



2023-2024 Phase Four: Professional Development Plan for Districts for School Year 2024-2025_02022024_14:37

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

Marion County Public School District

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Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Districts for School Year 2...</u>	<u>3</u>
<u>Attachment Summary</u>	<u>11</u>

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?

The Marion County Public School district believes students should communicate effectively, collaborate constructively, think critically, be creative, master content, and stay committed to academic excellence.

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.

Based on the needs assessment, instructional data, and professional development district survey, the top two focus areas for the Marion County Public School district are standards-based instruction/assessments and Specially Designed Instruction (SDI). District data suggest that our teachers need a more comprehensive understanding of how to deconstruct standards, design learning targets that are congruent with the standards, and create rigorous assessments that are aligned with KAS. More support is needed with the recent purchase of high-quality instructional resources at various grade levels.

In addition, recent KSA data suggests that we need a more cohesive approach to meeting the needs of all learners, especially our students with disabilities. These students require accommodations, modifications, interventions, and support outside core instruction. This can be accomplished through professional learning in Specially Designed Instruction (SDI). SDI helps level the playing field so that exceptional learners can acquire the same opportunities and instruction as their same-age peers. This provides opportunities for students with IEPs to remain in the classroom and increase their experience with grade-level content.

ATTACHMENTS

Attachment Name



MCPS Phase 2 Needs Assessment



MCPS Professional Development Survey

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

Based on 2022-23 Kentucky Summative Assessment scores, MCPS has set specific goals to increase student performance in reading, math, science, and social studies. Providing all content teachers with professional learning in standards-based instruction/assessment increases teacher efficacy and helps them become masters of their content areas. While each of our schools may have different content standards focus, the district will set the stage for professional learning for all certified staff with an intensive focus on all content areas, K-12.

The second focus area for professional development is Specially Designed Instruction (SDI). Based on the MCPS CDIP, our district's objective is to close the achievement by decreasing the percentage of students with disabilities who are scoring novice. Using Specially Designed Instruction (SDI) will help to close the learning gap by delivering specialized instruction that is conducive to the IEP and does not lower academic standards or expectations for special needs students.

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.

The first focus area for district professional development will be standards-based instruction/assessment. The specific objectives for these sessions will be to help teachers develop curriculum units and assessments that are rigorous and aligned to KY standards. Before developing unit assessments, teachers will also receive curriculum-based professional learning on content-specific high-quality instructional resources. Various HQIRs have been purchased by the district to help support rigorous content instruction. After these trainings, teachers will develop a sequence of learning that lists all targets to be taught in each unit of study with a general time frame in which the standards will be taught. After consulting both the KY standards and HQIRs, teachers will then create assessments developed from the language of the standards. Throughout the school year, district and school administrators will continuously review and analyze assessments to ensure that they are properly standards-aligned and that students are showing mastery of the standards. Each school will use the PLC Protocol process and the MCPS Academic Best Practices to analyze data and determine the next steps to enhance student performance. Feedback, both at the principal and teacher level, is key in the progress monitoring phase.

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 results of the professional development are teachers with a more in-depth knowledge of content standards and who can create rigorous learning

targets, instructional activities, and assessments aligned with Kentucky Academic Standards. In essence, we want a standards-aligned curriculum in all content areas.

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.).

Standards-based instruction/assessments professional development will be monitored via the collection of district walk-through data, PLC visits, and student performance data (iReady, common assessments, formative/summative assessments, and KSA reporting).

Grade-level/content teachers will develop grade-level assessments. PLCs will be conducted to collect, monitor, analyze, and plan the next steps using student data (iReady, common assessments, formative/summative assessments, and KSA reporting). Principals will monitor assessments, and instructional coaches will provide instructional resources to enhance student performance.

Teachers must be the actual owners of data to monitor assessments and reteach content differently to reach student mastery. As a PLC team (teachers and principals) will work together to analyze student data and plan for the next steps. Student work examples will also be used for calibration purposes, success criteria, and for analyzing student misconceptions.

Student performance data will be analyzed three times each year using our iReady diagnostic for both math and reading. At the high school level, CERT will be given as an academic indicator for state ACT scores. Common assessment work will be phased into professional development throughout the next two years. This will be an ongoing process as our district learns to develop our own assessments. Formative and summative data will be analyzed regularly during PLCs.

At the district level, academic progress will be reported quarterly using KSA, iReady, and Mastery Prep/ACT data. District administrators will help guide school-level administrators through the PLC Process and consistently monitor data throughout the year.

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 indicators of success can best be described in the following questions. When students, teachers, and administrators can answer these three questions, it is then that our goals/objectives have been achieved.

