



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Districts

East Bernstadt Independent

Vicki Jones

East Bernstadt, null, 40729

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2020-21 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

1. What is the district's mission?

The mission of the East Bernstadt School District is to “Educate all students and build lifelong learners who are inspired to be their best while striving for success.” We take pride in communicating the importance of educating all students and empowering them with the necessary skills to be productive members of society who can contribute to a successful future. Our vision, “It’s about the future of kids!”, supports the school mission and focuses on educating the whole child and well-being of each student.

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 identified in the needs assessment are in the areas of math and assessments. Math needs to be a focus to help improve student's mastery of skills. The assessments will be a focus in order to improve the use of assessments to guide instruction and ensure students are given a variety of opportunities to demonstrate learning using multiple strategies.

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

These priorities will help improve the overall performance of students to help them reach proficiency and continue to grow. Math is a targeted area of performance in the elementary and middle school. Staff will be able to support instruction online with technology. This will help to close the achievement gap if teachers have a variety of teaching and assessment strategies to target individual needs.

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.

The teachers will be trained on the use of new instructional strategies to help students meet mastery of standards. Collaboration with support staff will help close the achievement gap in subgroups of students. Over time, the teachers can continue to revisit the training and continue to build upon the effectiveness of math lesson based on the outcomes with students.

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

The results should be an increase in the number of students scoring proficient in math on the KPREP as well as improved scores in the classroom and on MAP. Students should show growth over time as teachers implement the strategies schoolwide.

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.

Improved MAP scores, classroom grades, and mastery of standards for students will indicate successful completion. The PD sign in sheet will show the staff who participated in the training.

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

Principal, teachers and support staff

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

Principal, teachers, support staff and students.

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

Staff and time

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

Coaching, PLC, Walkthrough feedback, and follow up

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.

Lesson plans, walkthrough data, student work samples, and assessments. Principal and teachers will be responsible and reviewed each 9 weeks of school.

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.

Teachers will have professional development to help them create varied assessments that are aligned to the standards that measure student mastery of content and show growth in their knowledge. Teachers will work collaboratively to create common assessments. They will create assessments that are KRPEP like and include the use of technology. Teachers will meet throughout the year in PLC's to analyze student work and make adjustments in assessment to ensure they are rigorous. Teacher lesson plans should reflect a wide range of differentiated assessments.

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

Improved classroom practices on varied assessments and improved student scores.

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.

Higher number of student demonstrating mastery of skills as shown through MAP data and KPREP scores.

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

Teachers and support staff

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

Principal, teachers, support staff and students.

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

Staff and time

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

PLC's and follow up sessions.

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.

Grade level assessments, classroom observations, student scores. Teachers and principal will gather information each 9 weeks to measure progress toward goal.

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.

NA

Attachment Summary

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