



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

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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?

To prepare students for College and Career Readiness and to become contributing citizens.

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?

Priority #1: Increase proficiency in Reading and Mathematics: The district Reading proficient/distinguished percentage is 47% as compared to the state being 54.6%.

District math percentage is 46.3% as compared to the state at 48.6% Priority #2 - Eliminate the gap in academic achievement: Though the gap in proficiency has reduced, it still exist. For Elementary Reading as a district; we "All Students" score at 63.2% while African-American score 41.3% and Hispanic at 46.1%. For middle school; "All Students" score at 76.4% while African-American score at 51.3% and Hispanic at 54.1% Mathematics holds the same pattern where in elementary school for Reading; "All Students" score at 61.5% while African-American score 35.5% and Hispanic at 46.1%

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

Curriculum, instruction and assessment is the priority for professional development. In regards to curriculum, the schools collaborated to create curriculum maps for all content areas which contained standards, learning targets, pacing for implementation and resources. Instruction and assessment are designed to support the foundation of the curriculum maps and professional learning experiences will be developed. A specific focus on high yield, evidence based practices will be the priority for instructional professional learning.

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.

- Research and develop professional learning regarding high-yield, research-based instructional strategies.
- Design asynchronous, professional learning experiences which include teacher models of instruction regarding the strategies.
- Implement district wide created asynchronous professional learning experiences K-12
- Monitor implementation of high-yield, research based instructional strategies in all schools

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

- Grow educational pedagogy specifically in regards to high-yield, research based instructional strategies
- Increase use of high-yield, research based instructional strategies
- Increase percentage of students scoring proficient/distinguished

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.

- Created high-yield, research based, instructional strategies professional learning opportunities
- Staff completing high-yield, research based, instructional strategies professional learning opportunities
- Documented monitoring of said strategies

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

Teachers

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

School admin, staff and students

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

- books and articles which provide information and support regarding high-yield, research based strategies
- technology to create the professional learning opportunities

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

- Collaboration among coaches, admin and staff will work to develop models of high-yield, research based strategies professional learning opportunities (video models of the strategy in action)
- Monitoring and support for staff when they plan and implement the strategies

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.

- Staff completion of professional learning experiences will be recorded
- Documentation/examples of planned lessons using the strategies
- Admin and coaches will monitor implementation of strategies and provide feedback (i.e. a walkthrough)

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.

- Provide professional learning for all schools in regards to their MTSS plans this would include but not limited to: - Professional learning regarding best practice tier 1 learning strategies - Professional learning regarding appropriate tier 2 and 3 learning practices - Professional learning regarding appropriate assessment practices for MTSS

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

- Increase educational pedagogy regarding MTSS effective practices - Improve student achievement and eliminate the gap

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.

- All schools will have completed an MTSS plan - All schools will have provided appropriate professional learning for learning and assessment strategies

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

Admin and staff

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

Admin, staff and students

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

- Collaboration among coaches, admin and staff will work to develop effective models of MTSS. - Resources (technology, materials) to support best practices for MTSS - Funding for software to support MTSS (i.e. EasyCBM)

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

- MTSS support teams - monthly meetings - Tier support for schools (i.e. weekly/bi-weekly meetings with central office) - Professional learning

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.

- MTSS meeting minutes - School level assessment data

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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