**1. What is the school's mission?**

To provide students with a creative and personalized framework to confidently achieve their highest potential.

**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 current data, we will focus on evidence-based strategies for engagement and developing and maintaining a system where teachers are examining and interpreting formative and summative data to determine priorities for individual student success. Our leadership team believes that focusing on these two areas will result in the greatest possible impact on the maximum number of students.

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

1. Evidence based strategies for engagement
	1. Designing instructional experiences to manage student behavior
2. Examining and interpreting assessment data
	1. Identifying essential standards (in PLCs)
	2. Aligning assessments to essential standards

We know implementing evidence based strategies for engagement and learning how to examine student data will result in higher achievement in all content areas across all grade levels.

**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 objective is for teachers to be exposed to and learn about evidence based strategies for engagement in all classes.

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

We hope that through this, teachers will utilize these strategies and plan for these on a daily basis in all classes. As a result, students will increase their engagement in the content and learning and develop an intrinsic motivation that can be applied in life.

**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.**

1. All teachers engage in professional development.

2. All teachers reflect on professional development and create a plan for implementation.

3. Teachers implement plan and reflect on what is working well and what needs improvement.

In addition, if this implementation plan is successful we believe that we will see a decrease in student behavior referrals.

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

Teachers of all content areas

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

Currently, all building level personnel, from principals to teachers, are involved with this work. Administrators work directly with teachers during ERD time and observation prebriefs and debriefs. Teachers also receive feedback on their work from the instructional team consistently.

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

Funding has yet to be determined, but will be needed to pay for potential outside service providers. We will potentially need funding to pay for stipends for ongoing work outside of the school day. The leadership team will be utilizing the Kentucky Framework for teaching during observation debriefs to tie evidence back to 3c: engaging students in learning. This does not include the time the administrators spend coming up with the plan.

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

All teachers will be involved in coaching cycles with the instructional coach and observation debriefs with principal/assistant principal.

**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.**

We monitor this PD through the use of instructional walk-throughs and observation data. Tiffany Hicks (Principal), Angie Young (Assistant Principal), and Nic Skaggs (Instructional Coach) lead the work.

**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.**

This year, our second priority will be directed towards developing and maintaining a system where teachers are examining and interpreting formative and summative data to determine priorities for individual student success. The instructional leadership team will participate in a book study throughout the year as well as attend a conference over the summer to ensure effective leadership for this objective.

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

We hope that through this, educators further solidify how to interpret data and use this data to drive instructional decisions. As a result, differentiated instruction will occur and students will achieve at higher levels.

**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.**

1. A weekly PLC schedule is created and established by the administration team.
2. All teachers utilize PLC time once a week.
3. Students receive intervention or enrichment based on student assessment (analyzed during PLCs).

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

Teachers of all content areas

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

Currently, all building level personnel, from principals to teachers, are involved with this work. Administrators work directly with teachers during PLC time. As a result of the work, students will achieve at higher levels.

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

There is minimal funding needed for this professional development. The instructional team will participate in a book study to ensure the beginning stages of implementation will be successful. The time required is approximately an hour per week. Conference attendance will be funded through grant sources.

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

All teachers will be involved in coaching cycles with the instructional coach and observation debriefs with principal/assistant principal. The PLCs themselves will act as a support for all teachers.

**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.**

We monitor this PD through the use of instructional walk-throughs and observation data. Tiffany Hicks (Principal), Angie Young (Assistant Principal), and Nic Skaggs (Instructional Coach) lead the work. In addition, student work and assessment data will be collected to analyze in PLC meetings.