



2022-23 ALES Phase Four: Professional Development Plan for  
Schools for School Year 2023-2024\_09102022\_22:23

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

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## 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?

The purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her post-secondary goals in a partnership with family, school, and community. The mission of ALES is to ensure that each student acquires the knowledge, skills, and work habits to reach his/her fullest potential as a productive member of society. Individually and as a school, we will make decisions that focus on doing what is best for students, creating safe and nurturing learning environments, and honoring each child's worth, uniqueness, and dignity.

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.

Goal 1: Increase the combined proficiency indicator for reading and math for students in grades 3-5 from 59.4 in 2022 to 61.9 by May 2023 as measured by state required assessments.

Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 57.7 in 2022 to 61.9 by May 2023 as measured by state assessments.

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

Goal 1: Increase the combined proficiency indicator for reading and math for students in grades 3-5 from 59.4 in 2022 to 61.9 by May 2023 as measured by state required assessments.

The staff at ALES have participated in math professional development with a focus on small group instruction. The designated math professional development was designed to increase and improve our overall math instruction in grades 3-5. A result of this professional development will be to increase our state-required assessment score and student proficiency. ALES math teachers will be leading grades 3-5 in differentiated small group instruction and the use of technology in small group instruction.

As part of this goal our staff has participated in a variety of professional development activities to enhance our reading instruction. All staff participated in HMH Core Reading instruction professional development to enhance our reading instruction. All Primary teachers will be participating in LETRS professional development to enhance reading instruction and will be a continued focus for the 2023-2024 academic year. Instructional assistants will be participating in the Big Dippers instruction led by our Curriculum Specialists to enhance their practice and understanding of small group literacy instruction.

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Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 57.7 in 2022 to 61.9 by May 2023 as measured by state assessments.

Writing has been a focus this year with the full implementation of our writing program. All grade levels have participated in analysis of student writing, writing displays, and live scoring. All Fifth Grade students will participate in an On-Demand Clinic to refine process writing. This will be a continued focus for the 2023-2024 year. Improvement in the area of writing will impact all ELA components of Goal 2. Students will improve in all Separate Academic Indicator areas as they will be more able to express their ideas and content knowledge through their enhanced writing ability.

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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.

Goal 1: Increase the combined proficiency indicator for reading and math for students in grades 3-5 from 59.4 in 2022 to 61.9 by May 2023 as measured by state required assessments.

Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data.

Teachers will make note of needed changes during the year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions. Grade 3-5 Math teachers will participate in vertical team meetings to discuss alignment of math curriculum, study mathematical strategies and activities, and share ideas and concerns relating differentiation and the math program. Teachers will participate in facilitated professional learning experiences to study clusters of standards across grade spans. Study will include vertical alignment, conceptual understanding, and effective instructional strategies. such as use of manipulatives. Professional growth will include follow up and supports (i.e. modeling, peer observation, resources, coaching, guided planning, etc.). Teachers will receive training and support based on the Eight Mathematics Teaching Practices from NCTM (National Council of Mathematics). Math instruction K-5 will focus on conceptual understanding and mathematical practices using researched-based practices such as problem-based learning, hands-on activities, math fact fluency, and on-going skills review. Teachers will incorporate instructional strategies from small group math trainings, Envision Mathematics and Number Talks, on-line programs such as I Ready Math Instruction, REFLEX, and Envision online tools will also be utilized.

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As part of this goal our staff has participated in a variety of professional development activities to enhance our reading instruction. All staff participated in HMH Core Reading instruction professional development to enhance our reading instruction. All Primary teachers will be participating in LETRS professional development to enhance reading instruction and will be a continued focus for the 2023-2024 academic year. Instructional assistants will be participating in the Big Dippers instruction led by our Curriculum Specialists to enhance their practice and understanding of small group literacy instruction.

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

Increased assessment scores in both Math and Reading on KSA, I-Ready and classroom assessments. Teachers will provide minutes from vertical team meetings, curriculum maps for the Envision Math Program and HMH reading instruction. Administration will analyze walk-through and observation data that will show an increase in use of math tools, manipulatives, and practices. The data will also show a focus on small group instruction in Math and Reading to differentiate for student instructional needs and will use the data to determine specific goals for RTI instruction and as a focus for RTI planning meetings.

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.)

