



2021-22 Phase Three: Professional Development Plan for Schools_11232021_13:02

2021-22 Phase Three: Professional Development Plan for Schools

Meadow View Elementary 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?

The mission at Meadow View Elementary is to teach students to be positive, prepared, and productive members of our school and the larger society. The mission of the Hardin County School District, a progressive educational system with world-class standards focusing on learners of all ages, and which places a high value on cultural diversity and family, is to produce self-sufficient, sensitive, responsible citizens committed to a life of learning, service, and environmental stewardship, and who will excel in a dynamic, global society; this will be

accomplished by visionary leadership, the celebration of individual differences and talents, community partnerships, state-of-the-art technologies, and comprehensive programs responsive to individual needs.

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 top two priorities are increasing our proficiency for all students in both reading and math.

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

The top two priorities of professional development are to increase the number of students who are proficient in both reading and math. This relates to our school goals of increasing the percentage of students who are on grade level in both of these areas using our on-going school diagnostic as a progress monitoring tool.

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 first priority need is increasing the overall number of students reaching proficiency in the area of math. Our professional development on math differentiation was aligned with our CSIP goal 1: By 2025, students scoring proficient/distinguished in Reading will increase. The math PD focused on analyzing the curriculum that will allow teachers to get some ideas on paper in what direction they would like to head and be intentional in how content is delivered in a beneficial manner for our student's needs.

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

Instructional practices in math will be more uniform across all grade levels. Teachers will have the opportunity to be intentional with how content is delivered to make math instruction beneficial for all students.

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.

Indicators for success will be an increased percentage of students on grade level in math based on school diagnostic which is given to students three times each school year. The indicators of success will be an increased number of students scoring proficient and distinguished in the area of math. We will also be able to monitor success through a decline in the number of students receiving intervention through the Kentucky System of Intervention process. Data analysis of summative assessments will also provide an indication of success

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

The targeted audience for the professional development is all regular and special education teachers at Meadow View including teachers at all grade levels. Related arts teachers were also targeted, as they provide intervention to struggling students in the area of math

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

This component of professional development impacts students, teachers and school level administrators.

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

The resources needed to support the professional development are staff to lead the session. Instructional resource books will be needed to provide teachers with the strategies they will use in teaching math concepts.

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

Ongoing support will be provided through instructional coaching provided by master teachers and the administration. Professional learning community discussions with teachers will also provide ongoing support.

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.

Evidence of implementation will be gathered through walkthroughs, data analysis, grade-level assessments, and student work samples. Teachers will be responsible for gathering and analyzing data each month in PLCs. The administration will be responsible for regular walkthroughs to look for strategy implementation.

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 second priority need is increasing the number of students reaching proficiency in the area of reading. Our reading professional development was focused on increasing the percentage of students scoring proficient/distinguished in Reading will increase from 34.6% to 52.4% . By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 21.6% to 43%.

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

The intended results are to ingrain a culture of reading across all content areas that is pervasive throughout the school.

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.

Indicators of success will be an increase of students who are on-grade level in the area of reading. We will also be able to monitor success through a decline in the number of students receiving intervention through the MTSS process. Data analysis of summative assessments and diagnostics will also provide an indication of success.

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

The targeted audience for this professional development were all regular education, special education, and related arts teachers. Instructional Assistants, administrators, interventionists, and the school counselor were also included in the training.

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

This component of professional development impacts students, teachers, administrators, and all other staff

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

The resources needed to support this professional development are funding, materials, and time. The funding was necessary to purchase the books for the book study. Time is necessary for teachers to be allowed to discuss and plan how to use and implement the strategies learned from professional development.

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

Ongoing support will be provided through professional learning communities. It will also be provided through coaching from the district and school administration.


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.

Evidence of implementation will be gathered through walkthroughs, data analysis, grade-level assessments, and student work samples. Teachers will be responsible for gathering and analyzing data each month in PLCs. The administration will be responsible for regular walkthroughs to look for strategy implementation.

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)
 MVES Professional Development Plan		.