



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

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

Christian County
Christopher Bentzel
200 Glass Ave
Hopkinsville, Kentucky, 42240
United States of America

Table of Contents

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

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 mission of CCPS is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

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 multiple measures, achievement of students with disabilities in all content areas and secondary mathematics achievement will be the top two priority areas for professional learning that supports continuous improvement.

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

Goal 1:

K - 5: Increase students scoring Proficient and Distinguished on KSA in reading from 41% to 54.1% by May 2026 and in math from 39% to 56.7% by May 2026.

6 - 8: Increase students scoring P&D on KSA in reading from 39% to 62.5% by May 2026 and in math from 30% to 54% by May 2026.

High School: Increase students scoring P&D on KSA in reading from 39% to 50.8% by May 2026 and in math from 23% to 38.8% by May 2026.

Objective 1:

Instructional support for ALL school leadership teams is in place and will continue through May 2024.

Objective 2

Teacher Professional Learning, Coaching & Feedback will support all teaching staff by May 2024.

Objective 3

High Quality Instructional Resources will be in teacher's classrooms by May 2024.

Achievement Gap

Objective 2

Students with Disabilities in Reading: Reduce the % of students with disabilities scoring novice in reading by 10% and increase the % of students with disabilities scoring P&D by 10% at all three grade bands by May 2024.

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.

- Ensure all schools have appropriate and rigorous goals and strategies for reducing reading and math
- School counselors work closely with interventionists, special education teachers, and leadership team
- Ensure all schools have active, high-quality structures to support special education, including the direct
- Schools will establish advising programs that support enrollment of students with disabilities in appro
- Implement a co-teaching model with interventionists and special education teachers, providing intent
- Specially Designed Instruction for School Leaders
- Specially Designed Instruction for Special Education Teachers
- Co-teaching training for special education teachers

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. Students with disabilities will show growth in reducing the achievement gap
2. Building leaders and teachers will gain better understanding of SDI
3. Special Education teachers will have a better understanding of co-teaching

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.).

- Analyze and monitor student achievement data, including classroom data, state testing data
- Documented twice monthly meetings will be held with administration, special education co
- IEP schedules and school master schedules will be compared to monitor co-teaching minute
- Administration, special education building leaders and consultants as well as District leaders

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.

1. Students with disabilities will reduce the % scoring novice in reading in math.
2. Administration and special education teachers will be trained in SDI and co-teaching.
3. An increase in co-teaching and collaboration will occur.

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

- Special education teachers and school administrators.

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.)

1. Time for twice monthly special education consultant meetings
2. SDI training
3. Co-teaching training.

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.

In order to support professional development initiatives, district special education consultants, principals, and instructional leaders will coach and support special education teachers in their learning. Professional learning communities occur weekly, which provides teachers with an opportunity to plan, implement, study and act. This cycle ensures continuous improvement as well as a supportive learning environment for teachers and staff. Twice monthly special education consultant meetings occur with building principals to monitor school plans.

For evidence of implementation, CCPS will have documentation of all meetings and all professional development held. CCPS will see a reduction in the percentage of students with disabilities scoring as a novice as well as an increase in co-teaching across the district.

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.

The district goal for mathematics in grades 6 - 8 is to increase students scoring P&D on KSA in math from 30% to 54% by May 2026. For high school, the goal is to increase students scoring P&D on KSA in math from 23% to 38.8% by May 2026.

1. High Quality Instructional Resource- An HQIR will be selected for secondary mathematics by May 2026
2. Implementation of HQIR- The selected resource will be implemented for middle and high school mathematics
3. Training on HQIR- Training will occur for secondary math teachers to support implementation of the selected HQIR
4. WKEC Cohort for mathematics- Teachers from each building will be selected to participate in monthly cohort meetings
5. A half time instructional coach will be employed for specific support for math classroom practices as well as data analysis

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

- Implementation of HQIR with fidelity for Tier 1 instruction
- Improvement in teacher capacity in standards and instruction in mathematics
- Student access to grade level appropriate material aligned to the rigor of the standards

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.)

Building level administrators as well as instructional supervisors and math coach will collect and review data from the sources below:

- Classroom observations
- Mastery Connect data
- MAP data
- Mastery Prep data
- Usage reports
- ACT data
- PLCs PDSA cycle

Evidence of implementation can be monitored through formal (PGES and Instructional Monitoring Visits by district staff) and informal classroom observations (administrators, coaches, and peers). District instructional coaches and Instructional Supervisors can also monitor implementation through PLCs and data conversations. Classroom assessment monitoring will occur through the curriculum revision processes each year, and feedback will be offered for those assessments by the teachers implementing the assessments. Data analysis for mathematics is conducted in all schools by administrators and teachers, as well as at the district level by the instructional division to establish professional learning support plans.

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.

See measurable goals above.

Classroom observations would elicit evidence of success and implementation of the mathematics professional development listed above.

MAP, Mastery Connect and Mastery Prep data shows continuous improvement in mathematics toward the measurable objectives set for CCPS.

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

Secondary math teachers and administrators.

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.)

HQIR:

A continued focus on professional development around mathematics in the district would require funding for materials, teacher stipends, professional learning registration and other attendance costs. Time is another resource that is a considerable factor in designing a comprehensive professional learning plan that is meaningful to 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.

Ongoing supports include the use of district instructional coaches, professional learning communities, building capacity in leadership to monitor and coach teachers, and time devoted to supporting mathematics on our district Growth Day. Throughout the mathematics professional learning cohort, teachers will be able to build collaborative relationships with teachers not only in their own schools, but across the district.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------