



## 2021-22 Phase Three: Professional Development Plan for Schools

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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?

Through teamwork, we provide opportunities, encouragement, and support for the success of ALL students.

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 priorities** for professional development that support continuous improvement?

Implementing new reading curriculum and instructional strategies. Implementing new math curriculum and instructional strategies.

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

Utilizing new curriculum for both reading and math will assist in closing gaps and identifying student needs. Implementing schoolwide series will alleviate vertical gaps and increase spiral review to master concepts.

4a. For the first priority need, 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.

Teachers will collect reading unit assessments that will be analyzed monthly in PLC meetings.

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

Teachers will use reading assessment analysis to drive changes in reading instruction.

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.

Teachers and admin will utilize the MAP data tool, classroom data tracking tool, and KPREP (KSA) data to create a watchlist. This watchlist will ensure that the number of students scoring in the proficient and distinguished categories will increase. Closing the gaps in learning and reducing novice will be at the heart of instructional practices. Success will be determined as we monitor these tools.

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

All teachers and admin team will participate in the PD sessions. Teachers will train all support staff in strategies to enhance learning.

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

All students will benefit from new curriculum and enhanced learning opportunities.

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

Resources will vary based on teacher need. Walk-throughs and classroom visits will be provided to assist teachers. Time for teachers to collaborate with team, vertical collaboration, and district collaboration opportunities will be necessary. Curriculum resource materials and supplemental materials will be utilized. Title I staff will also be necessary in implementing new curriculum.

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

Ongoing supports will include: initial training, rounding, walk-throughs, PLCs, faculty meetings, peer observations, district collaboration sessions, and continuous professional development opportunities.

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.

PLCs will be utilized to monitor student learning with classroom assessment data. MAP data will support student growth over time. PAC and SBDM will monitor and analyze student assessment data monthly. Instructional leader and admin team will lead PLC discussions centered around student learning.

5a. For the second priority need, 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.

Teachers will collect math topic assessments that will be analyzed monthly in PLC meetings.

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

Teachers will use math assessment analysis to drive changes in math instruction.

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.

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6. Optional Extension: If your school 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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