



2021-22 Phase Three: Professional Development Plan for Schools_11262021_21:13

2021-22 Phase Three: Professional Development Plan for Schools

James T Alton Middle School
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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?

James T. Alton Middle School is a professional learning community that promotes success and life-long learning for all. Vision Statement: "Whatever it Takes" to help all students succeed! "Where Pride Promotes Performance." Belief Statements: These statements encompass the universal beliefs of James T. Alton Middle School as a student-centered facility embracing academic achievement and personal growth; Parents, community members, and visitors will be accepted and valued as unique contributors/ participant in the educational advancement and character

development of our students. Students will have a firsthand understanding of care and trust and will develop their feelings of self-worth through positive student-to-student and student-to-adult interactions. Families of students will have a variety of resources available to them and will be encouraged to maintain effective communication with teachers and staff. Faculty and staff will work together to preserve established traditions, focus on improvement areas, promote motivation and encouragement, provide professional leadership, and uphold credible values. Faculty and staff will remain committed to our vision and will reflectively review our Comprehensive School Improvement Plan (CSIP) to promote on-going progress and continuous improvement.

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. James T. Alton Middle School will increase the percentage of students scoring proficient/distinguished in reading from 46.4% to 52%. James T. Alton Middle School will increase the percentage of students scoring proficient/distinguished in math from 28.7% to 35%.

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

These two priorities directly effect students on or above grade level in reading and math. These two areas are intentional to the needs of students and teachers individually. The top two priorities of professional development relate to the school goals by stating that James T. Alton 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 52%. In the area of math, the percentage is state to increase to 35%. These priorities in will lead to gains in reading, math, and the overall proficiency of our school.

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, the short term goal would be for teachers and admin. to focus on name and need documentation as well as PD for teachers with students that are not meeting grade level expectations. This leads to intentional and individual teaching and learning. The long term goal would be to continue with our focus of the utilization of Thoughtful Ed strategies for more intentional and meaningful lessons. Other long term goals include utilizing PDs for pre- and post testing for teachers as well as continuing training for implementing iReady. These meaningful assessments will allow teachers to evaluate where the students' knowledge begins and how much growth is needed. Our staff will continue to receive training/PDs on the implementation of student centered stations in each content area for more high quality instruction, attend trainings with Discovery Ed to focus on Project Based Learning and emphasize Social Emotional Learning lessons that, when met, will aide in providing an overall increase of student achievement.

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

Outcomes include a decrease in percentages of novice scores among the area of reading. 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. Project Based Learning and Social Emotional learning will lead to deeper learning and lead to more students being college and career ready.

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.

Through PLCs and progress monitoring data, teachers and students will review the indicators of success that help in leading James T. Alton students to an increase in the percentage of proficient/distinguished students in the area of reading. At the same time, JTA should see an overall increase in proficient /distinguished students across all content areas. Examples of data include name and need progress monitoring, walk throughs, pre and post, assessments and work samples.

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. Teachers and administration increasing their teaching portfolio of skills and strategies. JTA parents and community members will also be 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. Discovery Ed kits, materials and training provided through the HCS DoDEA grant. Title 1 funding, PPA funding, and technology funding for additional chromebooks and/or chromebook carts to make sure JTA stays one-to-one with up-to-date technology.

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 their PLCs at least once a month and this would be the time they can reflect/refine on instructional practices. The Discovery Education team will continue training for Project Based Learning through coaching visits included in the DoDEA grant. Thoughtful Ed and Social Emotional supports from the district and school teams.

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.

Monthly PLC meetings with data checks, work samples, and review of iReady data. PLC leaders and administration responsible for collecting the data and samples. Frequent administration and teacher walkthroughs with feedback.

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, the short term goal would be for teachers and admin. to focus on name and need documentation as well as PD for teachers with students that are not meeting grade level expectations. This leads to intentional and individual teaching and learning. The long term goal would be to continue with our focus of the utilization of Thoughtful Ed strategies for more intentional and meaningful lessons. Other long term goals include utilizing PDs for pre- and post testing for teachers as well as continuing training for implementing iReady. These meaningful assessments will allow teachers to evaluate where the students' knowledge begins and how much growth is needed. Our staff will continue to receive training/PDs on the implementation of student centered stations in each content area for more high quality instruction, attend trainings with Discovery Ed to focus on Project Based Learning and emphasize Social Emotional Learning lessons that, when met, will aide in providing an overall increase of student achievement.

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

Outcomes include a decrease in percentages of novice scores among the area of math. 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. Project Based Learning and Social Emotional learning will lead to deeper learning and lead to more students being college and career ready.

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.

Through PLCs and progress monitoring data, teachers and students will review the indicators of success that help in leading James T. Alton students to an increase in the percentage of proficient/distinguished students in the area of math. At the same time, JTA should see an overall increase in proficient /distinguished students across all content areas. Examples of data include name and need progress monitoring, walk throughs, pre and post, assessments and work samples.

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. Teachers and administration increasing their teaching portfolio of skills and strategies. JTA parents and community members will also be impacted by this component of professional development.

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Monthly PLC meetings with data checks, work samples, and review of iReady data. PLC leaders and administration responsible for collecting the data and samples. Frequent administration and teacher walkthroughs with feedback.

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		.