2023-2024 Professional Development Plan

1. **What is the district's mission?**

District Mission:
The mission of the Lee County School District is to **L***ead,* **E***quip and* **E***mpower students to visualize and achieve their dreams.*

Vision: *In a world of diversity, our vision is to individualize opportunities for students today so our graduates can achieve their best tomorrow.*

Enter your answer here
Attachments

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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.

KCWP # 2 - Design and Deliver Instruction
- Develop systems that meet the Tier I educational needs of all students.

KCWP # 3 - Design and Deliver Assessment Literacy
- We will lead the next level of leaders in using data for actionable next steps.

Enter your answer here
Attachments

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

We have set a 5 year goal of increasing proficiency across the district to 60%. We also would like to see our novice levels at the elementary and high school levels decrease to 10%. For the middle school level, we would like to see the novice level decrease to 15% over the next five years.

- Tier I educational needs - This first priority will help us refocus our efforts on strong Tier I instruction. Due to COVID-19 along with increased turnover in new teachers, we have found ourselves in a position where we need to take a step back to the basics. This will help support our new teachers and build the foundation for strong Tier I instruction. It will also help to refocus our veteran teachers on what strong Tier I instruction involves. Our goal is to ensure clarity within the Tier I instruction and that this instruction is based on our Kentucky Academic Standards. We also see increasing our rigor through targeted instructional approaches in each content area as a need.
- Next level of leaders in using data for actionable steps - This second priority will provide much the same as the first in terms of supporting our new teachers and refocusing our veteran teachers. But, now, more than ever we need to ensure that we are making data based decisions in every aspect of our instructional program. We feel that we have seen improvements in analyzing yearly data from the state level, as well as benchmark data three times a year. Our next step is to ensure that we are making data based decisions daily in our classrooms. This will include data based decisions from the administrative level when it comes to teachers needs, the teacher level when it comes to student needs and at the student level when it comes to regulating their own learning.

Enter your answer here
Attachments

4. For your first focus area requiring professional development, complete the following:

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.

KCWP # 2 - Design and Deliver Instruction
- Develop systems that meet the Tier I educational needs of all students.

Objectives:
- Strengthen our Tier I instruction, as well as our Tier I instructional supports district-wide

Short term goals:

- Continue to review and revise our curriculum (backward design units) to ensure alignment to the KAS standards
    - Implement the Units Standards and Assessment Alignment tool in order to ensure instruction and assessment are strongly aligned with the KAS

- Meet each teacher, new and veteran, where they are and support them in implementing instructional strategies that cognitively engage students.
- Continue to review and adjust pacing guides and instruction to identify and fill gaps due to COVID and instructional loss.
- Continue to provide Tier I support in academics, behavioral and social-emotional areas that will increase the percentage of mastery to 80% during our Tier I instruction.

Long term goals:

- Develop a system that ensures that the review and revision of our Tier I instruction is ongoing and occurs on a regular basis.
- Develop a system that onboards new teachers and helps develop their instructional capacity while continuing to strengthen the instructional capacity of veteran teachers
- Have a system in place that effectively and efficiently implements Tier I instruction so that 80% of students master the material at this stage in the instructional process.
- Continue to strengthen our Tier 2 and 3 structure and support in academics, behavioral and social-emotional areas.

Enter your answer here

Attachments

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

Outcomes:
- Students will have access to rigorous Tier I instruction that is closely aligned to the KAS. Students will also have the Tier I instructional support to help them reach mastery of the standards early in the learning process. This in turn has the potential to increase our proficiency, decrease our novice, and decrease the number of students that need Tier II RTI.

Beliefs:
- Educator's beliefs will shift to a "student by student:standard by standard" mentality as opposed to "the need to cover the standards." Educators will also increase their own self-efficacy in the realization that they can make a difference by strengthening their knowledge and skill around strong instructional practices that are reflective of strong Tier I instruction.

Practices:
- Practices will include a continuous review and monitoring of our Tier I instruction. Teachers will take the lead in revising instructional practices that are rigorous, standards-based and focused on students.

Enter your answer here

Attachments

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.).

