



2022-23 Phase Four: MES Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

McKee Elementary School

1005 Highway 89 N
McKee, null, 40447

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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 staff at McKee Elementary believes that meaningful, child centered instruction produces unique, successful and compassionate citizens. Our mission statement is "Meeting goals through care and love, keeping promises, everyday by everyone.

MES holds each student to high expectation and accountability through data analysis, parent involvement and many different program offerings for students. Our mission is to provide each student with a top notch, individualized education through explicit instruction and tiered interventions.

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Articulated curriculum documents and standards deconstruction to allow teachers to delve into the standards to know exactly what students should be learning not only on their grade level but also grades above and below; differentiated instruction through blended learning to allow more student choice and cooperative learning to meet student needs

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

It relates directly to raising students achievement and lowering novice percentages by having teachers break down the standards and identifying key words, statements and learning objectives as well as implementing the blended learning model into their classrooms to allow for more differentiated instruction and cooperative learning.

ATTACHMENTS

Attachment Name



MES 2023 PD Plan

4a. For the first focus area, 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.

K-5 teachers will participate in creating an articulated curriculum document with new math, reading, social studies and science curriculums as well as deconstructing the standards and creating user friendly documents. This will allow all teachers to become more familiar with their content area and in turn strengthen their instruction.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Intended results include but are not limited to raising student achievement on all diagnostics and assessments. Strengthening our teacher's knowledge of standards

and curriculum should be a direct line to strengthening student learning and outcomes.

- 4c. How will professional development be monitored for evidence of implementation?
- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
 - ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
 - iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
 - i. classroom observations, grade level assessments, I-Ready diagnostic scores
 - ii. teachers, administrators
 - iii. data will be monitored at the end of each unit test as well as with each I-Ready diagnostic

4d. 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.

Please describe in detail.

All staff will have access to articulated curriculum documents and deconstructed standards with key words, phrases, I can statements, etc.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)
K-5 Certified staff members

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)
Chromebooks, SESC presenters, ongoing plan days to meet with district wide common level teachers

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing

supports should be connected to the specific professional development identified as the priority.

District and building leadership will continue to offer supports through PLC's and observations to ensure that articulated curriculum documents and deconstructed standards are being utilized in daily classroom instruction.

5a. For the second focus area, 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.

Train all teachers on the blended learning model which will empower teachers to utilize the model in their classrooms. Our hope is to continue to move from more whole group instruction to continued small group instruction with focus on mini lessons, cooperative learning, independent practice and student learning ownership.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Teachers will become more versed in the Blended learning model and continue to implement those strategies in their classrooms which will in turn drive student achievement in a positive way.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. classroom observations, grade level assessments, I-Ready data

ii. teachers, building administrators, district administrators

iii. after each I-Ready diagnostic

5d. 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.

Please describe in detail.

All teachers complete the Blended learning trainings and are observed to be implementing the learned strategies into their daily classrooms which will effect

data in a positive way. I-Ready will be looked at and compared amongst subjects and grades.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

K-5 Certified staff

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

chromebooks, Marsha Kish training materials, continued training through bi weekly PLC's


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Building level coaches will train the remaining staff and continue to offer support through monthly professional learning communities through the Blended Learning model

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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)
 MES 2023 PD Plan	MES 2023 PD Plan	• 3

Jackson County Public Schools PD Plan for 2023-2024

McKee Elementary Elementary PD Plan (24 hours required)

**Mandatory for All Teachers

*Approved for Specified Teachers

Date/Location	Name of Professional Learning	Presenter	Hours	Participants
June 7, 2023 / Elizabethtown	*Blended Learning	Marcia Kish	6	Lisa Edwards Brooke Coyle
July 24, 2023 McKee Elementary	**Blended Learning	Mandy Turner, Melissa Wade & Tim Truett	6	All Certified Staff
July 25, 2023 JCHS	**District Level Up PD	District Staff & SESC	6	All Certified Staff
TBA (2 Days in July 2023)	**Standards Deconstruction & Articulated Curriculum Documents	Elizabeth Norris & SESC	12	All Certified Staff
Required Training for RTA				
By December 15, 2023	IMSE Phonological Awareness (for a stipend)	Online IMSE	12.5	All K-3 Reading and SPED Teachers