



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

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2023-2024

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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 Edythe J. Hayes Middle School is to engage all students in a safe and nurturing environment, that fosters academic excellence and develops responsible, respectful leaders and citizens.

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.

Achievement in all academic areas for students with special needs

Achievement in all academic areas for African American students

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

Our Achievement Gap Goal (goals 3 and 4 in the CSIP) are focused on reading and math novice reduction for students with special needs and African American students.

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 4, Objective 1: The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 45.5% in 2023 (6.5-point decrease) as measured by KSA.

Goal 4, Objective 2: The percent of special education students scoring novice in math will decrease from 49% in 2022 to 32.3% in 2023 (16.7-point decrease) as measured by KSA.

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

For teachers to learn new strategies for the targeted student population in order to reduce the percent of students scoring novice.

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.)

We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results.

Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data.

Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

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.**

We will meet the objectives as outlined in the CSIP. The percentage of students scoring novice will decrease as indicated.

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

6th, 7th, 8th grade language arts teachers

6th, 7th, 8th grade math teachers

6th, 7th, 8th grade science teachers

6th, 7th, 8th grade social studies teachers

6th, 7th, 8th grade special education 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.)

Continuous Classroom Improvement training from district trainers

Release time for coaching and follow up meetings on instructional implementation

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.

Once the CCI training has been completed, district or school administrators will provide observation and coaching sessions with co-teaching teams. These will occur three times per year.

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 3, Objective 1: The percent of African American students scoring novice in reading will decrease from 27% in 2022 to 22.9% in 2023.

Goal 3, Objective 2: The percent of African American students scoring novice in math will decrease from 36% in 2022 to 30.1% in 2023.

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

For teachers to learn new strategies for the targeted student population in order to reduce the percent of students scoring novice.

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.)

We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results.

Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data.

Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

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.**

We will meet the objectives as outlined in the CSIP. The percentage of students scoring novice will decrease as indicated.

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

All Edythe J. Hayes Middle School staff members

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.)

Funds to continue our work with Undivided, Inc. for culturally responsive teaching and learning

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.

Faculty meeting trainings with Undivided personnel to occur every other month

Continued coaching opportunities with all staff members

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)
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