Data Collected	Who is Responsible for gathering	Frequency of monitoring Data
Student Learning Profiles	Teachers AND Students	Ongoing Basis
Classroom Assessment Data	Teachers and Students	Ongoing Basis
Benchmark Assessment	Teachers AND Administrators	Three Times a Year
Walkthrough Data	Administrators	Weekly
Student Work Samples	Teachers, Students and Administration	Quarterly through PLCs

Enter your answer here
Attachments

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. <u>Please describe in detail.</u>

For each of the indicators identified in question 4c, benchmarks would need to be set for each. Benchmarks for the benchmarks assessments are already set through the proficiency and novice reduction goals set in the CSIP/CDIP. For the others three

indicators, benchmarks would need to be set in the first quarter of the school year based on the data collected at the beginning of the school year.

1. Student Learning Profiles - These are profile sheets that teachers keep on student learning around a learning intention and/or success criteria. In order to be successful with professional learning, we would see 80% of students mastering the standards at 80%. While you would want to see 80% at 80% with each standard, this may not be the case for every teacher depending on where each teacher is within the implementation stage. But, we would expect to see an increase in the percentage of students that are at 80% as the professional learning is delivered, implemented and adjusted.

2. Classroom Assessment Data - This would include daily formative assessments, formative assessments that assess more than one standard (quiz or learning checks) along with summative assessment which could include unit assessments or other projects that support mastery. If teachers are successfully implementing professional learning, we would expect to see mastery increasing throughout the unit. For teachers that have strong alignment to KAS and strong instructional support for students throughout their Tier I instruction, you will see high levels of mastery increase at each stage of the instructional process. At the end of the unit, you would expect to see students at mastery level. Lower levels of mastery would indicate that additional supports would need to be given.

3. Benchmark Assessment - We give benchmark assessments at each level three times a year. Indicators of success for our benchmark assessments would include:

- Increase in students' achievement at each benchmark assessment.

- Decrease in the gap between proficiency and novice reduction goals in the CSIP and these indicators on the benchmark assessment

- Consistency in the levels of mastery among the student learning profiles, classroom assessment data, quarterly grade report and benchmark assessment

4. Walk through data - Walkthroughs are conducted by school level administrators on a weekly basis and by district administrators throughout the year. We expect to see an overall increase in the indicators that are identified in the walkthrough documents school wide to be a success. We would also be looking for increases in the implementation of specific aspects of the professional learning plan for specific content areas as well as individual teachers. .

Enter your answer here

Attachments

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

Principals and teachers are the specific targeted audience for this priority.

Enter your answer here

Attachments

4f. What <u>specific</u> resources are needed to support professional development? (staff, funding, technology, <u>specific</u> instructional resources, professional development support from vendors, release time for professional learning, etc.)

With the influx of new teachers, we have a wide variety of experience within our teaching staff. We have several new teachers, a good number of veteran teachers and some in between. Our goal is to differentiate professional learning even more this year. While our expectations will be the same for all, we will need varying levels for professional learning that will support both of our staff members. We plan to offer training sessions for a variety of topics. Then, through PGP coaching conversations we will help identify individual needs for our teaching staff that will guide the professional learning that they will participate in over the next year. Professional Learning Communities will also be utilized for follow up on this work. For this particular priority, the resources needed to support are listed below.

Lee County Elementary:

- Kagan Strategies will be used to support increased student engagement. We have trained individuals within the school and we will use those individuals to train other staff members.
- We will also be focusing on improving our discussion and questioning techniques. We will be utilizing the work that we are doing in Deeper Learning to support.. Our Deeper learning coaches have been trained at KVEC on the "Tools for a Successful School Year" book by Abigail L. Boutz, Harvey F. Silver and Matthew J. Perini. Through this training the the expectations set forth in the Danielson Framework on discussion and questioning techniques we will provide professional learning sessions around these different tools. We expect this work to be ongoing over the next couple of years.

Lee County Middle High School:

- We are focused on increasing the rigor in our instructional program at the middle high school. To do this, we will provide content specific sessions. For these sessions we will use the following:

- ○ Social Studies - The "Inquiry Design Modules" (IDMs), the C3teachers.org and veteran teachers that have been trained in this area.
  - ○ Math - Our Deeper learning coaches have been trained at KVEC on the "Tools for a Successful School Year" book by Abigail L. Boutz, Harvey F. Silver and Matthew J. Perini. We will utilize the Deeper Learning work with KVEC, our instructional coaches and the work with the KDE team to provide professional learning around tools that will help increase rigor. We will also utilize veteran staff to provide professional learning around the Mathematical Practices.
  - ○ ELA - We will utilize the KDE team and veteran teachers to provide professional learning on the Literacy Practices.
  - ○ Science - We will utilize the "Through Course Task" information on KDE's website along with veteran teachers to provide professional learning sessions.
- We will be utilizing the Clarity work through our KDE team, as well as training on "How Students Learn" with NISL to provide professional learning around alignment, as well as, mastery of content. We will utilize KDE staff and staff that have been trained in our district to provide these sessions. We will also use Coach Digital and a veteran staff member to provide support on how to put a lesson together using these various resources.

