2021-22 PHASE THREE DISTRICT: Professional Development Plan DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Districts

Christian County
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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 mission of CCPS is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

> 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

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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 priorities** for professional development that support continuous improvement?

Based on multiple measures, reading and racial equity will be the top two priority areas for professional learning that supports continuous improvement.

3. How do the identified **top two priorities** for professional development relate to district goals?

Goal 1 K - 6: Increase students scoring Proficient and Distinguished by 16.2% in math (33.8% to 50%) and 19.8% in reading (30.2% to 50%) 7 - 8: Increase students scoring P&D by 11.9% in math (28.6% to 40.5%) and 12.8% in reading (38.7% to 51.5%). High School: Increase students scoring P&D by 28.9% in math (21.1% to 50%) and 17.5% in reading (32.5% to 50%). Objective 1: Instructional support for ALL school leadership teams. Objective 2: Teacher professional learning, coaching and feedback Achievement Gap Objective 1 AA reading & math: Reduce the gap between white and AA students scoring P/D so that there is less than 10% difference at all levels. Objective 2 SPED reading: Reduce the % of students with disabilities scoring novice in reading by 10% and increase the % of students with disabilities scoring P&D by 10% at all three grade bands.

4a. For the first priority need, 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.

The district goal for reading is to increase the percentage of kindergarteners ready to enter school to 44%; elementary students scoring proficient or above from 30.2% to 50%; middle school students scoring proficient or above from 38.7% to 51.5%; high school students scoring proficient or above from 32.5% to 50%; and high school students scoring a composite of 18 or above on the ACT. 1. Early Childhood Literacy Academy: All preschool teachers within Christian County Public schools and daycare directors within our Kentucky Comprehensive Literacy partnership will participate in the Early Childhood Literacy Academy in order to strengthen early literacy instruction and kindergarten readiness. Participants will have evidence-based professional learning experiences immersed in such topics as dialogic reading; interactive read alouds; alphabet knowledge; principles of universal design for learning; literacy-rich learning environments; phonological and phonemic awareness; writing; and family literacy. 2. Kindergarten through second grade

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reading teachers, including primary special education teachers, will participate in structured literacy training. Participants will have evidence-based professional learning experiences immersed in structured literacy programs to include such topics as explicit and systematic phonics instruction; sound-based sight-word instruction; phonological awareness; syllabication; orthographic mapping; assessment practices; responsive teaching; establishing literacy structures and classrooms; interventions; scaffolds for striving readers; and enrichment strategies. 3. Third grade through sixth grade reading teachers, including intermediate special education teachers, will participate in a literacy academy designed for grades 3-6. Participants will have evidence-based professional learning experiences immersed in reciprocal teaching/writing and literacy in content areas to include such topics as principles of universal design for learning; reading and writing connection; prescriptive reading; writing in response to reading; vocabulary, and comprehension strategies. 4. Literacy Design Collaborative professional development will continue from previous years in order to support rigorous tasks that are strictly aligned to reading and writing standards. 5. A Disciplinary Literacy Cohort will meet 3x a year to strengthen literacy instructional practices in all content areas through awareness and intentional incorporation of the Interdisciplinary Literacy Practices. Elementary math teachers will participate in a disciplinary literacy cohort designed specifically for improving literacy instruction within the mathematics classroom. 6. Training for the instructional resources associated with Mastery Prep for Reading and English will occur for all high school teachers to build capacity around resources to support students in ACT Reading and English skills. 7. Teachers will understand how to use MAP assessment data to identify individual needs of students. Learning Continuum training will occur to provide teachers with the understanding of how to use RIT ranges to scaffold or accelerate instruction for students. 8. Teachers will build capacity around intent of standards through curriculum alignment processes aligned to the Ky. Curriculum Model Framework will occur to create district documents to include pacing guides, unit plans, and common assessments. Refinement of these documents will continue in the 6-year cycle between revision of standards. 9. School Literacy Plans will be refined to support literacy programs in each school, aligned to the Ky. PERKS document to create a comprehensive approach to literacy. 10. Professional Learning Communities will be supported through district Instructional Supervisors. Through this, a commitment to the learning culture and collaborative process in PLCs will continue to be the culture in CCPS. 11. Establishment of School Writing Plans have been created in every school that intentionally address all standards and components of a comprehensive writing focus. 12. MTSS District Guidance has been updated and streamlined to assist teachers and administrators in identifying at-risk students in order to provide just in time instruction. Each school has been provided with a district intervention coach to support teachers identification of students who

