



2021-22 Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

North Middletown Elementary 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?

North Middletown Elementary is the place for success. We believe that all students can learn and find success in the academics as well as other areas such as with the arts and sports. All students will work to their full potential and find success in learning now and in the future. It is our mission to help students excel and reach their full potential academically and to showcase their many talents within theater, art or sports. Academics are forefront in our mission as we know that all are students possess what is needed to grow as a learner. Teachers focus on growth

mindset with students and set goals for them to accomplish growth. Standards based learning is used and students are taught early on what it means to master a standard and how that helps you grow academically. Students track their standards mastery within grades four and five via report print-outs of standards lessons or through journals. When we celebrate academics--we make sure we always include growth celebrations. We provide opportunities for students to participate in programs such as Art; musical theatrical performances, youth sports and/or opportunities to speak and share before groups such as with Veteran's Day, 4-H speeches, DARE programs or parent engagement events. Our district mission and belief is (Educate; Empower and Equip). Every student has worth and should be challenged to achieve their full potential. All stakeholders are accountable for ensuring integrity, social responsibility, and work together with a common goal. Recruit and nurture high quality staff members to be role models for our students. All students should leave Bourbon County Schools ready for post-secondary or workforce. All students should leave Bourbon County Schools as respectful, contributing members of society. Develop love of learning by reaching the academic and social needs of ALL 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?

Our math scores for the KY Summative Assessment in 2021 reflects that 17% of our students in grades three, four and five are proficient. Our reading scores are at 23.3% being proficient. We are currently receiving professional development in the area of math to compliment our new math series (REVEAL Math). Our district also provides monthly professional development in the areas of reading and math. Teachers meet vertically and horizontally from all grade levels throughout the district. Strategies are discussed and assessment data is analyzed to note areas needing more intense instruction or reteaching. Our teachers also receive professional development in reading through our KYCL grant. All but four of our staff have been through the KY Reading Project and have learned various strategies to meet student reading needs.

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

Professional develop through the KYCL grant (Ky Reading Project) is continuous over five years. Each year teachers receive training prior to school beginning and throughout the year. Resources are funded through the grant as well to help teachers improve reading. Our district also sends in Lisa King (literacy coop) to observe staff and provide feedback. Our 30-60-90 includes literacy and progress monitors throughout the year. We've also added Literacy Footprints which we will receive training in soon. Math includes ongoing training for our new series REVEAL math. Teachers have received face to face and online pd during PLC time. We also have a math coach that works with our teachers and assists them in finding resources and strategies to aide students in learning. We've also purchased IXL math to help students work on standards practice. Teachers discuss and are trained in PLC to use and analyze data.

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.

Goal 1 (State your proficiency goal.): By the year 2024, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Reading from 23% to 45% and in Math from 17% to 38%, as required by state academic assessment data. Objective 1 By May of 2022, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Reading from 23.3% to 28%.

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

Our school has a 30-60-90 that we use to monitor reading and math throughout the year. This includes our plans for professional development, online programs, assessments and more. We believe that through ongoing instruction and daily practice in reading our students will grow. We provide opportunities for reading throughout the day in all curriculum areas. We also believe that student assessments must be analyzed and that our struggling students need intervention. The intervention is more than reteaching. Our district uses MAP as our common screener. We give the assessment three times per year and set goals for our students to grow. With continued practice of reading skills and continued exposure to leveled passages, teachers can track student growth in reading over time. We use Fontas and Pinnell assessments to track growth in reading. Teachers develop reading groups around the levels for fluency and comprehension. Reading standards such as story elements, cause effect, problem solution, main idea and so on are dealt with through whole group instruction. Our district has learning checks that students take throughout the year. That data is analyzed and discussed in PLC

as well. Our district also has literacy PD after school once a month. During this meeting, they will choose an area of focus that teachers have asked with help on. This training is set up vertically with teachers throughout the district elementary schools attending.

