



2022-23 Phase Four: Professional Development Plan for Districts  
for School Year 2023-2024\_04102023\_13:44

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

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

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

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 district's mission?

The mission of Carter County Schools is "The Standard of Excellence: All students Collaborate, Achieve and Relate in order to exemplify readiness for the next level of learning."

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.

Literacy (specifically foundational reading and the Science of Reading) is our first main focus area. To address this goal, we will continue with our Cohort 1 LETRS, add an additional Cohort 2 LETRS, continue our district Reading and Writing Academies, support administrators in professional learning around the foundational elements of literacy and Science of Reading, supporting teacher leadership projects related to literacy, provide content area reading professional learning, and prioritize KEDC/KDE sessions related to foundational literacy and Science of Reading.

Math (all grades) is our second main focus area. We will provide training to teachers in the use of HQIRs in mathematics, have monthly professional learning (grade level and content specific) cadres, provide training in explicit, direct math instruction, prioritize KEDC/KDE sessions related to mathematics, and support teachers in developing leadership projects related to improved instruction, assessment and student outcomes in mathematics.

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

Both priorities are directly aligned to the district goals. Literacy and mathematics are targeted directly in our proficiency goals.

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.

Objectives:

1. Teachers in grades K-12 will participate in specific foundational literacy professional learning and implement strategies in professional practice.
2. Student Proficiency will increase to at least 60% across the district.
3. LETRS Cohort 1 will continue and LETRS Cohort 2 will be formed with teachers who are accepted into the 2nd round.
4. District will have representation at KEDC and KDE reading specific training.

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

1, Increased student proficiency across the district to at least 60% of students scoring at or above proficiency.

2. Implementation of Science of Reading strategies districtwide (in grades K-2 in all schools).

3. All content teachers will be equipped with informational reading strategies.

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.).

PL in literacy will be measured by:

-iReady diagnostic data, collected by teachers and administrators, analyzed after fall, winter and spring diagnostics)

-Formative classroom data collected by teachers, analyzed monthly in Academies

-classroom observations collected by principals weekly, also collected by district instructional team

-professional learning attendance records collected by district administrators as appropriate

-teacher-driven professional learning sessions

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.**

-Students scoring above 50th percentile in reading will increase with each iReady diagnostic

-Students will meet typical growth goals with 50% or more meeting stretch goals.

-All content teachers will utilize informational reading strategies as observed.

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

K-12 elementary reading teachers, 6-12 content area teachers, principals as instructional leaders.

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.)

The district Instructional team will coordinate the professional learning, utilizing Title I and RLIS funding to support learning as identified in those funding applications.

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.

Support Strategies:

1. District instructional team facilitating Reading Academies, professional learning for principals, district-wide professional learning, and smaller, need specific professional learning opportunities.
2. Sessions by KEDC and KVEC through CRRSA and Deeper Learning
3. LETRS training for Cohort 1 and Cohort 2
4. Weekly school PLCs
5. Read to Achieve Interventionists
5. Coaching, modeling and other district-provided supports
6. K-2 Science of Reading training from Amplify CKLA

5a. For the second 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.

-Teachers will have improved direct, explicit instruction in mathematics

-Students will engage in more authentic, real world mathematics learning that reflects the Standards for Mathematical Practice

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-Students scoring proficient or above in mathematics across the district will increase to 60%

-There will be an increase in mathematics proficiency across the fall, winter and spring iReady diagnostics.

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

1, Increased student proficiency across the district to at least 50% of students scoring at or above proficiency (50th percentile on iReady)

2. Implementation of direct, explicit instruction strategies in mathematics at all grade levels.

3. Improved student performance on KAS aligned instruction

4. Improved instructional opportunities aligned to KAS and Standards for Mathematical Practice

5. Aligned and viable Mathematics curriculum will be reviewed and revised.

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.)

-iReady diagnostic data, collected by teachers and administrators, analyzed after fall, winter and spring diagnostics)

-Formative classroom data collected by teachers, analyzed monthly in Academies

-classroom observations collected by principals weekly, also collected by district instructional team

-professional learning attendance records collected by district administrators as appropriate

-teacher-driven professional learning sessions

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.**

-Students scoring above 50th percentile in reading will increase with each iReady diagnostic

-Students will meet typical growth goals with 50% or more meeting stretch goals.

-Improved, aligned mathematics instruction

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

K-12 math teachers

Principals

Instructional leaders

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.)

The district Instructional team will coordinate the professional learning, utilizing Title I and RLIS funding to support learning as identified in those funding applications.

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.

Support Strategies:

1. District instructional team facilitating Mathematics Academies, professional learning for principals, district-wide professional learning, and smaller, need specific professional learning opportunities.
2. Sessions by KEDC and KVEC through CRRSA and Deeper Learning
3. Weekly school PLCs
4. Coaching, modeling and other district-provided supports



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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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