



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

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## 2020-21 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

### 1. What is the school's mission?

Since 2014, Marion County School district's strategic plan has been guided by six big dreams: 1) learning begins at birth 2) universal preschool 3) Next Generation 4) Market-Connect-Communicate 5) 24-7 Technology 6) graduate all students success ready. Marion County Middle School's vision is "Learning and Growing for a better tomorrow because knights rise together." This vision incorporates a belief in embracing and realizing the six big dreams in order for us to lead all students to success. Our district focuses on not only students' dreams but also teachers' dreams. We believe that professional development should not only align with district initiatives but should also support the professional dreams of all teachers and help them grow to their fullest potential. We realize that by providing teachers with quality professional development, we are paving the way for them to make the greatest impact on student achievement.

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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?

According to the 2020 Impact Kentucky survey, 53% of our teachers said that our professional development opportunities were "somewhat valuable". One percent said our PD opportunities were "extremely valuable." Our critical areas for improvement include a goal of 80% proficiency in reading and math. In addition, our goal is that 80% of students identified in each individual gap group will reach proficiency in reading and math by 2024. We are seeing large gaps in learning due to the COVID-19 pandemic. Our professional growth areas of priority are informed by the Impact Survey, Needs Assessment, and our CSIP; therefore, professional development opportunities will be based on reading, math, closing achievement gaps, blended learning, virtual/distance learning, and personalized learning.

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

Our top two priorities directly relate to our school goals in that reading and math are clear areas of need and are included in our CSIP goals. We are providing professional development opportunities for teachers in reading including training for our Read 180 teachers. In addition, we are emphasizing with all teachers the importance of embedding reading instruction in all contents. We have offered a NEWSEla training to all staff members in order to help them incorporate reading instruction into their work. We also have multiple support programs in place for math, including Accelerated Math and Achieve 3000. We have provided supports/training for those materials as well. Because of the COVID pandemic, our math interventionist from last year has decided not to return. We are currently looking for a math interventionist to provide additional RTI supports for math teachers.

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 first objective is that all teachers are well-versed in the Kentucky Academic Standards and that they are teaching these with fidelity and to the intent of the standards. Our second objective is that all teachers have the proper access to the

most current resources and supports to help them in developing strong instructional practices. Our third objective is to ensure that teachers have the proper time and means to participate in relevant and meaningful professional developments that will support the integration of math and reading across all contents. We have provided multiple resources to help our teachers. We use the Read 180 program at our school. Our Read 180 teachers have had training on this program and have the most current resources for this. In addition, we have Accelerated Reader and Accelerated Math. Our instructional coach is providing supports to all teachers to educate them on these resources and how to most effectively use them.

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

The intended results are that we meet our long term goal: 80% proficiency in both reading and math by 2024. We also have an RTI team that is putting supports in place for those students who are struggling in these areas.

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.

By using a combination of walkthrough data, quarterly data meetings, PLC formative and summative assessment analysis, and RTI interventions and supports, we hope to see a steady gain in both reading and math over the next few years. Our indicators will be that 80% of our students will be reading and math at or above grade level and will demonstrate proficiency in both state and classroom assessments.

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

Our targeted audience are our Read 180 teachers, Reading Interventionist, Math teachers, and our RTI team. However, it's beneficial that all teachers have some professional development in how to effectively incorporate reading and math into their curriculum.

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

students, teachers, RTI team, interventionists.

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

## Title II funds, General Funds, time for PD development

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

Our instructional coach will continue to meet/follow up with the staff to ensure they are attending the professional developments needed. Ongoing PLCs will occur as well. In addition, staff will be provided both the time and resources to attend PD sessions that are most beneficial to their instructional practices.

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.

We will ask teachers who go to professional development sessions to facilitate a presentation to staff during a faculty meeting. We will also ask them to share resources/information with the staff as needed. In addition, we will continue to monitor student data during PLC meetings as a form of measurement on the effectiveness of PD sessions.

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 second priority is to close instructional gaps, specifically, 80% of students identified in each individual GAP subgroup will reach proficiency in reading and math. We are using multiple resources and supports for blended learning, distance learning, and personalized instruction in order to help teachers close achievement gaps. We know that the pandemic has created a new set of challenges with regards to achievement gaps, so our goal is provide professional development so that teachers are prepared to tackle these challenges in multiple facets of instruction. We are also providing additional programs to help close achievement gaps, including MobyMax, to assist teachers in this process.

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

Our intended results for the short term is that we see individuals in each GAP subgroup demonstrate some immediate growth in reading comprehension and math. However, we know that growth takes time, patience, and individualized

instruction. Over time, we are hoping this growth continues until we see that 80% of those students reach proficiency in reading and math. We want to see 100% teacher buy-in and willingness to individualize instructional strategies and collaborate effectively with ECE teachers to meet all students' needs.

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.

By using a combination of walkthrough data, quarterly data meetings, PLC formative and summative assessment analysis, and RTI interventions and supports, we hope to see a steady gain in both reading and math over the next few years. Our indicators will be that 80% of our students will be reading and math at or above grade level and will demonstrate proficiency in both state and classroom assessments.

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

All teachers are our target audience because they all need to be able to effectively incorporate reading and/or math strategies into their curriculum.

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

Students, teachers, administrators

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

Title I funding, General funds, continued online and paper resources (programs such as MobyMax, Accelerated Reader, Accelerated Math, Achieve 3000...)

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

coaching, PLCs, time and flexibility for teachers to attend PD sessions

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.

We will ask teachers who go to professional development sessions to facilitate a presentation to staff during a faculty meeting. We will also ask them to share resources/information with the staff as needed. In addition, we will continue to monitor student data during PLC meetings as a form of measurement on the effectiveness of PD sessions.

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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