



2021-22 Phase Three: Professional Development Plan for Schools_11172021_13:34

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?

That all students will rise to the expectation.

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?

One of our top priorities is for our math scores to come up to our reading scores. Another priority for our school is to make sure that our teachers are growing every year.

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

We look at the goals as a school and decide where our greatest needs are.

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.

We have started a new math program so our PD is based a lot around that this year. Our teachers are meeting monthly in order to align the standards and to make sure they are teaching to the best of their ability.

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

Our results are hopefully to raise the test scores of all of our students in KPREP. Another goal would be to make sure that all students are growing

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.

We will have STAR data to look at as well as KPREP scores.

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

Students

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

Students and Teachers.

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

We have our new math program, some technology and some money for the workbooks.

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

We have coaching that is going on with Leslie Texas and monthly meetings for our teachers.

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.

Observations will be the biggest way to monitor the implementation as well as assessments.

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.

Our goal is to make sure that our teachers are growing every year and learning.

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

Our intended results are that teachers will go outside of the box and learn new things. With technology changing as much as it is, they all need to be learning new ways to teach and also be growing as an educator.

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.

Making sure they are attending PD's and pushing themselves at all times to change for the better.

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

Teachers

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

Teachers, principals, students and all of us will be impacted by this.

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

Funding, PD's, materials, time

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

Coaching, meetings, observations.

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.

Classroom observations and PLC meetings

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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