



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?

We, the Bell Central Educational Community, accept the privilege and responsibility of providing a safe and nurturing environment conducive to the development of each individual student, enabling them to become productive members of 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?

Bell Central's top two priorities are: (1) Deeper (refocused) Understanding of Curriculum and (2) Deep Student Engagement in Instructional Delivery. Both of these priorities will be utilized to help determine gaps in student learning due to interruptions in instruction with COVID. These areas have been identified in the Needs Assessment and will be addressed by the KCWP 1, KCWP 2, and KCWP 3.

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

Bell Central's top priorities are closely related to the school's goals.

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.

To provide high-quality professional development experiences that support the school's instructional improvement goals and that align with the school improvement plans. Priority Need 1: Deeper Understanding of Curriculum - To increase teachers' level of understanding of the standards - the importance of this understanding and how it translates into instruction as well as to REFOCUS each teacher in the district to the what students MUST learn at each grade level based on the standards to reverse the results from the instructional interruptions due to COVID.

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

For classroom teachers to have a better grasp on the concepts and skills of their subject area standards. For classroom teachers to refocus their attention on their grade level standards in order to better identify (more specifically) student gaps. It is our district's belief that in order to truly identify gaps in instruction, there must be a reference point for the identification and the standards are this point. By increasing the teachers understanding and increasing the focus on these standards, students gaps will be identified more clearly, will be addressed more specifically and intentionally which will address the priority needs.

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.

Indicators of Success will include: Stronger/better aligned curriculum documents including daily lesson planning and assessments, Stronger classroom observation/ walk-thru data, and increased student achievement data by decreasing instructional gaps.

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

K-8 Classroom teachers and instructional leaders are the intended audience.

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

Both teachers and students will be impacted.

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

Resources would include time for teacher to work together and "dig deeper" into standards (e.g. Clarity of Standards), funding for release time or stipends, and instructional leaders to help facilitate the process and promote a growth mindset for the work/process.

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

Instructional coaching and support by district and school level leadership.

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.

Evidence of implementation would include: stronger curriculum documents including scaffolded lesson plans to address gaps/ District and School Instructional Leaders/ Quarterly, Classroom observations and walkthroughs/ Principals and District Leaders/weekly and quarterly

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.

Priority Need 2: Deep Student Engagement in Instructional Delivery - to increase the teacher's understanding of deep student engagement in the instructional delivery by providing a common definition of deep engagement, exemplar models of this and characteristics of what this may look like in practice. Providing professional development experiences that provide research based and data proven strategies and/or techniques to promote and support this practice for teachers and instructional leaders.

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

The intended result of Priority Need 2 is for teachers to assess the level of engagement (non-compliant, compliant, partially engaged, engaged, and fully engaged) in their classrooms and work to improve the level of engagement consistently through utilizing the various strategies and techniques in their instructional delivery. Student discourse and student ownership in their own learning would be key elements.

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.

Better classroom observation and walkthrough data; increased student performance data, and increased student engagement in daily classroom instruction

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

K-8 Classroom teachers and Instructional Leaders would be the intended audience.

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

Teachers and students are both impacted by this component.

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

Resourced needed would include high quality Professional development sessions focused on engagement, funding to support onsite coaching for teachers/leaders, and possibly materials for implementation of strategies.

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

Instructional coaching and support by district and school level leadership.

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 walkthroughs/ Principals and Instructional Leaders/  
Quarterly reviews

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.

Not applicable.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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