



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

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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 purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her post-secondary goals in a partnership with family, school, and community. Our vision is to create a future-driven school system focused on the whole child, where no learner is ever marginalized.

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.

The top two priorities are 1) tier 1 behavior management and 2) reading & math achievement.

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

Behavior is included in the district's strategic plan and the comprehensive district improvement plan.

Strategic Plan (Dec 2019) in the Social Emotional Learning component; GOAL: To improve social emotional wellness for all students which impacts attendance, behavior, and academics. Action A3 includes districtwide PBIS integration. The professional learning need at this point is our tier 1 classroom implementation which serves as a proactive, preventative action for positive behavior.

Comprehensive District Improvement Plan (Dec 2023) GOAL 5: Increase STATUS for quality of school climate and safety in elementary from 74.7 in 2023 to 83.7 by May 2028, middle from 66.0 in 2023 to 78.1 by May 2028, and high from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments. Actions include PBIS supports and specifically note professional learning in PBIS Tier 1 districtwide.

Reading and math achievement are also noted in both the strategic plan and CDIP.

Strategic Plan (Dec 2019) in the Transition Readiness component GOAL: To ensure all students are transition ready for the next level in their progression (elementary, middle, high, and post-secondary) by developing 21st century learning skills at all

levels. OBJECTIVE A: Establish systems and processes to ensure academic success for all students. Action A3 includes math, A4 includes literacy, A5 includes RTI model (now known as MTSS). **Comprehensive District Improvement Plan (Dec 2023)**
GOAL 1: Increase STATUS for state assessment results for reading and math in elementary from 68.6 in 2023 to 79.8 by May 2028, middle from 62.2 in 2023 to 75.7 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments. Actions include focus on reading and math in core instruction, intervention and enrichment.

Both behavior and reading & math achievement are priorities supported by the district's *Learner Profile* implementation which is noted in the districts strategic plan Transition Readiness component action A1 and the Comprehensive District Improvement Plan GOAL 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines. The goal is written in terms of the current high school state accountability measure, however, action in this component include pre-K to post-secondary.

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.

Priority need #1 is to take proactive steps in each classroom to increase student achievement by reducing the impact of student misbehavior on learning. Professional learning may include PBIS tier 1 refresher, strategies and models for individual teachers to establish clear expectations for common activities in their classroom, methods for teaching expectations at the beginning of the year and check-points during the year, emotional regulation strategies, de-escalation strategies, strategies for building positive relationships with students, etc.

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

Intended results include establishment of tier 1 behavior expectations in every classroom with expectations intentionally taught and reviewed with students. This should result in a decrease in discipline referrals, increase in student perception data, increase in staff perception data, and ultimately an increase in student learning as evidenced by common assessment, benchmark assessment, and state-required assessment results. We should also see a positive impact on student success with the Learner Profile competencies.

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.).

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. can be used to document professional learning. Evidence of implementation will be noted during classroom observations from our instructional team, and also through peer observations & reflection. Classroom expectations will be visible in the room and each school will have a plan for intentional teaching and review of expectations during the year. Each school's PBIS lead will assist in gathering behavior data and including tier 1 reflection as a standing agenda item for PBIS committee meetings in each school. Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments (Sept, Dec, March/April), and twice a year with the district's instructional learning team (October & March).

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.

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team). Tier 1 behavior data will show improvement. Student common assessment and benchmark assessment data will show growth. Ultimately, the success marker is achieving all of our CDIP goals and objectives because all of them will be positively impacted by successful implementation.

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

All teachers districtwide

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.)

Professional learning will be delivered by district staff at no cost, and during each teacher's 24 hours of allotted PD time. No funding is needed for on-going reflection and support during the year making use of existing time such as team meetings, faculty meetings, and/or early release time. Funding may be needed to allow for substitute teachers for peer observations.

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.

On-going support will be provided. Each school has regular staff meetings for whole-group sharing the weekly team/ PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school has cadre leaders in PBIS, social-emotional learning, special education, and content areas. This group of teacher leaders provides on-going leadership and support at the school level and provide feedback to the district. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

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.

Priority need #2 is to increase student achievement in reading and math as measured by state assessments in grades 3-8 & 10 and by district benchmark assessments in grades K-11. Professional learning will be specific to school-based needs and may include Science of Reading through *LETRS*, University of Florida Literacy Institute (UFLI) *Foundations*, study of the Kentucky Academic Standards reading and writing modules, refresher of existing supports and resources learned from prior study of Adolescent Literacy Model, effective implementation of high-quality instructional resources such as the new high school English resource materials and elementary *Into Reading* new Science of Reading lessons, effective practices with *Envision Math* implementation, effective tier 1 small group practices, effective RTI models for intervention/enrichment, co-teaching strategies, and master schedule considerations. Additional targeted literacy and/or math professional learning may be provided through organizations such as GRREC, PIMSER, etc.

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

Intended results include an increase in student learning as evidenced by common assessment, benchmark assessment, and state-required assessment results specifically in reading and math, however, given the impact these foundational skills have across all content areas there should be positive impacts on student achievement across all content areas. We should also see a positive impact on student success with the Learner Profile competencies.

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.)

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. can be used to document professional learning. Evidence of implementation of effective reading and math tier 1, intervention, and enrichment strategies will be noted during classroom observations from our instructional team, and also through peer observations & reflection. Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments (Sept, Dec, March/April), and twice a year with the district's instructional learning team (October & March).

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.

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team). Student common assessment and benchmark assessment data will show growth. Ultimately, the success marker is achieving CDIP goals and objectives across all content areas due to the impact of reading and math foundational skills across content.

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 districtwide will be impacted in some way. Those who teach reading or math specifically will have professional learning in their content, however, other teachers will be engaged in professional learning around RTI implementation, incorporating literacy/math across content areas, and/or project-based learning incorporating literacy/math.

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.)

LETRS training is provided by the state with the only cost being teacher stipends funded by Title 1. UFLI Foundations summer professional learning will be funded by district relief funds with Title 1 funds used during the school year for UFLI coaching.

District relief funds will support professional learning for high school teachers in effective implementation of their new high-quality core text resources. Other professional learning will be delivered by district staff at no cost such as elementary study of Kentucky Academic Standard literacy modules, primary grade implementation of new Science of Reading resources from our core text *Into Reading*, effective tier 1 small group practices, co-teaching strategies, effective RTI models for intervention/enrichment and master schedule considerations, refresher of existing supports and resources learned from prior study of Adolescent Literacy Model, effective practices with *Envision Math* implementation. Additional targeted literacy and/or math professional learning may be provided through organizations such as GRREC, PIMSER, etc. Other than specifically noted stipends above, most professional learning will take place during each teacher's 24 hours of allotted PD time and on-going reflection and support during otherwise contracted time throughout the school year such as team meetings, faculty meetings, and/or early release time. Funding may be needed to allow for substitute teachers for peer observations (Title 1, Title 2, and/or school-based funding).

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. Each school has regular staff meetings for whole-group sharing the weekly team/ PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school has content cadre leaders in reading, math, writing, science, social studies, special education, and instructional technology. This group of teacher leaders provides on-going leadership and support at the school level and provide feedback to the district. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

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)
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