



2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:44

2021-22 Phase Three: Professional Development Plan for Schools

East Hardin Middle School
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Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	8

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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?

The school's mission is we believe our school family will be self-sufficient, hard-working and compassionate towards others. We want to help mold excellent, hardworking motivated students.

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?

The two top priorities for professional development would be to increase the percentage of proficient/distinguished students in the areas of reading and math. East Hardin Middle School will increase the percentage reading proficient/distinguished to 75%. East Hardin Middle School will increase the percentage math proficient/distinguished to 58%.

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

The top two priorities of professional development relate to school goals by stating that East Hardin Middle School will increase the percentage of reading and math proficient/distinguished students. In the area of reading, the percentage is stated to increase to 75%. In the area of math, the percentage is stated to increase to 58%.

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.

For the goal of increasing the percentage of reading proficient/distinguished students, professional development was offered to assist faculty and staff. The specific objectives for the professional development is that it provide high levels of learning, high levels of instructional tools and strategies and high quality instructional units. The short term goal would be that teachers can begin devising instruction that promotes higher level thinking. The long term goal would be these higher level instructional units can be used for horizontal/vertical alignment within the school. Overall, this will provide students high level and rigorous instruction that will promote successful, critical thinking skills.

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

Overall, this will provide students high level and rigorous instruction that will promote successful, critical thinking skills. These skills will help them as they transition into post-secondary education and adulthood.

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 will be that East Hardin will see an increase in the percentage of proficient/distinguished students in the areas of reading. At the same time, East Hardin should see an overall increase in proficient /distinguished students across all content areas.

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

The targeted audience for the professional development is teachers and staff.

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

Students are impacted by this component of professional development.

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

Resources needed would be time for teachers to work together to develop rigorous units that are aligned with the professional development goal. In addition, teachers need the time to reflect and refine practices to ensure instructional practices are being successful in the classroom.

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

Ongoing support for teachers would be allotted time for them to work in their content areas/grade levels. This time can be utilized during professional learning communities (PLCs). Teachers meeting in their PLCs once a month and this would be the time they can reflect/refine on instructional practices.

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.

Data will be analyzed at monthly PLCs to ensure student learning. These data points will be submitted to the administration to review.

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.

For the goal of increasing the percentage of math proficient/distinguished students, professional development was offered to assist faculty and staff. The specific objectives for the professional development is that it provide high levels of learning, high levels of instructional tools and strategies and high quality instructional units. The short term goal would be that teachers can begin devising instruction that promotes higher level thinking. The long term goal would be these higher level instructional units can be used for horizontal/vertical alignment within the school. Overall, this will provide students high level and rigorous instruction that will promote successful, critical thinking skills.

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

Overall, this will provide students high level and rigorous instruction that will promote successful, critical thinking skills. These skills will increase the students' proficient/distinguished percentage in the area of math.

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 will be that East Hardin will see an increase in the percentage of proficient/distinguished students in the areas of math. At the same time, East Hardin should see an overall increase in proficient /distinguished students across all content areas.

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

The targeted audience for the professional development is teachers and staff.

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

Students are impacted by this component of professional development.

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

Resources needed would be time for teachers to work together to develop rigorous units that are aligned with the professional development goal. In addition, teachers

need the time to reflect and refine practices to ensure instructional practices are being successful in the classroom.

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

Ongoing support for teachers would be allotted time for them to work in their content areas/grade levels. This time can be utilized during professional learning communities (PLCs). Teachers meet in their PLCs once a month and this would be the time they can reflect/refine on instructional practices.


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.

Data will be analyzed at monthly PLCs to ensure student learning. These data points will be submitted to the administration to review.

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)
 PD Plan 21-22		.