



## Grandview Elementary

### Professional Development Plan for Schools

#### **1. What is the school's mission?**

Through an engaging environment, we equip students with essential skills; empowering them to accomplish their goals.

**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.**

Priority #1: Strengthening Tier 1 Instruction Through Rigor and Engagement

Priority #2: Data-Driven Instruction and Targeted WIN Time Implementation

#### **3. How do the identified top two priorities of professional development relate to school goals?**

Based on current student achievement data, Grandview Elementary is prioritizing efforts to decrease the percentage of students performing at the novice level while increasing the number of students reaching proficient and distinguished levels. To support this goal, professional development will focus on strengthening Tier 1 core instruction and deepening staff capacity to use student data to drive targeted support during WIN (What I Need) time. Emphasis will be placed on increasing student engagement, implementing appropriate scaffolds, and fostering productive struggle to ensure all students are accessing grade-level content at high levels. These PD priorities directly support CSIP goals related to increasing the percentage of students scoring proficient/distinguished on MAP and state assessments while reducing novice performance in reading and math.

**4. For the first priority for professional development, complete the following:**

**4a. For the first priority need, 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.**

Priority 1: Strengthening Tier 1 Instruction Through Rigor and Engagement

Short-term Objectives:

- **Develop a shared understanding of rigorous, grade-level instruction**  
Staff will identify and implement the characteristics of high-quality Tier 1 instruction aligned to standards, including appropriate cognitive demand and alignment to learning targets.
- **Increase use of intentional questioning and discourse strategies**  
Teachers will incorporate higher-order questioning and structured student discourse (e.g., turn-and-talk, accountable talk) to engage all learners in deeper thinking.
- **Implement appropriate scaffolding practices**  
Teachers will apply scaffolds that support access to grade-level content without lowering rigor (e.g., chunking tasks, modeling, strategic prompting), while reducing over-scaffolding and over-prompting.
- **Embed engagement strategies into daily instruction**  
Teachers will consistently use high-impact engagement strategies to ensure active participation from all students throughout the lesson.
- **Utilize learning intentions and success criteria effectively**  
Teachers will clearly communicate and reference learning targets and success criteria to guide instruction and student ownership of learning.

Long-term objectives:

- **Sustain consistent implementation of rigorous Tier 1 instruction across all classrooms**  
Instruction will consistently reflect grade-level expectations, with reduced variability in rigor and engagement schoolwide.
- **Increase student independence and productive struggle**  
Students will demonstrate increased perseverance, problem-solving, and ability to engage in complex tasks without over-reliance on teacher support.
- **Improve student outcomes on grade-level standards**  
A measurable decrease in novice performance and increase in proficient/distinguished levels will be evident across content areas.

- **Establish a culture of high expectations and academic ownership**  
Students will take an active role in their learning, using success criteria, engaging in meaningful discourse, and reflecting on their progress.
- **Strengthen instructional decision-making through ongoing reflection and feedback**  
Teachers will regularly analyze their instructional practices (through PLCs, learning walks, and coaching) and adjust to maintain high levels of rigor and engagement.

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

Intended results would be the following:

**Student Outcomes**

- **Increased achievement on grade-level standards**  
A measurable decrease in the percentage of students performing at the novice level and an increase in students performing at the proficient and distinguished levels on state and local assessments (KSA, MAP).
- **Improved student engagement and participation**  
Students consistently demonstrate active involvement in learning through discussion, collaboration, and task completion, with reduced passive compliance.
- **Greater student independence and productive struggle**  
Students demonstrate perseverance when faced with challenging tasks, apply problem-solving strategies, and rely less on teacher prompting.
- **Enhanced depth of understanding**  
Student work reflects higher levels of thinking, including explanation, justification, and application of concepts rather than surface-level responses.

**Educator Beliefs**

- **Strong belief in all students' ability to achieve at high levels**  
Teachers demonstrate a shared commitment to grade-level expectations and avoid lowering rigor for struggling learners.
- **Value of productive struggle as essential to learning**  
Educators recognize that appropriate challenge and struggle lead to deeper understanding and are necessary for student growth.

- **Commitment to equitable access to Tier 1 instruction**  
Teachers believe all students should engage in high-quality, standards-aligned core instruction before interventions.

**Educator Practices**

- **Consistent implementation of rigorous Tier 1 instruction**  
Lessons are aligned to grade-level standards with appropriate cognitive demand, minimal over-scaffolding, and intentional opportunities for higher-order thinking.
- **Effective use of questioning and discourse strategies**  
Teachers regularly use open-ended questions and structured discussion techniques to engage all students in meaningful thinking.
- **Intentional and appropriate scaffolding**  
Teachers provide supports that maintain rigor and gradually release responsibility to students, reducing over-prompting.
- **Use of learning targets and success criteria**  
Instruction is guided by clear, student-friendly learning intentions that are consistently referenced throughout the lesson.
- **Ongoing reflection and instructional adjustment**  
Teachers use feedback from PLCs, walkthroughs, and student data to refine instructional practices and maintain high expectations.

