



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Districts

Breathitt County
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2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district 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

1. What is the district's mission?

VISION Graduates Prepared for College, Career, and Community MISSION Breathitt County Schools will accomplish this vision by: Putting students FIRST in ALL decision making, Setting high expectations for student achievement, Advocating for every child, Promoting growth for students and staff, Actively engaging community stakeholders, and Promoting positive school/community culture. OUR CORE BELIEFS ALL children can learn. Teachers do make a difference. Effective principals lead teaching and learning at their schools. All school and district staff contribute to student success. High expectations are essential to student achievement. Two-way communication and positive partnerships lead to student success. OUR DISTRICT COMMITMENTS To support this vision and mission, Breathitt County Schools will ensure that all students have access to: A guaranteed, viable curriculum that incorporates deep engagement and grade-appropriate assignments Well-equipped,

safe facilities that promote student learning Highly effective faculty and staff that deliver strong instruction Services that support the whole child

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Vision and Mission

2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

Priority for professional development 1 --Differentiation (to include G/T PD) Priority for professional development 2 -- Supporting Struggling Learners

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CDIP Phase III PD Planning Agenda and Sign In Sheet

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

The district has identified two Key Core Work Processes as the focus of the CDIP: KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment The top priorities for professional development relate to these district goals in that each will have an impact on proficiency, growth, separate academic indicator, and graduation rate goals. Both differentiation and the support of struggling learners will require the effective use of data as well as the establishment of a learning culture and environment across the district.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Establishing a district wide definition for differentiation. Provide professional learning around using student data to determine means of differentiation based on student needs.

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Priority for Professional Development 1

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

We want all teachers to have a working understanding of differentiation and use that principle to meet the needs of 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.

Walkthrough data will reflect the incorporation of differentiated instruction. Growth will be seen in student data from all students including G/T.

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

Classroom teachers and instructional assistants

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

All stakeholders will be impacted. Students will be the greatest benefactors of the professional learning of the teachers.

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

Facilitator Funding Time Materials Teacher Leaders

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

PLC's-strategies implemented in each content area with data presentations
Coaching from principals, literacy team, curriculum department

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.

student work samples, grade-level assessments, classroom observations

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Provide teachers with resources, strategies, and support to help struggling learners when we return to “normal school”. Expecting a lot of tier 2 and tier 3 students.

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Priority for Professional Development 2

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

Stop the “summer slide” Move the tier 2 and tier 3 students back to tier 1 and have all tier 1 students on grade level.

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.

Review, Analyze, Interpret, and use data as an indicator to student success.

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

Teachers, Instructional Aides, Gear Up (and other) tutors

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

All students, teachers, principals, district leaders

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

Teacher leaders, Technology, Book Studies, Planning Period, Individual Book Studies

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

Peer Walks, Gallery Walks, Curriculum Team






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.

E-Walks, Self-Reflections, Plus Deltas, Data Monitoring

6. Optional Extension: If your district 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.

Please see the attachment.

Attachment Summary

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 Vision and Mission		• 1