



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

LaRue County Middle School
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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 mission of LaRue County Middle School is to ensure a safe, secure environment that fosters academic excellence by focusing on the whole person, socially, emotionally, and physically. Every student will be provided the opportunity to reach his/her greatest potential, utilizing the resources of the home/school/community partnership, in order to become a productive member of society.

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.

1) Improving instruction for our special education students across content areas.

2) Improving differentiation in the classroom to address the needs of all students and their varied needs.

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

1) Co-teaching with special education teachers and their content counterparts to improve instruction in the classroom for special education students.

2) Improving math instruction with new curriculum and support with instructional practices in the classroom.

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: Decrease the achievement gap for special education students when compared to regular education students across content areas. Short term: Improve coteaching by doing site visits of effective co-teaching. Developing a better understanding of co-teaching models and practices for both the special education teacher and content teacher. Implement Special Education PLC's to improve communication about special education needs. Long term: Learn to implement high leverage strategies to provide better access for special education students to access the curriculum.

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

Close the achievement gap for students with special education needs. Improve teacher practices for special education students by collaborating effectively with co-teachers.

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.)
Classroom observations (principals, peers, and district instructional team), PLC notes (principals and peers), work samples or progress monitoring data during PLCs. Data will be reviewed quarterly.

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.

Success on I-Ready data for reading and math will help indicate areas of growth and needs. Success indicators: Completed curriculum maps and pacing guides. Check ins during PLCs to ensure pacing and review. Classroom observation

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

Special education students, teachers, and principals

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.)

Time allotted in the professional development and PLC plan. District curriculum support will be needed to lead the professional development.

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.

Principals and curriculum support will be needed throughout the year to conduct walk-throughs and lead PLC planning. Additional time to review data and check for alignment as the year progresses.

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.

Curriculum work will be a major need for professional development. The school goals focus on ensuring the pacing guides, lessons are aligned with standards, and new curriculum is aligned to support the standards and skill deficiencies noted in the school data.

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

Teachers will be able to implement aligned lessons using resources that are aligned. Students will be able to demonstrate mastery of content.

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.)

Classroom observations (principals, peers, and district instructional team), PLC notes (principals and peers), work samples or progress monitoring data during PLCs. Data will be reviewed quarterly.

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.

Success on I-Ready data for reading and math will help indicate areas of growth and needs. Success indicators: Completed curriculum maps and pacing guides. Check ins during PLCs to ensure pacing and review. Classroom observation

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

Target audience is teachers, curriculum specialist and instructional supervisor.

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.)

Time allotted in the professional development and PLC plan. District curriculum support will be needed to lead the professional development.

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.

Principals and curriculum support will be needed throughout the year to conduct walk-throughs and lead PLC planning. Additional time to review data and check for alignment as the year progresses.

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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