



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

Taylor County
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Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Districts</u>	3
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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?

District Mission: At Taylor County Schools, we set high expectations and work together to help all students succeed.

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?

Top two priorities in the Taylor County School District for the next two years: 1) **LEARNING GAPS**: Addressing the learning gaps at all levels with a focus on reading and math through multi-tiered systems of support. Instruction and intervention practices. 2) **STUDENT ENGAGEMENT**: Implementing engaging, high-yield instructional strategies and structures to actively engage all students in learning.

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

Both of these priorities are directly addressed in the district goals and activities set for upcoming year. Systems of support is one of our main Key Core Work Processes and each school has the focus on addressing learning gaps.

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.

Learning Gaps (Priority 1): Objective 1: Evaluate the current systems of support that are currently in place (including Tier 1 RTI supports in the classrooms, pull out intervention supports, behavioral and social-emotional system of supports). Objective 2: Assess the individual needs of classroom and interventions teachers in providing in providing Equitable, responsive and evidence-based instructional practices, intervention programs and strategies identified at each tier, matched to student need and delivered in an environment where students feel safe, supported and welcome. Tier 1: All students receive high quality universal instruction aligned with grade-level standards, school-wide behavioral expectations and core social-emotional competencies. Teachers use differentiation and scaffolding to ensure all students benefit from core instruction. Tier 2 and 3: MTSS teams identify academic interventions and/or targeted behavioral and social-emotional supports that have demonstrated positive effects for desired outcomes and are aligned with student needs. Interventions and supports are delivered with fidelity with an appropriate duration and at a frequency to ensure students have increased opportunities for practice and corrective feedback.

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

The intended results for our focus on Learning Gaps would be students making progress toward achievement goals. Our teachers will be using scaffolded supports and small group instruction to target areas where students have not met mastery. Teachers not only have the resources they need but indicate that they have received the training they need to implement these resources and learning plans appropriately and effectively.

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.

More students are meeting their proficiency goals, tier 1 supports are being provided effectively in the classroom, fewer students are being identified for Tier 2 and 3 supports, and more students are exiting out of Tier 2 and 3 supports.

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

All teachers will be trained on providing Tier 1 RTI supports in the regular classroom. Intervention teachers will be provided training on researched-based intervention supports in reading and math.

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

All school level administrators, teachers, and support staff will be impacted. Students will be impacted as they will be on the receiving end of the strategies implemented by teachers and staff in the classrooms.

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

Resources needed: funding to send small teams to training at GRREC, stipends for in district teachers who are leading training.

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

Ongoing supports will be provided through coaching and professional learning communities. Teachers will provide frequent input on what supports and resources they need in order to meet the professional learning objectives.

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.

Professional learning communities will guide the continuous improvement efforts of our district. In PLCs teachers and administrators will gather data through formative assessments and common unit assessments to determine the effectiveness of instructional strategies and make adjustments as needed. School and district administrators and instructional coaches will work closely with PLC teams and will gather observational data through walkthroughs and 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.

Priority Need #2: (STUDENT ENGAGEMENT) Implementing engaging, high-yield instructional strategies and structures to actively engage all students in learning. Objective 1: Professional learning opportunities in using high yield instructional strategies to promote student engagement will be provided at all grade levels. Teachers will be provided the training and the coaching supports that they need to implement these strategies in the classrooms. Objective 2: Cooperative learning structures will be used at all grade levels to increase the number of students engaged during instruction and practice.

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

The intended results will be more students engaged in instruction, large and small group discussions, and practice. This in turn will increase the number of students reaching mastery of standards.

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.

Teachers will have a strong base of evidence-based instructional strategies that they feel comfortable implementing in their classrooms. Students are showing gains in mastery of standards.

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

The target audience for this focus will be all classroom teachers as well as school and district level instructional leaders.

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

This will impact stakeholders throughout the district with our focus on the students. District leaders, principals, and teachers will collaborate on a systems approach to address these learning gaps. In order for our students to make progress, teachers have to have all the resources and support that they need and teachers also have to have input in the process. Principals and district leaders have to work together in order to be on the same page to provide the teachers and staff the resources, support, training, and structure they need to help the students. We will also need to make sure to include parents/families in this process. Parents need to have a clear understanding of their students' needs as well as what schools are doing (and why) to address learning needs. We also want to support our parents to support learning at home - especially for our youngest students.

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

Funding will be needed to train teachers and coaches in instructional strategies (cooperative learning).

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

Ongoing supports will be provided through coaching and professional learning communities. Teachers will provide frequent input on what supports and resources they need in order to meet the professional learning objectives.

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.

Professional learning communities will guide the continuous improvement efforts of our district. In PLCs teachers and administrators will gather data through formative assessments and common unit assessments to determine the effectiveness of instructional strategies and make adjustments as needed. School and district administrators and instructional coaches will work closely with PLC

teams and will gather observational data through walkthroughs and classroom observations.

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

Taylor County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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