Enter your answer here
Attachments

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 support should be connected to the specific professional development identified as the priority.

- Weekly PLCs will be held as follow ups to professional learning. There will be a PLC calendar that is developed over the summer that will imbed the different professional learning content within each schools PLC plan. This calendar will be revisited and updated as needed after the first semester.
- Deeper Learning Coaches will be available to support implementation and will be utilized during PLCs to support small groups, as well as for individual support.
- We will continue our mentoring program that will support new teachers in their individual needs.
- Data from assessment will be analyzed three times a year for benchmark assessments, quarterly in PLCs for student work and classroom assessments , administrators will analyze data quarterly for walkthrough data, in order to identify areas of strength, as well as areas of need.

- Released time for teachers will be provided quarterly based on individual teacher or content needs depending on funding available
- Principals will continue to participate in monthly instructional PLC meetings.

Enter your answer here

Attachments

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5. For the second focus area requiring professional development, complete the following:

5a. For the second focus area, what are the <u>specific</u> 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.

KCWP # 3 - Design and Deliver Assessment Literacy
- **We will lead the next level of leaders in using data for actionable next steps.**

Short term goals:

- Continue to review and revise our assessment strategies to ensure alignment to the KAS standards
  - Implement the Units Standards and Assessment Alignment tool in order to ensure instruction and assessment are strongly aligned with the KAS
- Meet each teacher, new and veteran, where they are and support them in implementing instructional strategies that support assessment literacy and data based decision making
- Leverage the strengths that we see in analyzing data from the state and benchmark assessments and drill down to the classroom level to strengthen the data based decision making that occurs daily.
- Train students in student self-assessment so that they can monitor their own learning. Train teachers to support students in this process.

Long term goals:

- Develop a system that onboards new teachers and helps develop their instructional capacity while continuing to strengthen the instructional capacity of veteran teachers
- Have a system in place that effectively and efficiently makes decisions based on data and that is sustainable.

Attachments

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

Outcomes:
- Students will have access to rigorous Tier I instruction and support that is based on data identifying individual student needs. This support will help them reach mastery of the standards early in the learning process. This in turn has the potential to increase our proficiency, decrease our novice, and decrease the number of students that need Tier II RTI.

Beliefs:
- Educator's beliefs will shift to a "student by student:standard by standard" mentality as opposed to "the need to cover the standards." Educators will also increase their own self-efficacy in the realization that they can make a difference by strengthening their knowledge and skill around strong instructional practices that are reflective of data based decision making. .

Practices:
- Practices will include a continuous review and monitoring of our Tier I instructional supports. Teachers will take the lead in analyzing data and adjusting instruction based on the data. Teachers will also support students in monitoring their own learning.

Attachments

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.)

Many of the indicators will be the same for this priority. The focus on this priority will be the actions taken based on the data collected.

Data Collected	Who is Responsible for gathering	Frequency of monitoring Data
Student Learning Profiles	Teachers AND Students	Ongoing Basis
Classroom Assessment Data	Teachers and Students	Ongoing Basis
Benchmark Assessment	Teachers AND Administrators	Three Times a Year
Walkthrough Data	Administrators	Weekly
Student Work Samples	Teachers, Students and Administration	Quarterly through PLCs

Enter your answer here
Attachments

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.

For each of the indicators identified in question 4c, we will be looking for the same types of data when looking for success. But, in addition to that we will be looking at the steps that are taking to adjust instruction based on the data. These steps should lead to increased student achievement at each level.

1. Student Learning Profiles - These are profile sheets that teachers keep on student learning around a learning intention and/or success criteria. In order to be successful with professional learning, we would see 80% of students mastering the standards at 80%. While you would want to see 80% at 80% with each standard, this may not be the case for every teacher depending on where each teacher is within the implementation stage. But, we would expect to see an increase in the percentage of students that are at 80% as the professional learning is delivered, implemented and adjusted.

