



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

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## 2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district 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 district's mission?

Montgomery County Schools partnered with various stakeholders including a board member, district leadership, principals, teachers, students and parents during the 2021-2022 school year to develop new mission and vision statements for the district. The newly created statement is, "The mission of Montgomery County Schools is to ensure an equitable, student-centered education in a safe and accepting environment with high expectations for ALL students."

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2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

The top two priorities for Montgomery County Schools remain the same from the previous year as the district's focus is remaining constant and unwavering around these key needs. As a district, we are currently working on both priorities but are not ready to say that we have achieved them and are ready to move on to a different focus. The priorities are as follows: Priority One - Create an instructional blueprint focused on the essential elements for effective instruction and closing the achievement gaps that exist in our district with a specific focus on students with disabilities. Following the creation of the blueprint, administration and teachers will be trained in the essential elements and protocols for examining student assignments for grade-level appropriateness. Priority Two - Create a comprehensive, cohesive literacy plan for the district. Following the creation of the literacy plan, administration and teachers will be trained in effective literacy practices including reading/writing workshop, guided reading, and literacy strategies.

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

The top two priorities for professional development relate to the district goals because by creating a comprehensive instructional blueprint and literacy plan for the district allows for the entire district to have a focused vision of where we are going and what we are working towards. These two PD goals allow for the entire district to "speak" the same language and pool our resources for a common goal instead of pulling in individual directions. Montgomery County's goals for increasing proficiency levels in all areas will be increased and supported through the use of an instructional blueprint that defines what effective instruction looks like. This blueprint will then allow the district to train administrators and teachers in strategies that are aligned to our district blueprint. Specifically, the literacy plan will focus each building's literacy instruction by using a common framework for tiered instruction. The literacy plan, while still being a work in progress, has allowed the district to begin to focus on adjusting literacy instruction throughout the district to align with research and evidence based practices.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Montgomery County Schools will have a comprehensive instructional blueprint that serves as the foundation for effective instruction in our district. Every teacher in Montgomery County will be trained on the elements of the instructional blueprint. Each year, teachers new to our district will be trained on the blueprint during their "New Teachers Cadre." In addition, instructional strategies resulting from the blueprint and that are identified as priority needs from various sources of data including walkthroughs, common assessments, benchmark assessments, and state summative assessments. New learning will be identified each year and added as layers to enhancing our blueprint. Currently, the district is in the process of researching what are the essential elements of an instructional blueprint by engaging in two book studies - "Focus" and "Leading with Focus" by Mike Schmoker.

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

The intended results are first and foremost and increase in student achievement as evidenced in both formative and summative data points. In addition, walkthrough data will indicate that classrooms are increasing their effectiveness as identified in the district created instructional blueprint. Students will be exposed to grade appropriate assignments, high expectations, strong instruction, and deep engagement regularly in their school experience. Further, collective teacher efficacy will increase in the district based on the effectiveness of the instructional blueprint.

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.

The first indicator of success will be the instructional blueprint itself. The second indicator of success will be administrators and teachers being trained in the instructional blueprint. The third indicator of success will be when walkthrough data indicates that classrooms are increasing the frequency of the elements identified in the instructional blueprint. Finally, proficiency assessment data will increase.

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

The targeted audience for the professional development is district administration, school administration, and teachers.

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

Students, teachers, principals, and district leaders will all be impacted by this component of the professional development.

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

Resources that are needed to support the instructional blueprint are time and funding for district committee to study effective instructional practices through book/research studies. After the creation of the blueprint, time and resources will be devoted to supporting building principals in training their staffs in effective instruction.

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

Once the initial training on the instructional blueprint has occurred, ongoing supports will be provided in a variety of ways. First, through monthly district leadership cadres, building principals and curriculum coaches will engage in professional development to in-turn then be able to support their teachers. Next, building administration and curriculum coaches will work in professional learning communities to support their staff and provide on-going learning for them centered around the instructional blueprint.

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.

The professional development implementation will be monitored through a variety of data sources. First, principals will share implementation strategies in monthly leadership meetings. District leadership will participate in building walkthroughs and review school level data with building administration. Principals will review walkthrough data and will also facilitate PLCs where classroom level data and student work samples are analyzed. Principals will review data weekly. District leadership will review data monthly. Two formal data analysis days will be built into the district calendar - one in the fall and one in the spring.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Montgomery County Schools will have a comprehensive district literacy plan that addresses birth through post secondary. Classrooms throughout the district will reflect the essential elements identified in the literacy plan. Teachers at the elementary level will implement a reading/writing workshop model. All teachers in the district will implement effective literacy strategies. The long term goal is that every student in Montgomery County is reading and comprehending text on grade level (specifically, by the end of 3rd grade). Further, the plan will indicate how Tier 1, Tier 2, and Tier 3 instruction is being addressed at all levels. Currently, the literacy committee is focused on developing Tier 1 instruction at each level.

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

The intended results are that students who graduate from Montgomery County are reading, writing, and comprehending text on grade level meaning that we are producing literate students. In addition, teachers will know and understand the essential elements of effective literacy instruction (both Reading/English teacher and teachers of other content 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.

First, Montgomery County will have a literacy plan. Second, student achievement data will increase both formative and summative. Walkthrough data will indicate an increase in effective literacy practices being utilized in classrooms.

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

The targeted audience for the professional development is district leadership, building administration, curriculum coaches, and teachers.

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

Students, teachers, principals, curriculum coaches, district leaders and parents will all be impacted by this professional development.

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

Time, funding, materials, and staffing are all needed supports for an effective literacy plan. First, the district literacy team will undergo both book/research studies on effective literacy. In addition, they will meet in learning communities to learn and create a plan for effective literacy. Next, once the plan is created, building principals, curriculum coaches, and lead teachers will be trained in effective literacy strategies and will in-turn become the trainers for the teachers in their respective buildings. Funding will be needed to purchase book study books, provide stipends for after school work, and purchasing materials for effective literacy instruction. Staffing for literacy coaching is essential to on-going effectiveness and fidelity. Currently, at the elementary level, the literacy plan is centered around providing students a balanced/comprehensive approach to literacy including: interactive read aloud, shared reading, guided reading, phonics/word study, and writing. At the middle and high school level, the plan is focused on developing age/developmentally appropriate text sets and developing units around these sets.

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

The district literacy team will provide ongoing coaching for building principals and lead teachers. Teachers will be supported through monthly professional learning communities as well as classroom coaching. At the elementary level, we are partnering with a trainer to provide professional learning and coaching around Interactive Read Aloud. At the middle and high school level, we are partnering with the Kentucky Writing Project to develop text sets and provide professional learning in the area of argumentative writing.

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.

The professional development will be monitored for evidence of implementation through various sources of data including classroom walkthrough data, running records, benchmark assessment data, common assessments and summative assessment data. Building principals will monitor school level data weekly in professional learning communities. MAP assessments will be given three times a year. Running records will be given and analyzed at least three times a year.



Proficiency data will be monitored. In addition, two days will be built in the district calendar to allow for data analysis - one in the fall and one in the spring.

6. Optional Extension: If your district 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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