



## 2021-22 Phase Three: Professional Development Plan for Schools\_11302021\_13:37

2021-22 Phase Three: Professional Development Plan for Schools

**Lone Jack School Center**  
**Jonathan Defevers**  
101 Creech Hollow Road  
Fourmile, Kentucky, 40939  
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?

We as faculty and staff, parents, students, community, and administrators believe our efforts must be united to allow our students to reach their fullest potential as 21st century learners, as well as contributing 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?

Based on analysis of student data, perceived educational needs of the school based on classroom walk thrus and observations, professional growth plans, prior professional development offerings, and follow-up and survey results (IMPACT Survey), 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 2020-2021 and 2021-2022 school years. Needs assessment analysis and results are reported in the Comprehensive School and District Improvement Plans.

1. Deeper Understanding of Curriculum -New KAS Standards- using to align/design curriculum -Grade appropriate assignments/instruction -Alignment of assessments
2. Deep Student Engagement in Instructional Delivery -Using technology to enhance instruction (Google Classroom, Remind, etc.) -Learning strategies and implementing these to promote student engagement and discourse (KAGAN strategies, IQWST, etc.)

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

Lone Jack School Center's top professional development priorities are closely related to each of the schools goals. Both areas, deeper understanding of curriculum and deep student engagement in instructional delivery, are directly connected to several of the goals indicated in the CSIP. The strategies and activities listed under the proficiency goal are correlated to deeper understanding of curriculum. Specifically in the activities relating to specific curricular programs and development of learning targets. Additionally this goal is tied to our separate academic indicator goal, as the activities address implementation of standards and the alignment of programs. The second goal is related to all four goals in the CSIP. Throughout each goal strategies include incorporating new strategies for teaching and learning and many of those include the addition of technology. Thus our district's top two priorities are completely dependent upon each other to achieve student success.

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.

Lone Jack School Center Professional Development Objective: To provide high-quality professional development experiences that support the district's/school's instructional improvement goals and that align with the school and district improvement plans is the specific objective that demonstrates the alignment to the district goals. Priority Need 1: Deeper Understanding of Curriculum - To increase the teacher's level of understanding of the standards - what specific concepts are taught at specific grade levels and what specific skills students are expected to be able to apply to those concepts. This is both a short term and long term goal in that the level of understanding will vary among teachers based on experience, etc. Having a deeper understanding is a process and not a one time fix. This refocus should help to reverse the impact of instructional interruptions due to COVID.

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

The intended result of Priority Need 1: Deeper Understanding of Curriculum is for classroom teachers to have a better grasp on the concepts and skills of their subject area standards and make that translate into more grade level appropriate and standards aligned instruction daily. Additionally this will help teachers better identify (specific) student gaps. This, in turn, would result in stronger student achievement.

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 would include: improved classroom observation/ walk-thru data, increased student performance data, a decrease in instructional gaps, and stronger/better aligned curriculum documents (maps, units, lessons and assessments).

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

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

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

Teachers and students are both impacted by this component.

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

Resources would include time for teachers to work together in learning new standards and alignment, and instructional leaders to help facilitate the process. Also may need any relevant documents released by the state related to new standards. Teachers will need time for vertical content alignment discussions.

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

Instructional coaching and support by 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, scaffolded lesson plans (for addressing gaps), professional growth plans, and observations. School Instructional Leaders will review plans, complete observations, and PLC minutes, frequency of reviews would be three times a year.

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.

Lone Jack School Center's Professional Development Objective: To provide high-quality professional development experiences that enable teachers to acquire, strengthen and refine knowledge, understanding, skills and abilities and then apply them effectively in their teaching practice in order to positively impact student learning. Priority Need 2: Deep Student Engagement in Instructional Delivery - to increase the teacher's understanding of deep student engagement in instructional delivery by providing a common definition of, exemplar models of, characteristics of what this may look like in practice and professional development experiences that provide research based /data proven strategies and techniques that encourage 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: Deep Student Engagement in Instructional Delivery is for teachers to utilize various research based strategies and techniques in their instructional delivery that would increase student engagement in the learning and teaching through student discourse and ownership in their learning.

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.

Indicators of success may include: improved classroom observation/ walk-thru 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.)

Needed resources may include time for planning the instructional implementation, materials for the various strategies, and support from instructional leaders. Professional development on engagement strategies will be needed. Coaching by instructional leaders or district trainers may be needed throughout the year for support.

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

Instructional coaching from school level leadership and building program facilitators/ instructional leaders.

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.

Evidence of implementation would include: classroom observations/ walkthroughs completed by school level leadership, frequency of review of data would be three times a year.

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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