



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Districts

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The purpose of this diagnostic is to support the district 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

1. What is the district's mission?

The mission of CCPS is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

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 priorities** for professional development that support continuous improvement?

Goal 1: Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 38.93% to 41.53% by 2022. Goal 2: The district goal for math is to increase the percentage of elementary students scoring proficient or above in math from 43.9% to 46.8%; middle school students scoring proficient or above in math from 40.6% to 43.3% high school students scoring proficient or above in math from 20.8% to 22.18% by 2020.

3. How do the identified **top two priorities** for professional development relate to district goals?

Goal 1: Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 38.93% to 41.53% by 2022. Objective 1: Increase the percentage of elementary students scoring proficient or above in reading from 40.6% to 43.3%; middle school students scoring proficient or above in reading from 51.5% to 54.9%; and high school students scoring proficient or above in reading from 36.3% to 38.72% by 2021. Objective 2: Increase the percentage of elementary students scoring proficient or above in math from 43.9% to 46.8%; middle school students scoring proficient or above in math from 40.6% to 43.3% high school students scoring proficient or above in math from 20.8% to 22.18% by 2021.

4a. For the first priority need, 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.

Objective 1: Increase the percentage of elementary students scoring proficient or above in reading from 40.6% to 43.3%; middle school students scoring proficient or above in reading from 51.5% to 54.9%; and high school students scoring proficient or above in reading from 36.3% to 38.72% by 2021. The district goal for reading is to increase the percentage of kindergarteners ready to enter school to 45%; elementary students scoring proficient or above from 40.6% to 45%; middle school students scoring proficient or above from 51.5% to 53.7%; high school students scoring an average of 18 to 19 or above in Reading on the ACT. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher per school will participate in the Early Childhood Literacy Academy in order to strengthen early literacy instruction and kindergarten readiness. Elementary schools will continue to build capacity around the Literacy Continuum as a district initiative from previous years, using district instructional coaches to set goals and provide feedback, as well as a consultant to support leadership development in literacy from Fountas & Pinnell. Literacy Design Collaborative professional development will continue from previous years in order to support rigorous tasks that are strictly aligned to reading and writing standards. A Disciplinary Literacy Cohort will meet 3x a year to

strengthen literacy instructional practices in all content areas through awareness and intentional incorporation of the Interdisciplinary Literacy Practices. Training for the instructional resources associated with Mastery Prep for Reading and English will occur for all high school teachers to build capacity around resources to support students in ACT Reading and English skills. Teachers will understand how to use MAP assessment data to identify individual needs of students. Learning Continuum training will occur to provide teachers with the understanding of how to use RIT ranges to scaffold or accelerate instruction for students. Teachers will build capacity around intent of standards through curriculum alignment processes aligned to the Ky. Curriculum Model Framework will occur to create district documents to include pacing guides, unit plans, and common assessments. Refinement of these documents will continue in the 6-year cycle between revision of standards. School Literacy Plans will be refined to support literacy programs in each school, aligned to the Ky. PERKS document to create a comprehensive approach to literacy. Professional Learning Communities will be supported through district Instructional Supervisors. Through this, a commitment to the learning culture and collaborative process in PLCs will continue to be the culture in CCPS. Establishment of School Writing Plans have been created in every school that intentionally address all standards and components of a comprehensive writing focus. Response to Intervention District Guidance has been updated and streamlined to assist teachers and administrators in identifying at-risk students in order to provide just in time instruction.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

