



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

Hodgenville Elementary School
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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 Hodgenville Elementary is to provide a safe, respectful environment where all students learn at high levels through partnership of home, school, and community.

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.

Professional development related to literacy and math are the two top priorities mentioned on our school's need assessment that will support continuous school-wide improvement.

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 73.0 in 2019 to 79.1 by May 2024 as measured by state required assessments.

Goal 4: Increase the combined reading and math percentage of students who met annual typical growth in grades 3-5 from 52% in Spring 2019 to 63% by Spring 2024 as measured by I-Ready.

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 73.0 in 2019 to 79.1 by May 2024 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. Alignment to KAS will be the focus including updates for the revised ELA and Math standards this spring. 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. K – 5 Reading teachers will participate in vertical team meetings to discuss alignment of reading curriculum, study reading strategies and activities, and share ideas and concerns Hodgenville Elementary School relating to the school-wide reading program. Professional growth will include follow up and support (i.e. modeling, peer observation, resources, coaching, guided planning, etc.). Reading instruction, K-5, will focus on Structured literacy instruction- HMH Into Reading Series, K-5, will include the use of guided reading, interactive read-aloud, Big 8 comprehension strategies, questioning about and beyond the text, optimal learning model, computer programs, and literature circles (upper grades). Progress in implementation and student results will be reviewed at

least annually and revised as needed. Reading A to Z, Scholastic News, Raz-Reading, and other support material as needed will be used in all K-5 classrooms.

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

Teachers will have a better understanding of reading standards, prerequisite skills needed for grade level success, and use of common literacy language across grade levels. Students will have a better understanding of reading foundational skills and grade level standards.

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.)

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, etc. can be used to document professional learning.

Data will be gathered by administrators, teachers, interventionists, curriculum specialists.

Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments, and twice a year with the district's instructional learning team (October & March).

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 KPREP, I-Ready, and classroom assessments. Minutes from Vertical Team Meetings, Curriculum Maps for school-wide reading program, walk through, and observation data will show an increase in use of reading instructional strategies and practices.

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

K-5 Students, Regular Education Teachers, Special Education Teachers, Interventionists, District Support Staff

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.)

HMH Into Reading Series, Envisions for Math, Early Release Fridays for Vertical Team Meetings.

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.

Coaching, Professional Learning Communities, HMH Into Reading representatives available to contact by email, District Support Staff available for support

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.

Goal 4: Increase the combined reading and math percentage of students who met annual typical growth in grades 3-5 from 52% in Spring 2019 to 63% by Spring 2024 as measured by I-Ready.

To reach this goal, reading teachers grade K-3 will participate in LETRS , Language Essentials for Teachers of Reading & Spelling. There will also be several practices in place such as RTI, Response to Intervention, in order to provide extra support to close student content gaps. Teachers will monitor student growth progress after every IReady diagnostic and revise RTI groups based on data. Teachers will use research based curriculum, HMH Into Reading and Envisions for Math with fidelity.

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

Teachers participating in LETRS will be taught the skills needed to master phonological awareness, phonic, fluency, vocabulary, comprehension, and written language.

Math- increased knowledge in regards to teaching fact fluency, small groups management, use of technology for differentiation, writing in math with focus on short answers and extended responses, and RTI with Envision program.

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.)

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, etc. can be used to document professional learning.

Data will be gathered by administrators, teachers, interventionists, curriculum specialists.

Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments, and twice a year with the district's instructional learning team (October & March).

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 percentage of students who met annual typical growth measured by IReady. Tier 2 and Tier 3 RTI progress monitoring.

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

K-3 Reading Teachers, Elementary Math Teachers, Special Education Teachers, Interventionists, District Support Staff

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.)

LETRS - Professional Learning Support from Curriculum Specialist, Early Release Fridays for Vertical Team Meetings, Math teacher leader support and presentations

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.

Coaching, Professional Learning Communities, Curriculum Specialist for LETRS support, District Support Staff

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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