



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

Abraham Lincoln Elementary School

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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: Tier 1 Behavior: Increase the awareness of Tier 1 Behavior interventions, procedures, classroom management techniques, and SEL to support practices.

PBIS Framework Understanding: Educators and staff need to have a solid understanding of the PBIS framework, including its principles, strategies, and implementation steps. This includes understanding the three tiers of support and how Tier 1 behavior interventions fit within the larger PBIS framework.

Effective Classroom Management Techniques: Provide training on evidence-based classroom management techniques that promote a positive and supportive learning environment. This may include strategies for establishing routines, managing transitions, and providing clear and consistent consequences for behavior.

Data-Based Decision Making: Training on the use of data to inform decision-making can help educators identify trends in behavior, evaluate the effectiveness of Tier 1 interventions, and make adjustments as needed. This might include training on data collection methods, data analysis techniques, and using data to guide problem-solving.

Social-Emotional Learning (SEL): Training on social-emotional learning can help educators integrate SEL into their Tier 1 behavior support practices. This might

include teaching specific SEL skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Goal 2: Reading/Math Achievement - Increase STATUS for state assessments results for reading and math for students in grades 3-5 68.3 in 2023 to 70.6 by May 2024.

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 **68.3** in 2023 to **70.6** by May 2024 as measured by state required assessments.

READING: As part of this goal our staff has participated in a variety of professional development activities to enhance our reading instruction. All ELA staff participated in curriculum mapping, vertical meetings to review pacing gaps and students needs, and updated assessments based on previous year pacing and adjustments. All primary teachers are participating in LETRS or Science of Reading professional development to enhance reading instruction and will be a continued focus for Cohort 2 teachers for the 2024-2025 academic school year. Instructional assistants will be participating in the Big Dippers or KAS Standards Studies instruction led by our Curriculum Specialists to enhance their practice and understanding of small group literacy instruction.

MATH: The math 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 response to intervention to better meet students' needs and increase our state-required assessment score and student proficiency.

Goal 2: Tier1 Behavior - Reduction of office referrals.

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 **68.3** in 2023 to **70.6** 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 in an ongoing manner

during team meetings, faculty meetings, early release time and analysis of student work sessions.

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. Math teachers will participate in vertical team meetings to discuss alignment of math curriculum, KSA released item analysis, and share ideas and concerns relating to differentiation and intervention. Teachers will participate in team meetings and early release time to analyze diagnostic, formative, and summative data to provide math interventions as needed.

As part of this goal our staff has participated in a variety of professional development activities to enhance our reading instruction. All ELA staff participated in curriculum mapping, vertical meetings to review pacing gaps and students needs, and updated assessments based on previous year pacing and adjustments. All primary teachers are participating in LETRS or Science of Reading professional development to enhance reading instruction and will be a continued focus for Cohort 2 teachers for the 2024-2025 academic school year. Instructional assistants will be participating in the Big Dippers or KAS Standards Studies 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 PLC notes from vertical team meetings, curriculum maps and pacing guides for Envision Math and HMH reading instruction. Administration will analyze formative classroom observation data. The data will 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, formative classroom observation data, assessments reports, 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 three times per year when the universal screener is given (Fall, Winter, Spring).

Tier 1 Behavior data will consist of positive & negative dojos and minor office referrals. Data will be gathered and analyzed by office staff and PBIS committee. Data will be analyzed on a monthly basis.

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 LETRS Modules. The expectation is that 100% of primary teachers and instructional assistants will be trained using LETRS or Science of Reading and the Big Dippers/KAS Standards Study training.

TIER 1 Behavior - Indicators of success will result in fewer office referrals and more positive dojo interactions.

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.)

HMH Into Reading Structured Literacy Path, UFLI, Envisions for Math, Early Release Fridays for Vertical Team Meetings.

Tier 1 Behavior - Team Meetings and Early Release Fridays, SEL curriculum, Established and Clear School-wide expectations and procedures.

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, UFLI Support, 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.

Tier 1 Behavior - The school learning culture and environment are supported with strategies/activities through PBIS positive behavior supports, the Hawk stor, and student recognitions for Hawk of the Month. Students are supported through a SEL program (through HMH), SEL Interventions, and small group counselor support.

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

K-3 teachers will continue to participate in LETRS to strengthen phonological awareness, phonics, fluency, and vocabulary. Those teachers that have completed LETRS will participate in KAS Standards Studies. Implimentation of UFLI for Tier 2 and 3 interventions.

Math- Increase knowledge in regards to teaching fluency, small group management, use of technology for differentiation, short answer and extended respons focus, and use of KSA released items.

Tier 1 Behavior- Reduction of minor office referrals in IC.

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 developement 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 acrossPr 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 instruction learning team (October & March).

Tier 1 Behavior data will be monitored by designated office staff and PBIS committee monthly.

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

Reduction of minor office referrals in IC.

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

K-5 teachers for Tier 1 Behavior

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, Science of Reading, and KAS Standards Study support from Curriculum Specialist. Early Release Fridays for Vertical Team Meetings, Math teacher leader support and presentations.

LaRue County RTI Framework Policy

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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