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need intervention, as well as support in identifying, monitoring, and implementing evidence based interventions. 13. Select teachers will participate in the National Board Certification process around literacy. Teachers will receive coaching and support as they complete the components of content knowledge, differentiation in instruction, teaching practice and learning environment, and being an effective and reflective practitioner.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

1. A culture of learning that supports literacy in all content areas is an intended outcome of the multiple professional learning opportunities in CCPS. As administrators, teachers, and students recognize the important features of literacy in each content area, data in all areas should improve, not just in reading and writing. 2. As the focus on writing in all content areas continues to grow, academic achievement in all areas should see increases in understanding as students are able to communicate what they know and can do in all content areas. 3. Teachers will recognize and mimic strong tasks in all the content in their instruction as a result of the LDC model. 4. Teachers' clarity around intent of reading and writing standards, including the Interdisciplinary Literacy Practices, will increase as a result of the curriculum design efforts, as well as the alignment system of standards to task, rubric, and instructional ladder in LDC. 5. Early literacy instruction will continue to strengthen as teachers connect and collaborate with others in the strong professional learning network of teachers. 6. Through a continuum of literacy training across elementary grade levels, teachers will be equipped to prepare students to meet on grade level reading expectations. 7. Christian County Public Schools is using Measures of Academic Progress (MAP) as the universal screener. Teachers will be trained on using MAP reports as well as the Learning Continuum to provide individualized instruction for students. Teachers will be trained on how to read the reports and the way the Learning Continuum serves as the companion document for the assessment in order to meet students' individual needs. Student outcomes will improve due to the fact that teachers will be able to assist students by meeting their individual needs. Knowing the skills the students need to scaffold instruction to meet the level of the standard or to extend beyond the standard gives students personalized learning to help them grow to their fullest potential in reading. 8. With additional training and focus on MTSS, teachers will be equipped to implement effective interventions and monitor student progress for effectiveness. Utilizing data (quantitative and qualitative) within teams will allow teachers to make effective decisions on adjustments/withdrawing interventions.

4c. 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.

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See measurable goals above. PERKS Literacy school self-reflections will continue to show qualitative growth in teacher performance and perception of literacy programs in their schools. Classroom observations would elicit evidence of success and implementation of the literacy professional development listed above. MAP and Mastery Prep data shows continuous improvement in literacy toward the measurable objectives set for CCPS.

4d. Who is the targeted audience for the professional development?

The targeted audience would be all teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, students, principals, and district leaders will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

A continued focus on professional development around literacy in the district would require funding for materials, teacher stipends, professional learning registration and other attendance costs. Time is another resource that is a considerable factor in designing a comprehensive professional learning plan that is meaningful to teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include the use of district instructional coaches, professional learning communities, school literacy teams, building capacity in leadership to monitor and coach teachers, and time devoted to supporting literacy on Growth Days. Throughout the many professional learning cohorts, teachers will be able to build collaborative relationships with teachers not only in their own schools, but across the district. 4h. How will the professional development be monitored for evidence of

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of

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data analysis.

Evidence of implementation can be monitored through formal (PGES and Instructional Monitoring Visits by district staff) and informal classroom observations (administrators, coaches, and peers). District instructional coaches and Instructional Supervisors can also monitor implementation through PLCs and data conversations. Classroom assessment monitoring will occur through the curriculum revision processes each year, and feedback will be offered for those assessments by the teachers implementing the assessments. Data analysis for reading and early literacy is conducted in all schools by administrators and teachers, as well as at the district level by the instructional division to establish professional learning support plans.

5a. For the second priority need, 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.

