



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

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2021-22 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

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?

To provide a quality education to ALL students while balancing compassion and high expectations while preparing them for competency in a global society.

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?

Teaching literacy across contents Teacher competency in the state standards (due to turnover)

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

Theses goals align with the lack of proficient and distinguished scores across content.

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.

All teachers will be trained in the spring and summer on the Kentucky Writing Project. This project addresses literacy across the content as well as provides follow up support by the program. They will come to our school and model, support and provide feedback. The district will provide support for teachers and departments to break down the standards, create learning targets and unit assessment that meet the level of the standard.

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

The results would be an increase in reading levels, a greater level of proficient/ distinguished on the Kentucky State Assesesment.

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.

Meeting our CSIP goals in terms of Kentucky Assessment and our universal screener.

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

All teachers

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

All stakeholders will be impacted. Student academic success will increase, teachers will feel more competent in their instruction, and community/businesses will have better prepared students entering the work force and universities.

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

Funding, any instructional materials that accompany KWP. Time and PD days for Standards work, supplemental materials to meet the level of the standards.

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

Continued coaching and feedback.

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.

We will use our universal screeners, State assessment, Professional Learning communities to analyze student work.

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 absolutely aligns with the CSIP. Our teachers must understand the standards and teaching to the level of the standards. They need the education to be able to create assessments, align instruction, etc.

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

Students will have a deeper level of knowledge .

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.

State assessments, common assessments, and Universal screeners.

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

All staff

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

All stakeholders. Students, staff, etc.

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

Time, support and follow up.

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

class observations, coaching, Professional Learning Communities

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.

PLCS, data presentations, common assessments.

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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