Curriculum maps, walk through data, assessment reports, teacher evaluations Documents and data will be reviewed by the School and District Instructional Learning Team 2 times per year (Fall Data Day and Spring Data Day) RTI and intervention data will be reviewed during team meetings on a monthly basis, RTI school level data will be reviewed monthly at building level meetings, I-Ready data will be reviewed 3 times per year when the universal screener is given (Fall, Winter, Spring)

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.**

Increased assessment scores on KSA, I-Ready and classroom assessments in reading and math. The completion of the LETRS Modules. The expectation is that 100% of Primary teachers and instructional assistants will be trained using LETRS and the Big Dippers training.

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

Regular Education Teachers, Special Education Teachers, Intervention Staff, Principal, and District Support Staff, Instructional Assistants

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.)

LETRS instructional modules and teacher professional development, Big Dipper Training, Envisions Mathematics 2020, Secret Stories materials, Interventionists to support RTI and differentiation, one to one Chromebooks, REFLEX fact fluency program, I-Ready universal screener for on-going progress monitoring, I-Ready classroom instruction, Accelerated Reader to enhance reading fluency, early release time for teacher participation in PLC work (grade level, vertical, and cross-school)

Science Alive, Social Studies Weekly, Interventionists to support RTI and differentiation, one to one Chromebooks, ALES Writing Plan, On-Demand instruction and live scoring session, early release time for teacher participation in PLC work (grade level, vertical, and cross-school)

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.

Leadership coaching, Professional Learning Communities, live scoring sessions, administrative coaching support, curriculum specialists, and district support staff available. Teachers will participate in monthly RTI meetings and the core team will meet in building level RTI meetings on a monthly basis.

Curriculum specialists will team with classroom teachers to provide specific writing instruction. grades 3-5 math teachers will continue with "Not So Wimpy" Math instruction focused on small group instruction.

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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.

Increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 63.0 in 2021 to 69.9 by May 2022 as measured by state assessments. There are a variety of changes that will need to occur to meet these goals.

Writing has been a focus this year with the full implementation of our writing program. All grade levels have participated in analysis of student writing, writing displays, and live scoring. All Fifth Grade students will participate in an On-Demand Clinic to refine process writing. This will be a continued focus for the 2023-2024 year. Improvement in the area of writing will impact all ELA components of Goal 2. Students will improve in all Separate Academic Indicator areas as they will be more able to express their ideas and content knowledge through their enhanced writing ability.

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

Teachers will have a better understanding of science, social studies, and writing standards, the prerequisite skills needed for grade level success and use of common instructional language across grade levels. Students will have a better understanding of science, social studies inquiry, and writing foundational skills and grade level standards. The intentional writing focus will allow students to utilize the structures of writing to express their knowledge across content levels.

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.)

Curriculum maps, walk through data, assessment reports, teacher evaluations Documents and data will be reviewed by the School and District Instructional Learning Team 2 times per year (Fall Data Day and Spring Data Day) Common Assessments, Open response items, Social Studies extended response, and On-Demand Live Score data. As part of the writing plan teachers, curriculum specialists, and the Principal will meet three times per year to analyze student work.



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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.**

Increased assessment scores on state accountability testing (KSA) in Science, Social Studies, Editing and Mechanics, and On-Demand Writing. Students will participate in live scoring for On-Demand Writing. Improved scores on Common assessments, classroom assessments, and performance tasks. Teachers will provide minutes from Vertical Team Meetings, Curriculum Maps for Science, Social Studies, and Writing. Walk through and observation data will show an increase in use of strategies and student performance data.

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

Regular Education Teachers, Special Education Teachers, Intervention Staff, Principal, and District Support Staff, Instructional Assistants

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.)

Science Alive, Social Studies Weekly, Interventionists to support RTI and differentiation, one to one Chromebooks, On-Demand Clinic and live scoring session, early release time for teacher participation in PLC work (grade level, vertical, and cross-school) Teachers will use the ALES Writing Plan to guide K-5 writing instruction.

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.

Leadership Coaching, Professional Learning Communities, Live Scoring sessions, Administrative coaching support, Curriculum Specialists, District Support Staff available, Common Assessments, Open response items, Social Studies extended response, and On-Demand Live Scoring. As part of the writing plan teachers, curriculum specialists, and the Principal will meet three times per year to analyze student work.

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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