



2020-21 Phase Three: Professional Development Plan for Districts_10212020_15:01

2020-21 Phase Three: Professional Development Plan for Districts

Lee County
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The purpose of this diagnostic is to support the district 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 district's mission?

Vision: Lee County Schools, creating a successful future one student at a time.

Mission Statement: The mission of the Lee County School District is to foster trust, growth, and accountability in partnership with students, staff, parents, and the community.

2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

* Develop systems that meet the Tier I educational needs of all students. Focused Content area PD - Unit/lesson review Instructional strategies that increase mastery and retention of material (long term memory) Walkthroughs to monitor Tier I * We will lead the next level of leaders in using data for actionable next steps. Formative assessment work Class profiles Templates to support teachers in reviewing benchmarks assessment data and determining next steps Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards.

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

1. Tier I educational needs - The first priority will help us focus on individual students needs which will support our proficiency and separate academic indicator goals. By strengthening our Tier I, we will ensure delivery of a curriculum that is based on the KAS, as well as, increasing our mastery rate in our core curriculum by identifying and addressing individual student needs. 2. Next level of leaders in using data for actionable steps - By developing administrators, as well as teacher leaders in our building to utilize data on a daily basis to drive instructional decisions, we will be identifying and addressing instructional gaps early in the learning process. This priority will help support our gap, as well as, our growth goal.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Objectives: Strengthen our Tier I instruction, as well as our Tier I instructional supports district wide Short term goals: We have developed a curriculum based on the KAS, however, we are at a point where we need to review our units, lessons and assessments. This review will focus on ensuring that there are no gaps and that each of these pieces mentioned above are rigorous and meet the intent of the standards. This review, along with necessary revisions are done with fidelity, will strengthen our Tier I instruction district wide. Long term goals: Develop a system that ensures that the review and revision of our Tier I instruction is on-going and occurs on a regular basis.

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

Outcomes: Students will have access to rigorous Tier I instruction based on the KAS. Students will also have the Tier I instructional support to help them reach mastery of the standards early in the learning process. This in turn has the potential to

increase our proficiency, decrease our novice, and decrease the number of students that need Tier II RTI. Beliefs: Educator's beliefs will shift to a "student by student:standard by standard" mentality as opposed to "the need to cover the standards." Educators will also increase their own self-efficacy in the realization that they can make a difference by strengthening their knowledge and skill around strong instructional practices that are reflective of strong Tier I instruction. Practices: Practices will include a continuous review and monitoring of our Tier I instruction. Teachers will take the lead in revising instructional practices that are rigorous, standards based and focused on students.

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.

* Peer review, as well as, self-assessment would be completed for units. Next steps for revisions would be identified. * Pacing guides would reflect any major changes in the timeline for teaching units. * Units (summative assessment, lessons and formative assessments) would be updated prior to being taught and completely updated by summer 2022. * There would be a system in place and in writing to review and review units on a regular basis.

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

Principals and teachers

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

* Principals are impacted through an increased knowledge base of best practices in the components of the units, as well as, the components of a strong Tier I instruction. * Teachers are impacted through the review, reflection and revision of their instructional practice. This will also impact the instruction that they deliver to students on a daily basis. * Students will be impacted by the change in instruction. An improved Tier I instructional system will increase students' achievement.

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

We will utilize many resources: - We have resources from our backwards design units and work with the Gates/Instructional Transformation Grant. - We plan to utilize resources on the KyStandards.org site for lesson review - We will vet

assessments with programs that we utilize for Benchmark assessment (for example CERT and Coach Digital)

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

* We will continue to coach principals and principals will continue to coach teachers Tier I implementation and improvement. * We will utilize professional learning communities to support professional learning around Tier I along with the unit review and revision process.

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.

* Walkthrough will not the implementation of Tier I instructional strategies (for example differentiation, small group instruction, and other strategies utilized to reach 80% mastery.) * Unit plans will evidence instructional strategies used. * Benchmark assessments will model rigorous assessments.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Objective: We will lead the next level of leaders in using data to drive actionable next steps Short Term Goals: Ensure unit plans include: Summative assessments(one per unit, could be used also as a pre assessment) and formative assessments (daily basis) Develop templates that will support teachers in interpreting results from unit and benchmark assessment and identifying areas of strengths, as well as, areas for improvement Utilize these assessments to determine next steps Long Term Goals: Systems will be in place that ensure that data based decision making is a routine part of our instructional program Teachers take the lead in analyzing data, determine next steps and gathering resources for and implementing next steps

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

Outcomes: Instructional gaps/concerns will be identified and addressed early in the learning process. Students mastery of content will increase and students needing Tier II interventions will decrease. Beliefs: By identifying issues and developing next

steps that show to be successful, teachers begin to increase their self-efficacy. The more they believe that they can make a difference, the more willing they are to try to find solutions. Practices: Data based decision making will become a routine part of our instructional program.

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.

* Templates are completed with next steps identified * Walkthroughs show follow through with the next steps identified * Walkthroughs show use of formative assessments daily to drive instruction and lesson adjustments * Teachers begin to lead data review, determine next steps and look for resources to support next steps * Teacher led PLC based upon what we want students to know, what evidence shows they know and next steps for those who need additional support or enrichment

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

Teachers, support staff and administrators

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

* Principals are impacted through the work that is going on in their schools to ensure continuous improvement * Teachers are impacted through the empowerment of self-efficacy. They can identify instructional issues/concerns/gaps and follow through in addressing those. Student achievement results will support that what they are doing is making a difference. * Students will be impacted as this is implemented. Once implemented, instruction will meet students where they are and provide individualized support in order to get them where they need to be.

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

We will utilize many resources: - We have resources from our assessment literacy work with the Instructional Transformation Grant. - We plan to utilize resources on the KyStandards.org site

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

Professional learning communities will be utilized to follow up with data analysis. Bi-weekly PLCs will be focused on data analysis and next steps through our Multi-Tiered System of Supports

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.

* Assessment pieces of the units will be monitored for completion through unit review. * Templates used for analyzing assessments will be evidence of teacher led data analysis * Walkthroughs will be evidence of implementation of identified next steps

6. Optional Extension: If your district 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

Lee County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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