



# 2021-22 Natcher Phase Three: Professional Development Plan for Schools\_09012021\_11:47

2021-22 Phase Three: Professional Development Plan for Schools

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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 Natcher Elementary is to provide a safe, caring environment for life long learners to succeed.

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.

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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?

Student Engagement - KCWP 2: Design and Deliver Instruction - Professional Development. "How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?" Modeling - KCWP 5: Design, Align, Deliver Support Processes - School Level Coaches "How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?"

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

Our goals are related to increasing the percentage of students scoring proficient / distinguished in reading and math for the economically disadvantaged student group. Our PD priorities will increase student engagement through Kagan and provide our teachers access to effective teaching models with the curriculum coach and curriculum coordinator.

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 use Kagan practices for team building, class building and day to day classroom instruction. We want to increase our Kagan usage from classroom visits from 14% application in September of 2021 to 50% in May of 2022. This will be monitored through daily classroom visits from the curriculum coach and coordinator. They will look for Kagan practices being implemented correctly and not just using the language. We have also created a Kagan team that will begin doing walkthroughs for implementation. The Kagan team will model, co-teach, and observe. This team will work over the next two years and will participate in a total of 5 additional Kagan trainings beyond what the classroom teachers will participate in.

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

Students will become more engaged to ensure students do not "hide" or not participate in class. We also hope that students will feel more comfortable speaking out and taking chances because of the team and class building. In turn, when students are more engaged, we hope to see their formative and summative

assessment results increase. It is also the hope that educators see that a more student-led approach to teaching is more beneficial for students than a teacher-led approach.

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.

Data is being taken from curriculum coordinator and curriculum coach upon each classroom visit. They will be monitoring for Kagan strategies as well as differentiation in the classroom. Yearly student data results will also be an indicator of growth through both STAR results and KCAS (formerly KPREP).

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

Teachers will receive this professional development in addition to the Kagan committee group which will be a more specified group of teachers.

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

Students, Teacher, and Principals will be impacted by the implementation of Kagan.

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

An allocation of time to conduct walk throughs and co-teaching opportunities will be critical to ensure that implementation is school-wide. While we do not anticipate every walk through visit to include Kagan, our goal is to increase to 50% by May 2022. Funding for the trainings themselves will be provided out of Title II. We also plan to do "booster sessions" of Kagan through faculty meetings and PLCs.

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

Coaching and co-teaching will occur from the Kagan committee. Principal support and encouragement is vital as we need to keep this initiative to the forefront of teachers minds. Follow up and monthly Kagan percentages will be shared with the teachers.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

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classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Formative assessment data is collected continuously and is reviewed by teachers on a daily basis to drive instruction. Summative assessments are completed at the end of modules and weekly tests. This data is discussed in PLCs with coaches and teachers. The Kagan data will specifically be shared once a month with classroom teachers. General observations are also being noted in the curriculum coach and coordinator's working document.

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.

Objectives include increasing teacher teaching capacity through co-teaching, observations, PLCs, and modeling. With a new curriculum through HMH, teachers are starting new with learning the curriculum. The coaches are working directly with each teacher to ensure fidelity to the program while meeting the needs of the students. The curriculum coach has modeled and co-taught in several classrooms. Both coaches have planned week-long units for reading, math, and science for a variety of grade levels. They go into the classroom when these are being taught and support teachers to ensure differentiation is occurring. Long-term goals include using the data from HMH to adapt instruction to meet the needs of students who are often several months behind due to the pandemic and distance learning.

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

The goal is to increase student academic results for both STAR and KCAS (formerly KPREP).

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.

We have two school wide goals to increase the number of students scoring at or above the 40th percentile from 38.5% in math to 68% and the number of students scoring at or above the 40th percentile from 29.4% in reading to 49.4%. In addition, the number of classroom observations showing differentiation will increase from 19% in October 2021 to 50% in May 2022.

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

The targeted audience for the professional development (ongoing through PLC and classroom collaboration) will target teachers to adapt their instruction.

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

Teachers and students will be impacted by this component.

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

Curriculum coach and curriculum coordinator will dedicate time each week to get into classrooms to make observations and/or co-teach. Teachers have been given 5 PLC days a year to work collaboratively with peers. Materials were purchased at the district level with ESSER funds.

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

Coteaching, coaching, and collaborative planning will be provided by curriculum coach and curriculum coordinators. Weekly PLCs will be used to evaluate data and plan for changes in instruction.

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.

Classroom observations will monitor differentiation (increase percentage from 19% to 50% differentiation). In addition, student work samples are being collected by administrative team as well as teachers to provide student and teacher feedback (weekly).

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)
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