1. Where am I going?

Our teachers can create clear and understandable learning targets that are aligned with KY standards. At this point, teachers also provide models of strong and weakly aligned student work samples.

2. Where am I now?

Teachers provide purposeful/meaningful feedback that impacts student performance. Additionally, teachers create an environment where students self-assess, analyze their performance, and set goals/next steps for their academic growth.

How can I close the gap?

Success indicators at this level require teachers to design assessments and an instructional sequence that focuses on grade-appropriate learning targets. Consequently, teachers will use the data from assessments to gauge student mastery and spiral back or reteach until mastery is reached for each learner. This will require teachers to know and adjust to various learner styles and to chunk content material to allow for individualized instruction. Ultimately, by the end of this process, we will have students who self-reflect on their own performance and share their achievement with others. These final steps lead back to our district mission of developing learners who communicate effectively, collaborate constructively, think critically, be creative, master content, and stay committed to academic excellence.

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

The targeted audience for the district professional development is all K-12 certified staff in all content areas.

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.)

The specific resources needed to support the professional development include initial "Measurable Results" and the "7 Components of an Ideal Lesson" training through a partnership with the Central Kentucky Education Cooperative. Follow-up training will be provided by district administrators and all school-level administrators. Teachers, administrators, and instructional coaches will receive official training on newly purchased high-quality instructional resources. It is crucial that school/ district administrators become masters of standards-based instruction/ assessments so that the work can be carried out with fidelity. MCPS will use July 29-August 1, 2024, to complete professional development. We will use the work of Rick Stiggins, Harvey Silver, and Jan Chappuis for reference and resources.

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.

Ongoing supports will be provided for standards-based instruction/assessment through PLCs, faculty meetings, coaching cycles with district instructional coaches, and during our fall district staff day.

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.

Our second area of focus is Specially Designed Instruction (SDI). The specific objective is to assist special education teachers, interventionists, and general education teachers in working more collaboratively to individualize instruction to meet the needs of all learners. We need to close the achievement gap by decreasing the percentage of students with disabilities who are scoring novice on the KSA assessment. Using Specially Designed Instruction (SDI) will help to close the learning gap by delivering specialized instruction that is conducive to the IEP and does not lower academic standards or expectations for special needs students.

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

The intended results of this PD are to assist MTSS and special education teachers in learning strategies for SDI. Teachers will learn how to plan, design, and initially implement "bite-sized" chunks of instruction based on targeted student needs. Collectively, these teachers will enhance content knowledge and work on manageable pacing to fit student needs.

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.)

This professional development will best be monitored at the individual school and district levels and PLCs. Teams will examine, monitor, and analyze data using student assessment results and student samples. Teachers will also create formative/ summative assessments that address underpinning standards and assessments aligned to the grade-level standards. Much of this work will help to guide our Tier 2 and Tier 3 instruction. In addition, the district walk-through tool will be used to collect data based on engagement, differentiated instruction, learning targets, classroom activities, and what the teacher and students are doing.

Data gathering will be a partnership among co-teaching teams, principals, and district administration. Data will be reviewed after the three diagnostic assessments (iReady/CERT) and teacher-created formative/summative assessments throughout the year.

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 indicators of success will be changes in academic progress as noted in IEPs and progress monitoring data. With SDI, teachers will be able to administer "just right" instructional strategies to ensure that IEP goals/objectives are being met and that students are progressing in the regular education classroom.

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 targeted audience for this professional development will be special education teachers and MTSS interventionists

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.)

The resources needed to support this PD include SDI training from Central Kentucky Education Cooperative.

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.

On-going support will be provided to these teachers through monthly ECE meetings and additional professional development during our district work.

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.

Additional professional development priorities include external training from vendors. Our high school and elementary purchased several HQIRs this year and need additional trainings on the programs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024-25 PD Schedule	This document lists all PD offers for the MCPS District.	•
 MCPS Phase 2 Needs Assessment		• 2
 MCPS Professional Development Survey		• 2

Professional Development Plan
Marion County Public Schools 2024-25 Professional Development
Select 24 hours or more of activities that apply to your PGP

