



MLK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 DUE MAY 1

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 [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?

The mission of our MLK family is to deliver high-quality education for ALL in a safe, positive and nurturing environment.

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.

Reading and Math have been identified as the top two priorities for professional development needed for MLK.

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

These professional development goals are in direct correlation with our school priorities of improving instruction and student achievement in reading and 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.

- The Five Pillars of Reading
 - Phonological Awareness
 - Phonics/Decoding
 - Fluency
 - Vocabulary
 - Comprehension
- Kentucky Academic Standards
 - 'Breaking Down a Standard' protocol provided by KDE
- Assessment Desegregation and Reteaching Plan

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 number of students scoring proficient and distinguished in the area of reading, according to the 2021-2022 KSA data, will increase from 28% to 33.6% which results in a 20% increase of students scoring P&D in reading. Teachers will have a better understanding of how to address individual needs using the tools gained in the provided PD and consequently meet the needs of students.

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.)

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

- Weekly Module Assessments
- Module Assessments
- MAP
- Mastery Connect Assessments
- Growth Measure Assessments

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

Teachers, administrators, and curriculum coaches will be responsible for gathering data.

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Data will be analyzed weekly, monthly, and three times a year.

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.

MAP and Mastery Connect Assessment data will be used to monitor progress towards reaching proficiency three times a year (fall, winter and spring). Data will be collected weekly (Into Reading Weekly Module Assessments) as well as monthly (Module Assessments) to monitor students progression towards proficiency in comprehension. 2nd-5th grade Growth Measure Assessment Data will also be used to monitor student growth. Expected student growth on the Growth Measure Assessment Data is 7-8 points each time the assessment is complete. When students are reading on grade level it will be evident in the percentage of students scoring proficient and distinguished.

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

The target audience for professional development is the certified english language arts teachers, special education teachers as well as any other certified and classified professionals staff working with students in the area of reading.

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 following resources are needed to continue to support professional development: funding to pay for professional development support from vendors.

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.

A district level instructional coach and the school curriculum specialist will work with teachers weekly to ensure professional development is implemented by providing guided lesson planning. The school curriculum specialist will lead monthly professional learning communities using instructional resources from professional development. Teachers will meet bi-monthly to analyze student work based on evidence from professional development during vertical professional learning communities.

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.

Teachers will have a better understanding of math concepts, standards of mathematical practice, core academic standards and skills, utilize assessment to drive instruction and raise student achievement to proficiency.

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

The number of students scoring proficient and distinguished in the area of math, according to the 2021-2022 KSA data, will increase from 27% to 32.4% which results in a 20% increase of students scoring P&D in math. Teachers will have a better understanding of how to address individual needs using the tools gained in the provided PD and consequently meet the needs of students.

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.)

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

- Weekly Module Assessments
- Module Assessments
- MAP
- Mastery Connect Assessments

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

Teachers, administrators, and curriculum coaches will be responsible for gathering data.

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Data will be analyzed weekly, monthly, and three times a year.

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.

MAP and Mastery Connect Assessment data will be used to monitor progress towards reaching proficiency three times a year (fall, winter and spring). Data will be collected weekly (Into Reading Weekly Module Assessments) as well as monthly (Module Assessments) to monitor students progression towards proficiency in comprehension. Teachers are utilizing Reflex and Frax, IXL, and classroom data trackers to track student progress.

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

The target audience for professional development is the certified mathematics teachers, special education teachers as well as any other certified and classified professionals staff working with students in the area of mathematics.

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 following resources are needed to continue to support professional development: funding to pay for after school professional development sessions as well as manipulatives.

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.

After the initial professional development sessions in the summer were completed, teachers were provided follow-up sessions to refresh teacher learning, answer questions and present a model lesson.

Teachers receive additional coaching support in the classroom from the district math coach and administrators on a weekly basis. Teachers have guided planning sessions weekly with an administrator to plan rigorous instruction. During the PLC process of quality instruction, teachers are presented with high yield strategies that are proven to move student learning forward.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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