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 indicator of success will be increases or gains on assessment data. This includes local and state assessments such as (Local MAP; District learning checks; Keymath assessments; Fontas and Pinnell Assessments; Great Leap Assessments and teacher made assessments). State assessment pertains to our Ky Summative Assessment at the end of each year. In reading indicators of success will also be that our students are more fluent and have comprehension skills. They will also understand vocabulary and common terms that reference literacy standards. Our older students will have an understanding of what a standard is asking them to know and will be able to track standards mastery. Our students will have number sense and be more fluent with their math facts. They will have an understanding of how to do addition, subtraction, multiplication and division to solve complex word problems by fourth and fifth grade.

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

The targeted audience for professional development includes all classroom teachers; resource teacher and our librarian for language arts. Reading Specialist such as the Reading Recovery Teacher also receives ongoing professional development. Paraprofessionals will receive training for their areas of teaching as well. Any interventionist that assists with language arts will also have training and resources provided to them.

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

All classroom teachers are impacted by the professional development. Many of our district professional developments may be catered to specific grade levels or content area. The district learning check data is analyzed and school leaders review how their school is doing compared to others. Our district believes that staff can share successes and learn from others. Teachers are involved in choosing professional development for areas they would like to see improvement on. The district also helps in selecting areas to grow in and chooses professional

development as a whole such as with the use of KAGAN strategies and REVEAL math training.

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

Staff is the most important thing we need. Without staff students could not receive instruction. We also need technology in these growing times. COVID has really put into perspective how important technology is. Our district has been blessed with funding to make sure we have technology (chromebooks) for all students. Online practice programs; online books; assessment tools and much more are very important in helping our students succeed.

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

Our school has profession learning communities each week. During these PLC times we analyze data and create plans of action for helping students better understand misconceptions. Often we reteach to help the students master their standards. Through our literacy grant we do have a state coach (Lisa King) assist our teachers. We are a Title 1 school and use all our funding to make sure that we have staff first and resources second. Without state and district support our student needs cannot be met.

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.

Our school creates a CSIP, along with our teachers input and our SBDM parent members. Once our CSIP goals are in place, we create our 30-60-90 plan. This plan is overseen by our district staff and revisited throughout the year. The principal along with the leadership team monitor the document to create next steps as needed for continued improvement. The principal monitors with weekly walkthroughs and PLC discussions.

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.

Goal 1 (State your proficiency goal.): By the year 2024, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Reading from 23% to 45% and in Math from 17% to 38%, as required by state academic assessment data. Objective 2 By May of 2022, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Math from 17% to 23%, as required by state academic assessment data.

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

We believe that through ongoing instruction and daily practice in math our students will grow. Our students need continued practice on math fluency. We also believe that student assessments must be analyzed and that our struggling students need intervention. The intervention is more than reteaching. Math uses MAP as the screener as well and is given three times per year. Math also involves taking Learning checks set up by the district. Teachers have much input on the learning check development. The learning check data is analyzed and teachers discuss what is working and what standards need retaught. Our district also has professional development once a month for math where teachers across the district meet and discuss math strategies.

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 indicator of success will be increases or gains on assessment data. This includes local and state assessments such as (Local MAP; District learning checks; Keymath assessments; Great Leap Assessments and teacher made assessments). State assessment pertains to our Ky Summative Assessment at the end of each year. Our older students will have an understanding of what a standard is asking them to know and will be able to track their progress on standards. IXL will be used to practice standards and Infinite Campus printouts will show grades as whether a standard has been met or not. Teachers will communicate to parents regarding standards mastery. Our students will have number sense and be more fluent with their math facts. They will have an understanding of how to do addition, subtraction, multiplication and division to solve complex word problems by fourth and fifth grade. Students will make progress on intervention data as well so we can see what our next steps might be for them.

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

Math professional development is provided to all classroom teachers, special education teacher and interventionist.

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

All classroom teachers are impacted by the professional development. Many of our district professional developments may be catered to specific grade levels or content area. The district learning check data is analyzed and school leaders review how their school is doing compared to others. Our district believes that staff can share successes and learn from others. Teachers are involved in choosing professional development for areas they would like to see improvement on. The district also helps in selecting areas to grow in and chooses professional development as a whole such as with the use of KAGAN strategies and REVEAL math training.

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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.

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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)
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