Date	Professional Development Session	Location	Time	PD Hours	Targeted Audience	Presenters
July 1, 2024	Safe Schools training	Sessions open July 1st & need to be completed by Aug. 6				
July 8-9, 2024	KYSHAPE's Summer Conference	Hilton Garden Inn, Louisville, KY		12	Health/Physical Education Teachers	TBD
July 21, 2024	Athletic Coaching Summit: Coaching for Next Level Success (Register by June 14, 2024)	GRREC Bowling Green, KY	8:30-3:30	6	Health/Physical Education Teachers	GRREC
July 31-August 2, 2024	NOW Conference (Registrar by May 31, 2024)	Virtual training	Various Time	15	Performing Arts Educators	Various Presenters
TBD	Safe Crisis Management Training	TBD	TBD	3	SCM Personnel	TBD
July 20, 2023	Preschool: New Early Childhood Standards	Lawrenceburg, KY	8:30-3:30	6	Preschool	
July 25, 2024	Finding Your Hidden Strengths	The McKinley Event Venue, Lawrenceburg, KY	8:30-3:30	6	Preschool	TBD
July 26, 2023	MCPS New Teacher Academy	MCHS Library	9:00-2:00	6	MCPS New Teachers & Mentors	Central Office Administrators, Instructional Coaches
August 2, 2024	MCPS Transition Day	Elementary, Middle & High Schools	8:15 am-1:00 pm	School Contracted Day	All Certified Staff	
July 26, 2024	Specially Designed Instruction	Lebanon Middle School Library	8:30-3:30	6	ECE Staff, Preschool & Interventionists	CKEC
August 2, 2024	Central KY Summer Conference	MCKA	8:00-3:00	6	Food Services Staff	Jennifer Wheeler & Others
ELEMENTARY						
July 29, 2024	K-5 Magnetic Reading Training	Glasscock Elementary	8:30-3:30	6	All Elementary Certified Staff	Curriculum Associates
July 30, 2024	Curriculum Planning/Assessment Work	Home School	8:30-3:30	6	All Elementary Certified Staff	School Administrator & Instructional Coaches
July 30, 2024	Preschool Curriculum Planning/Pyramid Model Work	TBD	8:30-3:31	6	Preschool	TBD

July 31, 2024	Curriculum Planning/Assessment Work	Home School	8:30-3:30	6	All Elementary Certified Staff	School Administrator & Instructional Coaches
July 31, 2024	Preschool Curriculum Planning/Pyramid Model Work	TBD	8:30-3:31	6	Preschool	TBD
August 1, 2024	Elementary Breakout Sessions	Glasscock Elementary	8:30-11:30	3	All Elementary Certified Staff	School Administrator, Instructional Coaches, & Teachers
August 1, 2024	School Team-Building	Home School	12:30-3:30	3	All Elementary Certified Staff	School Administrators
MIDDLE SCHOOL						
July 29, 2024	Curriculum Planning/Assessment Work	Marion County Middle School	8:30-3:30	6	Math, English, Science & Social Studies Certified Staff	School Administrators
July 30, 2024	Savvas Virtual Training	Marion County Middle School	9:00-12:00	6	Math & ECE Certified Staff	Savvas Learning
July 30, 2024	Achieve 3000 Literacy Training	Lebanon Middle School	8:30-11:30	6	English, Science & Social Studies Certified Staff	Macgraw Hill
July 31, 2024	Curriculum Planning/Assessment Work	Lebanon Middle School	12:30-3:30	6	All Middle School Certified Staff	School Administrators & Teachers
August 1, 2024	School Team-Building	Lebanon Middle School	8:30-3:30	6	All Middle School Certified Staff	School Administrators & Teachers
HIGH SCHOOL						
July 29, 2024	School Team-Building	Marion County High School	8:30-3:30	6	All High School Certified Staff	School Administrators, Instructional Coaches
July 30, 2024	Achieve 3000 Literacy Training	Marion County High School	8:30-3:30	6	English, Science & Social Studies Certified Staff	Macgraw Hill
July 30, 2024	Savvas Virtual Training	Marion County High School	9:30-12:30	6	Math & ECE Certified Staff	Savvas Learning
July 31, 2024	Curriculum Planning/Assessment Work	Marion County High School	8:30-3:30	6	All High School Certified Staff	School Administrators, Instructional Coaches
July 31, 2024	Engagement Strategies & EL Classroom Strategies Breakout Sessions	Marion County High School	8:30-3:30	6	All High School Certified Staff	School Administrators, Instructional Coaches
August 1, 2024	CKEC Components of an Ideal Lesson	Marion County High School	8:30-11:30	3	All High School Certified Staff	David Young & Mark Helton

August 1, 2024	Curriculum/Syllabus Work	Marion County High School	12:30-3:30	3	All High School Certified Staff	School Administrators, Instructional Coaches
District PD Day						
<p>All PD sessions must include the completion of PD evaluation for impacting student learning. This folder is located in the school's Google Drive. All certified staff must complete 24 hours of professional development</p>						

