



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

Breathitt County
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Table of Contents

2021-22 Phase Three: Professional Development Plan for Districts	3
Attachment Summary	11

2021-22 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

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 district's mission?

BREATHITT COUNTY SCHOOLS 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

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 -- Strategies to Address Learning Loss

Priority for professional development 2 -- Instructional Planning

ATTACHMENTS

Attachment Name



Meeting Agenda



Planning Meeting Collaboration Jamboard

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

Both of these priorities related directly to the proficiency and separate academic indicator goals for the district: Proficiency: Increase proficiency in reading in elementary to 63.3, in middle school to 67.3, and in high school to 55.0 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in math in elementary to 56.4, in middle school to 51.9, and in high school to 45.2 by 2024-2025 as measured by state-required academic assessments. SAI: Increase proficiency in science in the elementary to 45.2, in the middle school to 33.8, and in the high school to 39.3 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in writing in the elementary to 60.38, in the middle school to 60.0, and in the high school to 69.6 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in social studies in

the elementary to 71.6 and in the middle school to 60.9 by 2024-2025 as measured by state-required academic assessments.

ATTACHMENTS

Attachment Name

 Meeting Agenda

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.

Short Term: Establishing a district wide expectation around differentiation of instruction and varied instructional strategies
Long Term: Provide professional learning for teachers focused on: Differentiation of instruction
Scaffolding
Formative assessment
Intervention Strategies
Goal Setting
Active Engagement

ATTACHMENTS

Attachment Name

 Meeting Agenda

 Priority for Professional Development 1 Planning document

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

Closing the gap of learning loss
Decrease in SPED referrals
Educators feel more successful

ATTACHMENTS

Attachment Name

 Meeting Agenda

 Priority for Professional Development 1 Planning document

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.

Increase proficiency
Decrease in numbers of students in Tier 2 & 3

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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

Teachers Support Staff Administrators

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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

Students Teachers Principals District Leaders

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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

Funding Time/Collaboration Staff

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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

District and School PLCs Feedback and Support Visits

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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.

Progress Monitoring Data Guided Planning Process PLC Data Presentations--Weekly
Ewalk Data--Daily MTSS Data-Monthly ELEOT-3x per year

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 1 Planning document

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.

Short Term: Establishing a district wide expectation around backwards design, learning intentions, success criteria Long Term: Provide professional learning for teachers focused on: classroom management, active engagement strategies, inquiry learning, success criteria, learning intentions (teacher clarity).

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Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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

Teachers are provided with instructions strategies that focus on the priority need

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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.

District feedback visits; PLCs, eWalks; ELEOT, Increase Proficiency

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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

Administrators, Teachers

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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

Administrators, Teachers, Students

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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

Funding for facilitators; time; support for new teachers and their mentors; training materials

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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

PLCs; Mentor/Mentee Program; Feedback; Coaching; Follow-up feedback on long term goals.

ATTACHMENTS

Attachment Name



Meeting Agenda



Priority for Professional Development 2 Planning Document

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.

District feedback visits -- District CIA Team; monthly PLCs -- Principals; weekly eWalk -- School & District Admin; daily ELEOT -- School & District Admin; 3x a year

ATTACHMENTS

Attachment Name



Meeting Agenda







Priority for Professional Development 2 Planning Document

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Meeting Agenda		<ul style="list-style-type: none"> • 2 • 3 • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 4h • 5a • 5b • 5c • 5d • 5e • 5f • 5g • 5h
 Planning Meeting Collaboration Jamboard		<ul style="list-style-type: none"> • 2
 Priority for Professional Development 1 Planning document		<ul style="list-style-type: none"> • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 4h
 Priority for Professional Development 2 Planning Document		<ul style="list-style-type: none"> • 5a • 5b • 5c • 5d • 5e • 5f • 5g • 5h