



## 2021-22 Phase Three: Professional Development Plan for Schools\_03072022\_14:59

2021-22 Phase Three: Professional Development Plan for Schools

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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 Jenkins Independent School is to encourage our students to do their best and engage them in the educational process so they can excel to their full potential. Our motto is ENCOURAGE-ENGAGE-EXCEL. Additionally, our goal is to create competitive, committed citizens who will help to rebuild the city and community into a thriving, productive place where families can flourish.

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 top two priorities are: deploying standards-based, explicit instruction and data-driven interventions to close academic gaps.

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

Instruction and interventions are pivotal to ensuring the standards are taught and assessed to mastery. Students cannot perform on state assessments if they are not receiving strong, relevant Tier I instruction and if data is not utilized to provide Tier II and III interventions. The district goals of increasing the proficiency and growth of all grades and content areas can only be accomplished if instruction is high-quality and interventions are systematic and strategic.

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 objective for professional development in the area of explicit instruction is to ensure all instructional staff utilize this methodology for delivery the content daily. Following the "I do, we do, you do" model ensures all students have access to instructional opportunities which include teacher modeling, guided practice, independent practice and assessment.

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

Our intended results are that 100% of JIS teachers employ explicit instruction daily in core and intervention instruction. We expect teachers to engage in professional learning via training sessions and PLC work to explore and practice the explicit instruction model of delivery. As a result, students will glean a high rate of mastery of content standards.

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.

District leadership team observations, PLC minutes and training materials will document the growth and implementation level of all teachers with explicit instruction. Principals will provide individual, grade level, or content area support and follow up to ensure all teachers are meeting goals. Teachers will model for and coach each other as needed to build capacity and support new and/or developing teachers.

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

All certified staff and classified staff who serve in any instructional capacity will be engaged in professional development on explicit instruction.

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

All certified staff and classified staff who serve in any instructional capacity will benefit from professional development. Students will benefit as they will receive instruction designed to maximize opportunities to learn and master content. Administrators will further refine their skills in modeling, coaching, and evaluating teachers during core instruction.

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

Teachers will need release time, training resources, and coaching sessions. Funding for substitutes, training material, stipends, and resources will also be needed.

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

Principals and instructional supervisors will conduct PLCs and training sessions, subsequent classroom observations to monitor implementation, and follow-up coaching/feedback. If necessary, individual teacher growth plans will be adjusted to include goals for explicit instruction.

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.

Teachers will complete session evaluations and set goals for implementation. The District Leadership Team will assist principals in conducting observations to monitor implementation. Student data on formative and benchmark assessments will be analyzed and used for changes to the instructional program monthly.

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 objective for professional development in the area of evidence-based interventions is to ensure all instructional staff use data to provide reteaching, review, small group instruction, and tiered instruction for gap closure. Teachers will maintain ongoing data notebook to ensure students are mastering daily targets and identifying students for intervention groups in both reading and math.

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

The objective for professional development in the area of data analysis and evidence-based interventions is to ensure all instructional staff utilize data analysis protocols to target students for intervention groups. Following the protocol ensures all applicable students have access to interventions in reading and math using evidence-based strategies and resources. As a result, teachers will learn how to track data and group students during core instruction for needs-based interventions.

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.

District leadership team observations, PLC minutes and training materials will document the growth and implementation level of all teachers with data analysis and interventions. Principals will provide individual, grade level, or content area support and follow up to ensure all teachers are tracking data and planning next steps. Teachers will model for and coach each other as needed to build capacity and support new and/or developing teachers.

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

All certified staff and classified staff who serve in any instructional capacity (including Gear Up tutors) will be engaged in professional development on using data and providing interventions. Staff who utilize specific programs will engage in training specific to their program.

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

All certified staff and classified staff who serve in any instructional capacity will benefit from professional development. Students will benefit as they will receive instruction designed to close gaps and master content. Administrators will further refine their skills in modeling, coaching, and evaluating teachers in using data and providing interventions.

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

Teachers will need release time, training resources, and coaching sessions. Funding for substitutes, training material, stipends, and resources will also be needed. Diagnostic programs and assessments also need to be purchased in addition to intervention materials.

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

Principals and instructional supervisors will conduct PLCs and training sessions, subsequent classroom observations to monitor implementation, and follow-up coaching/feedback. If necessary, individual teacher growth plans will be adjusted to include goals for data collection, data analysis, and planning interventions.

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 will complete session evaluations and set goals for implementation. The District Leadership Team will assist principals in conducting observations to monitor implementation. Student data on formative and benchmark assessments will be analyzed, monitored and used for changes to the instructional program monthly. Students will track progress on goals on benchmark assessments.

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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