1. Equip educators with systems and resources to improve outcomes for our racially diverse student population a. Ensure that every school has: i A system for determining transition readiness that follow district guidelines ii A plan in place so that every student achieves at least one year of growth in reading and math each year; and iii An acceleration plan in plan to ensure interventions opportunities for every student who is performing below grade level norms b. Analyze current Gifted and Talented Identification and Advanced Course criteria for unnecessary barriers and racial inequality. Establish school plans to ensure minority student participation is proportionate with school population c. Revise the Professional Learning Communities (PLC) process for instructional planning to support culturally responsive teaching practices and implicit biases. d. Revise the curriculum to include resources for culturally responsive teaching and learning 2. Providing training for staff to positively impact disproportionality (e.g., implicit bias, cultural responsiveness, trauma informed care, and social emotional learning, etc) a. Provide racial equity training for all staff on implicit bias and other topics b. Provide Professional development to ALL staff, including new staff, on Trauma Informed Care c. Support work with PBIS (Positive Behavior Interventions and Supports) with school administration, teachers, PLC, and individual teachers to intentionally include culturally responsive strategies when implementing the multi-tiered support system d. Provide differentiated supports for school and district divisions/ departments serving students of color and other marginalized groups to increase capacity in supporting and increasing school attendance by chronically absent students. e. Implement self-regulation strategies into the school setting f. Monthly attendance data tracking will include data by race g. Analyze students by race

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referred to Alternative Education (Focus and Finish) sent to Bluegrass Learning Academy and released using tracking and the review of student behavior data to identify bias and ensure racial equity. h. Ensure the inclusion of diverse relevant stakeholders in the process of revising the Code of Acceptable Behavior i. Use suspension data to identify Tier II students by race and other marginalized groups in need of targeted interventions j. Review discipline referrals, suspensions, and restraint and seclusion data during monthly PBIS meetings, and develop support systems for schools as needed. 3. Attract and retain a diverse and high-quality staff through creative and innovative partnerships a. Attract and retain a diverse and high-quality staff through creative and innovative partnerships i. Proactive Recruiting on Frontline ii. Grown our Own Teachers Initiative iii. Partner with Community Organizations and Civic groups iv. Marketing campaign highlighting a current teacher b. Hiring a teacher recruiter that will go to recruitment fairs, specifically recruiting minorities c. Teacher recruiter will mentor first year teachers in collaboration with the school administrators d. Develop the Teaching Learning Career Pathway and an Educator Rising Program at the high schools e. Enhance the 2+2 program with Murray State University and Hopkinsville Community College f. Follow the staffing scorecard/priorities to minimize teacher turnover rates g. Provide training to school and district administrators and SBDM counsels on the importance of staff diversity h. Review the hiring practices through the district i. Diverse populations when interviewing for staff positions

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

1. All students will demonstrate one year of growth 2. Student participation numbers in Gifted and Talented; Advanced Placement and Dual Credit will be proportional to the overall student's population 3. The CCPS PLC Guidance Document will include strategies for educators to analyze their practice for implicit bias and to plan for culturally responsive instruction 4. The K-12 curriculum for reading, writing, math, science and social studies will be revised to reflect culturally responsive teaching and learning

5c. 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.

1. Students of color will have an increase of 2% in their attendance by June 2023 2. All staff will have been trained on Implicit Bias, YMHC, Trauma Informed Care, Self-regulation strategies to include new staff hired after each school year begins 3. A decrease of 2% in suspension of students of color by interventions, and Alternative Programs.

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5d. Who is the targeted audience for the professional development?

All employees of CCPS

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Those impacted by this professional development will be all staff of CCPS and our minority population

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

1. Time for Racial Equity monthly meetings 2. Quarterly Newsletters 3. Technology for web page set up

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

In order to support all professional development initiatives, district instructional coaches, instructional supervisors, director of instruction, principals, and instructional leaders within the school will coach and support teachers in their learning. Professional learning communities occur weekly, which provides teachers with an opportunity to plan, implement, study and act. This cycle ensures continuous improvement as well as a supportive learning environment for teachers and staff.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

For evidence of implementation, CCPS will be more proportional on discipline, reading, math and staffing in relation to ethnicity The data will be monitored monthly and communicated with staff. The data will consist of discipline referrals, attendance, MAP assessment, staffing and community surveys

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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.

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N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)