



2021-22 Phase Three: Professional Development Plan for Schools White Hall

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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?

Madison Count Schools Vision-Madison County Schools, in partnership with the community, strives to equip educators and students with the skills to lead by example, develop and speak with a unique voice, and explore their academic curiosity to make a positive impact on our community and world. White Hall is in the process of creating a new Vision and Mission statement.

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?

The top two priorities from the PD Needs Survey are CONTENT-subject specific needs and PERSONAL PROFESSIONAL DEVELOPMENT-such as stress management, time management, etc.

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

Both of these top two priorities are related. Of course, subject and content specific learning helps with teacher's understanding of content standards and increases teacher practice. Personal professional development is correlated to a teacher's practice in the classroom as well.

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.

Teachers will spend time getting to know and fully understand content standards.

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

Teacher practice will improve.

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.

Evidence in PLC meetings, lesson plans, and class observations.

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

classroom teachers

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

all at the school level

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

We do not need any additional funding. Our district has many trained personnel, coaches and experts to help provide the training.

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

Coaching, PLC Meetings and Follow-Up from Questions

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.

It will be monitored thru the progress monitoring tool for the school improvement plan.

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.

Personal Professional Development-more info will be needed on the specific areas that will be addressed.

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

Educators will get the support they need in the area of personal development in order to be the best teacher in the classroom that they can be.

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.

These will have to be considered once the action plan is created.

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

all staff

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

All are impacted when people feel better about themselves and situations.

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

This will have to be determined once the clear objectives have been set and the goals written by the team.

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

Coaching, professional learning, PLC meetings, etc.

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.

Progress Monitoring thru the school improvement plan

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.

Additional priorities noted were technology, using data to drive instruction and class management

Attachment Summary

Attachment Name	Description	Associated Item(s)
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