



# CROFTON 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024\_02082023\_09:46

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

**Crofton Elementary School**  
**Chris Guier**  
12145 S Madisonville Rd  
Crofton, Kentucky, 42217  
United States of America

---

**Table of Contents**

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... 3

---

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

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 [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 school's mission?

All students who enter as Kindergarteners exit sixth grade

- with the skills and knowledge needed for middle school without remediation.
- with well-developed citizenship habits to guide thought and deed which are necessary for people to live and work together.
- having authentically explored career paths at their own choice to begin planning for a rewarding career.

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.

Crofton Elementary School's top two focus areas are reducing the number of students with disabilities scoring novice and improving math instruction.

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

Students with disabilities are scoring in the novice range more than their general education peers across content areas. One of our school goals is to reduce the number of students scoring in the novice range.

The area of math has had an overall lower score when compared to the other content areas. One of our school goals is increase the overall index in the area of math.

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.

In the area of our students with disabilities, we want to ensure each student is receiving Tier 1 instruction. We would like to implement collaboration between the Special Education and General Education teacher. We need training in this area for both sets of teachers in order to benefit our students in this 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.)

The intended result of more professional development in the area of collaboration between Special Education and General Education is that more students with disabilities receive consistent Tier 1 instruction on a weekly basis. In receiving Tier 1 instruction, students with disabilities are exposed to grade level content and have access to additional resources in the general education classroom.

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.)

The effectiveness of our professional development will be monitored using the following forms of data: special education caseloads and IEPs, student work samples and classroom observations. School administration will be responsible for monitoring special education caseloads, IEP development and completing classroom observations and will be monitored monthly. Special Education and General Education teachers will be monitoring student work samples on a weekly basis.

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.**

The indicator of success in the area of collaboration will be the number of students with disabilities who score in the novice range will decrease as compared to their same aged peers. They will have access to more grade level content as evidenced through consistent classroom Tier 1 instruction.

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

The targeted audience of this professional development will be Special Education and General Education teachers.

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 for this professional development will come from the district level. If needed, Crofton Elementary School will seek out other avenues in order to complete this professional development.

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 needed will be asking district level Special Education consultants to observe classrooms monthly where collaboration occurs and provide feedback and guidance as to how to improve the practice. Consultants will meet with school administration to review findings monthly. Special Education and General Education teachers will meet together weekly during PLCs to review standards, prepare instructional strategies and review data as collaboration is implemented in Tier 1 instruction.

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.

In the area of math instruction, professional development is needed in the implementation of effective strategies to teach math content including hands on approaches. Professional development is needed to build teacher capacity.

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

The intended results of the professional development would be to increase the number of students scoring in the proficient and distinguished range in the area of math.

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.)

Monitoring of the implementation of the professional development will include PLC planning documents, student work samples, classroom observations and grade level assessments. Teachers will be responsible for providing grade level lesson plan with interactive math lessons and student work samples weekly during PLCs. Administration will be responsible for completing weekly classroom observations and coaching as needed.

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 indicator of success will be an increase in the number of students performing at the proficient and distinguished levels on math assessments and a decrease in the number of students scoring at the novice performance level.

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 of this professional development is all math teachers at Crofton Elementary.

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.)

Specific resources needed for the professional development include district funding for a math training for one teacher who can come back and share strategies with other teachers. Teacher can also model techniques for other teachers to observe during PLC time. Math teachers will also be invited to participate in a math cohort around effective math practices.

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.

The ongoing support needed for the implementation of the professional development is monitoring of strategies used in math classrooms each week by school administration. Math teachers will shared during weekly PLC meetings strategies planned to meet the standards that are being covered in their classrooms.

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.

## Attachment Summary

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