



Sand Gap Elementary 2022-23 Phase Four: Professional
Development Plan for Schools for School Year
2023-2024_03132023_12:33

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

Sand Gap Elementary School
Daniel Muncy
6783 Hwy 421 N
Sandgap, null 40481

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... 3

Attachment Summary 9

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?

Sand Gap Elementary will provide a quality education in a safe and supportive environment which respects the diversity of all individuals, develops strong social skills and responsible citizens, involves parents and community and instills a love of learning in an atmosphere that recognizes student achievement, promotes academic excellence and produces students which are active contributors in a global 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.

29% of 5th graders scored proficient/distinguished in writing on the Kentucky Summative Assessment (KSA) compared to 33% at the state level and 45% at the district level. 40% of our students scored proficient/distinguished in social studies on the KSA compared to 37% at the state level and 51% at the district level.

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

The top two areas of focus are writing and social studies at the 5th grade level. Sand Gap Elementary will increase the percentage of students scoring proficiency in writing to 61.7 for the 2022-2023 school year according to KSA. Sand Gap Elementary will increase the percentage of students scoring proficiency in social studies to 68.9 for the 2022-2023 school year according to KSA.

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 2: Sand Gap Elementary will increase the percentage of students scoring proficiency in writing to 65.6% for the 2024–2025 school year according to KSA.

Objective 3: Sand Gap Elementary will increase the percentage of students scoring proficiency in writing to 61.7% for the 2024–2025 school year according to KSA. Long and short term goals changes that need to occur in order to meet the goal is to monitor learning before, during and after instruction using best practices to ensure the instruction and assessments meet the intent of the standards and needs of the student and to ensure a system is in place for tracking and evaluating student progress and setting learning goals.

ATTACHMENTS

Attachment Name



SGS PD Plan for 2023-2024

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

The intended results are an increase in student proficiency based on assessment data. Educators will master strategies and practices that engage student learning and design lessons that meet the rigor and intent of the standards. Our educators will work on deconstruction standards and developing an articulated curriculum.

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.)

The professional development provided will be monitored through walk-through documentation, subject assessments, diagnostic data, curriculum development and lesson plan development.

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 is indicated by meeting the established school goals in CSIP according to KSA data, as well as the development of an articulated curriculum for writing.

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

All K-5 teachers.

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.)

Resources to support the school's professional development include the K-5 staff of Sand Gap Elementary, required funding for specific training. This training will be implemented with staff from the South Eastern South Central Educational Cooperative and will be part of the 24 hours of required 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.

The school has established professional learning communities which will continue to provide ongoing support for all teachers. Professional Learning Communities will provide consistent review of practice, monitor progress, and provide feedback to teachers.

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 2: Sand Gap Elementary will increase the percentage of students scoring proficiency in social studies to 72.0% for the 2024–2025 school year according to KSA. Objective 2: Sand Gap Elementary will increase the percentage of students scoring proficiency in social studies to 68.9% for the 2024–2025 school year according to KSA. Long and short term goals changes that need to occur in order to meet the goal is to monitor learning before, during and after instruction using best practices to ensure the instruction and assessments meet the intent of the standards and needs of the student and to ensure a system is in place for tracking and evaluating student progress and setting learning goals.

ATTACHMENTS

Attachment Name



SGS PD Plan for 2023-2024

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

The intended results are an increase in student proficiency based on assessment data. Educators will master strategies and practices that engage student learning and design lessons that meet the rigor and intent of the standards. Our educators will work on deconstruction standards and developing an articulated curriculum.

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.)

The professional development provided will be monitored through walk-through documentation, subject assessments, diagnostic data, curriculum development and lesson plan development.

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 is indicated by meeting the established school goals in CSIP according to KSA data , as well as the development of an articulated curriculum for writing.

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

All K-5 teachers.

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.)

Resources to support the school's professional development include the K-5 staff of Sand Gap Elementary , required funding for specific training. This training will be implemented with staff from the South Eastern South Central Educational Cooperative and will be part of the 24 hours of required 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.

The school has established professional learning communities which will continue to provide ongoing support for all teachers. Professional Learning Communities will provide consistent review of practice, monitor progress, and provide feedback to teachers.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 SGS PD Plan for 2023-2024	Professional Development Plan	<ul style="list-style-type: none">• 4a• 5a