



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Marnel C. Moorman School
Donna Jones
501 Discovery Boulevard
Shelbyville, Kentucky, 40065
United States of America

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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

1. What is the school's mission?

The mission of Marnel C. Moorman is to promote a student-centered environment that empowers self-reliant learners who have competence and strength of character to thoughtfully contribute to a diverse and changing world.

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?

Priority 1: Implement effective co-teaching models in all core classrooms to impact all core academic areas
Priority 2: Increase craftsmanship and efficacy of teachers in virtual and concurrent teaching practices to improve reading and math instruction in K-8

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

Student data in reading and math has either regressed or stayed stagnant from 2019 to 2020, with few students showing little improvement from the beginning of the pandemic until now. When school was in person, our restrictions required us to do a lot more co-teaching than ever before and in order to make the gains we need to in reading and math for students, we must have effective co-teaching models and strategies in place. With our school being put on NTI intermittently from March 2019 until now, our teachers need professional learning in virtual and concurrent teaching practices so that they can better serve the needs of our students.

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.

Our objective for our first priority is for all teachers to engage in effective co-teaching strategies to increase student achievement. In order to reach this goal our short term changes would be that all teachers learn how to improve practice in co-teaching by learning about co-teaching models and strategies, observing effective co-teaching models, and practicing co-teaching with the opportunity to get specific feedback.

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

Our intended results are that teachers transfer these practices into the classroom and that student achievement in all core areas including reading and math improve.

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.

One indicator of success would be teacher implementation of co-teaching structures and strategies learned about through professional development. Another indicator would be teachers participating in feedback cycles around their co-teaching practices. The final indicator would be an increase in student DRA scores and MAP in reading and in math.

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

All core teachers K-8, ECE teachers, EL teachers, Related Arts Teachers

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

Teachers, students, admin staff

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

Time for staff to engage in professional learning around effective co-teaching practices, materials to lead professional learning on co-teaching, effective co-teaching models to observe, time for teachers to observe the models, time for teachers to implement in their classrooms.

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

Coaching with personalized learning coach, feedback from observations from principal and AP, support in PLCs around co-teaching

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.

Teacher observations and walk throughs by principal and AP, feedback cycles, student assessment data

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.

Our objective for our second priority is for all teachers to engage in effective virtual learning strategies to increase student achievement. In order to reach this goal, a short term change would be that all teachers learn how to improve practice by learning about virtual and concurrent teaching practices.

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

Our intended results are that teachers transfer these practices into their classroom instruction and that student achievement in all core areas including reading and math improve.

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.

Teacher implementation of virtual/concurrent teaching structures and strategies learned about. Increase in teacher efficacy and craftsmanship around virtual/concurrent teaching. An increase in student MAP and DRA scores in reading and in math.

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

All staff members

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

All students and staff members

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

Materials/books/articles to support virtual/concurrent teaching practices, technology for staff to use in order to teach remotely and concurrently, edtech tools and platforms to house and deliver material to students

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

Coaching with personalized learning coach, professional learning website from school and district with resources and support, concurrent teaching dashboard, teacher support in professional learning communities

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 (via TEAMS or ZOOM) or in person if concurrent, teacher feedback around efficacy in virtual and concurrent implementation

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.

No additional professional development priority

Attachment Summary

Attachment Name	Description	Associated Item(s)
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