- 4c 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.)**

<b>Data Collected</b>	<b>Person responsible</b>	<b>Frequency of Analysis</b>	<b>Indicators of Success</b>
<b>Student Achievement Data</b> (MAP, KSA, Common Assessments)	Teachers, PLC Teams, Administrators	Weekly (PLCs – formative), Quarterly (benchmarks), Annually (KSA)	Decrease in % of novice students; Increase in % of proficient/distinguished; Increased % of students meeting growth targets

<b>Student Work Samples</b> (writing, math problem-solving, constructed responses)	Teachers, PLC Teams, Instructional Coach	Weekly (PLCs)	Evidence of grade-level rigor; Increased higher-order thinking (justification, explanation); Reduced reliance on teacher prompting
<b>Classroom Observations/ Walkthrough Data</b> (Danielson Domain 3, KDE IPG Core Actions)	Administrators, Instructional/ Literacy Coach	Weekly (walkthrough collection), Monthly (trend analysis)	Increase in classrooms rated proficient or higher; Increased student discourse and engagement; Decrease in over-scaffolding/low-level tasks
<b>Student Engagement Data</b> (on-task behavior, participation, discourse)	Teachers, Administrators	Weekly (informal), Monthly (trend review)	Increased active participation; Decrease in off-task behavior; Students demonstrating ownership of learning
<b>PLC Artifacts &amp; Instructional Planning Evidence</b> (lesson plans/ internalization documents, PLC notes, data protocols)	Teachers, PLC Teams, Administrators	Weekly (PLCs), Monthly (admin review)	Evidence of data-informed instructional adjustments; Consistent alignment to grade-level standards; Increased consistency across classrooms
<b>Scaffolding &amp; Rigor Monitoring (look-fors during instruction such as questioning, task complexity)</b>	Administrators, Instructional/ Literacy Coach	Weekly (walkthroughs), Monthly (trend analysis)	Reduction in over-prompting; Increased use of higher-order questioning; Tasks consistently aligned to grade-level expectations

**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.**

See above table.

#### **4e. Who is the specific targeted audience for professional development?**

The target audience are all certified teachers K-5.

#### **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.)**

Resources needed:

- State Literacy Coach for ongoing support
- Instructional Practice Guides; Classroom walkthrough forms for administrators
- Ongoing PD support and resources for engagement strategies
- Weekly PLC time for staff
- Professional learning in Conscious Discipline will support the implementation of rigorous Tier 1 instruction by equipping teachers with strategies to build structured, emotionally safe classrooms that increase student engagement, support productive struggle, and maximize instructional 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 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.**

- State Literacy Coach will work with teachers in the following capacities in order to support implementation:
  - Daily teacher observation and feedback
  - Bimonthly grade level PLCs to analyze ELA formative assessments, internalize lessons, and make instructional decisions
  - Bimonthly whole staff trainings during ERD (Early Release Day) PD time
  - Coach and admin calibrate ratings during joint classroom walkthroughs
- Curriculum Specialist and Assistant Superintendent provide ongoing training and work to support the creation and implementation of a guaranteed and viable curriculum.
- The counselor will provide ongoing support for teachers in the implementation of Conscious Discipline.

5. For the second priority for professional development, complete the following:

**5a. For the second priority need, 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.**

Priority 2: Data-Driven Instruction and Targeted WIN Time Implementation

Short-term Objectives:

- **Develop a consistent data analysis process within PLCs**  
Teachers will use common protocols to analyze MAP, and formative data to identify specific skill gaps.
- **Strengthen understanding of how to translate data into instruction**  
Teachers will identify precise instructional next steps based on student data (not just general trends).
- **Implement structured WIN time systems**  
Teachers will consistently organize WIN time with clearly defined groups, targeted skills, and aligned instructional tasks. WIN time instruction will follow a structured progress monitoring cycle every 4–6 weeks to ensure responsiveness and movement between groups.
- **Use flexible grouping practices**  
Teachers will form and adjust student groups based on current data, ensuring responsiveness to student progress.
- **Align interventions and supports to Tier 1 instruction**  
WIN time instruction will reinforce and extend grade-level learning, not replace it.

Long-Term Objectives

- **Establish a sustainable, schoolwide data culture**  
Data use becomes embedded in daily and weekly instructional decision-making across all classrooms.
- **Ensure WIN time consistently accelerates student learning**  
WIN structures lead to measurable growth for all students, especially those performing at the novice level.
- **Increase precision of instructional responses to student needs**  
Teachers consistently match instructional strategies to specific skill deficits.

- **Improve overall student achievement outcomes**

Data-driven practices result in decreased novice performance and increased proficient/distinguished levels.

