



2021-22 Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

Elliott County Middle School
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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

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?

Elliott County Middle School's mission to prepare all of our students to be productive citizens in a diverse society.

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?

The two top priorities for professional development to support continuous improvement are to solidify our learning culture and school environment. The second priority will focus on design, align, and deliver support processes.

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

The two top priorities relate to our school goals by first addressing the school environment that is conducive to learning. A strong school culture will support students in reaching their academic goals.

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.

The first objective will be to ensure that all staff operates on the premise that all students are valued regardless of their academic, social, or emotional abilities. All teachers will adhere to the established rules and routines of the group norms created by a collaborative effort of all teachers in the middle school.

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

The intended results will focus on aligning educator beliefs that all students can be productive citizens.

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.

The indicators of success will be monitored through office referrals and reasons for office referrals for student behavior.

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

All Elliott County Middle school teachers are the targeted audience for the pd plan

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

The students will be impacted as well as the teachers and principal by building our strong culture and environment.

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

The resources needed to support the pd will be time for the staff to collaborate to develop our school wide norms, routines, and expectations.

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

The ongoing supports will be through follow up sessions during team meetings.

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 pd will be monitored for evidence of implementation based on student referrals to the office for behavior issues.

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.

The second priority will focus on design, align, and deliver support processes. The staff will implement the PBIS model for behavioral interventions as well as preventive measures.

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

The intended results will be evident in the protocols established for the middle school students and staff relating to the support processes. Student office referrals will decrease as teachers build effective and positive relationships with all students. Teachers will have a tool box of behavior management techniques that are implemented school wide based on PBIS model.

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.

The indicators of success will be in the decreased number of office referrals for behavior. Teachers' practices will be monitored through classroom observations as it relates to preventive measures for establishing consistent expectations for all students in the middle school.

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

All Elliott County Middle school teachers are the targeted audience for the pd plan.

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

The students will be impacted as well as the teachers and principal by building, implementing, and sustaining strong support processes.

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

The resources needed to support the pd will be time for the staff to collaborate to design, align, and deliver support processes.

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

Ongoing supports included peer teaming as we are building the strong foundations of support services for all students.

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.

Teachers and principal will regularly monitor and evaluate data such as academic diagnostics, teacher surveys, office referrals to inform modifications to curriculum, interventions, and instructional practices to measure the effectiveness of our focus to designing, aligning, and delivering support processes.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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