



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

McNabb Middle School
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2020-21 Phase Three: Professional Development Plan for Schools

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

1. What is the school's mission?

McNabb faculty and staff work diligently to every day to implement our mission of "Teaching Respectful Independent Thinkers to Believe in Excellence." Developed several years ago, this continues to be a core value of our school. We embody this purpose through our program offerings, both curricular and extra-curricular, behavioral and academic support systems, and maintaining high expectations for both academics and behavior.

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?

Ensuring that special education students are able to close the achievement gap in reading in all grade levels. Ensure that special education students are able to close the achievement gap in math in all grade levels.

ATTACHMENTS

Attachment Name

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

Goal 3: Increase the percentage of disability students scoring proficient in reading from 17.5% in 2019 to 36.3% in 2024 and increase the percentage of disability students scoring proficient in math from 4.0% in 2019 to 25.8% in 2024. When looking at goal three, you can clearly see that the top two priorities relate directly back to the statement created in goal three. Our special education population is falling behind the other students in the building and need supports to be able to perform to their best possible level.

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.

Professional develop that focuses on co-teaching and supporting special education students in the classroom. In the short term, there are now three adults in co-teaching classrooms; the general education teacher, the special education teacher, and a paraprofessional working with the special education students. Class times have been increased to 75 minutes a class this year to provide time for interventions in the classroom and to provide support for special education students. Long term, the goal is for this model to continue and to provide support with students to help them close the gap the currently exists.

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

Special education students will see an increase in their achievement scores and abilities. By helping students to reach their full potential, our special education students will be in a better position moving forward in their educational careers. For our teachers and paraprofessionals, they will be able to support students better in

the future and provide meaningful instruction that not only informs but helps to create lifelong learners in all subject areas.

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 first way to see if process has been successful is through classroom formative and summative data. Are special education students growing academically through the supports and trainings that have been put in place. The final piece of information that will be used to determine if this professional growth plan was successful is how special education students perform on state assessments.

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

General education teachers, special education teachers, paraprofessionals, guidance counselors, assistant principals, and principal.

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

Students, special education students, teachers, paraprofessionals, guidance counselors, special education teachers, assistant principals and principal.

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

Funding from section six can be used to purchase supplies for professional development. CKEC will be reached out to in order to see if they can provide a training for our staff to help with co-teaching and bridging the gap for special education students.

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

PLC meetings will provide opportunities to look at formative and summative data from the classroom. Progress monitoring of special education students can help show how students are progressing towards their individual goals. Summative assessment data related to special education students can be used to see how much impact has been made in the classroom. The Montgomery County District Instructional Blueprint Work will help to provide supports for teachers and students.

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.

Monthly PLC meetings where formative and assessment data will be discussed will provide a chance to gather data towards closing the achievement gap for special education students. Conversely, state assessment data will be able to show how students have grown.

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.

Professional develop that focuses on co-teaching and supporting special education students in the classroom. In the short term, there are now three adults in co-teaching classrooms; the general education teacher, the special education teacher, and a paraprofessional working with the special education students. Class times have been increased to 75 minutes a class this year to provide time for interventions in the classroom and to provide support for special education students. Long term, the goal is for this model to continue and to provide support with students to help them close the gap the currently exists.

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

Special education students will see an increase in their achievement scores and abilities. By helping students to reach their full potential, our special education students will be in a better position moving forward in their educational careers. For our teachers and paraprofessionals, they will be able to support students better in the future and provide meaningful instruction that not only informs but helps to create lifelong learners in all subject areas.

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 first way to see if process has been successful is through classroom formative and summative data. Are special education students growing academically through the supports and trainings that have been put in place. The final piece of information that will be used to determine if this professional growth plan was successful is how special education students perform on state assessments.

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

General education teachers, special education teachers, paraprofessionals, guidance counselors, assistant principals, and principal.

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

Students, special education students, teachers, paraprofessionals, guidance counselors, special education teachers, assistant principals and principal.

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

Funding from section six can be used to purchase supplies for professional development. CKEC will be reached out to in order to see if they can provide a training for our staff to help with co-teaching and bridging the gap for special education students. The Montgomery County District Instructional Blueprint Work will help to provide supports for teachers and students.

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

PLC meetings will provide opportunities to look at formative and summative data from the classroom. Progress monitoring of special education students can help show how students are progressing towards their individual goals. Summative assessment data related to special education students can be used to see how much impact has been made in the classroom.


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.

Monthly PLC meetings where formative and assessment data will be discussed will provide a chance to gather data towards closing the achievement gap for special education students. Conversely, state assessment data will be able to show how students have grown.

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)
 Needs Assessment		• 2