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

**Student Outcomes**

- Increased percentage of students meeting or exceeding growth goals (MAP)
- Measurable improvement in targeted skill areas addressed during WIN time
- Decrease in achievement gaps between student groups
- Increased student ability to articulate their learning goals and progress

**Educator Beliefs**

- Data is viewed as a tool for action, not just compliance
- All students can grow with targeted, responsive instruction
- WIN time is seen as a critical opportunity for acceleration, not just remediation

**Educator Practices**

- Teachers consistently analyze multiple data sources to inform instruction
- WIN groups are intentional, flexible, and skill-based
- Instruction is adjusted in real time based on student progress
- PLC conversations are focused on instructional response, not just data review

**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.)**

<b>Data Collected</b>	<b>Person responsible</b>	<b>Frequency of Analysis</b>	<b>Indicators of Success</b>
<b>Student Achievement Data</b>	Teachers, PLC Teams, Administrators	Weekly (PLCs – formative), Quarterly (benchmarks), Annually (KSA)	Increased percentage of students meeting growth targets

<p>MAP diagnostics and growth reports</p> <p>KSA results</p> <p>Common formative/summative assessments</p>			<p>Decrease in novice-level performance</p> <p>Increase in proficient/distinguished performance</p>
<p><b>WIN Time Implementation Data</b></p> <p>Grouping structures (number of groups, size, frequency of changes)</p> <p>Skills targeted for each group</p> <p>Type of instruction (direct instruction vs. independent practice)</p>	<p>Admin- tracking the data</p> <p>Teachers- submitting the data</p>	<p>Weekly (PLCs)</p> <p>Monthly (admin review)</p>	<p>WIN groups are consistently data-driven and flexible</p> <p>Instruction during WIN is aligned to specific skill needs</p> <p>Students in targeted groups show measurable progress over time</p> <p>Reduction of students in Tier 2 and 3.</p>
<p><b>Student Progress Monitoring</b></p> <p>Formative assessments (exit tickets, etc.)</p> <p>Progress within intervention groups</p>	<p>Teachers</p> <p>Interventionists</p>	<p>Weekly (PLCs)</p>	<p>Evidence of student growth in targeted skills</p> <p>Instructional adjustments are made based on student response to intervention</p>
<p><b>PLC Artifacts</b></p> <p>Data analysis notes</p> <p>Instructional plans based on data</p>	<p>Teachers, Coach, Admin</p>	<p>Weekly (PLCs)</p> <p>Monthly (admin review)</p>	<p>PLCs consistently produce actionable next steps based on data</p> <p>Documentation shows clear alignment between data and instruction</p>
<p><b>Student Ownership of Learning Data</b> (goal setting, student tracking of progress)</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Students can articulate learning goals and track progress; Increased student ownership and accountability</p>

**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 above table.

**5e. Who is the specific targeted audience for professional development?**

The target audience is all certified math teachers K-5.

**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. Coaching support provided by the district curriculum specialist and the State Literacy Specialist
2. Professional learning around data collection and use
3. Weekly PLC time for staff

**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.**

**1. Building-Level Leadership & Coaching Support**

● **Principal and Assistant Principal**

- Conduct weekly instructional walkthroughs aligned to Danielson Domain 3 and KDE IPG Core Actions, with a focus on rigor, engagement, and data-driven practices
- Provide timely, actionable feedback to teachers, including specific look-fors (e.g., level of questioning, student discourse, alignment to data)
- Facilitate monthly data reviews to monitor schoolwide trends and adjust supports

- Short, targeted “just-in-time” PD during staff meetings based on walkthrough trends (e.g., questioning strategies, productive struggle, effective grouping)
- **Instructional/Literacy Coach**
  - Lead monthly coaching cycles with individual teachers and teams focused on:
    - Increasing rigor and reducing over-scaffolding
    - Translating student data into instructional next steps
  - Model lessons and co-teach to demonstrate:
    - High-quality Tier 1 instruction
    - Effective WIN time structures and targeted instruction
  - Support teachers in analyzing student work and assessment data to inform instruction

## 2. Professional Learning Communities (PLCs)

- **Weekly PLC Meetings (Grade-Level Teams)**
  - Use a consistent data analysis protocol to review MAP, and formative assessment data
  - Identify specific skill gaps and determine instructional responses
  - Plan and adjust WIN groupings and targeted instruction
  - Analyze student work samples to monitor rigor and depth of understanding
- **PLC Facilitation**
  - Supported by administration and instructional coach to ensure conversations move beyond data review to instructional action steps
  - Use of common templates and data trackers to ensure consistency across teams

## 3. Structured WIN Time Support

- Implementation of a schoolwide WIN framework, including:
  - Clear expectations for grouping, scheduling, and instructional focus
  - Use of a WIN tracking tool to monitor group size, skill focus, and type of instruction (direct vs. independent)
- **Monthly WIN Implementation Reviews**
  - Admin and coach review WIN data with teams
  - Provide feedback and support adjustments to improve effectiveness