



## 2021-22 Phase Three: Professional Development Plan for Districts\_11222021\_09:01

2021-22 Phase Three: Professional Development Plan for Districts

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## Table of Contents

2021-22 Phase Three: Professional Development Plan for Districts	3
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## 2021-22 Phase Three: Professional Development Plan for Districts

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

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 district's mission?

District Mission: The mission of the Lee County School District is to Lead, Equip and Empower students to visualize and achieve their dreams. Vision: In a world of diversity, our vision is to individualize opportunities for students today so our graduates can achieve their best tomorrow.

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

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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 - Student engagement and high yield strategies -Instructional strategies will cognitively engage students which will increase mastery and retention of material (long term memory) -Increase rigor in order to reach higher levels of thinking -Intentional time in vertical teams at the beginning and end of the year to adjust pacing guides and focus curriculum -Walkthroughs to monitor Tier I We will lead the next level of leaders in using data for actionable next steps. -Formative and Summative assessment work -Class profiles -Templates to support teachers in reviewing benchmarks assessment data and determining next steps -Focus on "standard by standard, student by student" in order to identify and address gaps early in the learning process -Implement differentiation and RTI to address instructional gaps -Increase students self-assessment practices in all areas of their education in order to increase student ownership of learning and to produce lifelong learners -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?

Tier I educational needs - The first priority will help us focus on student-centered classrooms, increasing rigor within the classroom, and high yield strategies. By strengthening our Tier I, we will ensure delivery of a curriculum that is based on the KAS, as well as, increase cognitive engagement of students which will increase mastery and retention of material. This will help support our proficiency and separate academic indicators goals directly. It will also indirectly help address our gap, growth, post-secondary readiness, and graduation goals. Next level of leaders in using data for actionable steps - By developing administrators, teachers as well as students themselves 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. As all stakeholders learn to use the data, it will support all of our goals.

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

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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: -Continue to review and revise our backward design units to ensure alignment to the KAS standards, lesson alignment between the target, activities, and formative assessments. -Implement strategies such as Kagan and High-Yield that will increase rigor and student engagement. -Continue to review and adjust pacing guides and instruction to identify and fill gaps due to COVID and instructional loss. -Continue to provide Tier I supports in academics, behavioral and social-emotional areas that will increase the percentage of mastery to 80% during our Tier I instruction. Long term goals: -Develop a system that ensures that the review and revision of our Tier I instruction is ongoing and occurs on a regular basis. -Have a system in place that effectively and efficiently implements Tier I instruction so that 80% of students master the material at this stage in the instructional process. -Continue to strengthen our Tier 2 and 3 structure and support in academics, behavioral and social-emotional areas.

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.

- An increased number of Kagan and high yield strategies would be planned in units, as well as observed in walkthroughs - 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 2023. - The number of students referred for Tier II and III services will decrease - The percentage of students reaching proficiency in

each content area would increase while the percentage of novice would decrease - 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.)

Resources include:: -We have resources from our backward 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) -Kagan Training -Trauma-informed care training

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.

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- Walkthrough data will note the implementation of Tier I instructional strategies (for example Kagan strategies and high-yield strategies, total participation techniques and other strategies utilized to increase rigor and student engagement.)
  - Unit plans will evidence instructional strategies used. -Benchmark assessments will show an increase in proficiency and a decrease in novice.

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 and daily formative assessments that are aligned with the KAS standards - Provide templates that will support teachers in interpreting results from benchmark assessment to identifying areas of strengths, as well as, areas for improvement. Support teachers in the use of this data to determine data based next steps - Teachers use class profile sheets to focus on standard by standard, student by student, and make daily data-based decisions -Incorporate data notebooks where students enter their current data and set goals for future data points  
 Long Term Goals: - Systems will be in place that ensures that data-based decision making is a routine part of our instructional program - Teachers take the lead in analyzing data, determining next steps and gathering resources for, and implementing next steps - Students take ownership of their learning and make data-based decisions that will support their ability to be lifelong learners

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 for administrators, teachers, and students.

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 the next steps identified - Walkthroughs show follow through with the next steps identified - Walkthroughs show the 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 - Student data notebooks and self-assessment activities will be observed through walkthroughs and document review - Teacher-led PLC-based upon what we want students to know, what evidence shows they know it, 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. Students will also be impacted through the ability to self-assess, determine their needs and identify resources for support.

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

Resources include: -We have resources from our assessment literacy work with the Instructional Transformation Grant. -We plan to utilize resources on the KyStandards.org site -Lee County MTSS plan -Student profile modeled from the CASL work -Template created by the administration to analyze data

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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