



2021-22 Phase Three: Professional Development Plan for Schools_11152021_15:54

2021-22 Phase Three: Professional Development Plan for Schools

Frakes School Center
Terry Wilson
29 Henderson Settlement Loop
Frakes, Kentucky, 40940
United States of America

Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
---	---

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?

It is our mission to assist our students in acquiring the tools to develop and achieve academic success. We will seek to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to

have our parents, teachers, and community members actively involved in our students' learning.

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 Professional Development Plan for the school will be a two year plan: 2021-2023. Based on analysis of student data, perceived educational needs of the school based on classroom walkthroughs, observations, professional development offerings, and follow-up and survey results (IMPACT Survey, climate cultures surveys-teachers, parents. and students) The school has identified the following areas of focus and related subtopics that will guide the selection and support for professional development activities during the 2021-2022 and 2023-2024 school years. Needs assessment analysis and results are reported in the Comprehensive School Improvement Plan. 1. Deeper Understanding of Curriculum a. New KAS Standards-using these to align/design curriculum b. Grade appropriate assignments/instruction c. Alignment of assessments 2. High expectations for ALL students a. Growth Mindset for teachers and students b. Use of student assessment data to guide instruction c. Target Achievement Gap groups. d. providing intervention to struggling students to impact student growth. This will have a different look for the current school year since students are mostly virtual students will be targeted one on one and in small groups coming to the school for intervention and extra instruction. 3. Deep student engagement in Instructional delivery. a. using technology to enhance instruction (google chrome books using different aspects of google including google meets and zoom meetings to maintain student contact with each other and teachers). b. Learning strategies, Inquiry process, SFA strategies, etc).

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

One of the schools goals is to have teachers with a knowledge base of the standards and knowledge of the content so the professional development should address these goals through provided the necessary PD for content areas. These should also relate to the professional goals of teachers. Additionally the professional development plan for the school should enable teachers to acquire,

strengthen, and refine knowledge, understanding, skills, and abilities and then apply these effectively in their teaching practice in order to positively impact student learning.

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.

At present a priority need is communicating with students in order to maintain instruction with them so they will fall too far behind in instruction in this situation this school year. It is necessary to use the means we have email, text, phone OW messaging, and in person communication so all students will be engaged. The school wants to maintain growth in reading in all groups and to this end the school is using technology to provide instruction via google meets, google classrooms, and any means to provide reading and instructional material.

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

The results of the professional development plan is to ensure that teachers have the professional development and knowledge to be able to serve the students needs and maintain state requirements and standards. The students should be able to show increases with the goals set for them. Teachers also need to be able to be knowledgeable about the programs and technology that are being used in the school year 2020/2021 so they can teach the children how to use them and be successful with them.

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 in the professional development plan would be that data taken from assessments and any in person (2020/2021 will reflect that students have moved forward and definitely not go backward in their scores (MAP, class assessments , Virtual scores and assessments and any in person scores. Classroom observations and teacher growth plans as well as state and district mandates and SBDM school level goals and objectives are met using the data collected to verify this success.

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

Teachers and other district staff are the targeted audience for the professional development plan. The plan is geared to the teachers, some members of the staff,

and district personnel. The teachers are the ones who receive the PD in order based on the needs ascertained by the school who receive the PD they need to work toward the goals set in the CSIP and the students needs.

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

The teachers and the students primarily are the ones impacted directly by the professional development plan because they receive the most direct benefit. Teacher's knowledge base is increased and this benefits the students but overall the district and the community benefit as well.

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

The resources needed for professional development are time, funding, technology, and of course the staff to participate.

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

Normally with any professional development especially with those accompanying programs such as SFA and Singapore math, etc. there is follow up and additionally trainings with coaches and district personnel. Additionally the district supervisors and administration also follow up and do walk throughs to ensure guidance and proper implementation of programs and PD training implementation in the classroom.

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.

There are PLCs and evidence through paperwork based on the data and usage in the classroom. There are observations and walk throughs by district personnel and the principal. Teachers are required to keep a data notebook and this also contains evidence of implementation. During PLC's and observations as well as evaluation processes the evidence is presented in the form of data and student samples.

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.

There are expectations that students will with the help of teachers trained in various areas reach the goals and objectives determined thorough needs assessment.

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

The outcomes expected through professional development in technology training to use the new technology and programs is the students will benefit from the knowledge the teachers gain about these programs and the same through content such as reading-teachers will acquire new techniques, etc.

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.

Success will be measured through analysis of benchmarks for particular grades and times of the year, fluency , reading and math scores using MAP and K-PREP. As well as the classroom assessments -formative and summative.

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

The teachers and the students primarily are the ones impacted directly by the professional development plan because the receive the most direct benefit. Teacher's knowledge bas is increased and this benefits the students but overall the district and the community benefit as well.

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

The teachers and the students primarily are the ones impacted directly by the professional development plan because the receive the most direct benefit. Teacher's knowledge bas is increased and this benefits the students but overall the district and the community benefit as well.

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

The resources needed for professional development are time , funding , technology, and of course the staff to participate.

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

Normally with any professional development especially with those accompanying programs such as SFA and Singapore math , etc. there is follow up and additionally trainings with coaches and district personnel. Additionally the district supervisors and administration also follow up and do walk throughs to ensure guidance and proper implementation of programs and PD training implementation 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.

There are PLCs and evidence through paperwork based on the data and usage in the classroom. There are observations and walk throughs by district personnel and the principal. Teachers are required to keep a data notebook and this also contains evidence of implementation. During PLC's and observations as well as evaluation processes the evidence is presented in the form of data and student samples.

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.

The school has had teachers learning through videos, etc. trainings for Odyssey Ware -virtual learning, and using google including google meet and other parts of the programs as well as creating google classrooms and virtual classrooms.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------