A culture of learning that supports literacy in all content areas is an intended outcome of the multiple professional learning opportunities in CCPS. As administrators, teachers, and students recognize the important features of literacy in each content area, data in all areas should improve, not just in reading and writing. As the focus on writing in all content areas continues to grow, academic achievement in all areas should see in increases in understanding as students are able to communicate what they know and can do in all content areas. Teachers will recognize and mimic strong tasks in all the content in their instruction as a result of the LDC model. Teachers clarity around intent of reading and writing standards, including the Interdisciplinary Literacy Practices, will increase as a result of the curriculum design efforts, as well as the alignment system of standards to task, rubric, and instructional ladder in LDC. Early literacy instruction will continue to strengthen as teachers connect and collaborate with others in the strong professional learning network of teachers. Christian County Public Schools is now using Measures of Academic Progress (MAP) as the universal screener. Teachers will be trained on using MAP reports as well as the Learning Continuum to provide

individualized instruction for students. Teachers will be trained on how to read the reports and the way the Learning Continuum serves as the companion document for the assessment in order to meet students' individual needs. Student outcomes will improve due to the fact that teachers will be able to assist students by meeting their individual needs. Knowing the skills the students need to scaffold instruction to meet the level of the standard or to extend beyond the standard gives students personalized learning to help them grow to their fullest potential in reading.

4c. 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.

See measurable goals above. PERKS Literacy school self-reflections will continue to show qualitative growth in teacher performance and perception of literacy programs in their schools. Classroom observations would elicit evidence of success and implementation of the literacy professional development listed above. MAP and Mastery Prep data shows continuous improvement in literacy toward the measurable objectives set for CCPS.

4d. Who is the targeted audience for the professional development?

The targeted audience for would be all teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, students, principals, and district leaders will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

A continued focus on professional development around literacy in the district would require funding for materials, teacher stipends, professional learning registration and other attendance costs. Time is another resource that is a considerable factor in designing a comprehensive professional learning plan that meaningful to teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include the use of district instructional coaches, professional learning communities, school literacy teams, building capacity in leadership to monitor and coach teachers, and time devoted to supporting literacy on Growth Days and in TILT.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation can be monitored through formal (PGES and Instructional Monitoring Visits by district staff) and informal classroom observations (administrators, coaches, and peers). District instructional coaches and Instructional Supervisors can also monitor implementation through PLCs and data conversations. Classroom assessment monitoring will occur through the curriculum revision processes each year, and feedback will be offered for those assessments by the teachers implementing the assessments. Data analysis for reading and early literacy is conducted in all schools by administrators and teachers, as well as at the district level by the instructional division to establish professional learning support plans.

5a. For the second priority need, 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.

The district goal for math is to increase the percentage of elementary students scoring proficient or above in math from 43.9% to 46.8%; middle school students scoring proficient or above in math from 40.6% to 43.3% high school students scoring proficient or above in math from 20.8% to 22.18% by 2020. For elementary teachers, teacher capacity will increase around implementing Eureka Math, which is the district curriculum, in order to ensure that instruction is aligned to the rigor of the standards to increase proficiency of student performance. Building a Culture for Learning KDE modules will be presented to increase teacher understanding of standards, specifically standards of mathematical practice 1, 3 and 4, to assist teachers in connecting the “what” of standards with the “how and why” of the way students should learn mathematics. Effective teaching of mathematics requires teachers to create a culture where students take risks, persevere and utilize tools and models as they grapple with mathematics. Teachers will understand how to use MAP assessment data to identify individual needs of students. Learning Continuum training will occur to provide teachers with the understanding of how to use RIT ranges to scaffold or accelerate instruction for students. Math Literacy cohorts will

