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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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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 <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> 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 <u>KRS 158.6451</u> 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?

The mission of Arlie Boggs Elementary School is to focus the efforts of all staff, in partnership with parents and community members to assist all students to become proficient and to assure that each child is given the maximum opportunity to achieve at high levels.

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.

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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 priorities for professional development are: 1. "Deeper Learning"- Identifying tools and strategies that can be implemented in the classroom that actively engage students into becoming better "meaning makers" 2. Our 2nd area of focus will be around the RTI (MTSS) process.

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

> Both of these priorities will have a major impact on our goals (Reading/Writing, Science/Social Studies/Writing, Change, Gap, Quality of School Climate, Postsecondary Readiness, and Graduation Rate). Our Deeper Learning professional learning is designed to provide teachers with knowledge, tools and strategies that they can pass on to students to help them become better "meaning makers" when presented with content in various settings (text, lecture, media, etc.). It would also provide teachers with the instructional framework to help them plan lessons allowing for more deeper learning opportunities for students. This would affect the students' ability to be more successful in each of the goal-setting components.

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.

> Deeper Learning-Our Deeper Learning Coaches (six) hired by the district through a grant (KDE/KVEC) will lead professional learning for teachers around Deeper Learning strategies that they learned through multiple training sessions, online modules, and Thoughtful Classroom books. Our specific objective is to provide teachers with tools and strategies that they can have their students use, regardless of the subject matter, to empower and actively engage them in active thinking and meaning-making regardless of the situation. Also, a shift from focusing on covering lots of individual facts and simply "covering the content" to a focus on bigger ideas and transferable processes that are worth understanding deeply. If students are utilizing these strategies and are able to become better meaning-makers and are able to have a deeper understanding of the content/concepts then that will have an impact on each of our goals (Reading/Writing, Science/Social Studies/Writing, Change, Gap, Quality of School Climate, Postsecondary Readiness, and Graduation Rate) as students will have a deeper understanding of the content, rather than simply surface-level learning. The short-term changes are teachers will start to implement some of the deeper learning strategies in their classes, and when planning a lesson provide more opportunities for student thinking/deeper learning. Our long-term changes are that teachers are consistently utilizing these strategies in all of our classes, regardless of the subject matter, and that there is less teacher talk and passive engagement in our classes, as the teachers will be more

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comfortable being the "guide on the side" rather than the "sage on the stage" as our students do more of the "heavy lifting" in their classes and become more responsible for their learning. Another long-term change would be students using their deeper learning tools independently without being asked to do so by the teacher.

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

As stated above, we want our teachers to consistently utilize these strategies in all of their classes, regardless of the subject matter, and that there is less teacher talk and passive engagement in our classes, as the teachers will be more comfortable being the "guide on the side" rather than the "sage on the stage" as our students do more of the "heavy lifting" in their classes and become more responsible for their learning. We want to ensure that this process continues in the future and isn't just one more thing that we do for a year before moving on to the next "new initiative". We believe this will be a big instructional shift for some of our teachers, primarily some of our more experienced, traditional teachers, as they will have to make changes to their teaching style. We hope this will really help our students become lifelong "meaning makers" and that they can utilize these strategies throughout their educational years and beyond. We believe it can make a huge impact on their academic success (and beyond) if they are able to "make meaning" from texts, videos, etc., and understand the "bigger picture" (concepts) rather than just memorizing facts.

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.)

-Classroom observations (principal walkthroughs and district instructional rounds), lesson plans (which have been adjusted to document planning for deeper learning opportunities), evidence of tools/strategies posted in classrooms, and student work samples. The principals will be the primary person responsible for collecting evidence. The principal will collect quarterly documentation of deeper learning opportunities being used in the classroom. The principal will submit data to the district and together will develop next steps. Deeper Learning coaches will also be used to help gather evidence (still working on exactly how we are going to use our coaches during school, as all are full time teachers).

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.**

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-Seeing planned evidence of teachers allowing for deeper learning opportunities in their classrooms. -Seeing students actively engaged in their classes, doing most of the "heavy lifting" as they are utilizing the Deeper Learning strategies to gain an understanding of concepts. -Increase in district assessment scores (benchmark, interim, state) -Meeting our yearly objective for each of our school goals.

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

Principal, and teachers. Staff who are involved with instruction will also be encouraged to attend.

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.)

Deeper Learning Coaches (six, who are paid for through a grant). Access to Thoughtful Classroom modules for our Deeper Learning Coaches (gran). "Teaching for Deeper Learning" book, which all teachers should currently have. Depending on our funding, we are looking to purchase additional Thoughtful Classroom books for teachers, "Tools for a Successful School Year" and/or "Tools for Thoughtful Assessment". We will also look to provide our coaches with release time, in order to provide additional support to teachers/schools.

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.

Our deeper learning coach will be tasked with providing support/coaching to our teachers in regards to these tools and strategies. They will also make videos/sharing the presentations in Google Drive/Classroom so the teachers can refer back to the presentations if they have questions or need a refresher on the content. How to implement these strategies and feedback of their implementation should be occurring during PLCs. Schools will be encouraged to form "learning clubs" in which the teachers would share deeper learning strategies/provide additional support. Schools will also be encouraged to have a Deeper Learning lead, who will work closely with the district coaches to provide support/feedback to the teachers in their schools.

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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.

RTI objective-provide teachers with a framework and training around what a good RTI process includes (decision points for movement amongst tiers-entrance and exit criteria, progress monitoring, evidence-based practices, etc.), specifically for Tier 2 and Tier 3 interventions. The short-term changes we would like to see are teachers using data-based decisions regarding RTI placement, specific Tier 2 or Tier 3 groups/ classes, evidence-based practices being used, progress monitoring, etc. during RTI. This effective framework of RTI would also help in the prevention of overidentification of special education students. The long-term changes are students taking more responsibility for their learning, collecting their own data, realizing their needs during RTI, recognizing which tiered intervention they belong in. Students and teachers trying to be proactive and recognizing and attacking deficiencies during Tier 1 instruction, in order to prevent the need for Tier 2 placement.

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

We want our teachers to have clarity around the RTI process. We want them to value RTI, and use it for what it truly is intended for, to identify students' deficiencies, and use interventions to help catch them up, or to provide enrichment opportunities for students succeeding with Tier 1 instruction. We want teachers to collect data to see if the interventions in place are helping, and use this data to make instructional decisions (movement within tiers, continuing/changing interventions, etc.). We want to provide tier 3 interventions to support our students who are dismissed from special education, and for the students who are not succeeding with tier 2 interventions.

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.)

-RTI data (student progress monitoring, number of students in each tier, etc.) will be collected and analyzed by the school's MTSS team. -Data will be gathered within MTSS platform/Google platform -Data will be analyzed monthly by the MTSS team, -Principal will observe RTI classrooms to see if protocols are being met and monitor to see if data is being collected

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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.**

-Less referrals for special education -Less referrals for Tier 2 or 3 due to strengthening Tier 1 instruction (preventative, rather than reactive) -System approach around RTI, with continuity occurring in and between schools, rather than everyone doing their own thing -Data being used to make RTI decisions

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

All teachers, principals, staff dealing with instruction.

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.)

-funding for professional learning support from an RTI "expert", for initial training, and follow-up. -Platform for hosting RTI data (bought or distict-made) -PD for data platform

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.

-School will identify an RTI lead, who will attend additional trainings as needed, and lead school-level training as needed -Follow up support from RTI "expert"

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)