



# HFMMMS 2021-22 Phase Three: Professional Development Plan

2021-22 Phase Three: Professional Development Plan for Schools

**Henry F. Moss Middle School**  
**Rita Daniels**  
2565 Russellville Road  
Bowling Green, Kentucky, 42101  
United States of America

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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?

Empowering students to lead, to learn, and to build relationships

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

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assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

KCWP 2: DESIGN AND INSTRUCTION: All schools and districts All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Teachers must implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best. KCWP 5: DESIGN, ALIGN, DELIVER SUPPORT PROCESSES: School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.

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

Designing and delivering instruction aligned to evidence based curriculum that is grade appropriate for all students with grade level assignments that engage students in learning is the key to all instruction. Being able to diagnose when students need supports to reach the grade appropriate standards is the basics to all teaching which is formative assessments in instruction that allow teachers to take students through each step of learning.

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.

Engage teachers in unpacking standards, developing appropriate grade level assessments to gauge learning, and intentional instructional processes are the objectives.

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

Students reading abilities will improve through intentional grade level lessons, assessments, and academic supports which will increase learning in all classes.

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.

Weekly checks in PLCs with learning targets for all students will be used to guide next steps in the curriculum with the focus on student learning, not material covered.

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

All core teachers, related arts, SPED, and ESL. (The entire staff)

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

Students, teachers, curriculum coordinators, coaches, administration both school and district.

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

Expertise in all core areas to guide the breakdown of standards/curriculum.

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

Teachers will participate in ongoing training - - instructional strategies, KAGAN, etc. -  
- during faculty meetings, team leader meetings, PLCs, etc.

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.

The professional development will monitored and evaluated during PLCs and faculty meetings. The data will then be used to drive future instruction and monitor progress.

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.

Providing appropriate and grade level scaffolds to assist in learning will guide all next steps for both teachers and ALL groups of students.

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

Scaffolded supports will allow students to do grade level work and will change learning results and mindsets for all students and teachers.

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.

Weekly checks in PLCs with learning targets for all students will be used to guide next steps in the curriculum with the focus on student learning. In addition, time will be used to ensure that standards, instruction, writing, reading instruction is all aligned in an effort to develop.

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

All teachers - - core, related arts, SPED, and EXE

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

Students, teachers, curriculum coordinators, coaches, and administration at the school and district levels

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

Kagan - Days 1 and 2 Training, Kagan coaches training

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

Teachers will participate in ongoing training - - instructional strategies, KAGAN, etc. -  
- during faculty meetings, team leader meetings, PLCs, 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.

The professional development will be monitored and evaluated during PLCs and faculty meetings. The data will then be used to drive future instruction and monitor progress.

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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