



2021-22 Phase Three: Professional Development Plan for  
Schools\_11112021\_10:38

2021-22 Phase Three: Professional Development Plan for Schools

**North Pointe Elementary School**

**Kelly Smith**

875 North Bend Rd  
Hebron, Kentucky, 41048  
United States of America

---

## Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	8

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

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?

Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve his or her highest potential as a learner and citizen. The mission of the professional learning program for Boone County Schools is create a system of sustainable, aligned district professional learning opportunities in order to allow all educators to be actively

engaged and involved in their personalized professional learning so that we are equipped as a system to meet the educational 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?

(1) RTI 2.0: School teams will work in weekly PLC meetings in order to address the 4 DuFour Questions of: 1. What do students need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do when they have learned it? (2) School teams will align and implement schoolwide Tier 1 phonics instruction. (See Attached)

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

The development and refinement of RTI 2.0 processes relate to school goals because it directly ties to all instructional areas and lends itself to the implementation of systemic remediation, in Tier 2 and Tier 3, supporting a targeted interventions system, thus reducing the achievement gap. Implementing a school wide phonics scope and sequence plan will help ensure that all students are reading on grade level, which will affect achievement in all subject areas.

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.

(See Attached)

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

The intended results would yield an increase in teacher efficacy, improve student achievement levels, and reduce novice or bottom quartile student performance. (See Attachment)

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.

(See Attached)

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

Teachers would be the targeted audience for the professional development.

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

Students would be the primary group impacted by these components.

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

The district's timeline for full implementation of RTI 2.0 incorporates a three year plan.

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

Professional learning communities, feedback through walkthroughs, and ongoing coaching will be offered as ongoing supports for professional development implementation.

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 development effectiveness will be evidenced through on-going assessment data including grade level common assessments, district CASE assessments, STAR assessments, and KPREP data. In addition, walkthrough observations will be utilized to monitor implementation.

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.

(See Attached)

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

The intended results would yield improved student achievement levels and reduce novice or bottom quartile student performance.

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.

(See Attached)

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

Teachers would be the targeted audience for the professional development.

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

Students would be the primary group impacted by these components.

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

All needed materials for our professional learning plans have already been purchased. We would need time for teachers to work together to develop an aligned scope and sequence and time for training of all teaching staff.

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

Professional learning communities, feedback through walkthroughs, and ongoing coaching will be offered as ongoing supports for professional development implementation.

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 development effectiveness will be evidenced through on-going assessment data including grade level common assessments, Fast Bridge data,

district CASE assessments, STAR assessments, and KPREP data. In addition, walkthrough observations will be utilized to monitor implementation.

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 North Pointe CSIP Plan 2021-22		.