



2021-22 Phase Three: Professional Development Plan for Schools_12222021_09:11

2021-22 Phase Three: Professional Development Plan for Schools

Bluegrass Middle School
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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?

Through collaborative partnerships, Bluegrass Middle School transforms youth into responsible citizens by providing academic, emotional, and social standards of excellence.

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?

There are two areas we feel are the school's top two priorities for professional development that support continuous improvement. The top two priorities are providing students with engaging lessons and asking higher-level questions in all content areas.

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

The identified top two priorities of professional development relate to the school goals because they have both been identified as priority needs within our school and are focus areas for the 2021-2022 school year.

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.

The specific objective for the professional development aligned would be to provide teachers with the training necessary to provide students with engaging lessons. Providing teachers with training in New Tech Network Project Based Learning Instructional practices, station teaching, and Kagan and Thoughtful Ed strategies will ensure teachers have the tools in order to provide students with engaging lessons.

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

The intended results would be that teachers would learn ways to provide more engaging lessons for students. They would be given tools, resources, and time to create lessons they could immediately implement.

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 indicators of success would be completed lessons teachers could implement immediately that they have created or revised and meet the expectations of an engaging lesson.

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.)

Teachers

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

Principal, Staff, NTN staff, NTN practice cards, Kagan and Thoughtful Ed resources, time, current lesson plans

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

We will continue to provide teachers with ongoing support through one-on-one instructional coaching, professional learning community discussions, and walkthrough observations to ensure the engaging lessons are being implemented with fidelity.

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 PD will be monitored via classroom observations, PLC discussions, and one-to-one coaching conversations. During PLCs, teachers bring copies of their lesson plans, student work, and student data analysis to share. We review that as a team and discuss the strengths and areas for growth. Those responsible include the teachers, assistant principals, and principals. PLCs meet every two weeks.

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.

The specific objectives for the professional development alignment would be to provide teachers with the training necessary to ask higher-level questions in all content areas. We would use assessment protocols to review our questions to

ensure we are asking higher-level questions both in our daily instruction and on our formative and summative assessments.

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

The intended results would be that teachers would learn ways to ask higher-level questions of students. They would be given tools, resources, and time to create lessons and assessments they could implement right away.

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.

The indicators of success would be completed lessons/assessments that teachers could use immediately in their rooms that they have created or revised and meet the expectations of higher-level questions.

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

Teachers

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

Teachers

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

Principal, staff, NTN Instructional Practiced cards, Thoughtful ed books, time, materials

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

We will continue to provide teachers with ongoing support through one-to-one coaching, professional learning community discussions, and walkthrough observations to ensure higher-order questions are being implemented with fidelity.

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 PD will be monitored via one-on-one coaching conversations, walkthrough observations, and PLC discussions. During PLCs, each teacher brings a copy of their lesson plans, student work, and student data analysis to share. We review that as a team and discuss the strengths and areas for growth. Those responsible include teachers, principal, and assistant principals. The PLC meetings take place every two weeks.

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)
 2021-2022 PD plan		.