



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

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

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?

Graves County Schools Mission is Striving for Excellence: No Exceptions, No Excuses.

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

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assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

The districts top two priorities for professional development that support continuous improvement are: 1. Increase Math achievement in the district by aligning curriculum K-12th grade 2. Increase cooperative learning in the classroom by the use of various teaching strategies: including KAGAN Cooperative Learning, Blended Learning, High Quality Instructional Resources and teachers collaborating to share what is working to meet the needs of all learners in the classroom The above priorities are resulted in the last K-Prep data without a modified test and STAR/MAP ongoing data. In addition, Covid-19 learning loss has resulted in an increased focus on primary reading alignment and district wide phonics program. District wide Reading RTI has also been implemented.

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

In order to identify the top priorities be analyzed district data to identify areas of concern. In data analyzes, our district's math scores were significantly lower than reading scores. Therefore, we meet with administrators, teachers, and parents to get input on how to meet the math needs and meet the goal of increasing math achievement in the district. In addition, the district data also showed the need to better meet the needs of gap learners. We also received input from administrations, teachers/staff, and parents on how to best meet the needs of gap learners in the district.

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.

The first priority need is to align math curriculum in the district K-12th grade has been an ongoing and continuing initiative. The first part of this goal was to train all teachers/staff in the district on Illustrative Math (IM Math). The training of the new Math curriculum took place in various phases. Math Teachers in 6th-8th grade were trained on the curriculum during the 2018-19 school year. High school teachers were trained 2019-20 school year and teachers in K-5th were trained on the curriculum in August of 2020 for the 2020-21 school year. Prior to all trainings, administrators and teachers analyzed math needs in their buildings. In addition, all math teachers were trained on and IM type approach during the 2019-20 school year to prepare teachers to be part of the IM beta pilot in school year 2020-21. Training all teachers was the first step in meeting the goal. Additionally, professional

development has been built into each month of the current school year. Each month, teachers unpack the IM Units by grade level to ensure the curriculum is implemented correctly. In addition, teachers receive in the moment coaching to help with implementation of the new curriculum. STAR and MAP data serve as the universal screener and data is analyzed after each window to ensure goals are being met. This data then drives PLC as well as PD sessions to help with implementation of IM Math. PD support is designed to occur monthly to support teachers in implementing IM Math. For the 2021-22, the same support of teachers unpack the IM Units by grade level to ensure the curriculum is implemented correctly. In addition, teachers still receive in the moment coaching to help with implementation of the new curriculum. With Covid-19 and virtual instruction taking place in 2020-21 we felt it was important to continue this training in this manner for successful implementation. Lead Math teachers (DILT Team Members) are also being utilized to lead monthly meetings and coach in all math classrooms to give further support to this initiative.

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

The intended result is to align the Math curriculum district wide to increase student achievement. In addition, a collaboration from all math teachers in the district will be possible as all schools will be using the same curriculum. This is important for vertical and horizontal alignment. Having continuity in the district will allow teachers in all schools to collaborate by grade level. Graves County has six elementary schools that feed into one middle and high school. Therefore, having an aligned curriculum is very important to increase student achievement and make meeting the PD needs of all teachers possible. Student outcomes include increased student achievement, increased student engagement, and increased student retention of math concepts. In addition, teacher expected outcomes include increased collaboration with peers, increased student outcomes, increased understanding of instructional routines and structures designed to enhance the experience of the student learner.

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.

The indicators of success will be student achievement and teachers ability to implement the curriculum. STAR and MAP data will be used to measure the students success with IM Math. However, it is noted that COVID-19 has changed how students are progress monitored during the normal universal screener windows to ensure valid data. In addition, teachers ability to implement the curriculum will be measured based on teacher feedback and classroom visits. PD

will be evaluated based on feedback from teachers on what they need. PD will be designed based on teacher needs. Indicators of success would include student work samples showing an increase in students' ability to utilize mathematical practices to solve, communicate and engage in the mathematical world, district and school-level walk-throughs that show structures and routines being implemented successfully. In addition, increase in student assessment scores as well as an increase in Kentucky Summative Assessment students scores in both status and change indicators will be used to measure success.

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

The targeted audience for the professional development is administrations, teachers, and staff. Professional learning will be designed to support teachers implementing curriculum structures and routines designed to engage students in deeper understanding, collaborative learning, and authentic literacy.

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

District leaders and principals will be trained along with teachers to know how to support implementation of IM Math in the classroom and give teachers the needed support. Teachers and Staff will be trained to know how to implement IM Math in the classroom. In addition, training will also support how to implement the curriculum with monthly coaching visits. In addition, students will be impacted as they learn a new curriculum and achievement increases.

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

The funding needed to support the new math curriculum is the cost of the initial PD, the ongoing monthly PD to unpack each unit, the cost of coaching to ensure the curriculum is being implemented correctly, and the cost of the materials needed to implement the new curriculum. In addition, the professional development required will be in depth and many teachers may require additional hours of paid PD.