2. Classroom Assessment Data - This would include daily formative assessments, formative assessments that assess more than one standard (quiz or learning checks) along with summative assessment which could include unit assessments or other projects that support mastery. If teachers are successfully implementing the professional learning, we would expect to see mastery increasing throughout the unit. For teachers that have strong alignment to KAS and strong instructional support for students throughout their Tier I instruction, you will see high levels of mastery

increase at each stage of the instructional process. At the end of the unit, you would expect to see students at mastery level. Lower levels of mastery would indicate that additional supports would need to be given.

3. Benchmark Assessment - We give benchmark assessments at each level three times a year. Indicators of success for our benchmark assessments would include:

- Increase in students' achievement at each benchmark assessment.
- Decrease in the gap between proficiency and novice reduction goals in the CSIP and these indicators on the benchmark assessment
- Consistency in the levels of mastery among the student learning profiles, classroom assessment data, quarterly grade report and benchmark assessment

4. Walk through data - Walkthroughs are conducted by school level administrators on a weekly basis and by district administrators throughout the year. We expect to see an overall increase in the indicators that are identified in the walkthrough documents school wide to be a success. We would also be looking for increases in the implementation of specific aspects of the professional learning plan for specific content areas as well as individual teachers. .

Enter your answer here
Attachments

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

All teachers and administrators. At some levels of intervention the students will also be a targeted audience.

Enter your answer here
Attachments

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.)

With the influx of new teachers, we have a wide variety of experience within our teaching staff. We have several new teachers, a good number of veteran teachers and some in between. Our goal is to differentiate professional learning even more this year. While

our expectations will be the same for all, we will need varying levels for professional learning that will support both of our staff members. We plan to offer training sessions for a variety of topics. Then, through PGP coaching conversations we will help identify individual needs for our teaching staff that will guide the professional learning that they will participate in over the next year. Professional Learning Communities will also be utilized for follow up on this work. For this particular priority, the resources needed to support are listed below.

Lee County Elementary:

- We will also be focusing on improving our formative assessment practices in general and specifically our student self-assessment practices. We will be utilizing the work that we are doing in Deeper Learning to support these practices. Our Deeper learning coaches have been trained at KVEC on the "Tools for Thoughtful Assessment" book by Abigail L. Boutz, Harvey F. Silver, Joyce W. Jackson and Matthew J. Perini.   We will also utilize the "Seven Strategie of Assessment for Learning" by Jan Chappuis. We expect this work to be ongoing over the next couple of years.
- RTI - MTSS???

PLC Rotations:

- Content Specific (Vertical Curriculum Alignment)
- Data (Benchmark, Academic, Lesson Plans, and Assessments)
- Committee Meetings (MTSS (Trauma Informed Care), Technology, Attendance)
- Data (Deeper Learning Principles)
- Flex PD
- Data (Behavior and Individual Student Needs.)

Lee County Middle High School:

- We will also be focusing on improving our formative assessment practices in general and specifically our student self-assessment practices. We will be utilizing the work that we are doing in Deeper Learning to support these practices. Our Deeper learning coaches have been trained at KVEC on the "Tools for Thoughtful Assessment" book by Abigail L. Boutz, Harvey F. Silver, Joyce W. Jackson and Matthew J. Perini.   We will also utilize the "Seven Strategie of Assessment for Learning" by Jan Chappuis. We expect this work to be ongoing over the next couple of years.
- We will be utilizing the Clarity work through our KDE team, as well as training on "How Students Learn" with NISL to provide professional learning around alignment, as well as, mastery of content to support this priority. We will utilize KDE staff and staff that have been trained in our district to provide these sessions.

Enter your answer here
Attachments

5g. What <u>specific</u> **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.**

- Weekly PLCs will be held as follow ups to professional learning.   There will be a PLC calendar that is developed over the summer that will imbed the different professional learning content within each schools PLC plan. This calendar will be revisited and updated as needed after the first semester.
- Deeper Learning Coaches will be available to support implementation and will be utilized during PLCs to support small groups, as well as for individual support.
- We will continue our mentoring program that will support new teachers in their individual needs.
- Data from assessment will be analyzed three times a year for benchmark assessments, quarterly in PLCs for student work and classroom assessments , administrators will analyze data quarterly for walkthrough data, in order to identify areas of strength, as well as areas of need.
- Released time for teachers will be provided quarterly based on individual teacher or content needs depending on funding available

Enter your answer here
Attachments

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.

KCWP # 3 - Design and Deliver Assessment Literacy
- Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards.

Both Schools will be using the following:
- Positive Behavior Support Training
- Trauma Informed Care through quarterly PLCs with our counselors