occur for all math teachers in the district to increase literacy practices within the classroom. Training for the instructional resources associated with Mastery Prep for math will occur for all high school teachers to build capacity around resources to support students in ACT math skills.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teacher practice will be improved due to understanding the important components of a rigorous math lesson. Scripts included in the program allow teachers an opportunity to determine what math talk should sound like within the classroom. Opportunities exist for teachers to instruct students within fluency, application, and concept development which builds the foundation for true understanding in math. Student outcomes will improve because they are working on tasks aligned to the standards and at the appropriate rigor level. Students will have an opportunity to understand the concept and apply it in real world settings. Teacher practice will be improved through this series by helping teachers model the importance of grappling with content, equipping students with the content knowledge and problem solving tools to find multiple pathways to a given solution and create and allow opportunities for students to engage in the mathematical practices. Through these experiences, students will be able to demonstrate a growth mindset when it comes to mathematics. They will develop skills to analyze their own misconceptions and refine their problem solving approaches. Students will understand the mathematical practices as a way to approach the content they are learning and interact with it. Christian County Public Schools is now using Measures of Academic Progress (MAP) as the universal screener. Teachers will be trained on using MAP reports as well as the Learning Continuum to provide individualized instruction for students. Teachers will be trained on how to read the reports and the way the Learning Continuum serves as the companion document for the assessment in order to meet students' individual needs. Student outcomes will improve due to the fact that teachers will be able to assist students by meeting their individual needs. Knowing the skills the students need to scaffold instruction to meet the level of the standard or to extend beyond the standard gives students personalized learning to help them grow to their fullest potential in mathematics. With a focus on professional development in literacy (see 1st priority for professional development), math teachers are often overlooked because they aren't "reading" teachers. As part of the SRCL and potentially KYCL grant, math teachers will continue to receive training in math literacy. Opportunities for teachers to learn evidence based mathematical language routines will create authentic opportunities for students to speak and write about mathematics. Student outcomes will improve due to students being able to articulate their thinking and be able to write about mathematics.

5c. 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.

For all areas 1-4, there should be evidence of teachers' participation in the training offered. Sign in sheets and PLC agendas will provide evidence of attendance. Evidence of teachers actively teaching Eureka lessons, implementing small groups with differentiation should be evidenced in lesson plans. Classroom observations should elicit evidence of student conversation, productive struggle, and mathematical practices. Increase in the number of students scoring in the proficient and distinguished range should increase on assessment measures such as MAP data and common assessments as well as the end of the year KPREP assessment.

5d. Who is the targeted audience for the professional development?

The primary targeted audience for all four objectives is teachers of mathematics.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Classroom teachers are the most impacted by this professional development. However, as a product of teacher capacity improving, student learning and proficiency will also improve. Principals and district leaders will be informed and participate in the work as appropriate to monitor implementation at the school level.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Math Literacy Cohort training will occur after school. Participants will receive a sti Eureka training will occur through Zoom. Outside providers with Great Minds are providing training to our two highest needs schools. District provided training will occur to all other schools to teachers as needed through selection by principals or other instructional leaders. Training will occur during the school day so no additional funds will be needed. Building a Culture of Learning sessions will be pre-recorded and shared with teachers in an on demand fashion. District leaders will present the series and teachers will document their attendance through a Google Form. Teachers will participate in training during planning periods so no additional funding will be required. All materials are provided through the Kentucky Department of Education at no cost. Data conversations and Learning Continuum training will occur during school level PLC meetings. Data analysis and

differentiation will be ongoing and job embedded. pend for their attendance. Currently, local district instructional supervisors are providing this training. In the event outside providers are required, additional funding will be needed to support this learning initiative.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

In order to support all professional development initiatives, district instructional coaches, instructional supervisors, director of instruction, principals, and instructional leaders within the school will coach and support teachers in their learning. Professional learning communities occur weekly, which provides teachers with an opportunity to plan, implement, study and act. This cycle ensures continuous improvement as well as a supportive learning environment for teachers and staff.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of Eureka lessons being implemented in teacher's lesson plans. Classroom observations by administrators and the district instructional team show evidence of Eureka lessons being implemented. PLC conversations and data support students achievement/mastery of standards. Evidence of standards for mathematical practices evidenced in lesson plans. Classroom observations show evidence of student conversation and a culture where students are taking risks and engaging in productive struggles. Data conversations in PLC will take place around comparative data to the norm as well individual strengths and weaknesses of students. There will be evidence in lesson plans for small group instruction based around student data. Students will be a part of the goal setting process and will play an active role in identifying areas of strengths and weaknesses and a plan to improve before the next assessment cycle. Literacy strategies will be embedded in the classroom through interactive read alouds, active speaking and listening around content and writing about math. Evidence should be seen in lesson planning and classroom observations.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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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