



2020-21 Bath Co Distirct Phase Three: Professional Development
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2020-21 Phase Three: Professional Development Plan for Districts

Bath County Schools
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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?

The Mission of the Bath County School District is to provide a safe, nurturing environment where future leaders are inspired and prepared to exceed in and ever-changing global community.

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?

In Elementary 42.6% of our non-duplicated gap students scored below proficiency in Reading and 42.1 of our non-duplicated gap Middle School students scored below proficiency in Reading on the state assessment. In Elementary 51% of our non-duplicated gap students scored below proficiency in Math on the state assessment. In Middle School, 61% of our non-duplicated gap students scored below proficiency in Math on the state assessment. Bath County Schools will decrease the number of novice students across the district by 10% during the 20-21 assessment calendar year. Bath County Schools will increase transition readiness across the district by increasing proficiency by 10% during the 20-21 assessment calendar year.

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

The top two priorities for Professional development directly align the District goals. Our Professional Development will be focused on the school level achievement gap and transition readiness.

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.

Decrease the number of novice students by 10% during the 20-21 assessment calendar year for students identified in the gap group. Provide targeted professional development to personnel based on school level identified needs.

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

Utilize a clearly defined RTI process with documentation tools, intervention strategies, and progress monitoring checks. Ensure PLC meetings identify instructional gaps and plan strategically to address gaps. Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that all assessments produce accurate evidence. Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match). Ensure ongoing professional development in the areas of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery

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.

Clearly defined and implemented RTI plan. Productive PLC meetings that focus on instruction and achievement gap goals. Aligned formative and summative assessments. Quality assessments. Implementation of best practices and high yield instructional strategies.

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

Classroom Teachers and School Administrators.

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

Students, Teachers and school level Administrators.

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

District and School trainings, purchasing progress monitoring tools such as Lexia and Moby Max. Protected planing time and after school trainings. Technology to allow teachers to deliver content both in-person and remotely.

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

District and School level coaching, protected PLC's, Classroom obsrevations, review of aligned assessments and instructional frameworks.

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.

RTI committee review from the district and at the school level, targeted classroom observations by district and school level administrators.

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.

Increase transition readiness at all levels. Reduce the percentage of novice in the overall averaged combined reading and math scores by 10% at all levels during the

20-21 assessment calendar year. Increase School readiness for state funded preschool by 10% for the 2020 school year.

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

Ensure that all assessments produce accurate evidence. Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match). Ensure ongoing professional development in the areas of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery

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.

Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match). Pretest readiness skills for all 4-year-old students. Develop an Individual Learning Plan for every 4-year-old to address areas of strengths and weaknesses.

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

Students, Teachers and school level Administrators.

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

Students, Teachers and school level Administrators.

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

District and School trainings, purchasing progress monitoring tools. Protected planing time and after school trainings. Technology to allow teachers to deliver content both in-person and remotely.

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

District and School level coaching, protected PLC's, Classroom observations, review of aligned assessments and instructional frameworks.

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.

Targeted classroom observations by district and school level administrators both formal and informal. Review of classroom data/running records and standards mastery checks.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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