



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

Graves County
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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?

Every Child Every Day. 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 priorities for professional development that support continuous improvement are to address low P/D rates across the board as noted below.

Reading has a P/D rate of 49.8%, 26.3% Apprentice and 23.9% Novice. Math has a P/D rate of 52.6%, 30.1% Apprentice and 17.2% Novice. Science has a P/D rate of 14%, 62% Apprentice and 10% Novice. There were no Distinguished Scores. Writing has a P/D rate of 42.6%, 47.5% Apprentice and 9.8% Novice.

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 addition, the data also showed the need to better meet the needs of gap learners

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.

The first priority need is to continue to align math curriculum in K-6th grade. The first part of this goal is to continue training and refreshing all teachers/staff on Illustrative Math (IM Math). The training of the new Math curriculum took place in various phases. Teachers in K-5th levels 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 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 the implementation of the new curriculum. STAR data serves 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 the implementation of IM Math. PD support is designed to occur monthly to support teachers in implementing IM Math.

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

The intended result is to align the Math curriculum school-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 seven 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.

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 data will be used to measure the student's 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.

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

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

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 the 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 virtual learning due to COVID-19. 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 staff to ensure success in implementing IM Math. Administrators will meet by zoom 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. Due to COVID-19 these PD's are occurring by zoom. Leslie Texas is scheduled to be in the district visiting teachers classrooms to provide in the moment coaching. However, due to COVID-19 this support has been moved to virtual coaching during distant learning.

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 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 the 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 teacher's school or by visiting the same grade level teachers' classrooms through zoom. Administrators will also visit teachers' classrooms to help with implementation ideas, provide feedback, and coaching.

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 is to increase reading P/D. The objectives of Professional Development are to unify district wide curriculum and learning for all elementary schools. PD Centers around program usage, implementation and RTI. PD this year

in reading included Sounds to Spelling, Sonday, Lexia, Heggerty and the 5 Components of Reading. In addition, district wide refreshers are held via zoom.

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

The intended results are a district aligned research based curriculum that cultivates rigor and relevance to reading instruction. The ultimate goal is to increase student fluency and comprehension in reading.

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.

The indicators of success will be student achievement and teachers ability to implement the curriculum. STAR data will be used to measure the student's success. 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.

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

Teachers and administrators

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

Students, teachers and admin

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

Continued funding for programs, additional time for implementation. One to one access.

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

Monthly coaching meetings and district wide PLC conversations.

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.

STAR data will be utilized to monitor student achievement. In addition, teachers will meet monthly by grade level to discuss student work and progress as well as to share ideas on the 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 teacher's school or by visiting the same grade level teachers' classrooms through zoom. Administrators will also visit teachers' classrooms to help with implementation ideas, provide feedback, and coaching.

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

Graves County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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