



CCPS 2022-23 Phase Four: Professional Development Plan for
Districts for School Year 2023-2024_02082023_10:00

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

Christian County
Christopher Bentzel
200 Glass Ave
Hopkinsville, null, 42240

Table of Contents

<u>2022-23 Phase Four: Professional Development Plan for Districts for School Year 2...</u>	3
---	---

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

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 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.

Based on multiple measures, math and specially designed instruction for students with disabilities will be the top two priority areas for professional learning that supports continuous improvement.

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

The following goals are the same as the Comprehensive District Improvement Plan for SY22-23.

Math:

Goal 1:

K - 6: Increase students scoring Proficient and Distinguished by 21.7% in math (35% to 56.7%)

7 - 8: Increase students scoring P&D in math by 22% in math (32% to 54%)

High School: Increase students scoring P&D by 10.8% in math (28% to 38.8%) and 17.5% in reading (32.5% to 50%).

Students with Disabilities

Under achievement gap, Objective 2 states:

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 by May 2023.

The District Strategic Plan Scorecard Goals:

Implement a co-teaching model with interventionists and special education teachers, providing intentional small group focus with at-risk students.

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.

Objective 1

Instructional supports for ALL school leadership teams in place by May, 2022.

- Data Analysis Support and Scorecard Support - District Assessment Coordinator will support administrators
- PLC Support: Instructional Supervisors will provide feedback and support to school PLC leaders to ensure
- MTSS processes in every school are aligned to the intent of the CCPS MTSS Guidance Document and

Objective 2

Teacher Professional Learning, Coaching & Feedback will support all teaching staff by May, 2022.

- District Instructional Coaches provide coaching for teachers in priority/high-need schools, including urban
- Math Cohorts: Math Network facilitated through WKEC facilitates learning around teaching math using
- Growth Days: Growth Days occur twice a year to support teachers in individualized professional learning
- Curriculum Review: Math teachers will review current curriculum resources to ensure high-quality instruction
- KyCL Literacy in Mathematics: Through the KYCL grant, all math teachers in the district are involved in
- New Teacher Cohort: New teachers to the district will receive specific coaching and induction support
- Data analysis support for math: Data analysis protocols are provided by district instructional personnel
- Building Instructional Leadership Teams: Monthly meetings occur with the instructional leaders of each

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

Objective 1:

1. Effective leadership teams who work together to ensure student success.
2. Leadership teams and teachers who understand and use data protocols in order to make instructional
3. PLCs run smoothly using the PDSA process. Teachers will be engaged in the planning and delivery process
4. MTSS processes run smoothly according to the MTSS guidance document. Ultimately, this process will

Objective 2:

1. Increase in teacher capacity to provide high quality instruction. Math instruction will be improved as
2. Teachers will develop understanding of how to teach standards conceptually and incorporate rich tasks

3. During growth days, math teachers participate in professional learning to increase their understanding
4. Through the use of high quality instructional resources, teachers will create curriculum documents to
5. Through KYCL work, 100% of our teachers are participating in high quality professional learning around
6. New teacher cohorts provide support to new teachers in order to help acclimate them to the district,
7. Use of data protocols ensures consistency in analyzing data. The data analysis process through the P
8. Increased capacity in instructional leaders at each school to monitor implementation of highly effective

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.).

Objective 1

Instructional supports for ALL school leadership teams in place by May, 2022.

- Data analysis and Scorecard support: Scorecard goals are met through classroom and district assessments
- PLC processes follow the district's PLC Guidance Document (PDSA model) to fidelity and result in high
- MTSS: Intervention coaches and personnel will monitor MTSS processes regularly through data analysis

Objective 2

Teacher Professional Learning, Coaching & Feedback will support all teaching staff by May, 2022.

- District Employee Engagement Survey will indicate satisfaction with professional development twice y
- District Teacher Voice Committee provides input and indicates satisfaction with professional develop
- Student Engagement data from District (2x yearly) and School (regularly) Instructional Walkthroughs
- Benchmark (Mastery Connect 3x yearly) and State Accountability data (KSA 1x year) indicate growth a
- Students are meeting or exceeding specific math growth goals for classroom and district assessment
- District Instructional Coaches indicate that teachers are meeting student growth goals set through th
- Math Cohort instructional strategies are being implemented in classrooms regularly.
- Curriculum support materials are being utilized by all math teachers to guide consistent instruction a
- KyCL Literacy in Mathematics classroom strategies are implemented regularly by teachers, and result

- New teacher retention in math is 100%, collected by personnel yearly.
- Data analysis protocols are being used regularly for formative and summative assessment purposes
- Building Instructional Leadership Teams are equipped with strategies to support math teachers in th

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.

See measurable goals above. Classroom observations would elicit evidence of success and implementation of the math professional development listed above. MAP and Mastery Connect data shows continuous improvement in math toward the measurable objectives set for CCPS.

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

The targeted audience would be all math teachers, and instructional support personnel (instructional coaches, administrators, and Instructional Supervisors).

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.)

A continued focus on professional development around mathematics conceptual understanding, building fluency and 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 **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 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.

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 math 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 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.

- Ensure all schools have appropriate and rigorous goals and strategies for reducing reading and math
- School counselors work closely with interventionists, special education teachers, and leadership team
- Ensure all schools have active, high-quality structures to support special education, including the direct
- Schools will establish advising programs that support enrollment of students with disabilities in appro
- Implement a co-teaching model with interventionists and special education teachers, providing inten
- Specially Designed Instruction for School Leaders
- Specially Designed Instruction for Special Education Teachers
- Co-teaching training for special education teachers

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

1. Students with disabilities will show growth in reducing the achievement gap
2. Building leaders and teachers will gain better understanding of SDI
3. Special Education teachers will have a better understanding of co-teaching

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.)

- Analyze and monitor student achievement data, including classroom data, state testing data
- Documented twice monthly meetings will be held with administration, special education co
- IEP schedules and school master schedules will be compared to monitor co-teaching minute
- Administration, special education building leaders and consultants as well as District leaders

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.

1. Students with disabilities will reduce the % scoring novice in reading in math.
2. Administration and special education teachers will be trained in SDI and co-teaching.
3. An increase in co-teaching and collaboration will occur.

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

- Special education teachers and school administrators.

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.)

1. Time for twice monthly special education consultant meetings
2. SDI training
3. Co-teaching training.

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.

In order to support professional development initiatives, district special education consultants, principals, and instructional leaders will coach and support special education 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. Twice monthly special education consultant meetings occur with building principals to monitor school plans.

For evidence of implementation, CCPS will have documentation of all meetings and all professional development held. CCPS will see a reduction in the percentage of students with disabilities scoring as a novice as well as an increase in co-teaching across the district.

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)
-----------------	-------------	--------------------