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

Ongoing supports will be provided for administration, teachers, and staff to ensure success in implementing IM Math. Administrators will meet by zoom and in person various times throughout the school year with Leslie Texas to provide feedback on

what teachers need. Leslie Texas, is a math consultant, that is working with the district to provide professional development and on going support. Leslie Texas will then tailor PD for teachers around the feedback she receives on what teachers need to implement the curriculum. Leslie will be available to help meet the math needs of individual building needs as requested by administrators. Leslie Texas is also providing ongoing teacher support by unpacking each math unit with teachers by grade level. Leslie Texas is scheduled to be in the district visiting teachers classrooms to provide in the moment coaching 3-4 times per year. She also provided this support last year however, due to Covid-19 much of last years support was virtual. Therefore, we are moving back to an in the moment coaching model this year.

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.

STAR and MAP data will be utilized to monitor student achievement in the area of math. In addition, teachers will meet monthly by grade level to discuss student work and progress as well as to share ideas on successful implementation of the curriculum. Teachers will also be encouraged to visit other teachers classrooms to help with implementation ideas. This can occur by visiting various grade levels within the teachers school or by visiting same grade level teachers classrooms through zoom. Administrators will also visit teachers classrooms to help with implementation ideas, provide feedback and coaching. In addition, administrators are visiting other schools in the district to see implementation across the district. As an administrative team, we are also discussing what is working and what is needed. IM Math coaches across the district are also helping to support the implementation at all levels.

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 second priority need is to increase cooperative learning in the classroom by the use of various teaching strategies: including KAGAN Cooperative Learning, Blended Learning, and teachers collaborating to share what is working to meet the needs of all learners in the classroom. When analyzing data it was determined that we must meet the learning needs of all students in our buildings. The needs of gap learners were often not being meet. Therefore, we were trained on cooperative learning strategies to meet the needs of all learners. Administrators, teachers, and staff were

trained on KAGAN Cooperative Learning structures to address all learners needs. Teachers have been trained on KAGAN structures over the past five years in phases as it is a very in depth training. KAGAN structures require all students in the classroom to think and take part in learning. After, the initial training was complete the district then trained five lead teachers in each building on KAGAN Coaching. This training was designed to have teacher leaders in the building coach other teachers in the building on KAGAN structures to ensure they were implemented correctly. This was also a way to encourage teachers to visit other teachers rooms in their own buildings and throughout the district to increase collaboration in the district. These visits can also occur via zoom to increase district wide communication even more. In the 2021-22 school year another KAGAN Coaching training took place to increase the number of KAGAN Coaches in each building. This also served as a refresher to focus the district back on KAGAN as Covid-19 protocols prohibited many KAGAN structures in the last two school years. In addition, administrations and teachers have received training on blended learning by our district's digital learning coach. Furthermore, a PD was also hosted in the summer of 2020-21 in which teachers in district shared ideas on blended learning with other teachers. Teachers lead the PD sessions and increased district collaboration. Blended Learning sessions also occur weekly through zoom. In addition, our district digital learning coach has help hours each day for provide ongoing professional development and coaching to all teachers in the district. During the 2021-22 school year this work continues to be ongoing.

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

Student achievement will be a measure of the intended results. Administrators, teachers, and staff analyze data to ensure need of students are being meet and if needed interventions and learning strategies will be adjusted when needed.

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.

Student achievement will be a measure of the intended results. STAR and MAP data is used to monitor the growth of all students including gap students in the district. RTI meetings and PLC meetings occur monthly to ensure we are meeting the needs of gap learners. Administrators, teachers, and staff analyze data to ensure need of students are being meet and adjust interventions and learning strategies when needed.

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



The targeted audience for the professional develop is administrations, teachers, and staff.

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

Administrators, teachers, and staff will be trained on KAGAN structures and blended learning to meet the needs of gap learners. In addition, students will be impacted as all students must take part in cooperative learning to ensure students are thinking and participating to increase achievement.

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

The resources needed to support the professional development is the cost of KAGAN Cooperative Learning PD, KAGAN Coaching PD, Blended Learning PD, and digital learning coach for the district. In addition, books and supplies must be purchased to participate in the PD. Chromebooks, webcams, and zoom are cost associated with providing the professional development.

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

The ongoing support that will be provided is additional KAGAN coaches trained in each building to support KAGAN implementation. In addition, the coaches will go into teachers classroom monthly to coach KAGAN structures. Monthly zoom meetings are also taking place by grade level to share KAGAN structures and how to use them with each content area. Our digital learning coach also coaches teachers as well as provides ongoing monthly PD sessions.

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.

Data will be monitored by analyzing universal screeners such as STAR and MAP data as well as grade level student work samples and assessments. Data will be analyzed at monthly PLC and RTI meetings to ensure the needs of all learners including gap learners are being meet. Classroom visits will also be conducted by administrators to provide ongoing support as needed.

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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