



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

Mount Sterling Elementary School
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Table of Contents

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

Mount Sterling Elementary school is inspiring lifelong learners to be successful, productive members of society who give back to their community.

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?

Increase in proficiency in the area of Reading, and Math for ALL students. Increase proficiency in the area of Writing for ALL students.

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

Our professional development will address our school goals by offering teachers the opportunity to acquire best practice, research based instructional strategies that directly increase proficiency in the areas of reading, writing, and math for ALL 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.

To address our first priority (increase proficiency with all students in reading, writing, and math), professional development objectives will include: backward design model planning and tuning. This will include deconstruction of academic standards to ensure the rigor of the standard is maintained, creation and PLC fine tuning of summative assessments, activities, and formative assessments. We will also collaborate with CKEC for professional learning with a specific focus on writing to learn, writing to demonstrate, and writing to publish. In addition, staff will participate in an ongoing book study on Responsive Literacy to create and ensure a comprehensive literacy program.

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

As a result of the professional development, teachers will gain new knowledge and skills to address specific student deficits in reading, writing, and math. Therefore, student learning and achievement will increase as evidenced in common assessments, KPREP assessments, MAP assessments, and running records.

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.

Student engagement, achievement and learning will have increased and will be shown on classroom assessments including Case 21 and MAP.

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

The targeted audience for professional development is all certified teachers in the building.

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

Teachers, assistants, and administrators will be impacted through the development of new knowledge and skills. As a result of this professional development, our faculty, staff and administrators will be better equipped to implement the best educational practices and address the specific learning needs of our special needs student population. Student learning and achievement will increase as a result of effective professional development

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

Writing by Design materials.

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

Ongoing supports will be coaching and professional learning communities.

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.

All teachers and administrators will share experiences through PLC's and faculty meetings on the application, effectiveness, and results of new skills and strategies learned through professional development. They will discuss what worked well and what did not. District, school, CKEC, and teacher leaders will observe educators' new practices and offer feedback. Student work samples, grade level common assessments, MAP and KPREP assessments, and running record data will be also be used as a means to evaluate effectiveness.

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.

Teachers will utilize IXL and the PD provided the company to help students demonstrate proficiency in mathematics.

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

Intended outcomes are that teachers will have the knowledge needed to help students progress and reach mastery in all academic areas.

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 will be demonstration of proficiency/mastery on all classroom assessments as well as CASE21 and MAP.

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

Intermediate math teachers.

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

Those impacted would be students, teachers and principals.

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

Funding for IXL.

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

Coaching, professional learning communities and continuous follow up.

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.

Student work samples, data from all assessments, classroom observation, CASE21 and KPREP.

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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