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2023-2024 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

Livingston 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),

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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?

Livingston County Schools' mission is to provide rigorous, engaging, and differentiated learning for every student, every day.

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.

Overall the greatest concern for our district is reducing the proficiency gap in reading and mathematics between economically and non-economically disadvantaged students in all grade levels. A secondary focus is increasing proficiency in reading and mathematics across all grade levels.

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

Livingston County Schools professional development priorities will focus on evidence-based instructional practices in both reading and mathematics to provide a holistic approach to instruction to combat natural regression of skills, knowledge gaps, and accelerate learning. Through reading and mathematics professional development, teachers will gain an increased understanding of effective, research-based instructional strategies as well as data analysis, and curriculum support to enhance student achievement for those students most at-risk.

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.

Professional development to support mathematics instruction and student achievement will A.) develop a routine process for data analysis and disaggregation to identify learning gaps and opportunities for reteaching, spiraling, and alternate forms of instruction; B.) deconstruction of standards and alignment to instruction, and C.) Tier 1 differentiation strategies to inform instruction to best meet the needs of students.

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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 outcomes of mathematics professional development will be an increase in educator confidence in instruction and accessibility to resources that meet the needs of all students and subsequently an increase in student mathematics achievement.

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.).

Indicators of success for mathematics professional development will be an increase in student proficiency on the KSA to 38% for elementary, 37% for middle school, and 36% for high school. Quarterly monitoring by teachers, school, and district administrators on benchmark assessments will guide professional learning and instructional strategies to aid in student achievement. Weekly data analysis of formative assessments will be discussed during professional learning communities lead by school administrators.

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.

For mathematics, 3rd grade having 79% of non-gap students reaching proficiency while only 51% of gap learners do. 4th grade had 41% of non-gap learners reaching proficiency to 28% of gap learners. 7th grade had 46% of non-gap learners reach proficiency while 22% of gap learners did. 8th grade had 42% of non-gap learners reach proficiency and only 26% of gap learners. 10th grade had 48% of non-gap learners reach proficiency while 29% of gap learners did.

Indicators of success for mathematics professional development will be an increase in student proficiency on the KSA to 56% for elementary, 49.5% for middle school, and 54% for high school.

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

The targeted audience for mathematics professional development is educators at all grade levels. Included educators are classroom teachers, instructional assistants, response to intervention staff, special education staff, and school administrators.

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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.)

> Mathematics professional learning will utilize regional cooperative partnerships to provide explicit evidence-based instructional training to increase educator knowledge of best practices. This will be on-going throughout the academic school year. Instructional Supervisors will provide learning sessions based on individual needs of participants after school open to all faculty and staff. The above professional learning opportunities are of no expense to faculty or staff. Instructional resources will be provided to faculty and staff at no cost. Professional learning will rely heavily on resources made available by the Department of Education including, but not limited to kystandards.org and kymtss.org.

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 support will include assistance from Instructional Supervisors and School Administrators for implementation, including planning assistance, teacher observations, conferences, teacher reflection, modeling, and collaboration. Participation of professional learning communities at the school level, with district support, will also provide assistance with educator implementation. Resources provided from the West Kentucky Educational Cooperative will prove to be vital in the implementation.

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.

> Professional development to support reading instruction and student achievement will A.) develop a routine process for data analysis and disaggregation to identify learning gaps and opportunities for reteaching, spiraling, and alternate forms of instruction; B.) deconstruction of standards and alignment to instruction, and C.) Tier 1 differentiation strategies to inform instruction to best meet the needs of students.

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

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The intended outcomes of reading professional development will be an increase in educator confidence in instruction and subsequently an increase in student reading achievement.

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.)

Indicators of success for reading professional development will be an increase in student proficiency on the KSA to 45% for elementary, 50% for middle school, and 44% for high school. Quarterly monitoring by teachers, school, and district administrators on benchmark assessments will guide professional learning and instructional strategies to aid in student achievement. Weekly data analysis of formative assessments will be discussed during professional learning communities lead by school administrators.

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 for reading professional development will be an increase in student proficiency on the KSA to 61% for elementary, 56% for middle school, and 56% for high school.

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 for reading professional development is educators at all grade levels. Included educators are classroom teachers, instructional assistants, response to intervention staff, special education staff, 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.)

Reading professional learning will utilize regional cooperative partnerships to provide explicit evidence-based instructional training to increase educator knowledge of best practices. This will be on-going throughout the academic school year. Instructional Supervisors will provide monthly learning sessions based on individual needs of participants after school open to all faculty and staff. The above professional learning opportunities are of no expense to faculty or staff. Instructional resources will be provided to faculty and staff at no cost. Professional

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learning will rely heavily on resources made available by the Department of Education including, but not limited to kystandards.org and kymtss.org. In addition, faculty and staff are encouraged to participate in the LETRS training with an Instructional Supervisor working towards being a trainer to be able to continue this professional learning opportunity in the future.

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.

Ongoing support will include assistance from Instructional Supervisors and School Administrators for implementation, including planning assistance, teacher observations, conferences, teacher reflection, modeling, and collaboration. Participation of professional learning communities at the school level, with district support, will also provide assistance with educator implementation. Resources provided from the West Kentucky Educational Cooperative will prove to be vital in the implementation.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)