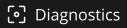# SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1

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

Sinking Fork Elementary School
Lacey Ramirez
5005 Princeton Road
Hopkinsville, Kentucky, 42240
United States of America

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

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?
Our mission at Sinking fork Elementary is to provide a safe, encouraging environment in which all students are expected to reach their highest potential.

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.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

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.

Sinking Fork's Top Two Focus Areas Are:

1. Building teacher capacity around evidence based /research based instructional practices.

2. Building teacher capacity around data analysis

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

Professional learning centered around evidence based teaching and data analysis will improve proficiency which meets our goals outlined in our CSIP.

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 the objectives for the first focus area (building teacher capacity around evidence based/research based instructional practices) are to improve direct instruction and increase the effectiveness of teachers. Short term changes include: weekly guided planning, PLC work sessions, increased classroom observations, increased feedback to teachers. Long term changes include: use of monthly vertical PLC meetings, book studies, and partnerships with other schools.

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

Increase the percentage of students performing at or above grade level in all content areas.

Decrease in the percentage of students performing below the 20th percentile in all content areas

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.)

1. Classroom observation data, student achievement data, classroom work samples, and lesson plans

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

2. Administrators

3. Monthly

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 will be: regular classroom observation data will show teachers are consistently implementing research based instructional approaches to teaching and learning, student achievement will improve, and teachers will become more confident in their teaching methods.

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

> elementary content 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.)

> Title 1 Funds, District Instructional Coaches, partnerships with other schools to facilitate teacher's observing more experienced colleagues, PD from vendors will be used in additions to PD sessions offered from within the district

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.

> School administrators will work with teachers weekly to help guide and coach them through the professional development process. Teachers will be given monthly opportunities to meet in vertical professional learning communities. These sessions will be facilitated by administrators. District instructional coaches will be used to model high quality instruction for teachers on an as needed basis. Professional learning communities will be used to study research based instructional practices. Student work samples will be collected weekly and analyzed to determine the impact of professional development implementation.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

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.

> The the objectives for the second focus area (building teacher capacity around data analysis) are to have teachers use data to determine next steps for learning and to develop teacher's ability to use student data to identify gaps in learning.

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

> Increase the percentage of students performing at or above grade level in all content areas.

> Decrease in the percentage of students performing below the 20th percentile in all content areas

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.)

> 1. Lesson plans, student data trackers, and action plans

> 2. Administrators

> 3. Monthly

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 will be: teachers are able to successfully complete the CCPS data protocol and create actions plans based upon their analysis of the data, lesson plans will show that teachers are responding to data by implementing differentiated instruction as well as adapting plans to meet the needs of learners, and teachers will use data analysis to self reflect on their teach and improve any areas of growth revealed in the data

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

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

Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

elementary content teachers

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.)

Resources needed include: protected time for teacher to work through data sets and reflect on the process, possible Title 1 funding to pay for outside vendor training sessions, and strong models of data analysis and actions plans based upon what the data has shown about student learning.

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 Benchmark Assessments, MAP Assessments, and common assessments administration will train teachers in using the CCPS Data Protocol to analyze their assessment results. Admin and teachers will work collaboratively to identify strengths and weaknesses in student performance, data trends, and develop action plans for future instruction. Admin will train teachers in use of differentiated instruction to meet the diverse needs of students. PLC's will be used each week to study student work samples and determine the extend to which students are mastering content. Monthly vertical PLC's will be used to offer teachers a time to work with others from their content on using data to guide instruction.

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

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - SINKING FORK 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 MAY 1 - Generated on 03/21/2023

Sinking Fork Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)