad

- Student outcomes - Increased achievement and academic growth for all 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.)

- **What data - student writing samples, student EDGE work samples, grade level commo**

- **Responsible for collecting data - Director of Curriculum, principals, teachers**

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- **Frequency - Regularly as assessments are given. There will be a calendar for each sch**

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.**

- **Completed and published end of course expectations**

- Vertically-aligned and revised scope and sequence documents

- **Updated and aligned assessments – including a balanced assessment system when s**

- **Departmental and grade level discussions and alignment**

- **Teachers and students using and understanding assessment data**

- Growth on major assessments that we track over time

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

- General education teachers

- Special education teachers

- Students and parents

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.)

- Personalized and flexible professional learning menu/site

- Conducive schedule

- Funding

- Materials

- Time

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

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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.

- Professional learning communities and team meetings

- Individual coaching

- Observations and post-observation conferences

- Department work sessions

- Faculty work sessions

- Middle grades work sessions

- Time to work with grade levels above and below

- Collaboration with other schools using the same instructional resources

- New teacher support/check-in system

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.

- Continued implementation of the EDGE program

- One central electronic site for all EDGE challenges

- A website or central location of exemplars of EDGE challenge products

- Continue building experiential learning knowledge in planning period PLC's, team meetings,

- Continue the EDGE certification program building teacher-leaders in experiential learning

- Have departments and grade levels discuss experiential learning opportunities in their conter

- Work with EDGE university/business partners to develop challenges (4 per year in each clas

- Work with individual teachers on experiential learning challenge development

- Teacher understanding of EDGE core concepts for students

- Teacher understanding/development of skill and challenge rubrics

- Additional challenge development and experiential learning training with EDGE teachers

- Continue defenses of learning for 6th

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

- Student outcomes – All students will have meaningful, personalized experiences and will dev
- Educator beliefs – All students can develop skills that will make them successful regardless c
- Educator practices – Implementation of challenges in the classroom, teaching of EDGE core

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.)

- **What data - Student EDGE work samples, defenses of learning and tracking of core co**
- **Responsible for collecting data - Director of Curriculum, principals, teachers**
- **Frequency - Minimum of quarterly for EDGE student work sample review. 6th grade de**

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.**

- Completed and published EDGE site
- Updated and aligned challenge templates for Seminar and EDGE minors
- Updated log of elementary grade level EDGE challenges
- Grade level, Seminar and EDGE minor team discussions
- Student products from EDGE challenge
- EDGE Expo and EDGE Showcase the evening before for families
- EDGE folders for all students (collection of evidence)
- 6th grade Defenses of Learning

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

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- General education teachers

- EDGE (Seminar and minor) teachers

- Administrators

- There will also be some learning by students and parents!

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.)

- Personalized and flexible professional learning menu/site

- Conducive schedule

- Funding

- Materials

- Time

- Alignment K-12

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 communities and team meetings

- Individual coaching

- Observations and post-observation conferences

- Department work sessions

- EDGE support meetings

- New teacher support/check-ins

- 5th-8th grade Seminar work sessions

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)