



2021-22 Phase Three: Professional Development Plan for Schools_11012021_09:54

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?

Striving for Excellence: No Exceptions, No Excuses

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?

The schools top two priorities for professional development that support continuous improvement are: 1. Increase Reading achievement by focusing on Primary Reading. Implementing evidence based practices throughout the building to improve all reading levels. 2. Increase cooperative learning in the classroom by the us 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.

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

In order to identify the top priorities we analyzed school data to identify areas of concern. In data analysis, our schools reading scores are lower than our math scores. We meet as an administrative team to discuss what the best course of action is for improving reading across the district. In addition, the school data also showed the need to better meet the needs of gap learners. This can be addressed with implementation of KAGAN and blended learning.

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.

In order to increase our proficiency in reading we will focus on our Primary reading as well as the RTI process for those that are behind. We realize that the COVID gap is a real thing and need to help students overcome this issue. The training taken place will be on Sonday System, From Sounds to Spelling and the 5 components of reading. We will train all teachers and aides that deal with students in these areas. The goal of this training will be to streamline our reading throughout the building so that all students are working on a standard program so that no matter who is implementing the curriculum it is done with fidelity.

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

With the alignment of our RTI practices by training in specific programs we will be able to have a more streamlined way of conducting RTI. The training will allow us to have a great narrow focus instead of a broad approach on what intervention will be the most successful. The training will also allow us to streamline our Core Reading instruction throughout the building.

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.

Student achievement will be a measure of the intended results. STAR and CBM data is used to monitor the growth of all students. We will also utilize P/D numbers on state assessments to indicate overall success. RTI meetings and PLC meetings occur monthly to ensure we are placing students in the appropriate grouping for RTI. Administrators, teachers, and staff analyze data to ensure needs of students are being met and adjust interventions and learning strategies when needed.

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

Primary teachers, aides, SPED teachers, and administrators.

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

Overall the impact will be on student achievement. By streamlining our process of core instruction as well as RTI we will have a consistent impact on student achievement.

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

All funding will take place at the district level. We will utilize summer PD and work days to train teachers in programs that will be utilized across the district.

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

Each month teachers will work with grade level district PLC's and discuss progress as well as implement consistent change throughout the 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.

Teachers, Interventionists and Administrators will monitor data from STAR, CBM, From Sounds to Spelling, as well as other formative and summative assessments.

We will analyze this data several times throughout the year as well as during monthly RTI meetings.

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.

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 collaborative 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 in 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 require all students in the classroom to think and take part in learning. After the intial training was complete the district then trained five lead teachers in the building on KAGAN Coaching. This traiing 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. These visits can also occur via zoom to increase district wide communication even more. This past summer more teachers throughout the building have been trained in coaching training as well as all new teachers received the initial training Day 1 and 2. In addition, administrators and teachers have received training on blended learning by our district's digital learning coach. Teachers lead PD sessions and increase district collaboration through DILT meetings.

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

Student achievement will be a measure of intended results. Administrators, teachers, and staff analyze data to ensure needs 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 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 needs of students are being met and adjust interventions and learning strategies when needed.

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

The targeted audience for the professional development is administration, 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 costs associated with providing the professional development .

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

KAGAN coaching will provide ongoing, in the moment, professional development and coaching for teachers to ensure correct implementation of KAGAN structures. In addition, administrators will lead PLC's for ongoing PD support.

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 a universal screener such as STAR 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 met. Classroom visits will also be conducted by administrators to provide ongoing support as needed.

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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