



2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

Edythe Jones Hayes Middle 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 Edythe J. Hayes Middle School is to engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens.

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 - Rigorous, grade-level instructional strategies for students with disabilities in reading. 2- Rigorous, grade-level instructional strategies for students with disabilities in math.

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

Goal 3 - Achievement Gap, Objective 1: The percentage of special education students scoring novice in reading on KPREP will decrease from 56.9% in 2021 to 53.9% in 2022 as measured by KPREP. Goal 3 - Achievement Gap, Objective 2: The percentage of special education students scoring novice in math on KPREP will decrease from 40.3% in 20121 to 37.3% in 2022 as measured by KPREP.

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.

We will focus our professional development on Clarity for Teaching and The Teacher Clarity Playbook. We will break down standards into learning intentions and success criteria to ensure grade level rigor and a focus on standards based instruction.

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

Teachers will deconstruct standards into learning intentions and success criteria to ensure students have access to grade level content

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.

Teachers will write learning intentions and success criteria aligned to the standards Teachers will design activities and formative assessments aligned to the standards Success will be measured on PDSA tool feedback and walkthrough data

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

-Teachers

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

-Students -Teachers

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

-Dedicated time at staff meetings -Funding -Resources for training

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

-Monthly trainings during faculty meetings -Follow ups during PLCs -Evidence in PDSA tools -Feedback on PDSA tools

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.

-PDSA documentation -Administrative walkthroughs

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.

Same as 4

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

Same as 4

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.

Same as 4

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

Same as 4

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

Same as 4

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

Same as 4

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

Same as 4




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.

Same as 5

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.

See attached PD plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 EJH PD Plan		•
 <u>Evidence of PDSA tools</u>	PDSA tools	•
 <u>Staff training documents</u>	Documentation of Teacher Clarity training	•