



2021-22 Phase Three: Professional Development Plan for Schools_12062021_11:23

2021-22 Phase Three: Professional Development Plan for Schools

Barbourville City School
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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?

The mission of the Barbourville Independent School District is to promote academic excellence while fostering a love of learning and to empower all of our students to become contributing members of a global society.

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.) Decrease the Novice Rate in Reading, Math, and Science (All Levels: Elementary, Middle School, and High School) 2.) Increase the number of students performing at the Proficient/Distinguished level in Reading, Math, and Science (All Levels: Elementary, Middle School, and High School)

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

When the C.S.I.P./C.D.I.P. team evaluated data from the last several years, the determination was that Barbourville Independent still has a high number of students performing at the novice level in reading, science, and math across grade levels. When evaluating the data, the C.S.I.P./C.D.I.P. team determined the need to increase the number of students scoring Proficient/Distinguished in the categories of reading, science, and math across all grade levels.

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.

Short Term Goal: Students will show growth in reading, math, and science both inside and outside of the classroom throughout the 2021-2022 school year. Long Term Goal: Students will retain the valuable information learned throughout the year and continue to grow in reading, math, and science which will allow them to score above the novice rating in those three subjects.

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

Student Knowledge Base, Student outcomes (both in the classroom and on end-of-year testing), Classroom practices and procedures

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.

Performance of students within the classrooms, Universal Screener Results, Formative and Summative assessments, State Assessments

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

Elementary, Middle, and High School Staff

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

Students, Teachers, Principals, Curriculum Coach, District Leadership Team

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

Title I funding Title IV funding Title V funding Gear Up funding (possibly) Promise Neighborhood funding (possibly) Technology K.E.D.C. &/or S.E.S.C.

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

District Leadership Team Digital Learning Coaches Follow-ups during teacher meetings and PLCs Professional Learning Communities Curriculum Coach

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.

Observations by Principals Summative Assessment Data Universal Screener Data (iReady, C.E.R.T., etc.) Lesson Plans Pacing Guides Student Work Samples

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.

Short Term Goal: Students will show growth in reading, math, and science both inside and outside of the classroom throughout the 2021-2022 school year. Long Term Goal: Students will retain the valuable information learned throughout the year and continue to grow in reading, math, and science which will allow them to score above the novice rating in those three subjects.

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

Student Knowledge Base, Student outcomes (both in the classroom and on end-of-year testing), Classroom practices and procedures

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.

Performance of students within the classrooms, Universal Screener Results, Formative and Summative assessments, State Assessments

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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.

N/A

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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