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

Oran P Lawler 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 <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?
Our school mission is to "Lead the way everyday. Anything is possible when we do what is right."

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.

1. Data Teams-Deconstruct standards, create assessments and plan lessons using high-quality resources aligned to standards. Use assessment data (formative & summative) from multiple sources to make instructional decisions in order to provide differentiated instruction to meet the needs of individual students. Thoughtful Learning-Implement curriculum using best practices/high-yield instructional strategies including but not limited to learning targets aligned to standards, explicit instruction, and formative assessments.

2. Co-teaching-transformation cycle for inclusion & co-teaching with stages of implementation for exploration, installation, initial & full implementation over the next two school years. Through a partnership with GRREC, plans for facilitating regional training sessions focused on data collection & fidelity measures, specifically for leadership teams will be conducted. Coaching cycles in partnership with the leadership teams will be planned & facilitated in conjunction with teaching teams. Preparing for the next steps will be communicated throughout the cycles with support provided in consultation with school teams. Regional trends, patterns & outcomes with leadership & teaching teams will be reviewed with an action plan updated each summer.

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

Our top two priorities support school goals by training staff on effective and engaging Thoughtful Classroom instructional strategies and tools; making instructional modifications based on formative assessment data; differentiating core, ESS, and RTI services; and learning how to use intentional learning teams and PLCs for data analysis and instructional approaches, including co-teaching.

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.

We will collaborate with our Thoughtful Classroom coach and mentor to implement research-based, ready-to-use techniques for increasing student achievement. We will need to understand key practices and the tools that support them. We will learn about techniques, implement, discuss results, and analyze student achievement data to determine further tools to integrate into instructional practice.

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

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Our goal is to ensure teachers and support staff have adequate opportunities to learn about improving instruction, promoting growth, and increasing achievement by providing Thoughtful Classroom strategies and tools. Staff will have knowledge of the programs available to them and will know how to use the reports and data provided to make instructional decisions. Students will have assignments that are tailored to their learning needs. Data teams will have an increased focus on making instructional changes based on data that includes the implementation of evidence-based strategies. Assessments will be aligned to standards and will serve as a clear indicator of student mastery of standards.

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.)

Success will be measured and evidenced via walkthroughs, observations, formative assessments, student work samples, and summative assessments. Administrative teams and teachers will gather this data at least bi-weekly.

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.**

Data Team forms will provide evidence of deconstruction of standards, success criteria, evidence-based resources, Thoughtful Learning strategies, pre/post assessment results. This concrete evidence will allow teachers to assess whether students have mastered standards and determine next steps in instruction. Staff will be able to use the data they have collected to communicate clearly with students and parents about student learning. Student learning will increase as demonstrated on state assessments, district benchmark assessments, and grade-level common assessments.

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

All staff will be the targeted audience for professional development.

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 resources needed to support staff's professional development include Silver Strong & Associates' "Tools for Classroom Instruction that Works" and "Tools for

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Thoughtful Assessment", allocated PD time, monthly learning teams, time, feedback, coaching, time, curriculum coordinator support, and district support.

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 that will be provided for professional development implementation include: Data teams will receive coaching from district leadership as professional learning is implemented; District Instruction Supervisor, building level administrator and curriculum coordinators will support teachers in deconstructing standards, developing rigorous, standards aligned assessments, and identifying evidenced-based resources ; formal and informal observational data and feedback from our principal, curriculum coordinator and district staff to monitor implementation of data team plans and minutes. Data Teams will meet weekly throughout the school year to continue to develop, reflect and refine Units of Study based on student learning outcomes. Principals will share data team results monthly with district administration and the School Board.

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.

Thoughtful Learning-Implement curriculum using best practices/high yield instructional strategies including but not limited to learning targets aligned to standards, explicit instruction, and formative assessment in both face-to-face and virtual learning environments. 1). Develop a firm understanding of explicit instruction and utilize that knowledge across all content areas; 2). Expand knowledge of KAS using the Learning Window tool and develop and/or refine lessons & learning targets to help ensure student mastery; 3). Broaden expertise of technology and digital platforms to provide engaging learning experiences for all students.

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

1). Increase proficiency for all students in all content areas (especially ELA & Math); 2). Develop teacher competency through explicit instruction evident in all content areas across all classrooms using The 5 Episodes; 3). Intentional focus on

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foundations in math and reading; 4). Quality instruction integrated with our technology and digital platforms for an engaging blended learning experience.

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.)

Success will be measured and evidenced via participation in PLCs, student data to customize assignment of student lessons, lesson plans, student formative assessments, and student work samples completed online. We will use placement tests, diagnostics, and benchmark assessments along the way to pinpoint areas of mastery and target areas where student learning is still needed. Completed Data Team forms that include the Learning Window, 5 Episodes, and school administrators will participate in Data Teams and monitor weekly.

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: 1). Increased scores on state assessments as well as Mastery View benchmark assessments and grade level common assessments; 2). Formal and informal observational data showing accomplished teacher practice in Domain 3. Increased readiness for third grade in the areas of reading and math;

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

The targeted audience for the professional development will be all teachers, principals, and the curriculum coordinators.

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 staff's professional development include Silver Strong & Associates' "Tools for Classroom Instruction that Works" and "Tools for Thoughtful Assessment", allocated PD time, monthly learning teams, time, feedback, coaching, time, curriculum coordinator support, and district support.

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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 that will be provided for professional development implementation include: coaching from school leadership, Thoughtful Learning Coach, Rick Fisher, as well as peers; Learning Club to develop, share and reinforce knowledge of Thoughtful Learning Tools and Strategies; formal and informal observational data and feedback from principals and district administrators.

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)