



## 2021-22 Phase Three: Professional Development Plan for Schools\_11182021\_13:01

2021-22 Phase Three: Professional Development Plan for Schools

**Marie Roberts-Caney Elementary School**

**Jason Fugate**

115 Red Skin Run

Lost Creek, Kentucky, 41348

United States of America

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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?

Making Children Ready for a Changing World.

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

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assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Addressing Learning Loss 2. Instructional Planning

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

Addressing learning loss will be vital in meeting our goals of increasing proficiency in all areas. We will monitor and adjust our systems of support to meet individual needs of students. Providing teachers and support staff with strategies to enable students to decrease gaps in their learning will be a priority. Providing support for teachers with instructional planning will provide clarity while addressing standards and making instruction more meaningful for students.

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.

Short Term: Adhering to district wide expectation around differentiation of instruction and varied instructional strategies Long Term: Provide professional learning for teachers focused on: Differentiation of instruction Scaffolding Formative assessment Intervention Strategies Goal Setting Active Engagement

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

Students will show growth in all areas. Staff will focus on individual skills for students. School staff will use multiple strategies to differentiate and scaffold lessons when needed. Staff will become confident to implement strategies learned.

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.

Observance of multiple strategies to meet needs of students (scaffolding and differentiation)- Seen through observations and discussed during weekly PLC meetings

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

Teachers and support staff

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

All stakeholders- principal, teachers, students, support staff

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

Districtwide PD Posters Funding- tutors scheduling of time

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

PLC discussions/Peer walks with feedback/Classroom observations with feedback/  
District support when needed

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.

Student data notebooks, PLC data, Ewalks, tutoring data, MAP data Principal and Leadership team

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.

Short Term: Adhering to the district wide expectation around backwards design, learning intentions, success criteria Long Term: Provide professional learning for teachers focused on: classroom management, active engagement strategies, inquiry learning, success criteria, learning intentions.

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

Teachers are provided with instructions strategies that focus on the priority need

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.

District feedback visits; PLCs, eWalks; ELEOT, Increase Proficiency

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.)

Administrators, Teachers, Students

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

Funding for facilitators; time; support for new teachers and their mentors; training materials

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

PLCs; Mentor/Mentee Program; Feedback; Coaching; Follow-up feedback on long term goals.

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.

District feedback visits -- District CIA Team; monthly PLCs -- Principals; weekly eWalk -- School & District Admin; daily ELEOT -- School & District Admin; 3x a yea

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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