



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

Fulton County
Patrice Chambers
2780 Moscow Ave
Hickman, Kentucky, 42050
United States of America

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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?

In partnership with and in service to our community, the Fulton County Board of Education provides leadership, acquires and allocates resources that enable all students to achieve a productive life through quality education.

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?

1. Providing high quality researched based professional development that will develop a protocol that allows all teachers to break down the new KAS content standards in to clear concise learning intentions in order to provide clarity of learning in the classroom and align the KAS to each schools' curriculum maps and pacing guides. 2. Initiating a New Teacher Academy that focuses on Instructional Strategies, Formative Assessment Design, Assessment Protocol, and Data Analysis using the PDSA model and DuFour's PLC questions.

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

These two priorities relate to the proficiency goal of an increased combined reading and math goal of 45% of students scoring proficient or higher in math and reading by 2022. They will also relate to the second goal of increasing the separate academic indicators by 8% at the elementary; 24.9% at the middle school and 30% at the high school. The third goal will see growth increased by 50% at all schools in combined reading and math proficiency scores. The fourth goal will see the achievement gap close by 30%. These goals relate to the priorities listed by allowing teachers to align their curriculum to the standards and to learn how to break down the standards into clear concise learning goals and meaningful engaging instruction. The district has 21% of its staff as new teachers and over 35% with five years or less experience. It is critical to work with our educational recovery specialist, district administrators, and principals to provide professional development and PLC's that focus on critical teaching, learning, and assessment strategies to ensure that our instruction meets the learning needs and styles of every student in every grade and course.

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.

By September 2021, all teachers in the elementary, middle, and high school will have had training and PLCs on breaking down the new KAS and aligning it to the curriculum maps and pacing guides in their content areas through monthly collaboration, clarification, and curriculum development PLCs and after school and summer workshops. By May 2021, all teachers in the elementary, middle, and high school will have completed the book study, Clarity for Learning, and will have had content area teacher led group discussions to analyze their methods of teaching, assessing, and developing instructional units in order to meet the needs of all learners and to clearly state learning targets and goals. By May 2022, an increase in the goals outlined in the 2020-2021 school CSIPs and the district CDIP and listed above will be obtained due to a trained staff that teaches from a KAS aligned

curriculum and teaches with clarity for learning strategies in order to allow for growth, gap reduction, and growth in the number of proficient students in the core content areas particularly reading and math.

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

Teachers feel confident in breaking down their standards for their content and in taking these and creating meaningful engaging lessons where assessments show true learning of these standards by all students have taken place in the classroom. Students understand fully what is expected of them in the classroom and what the learning targets and assessments are for each standard taught. Students begin to make observations and connections between concepts and standards and to problem solve on their own. Teachers practice clarity for learning and intentional teaching and help students learn to problem solve and be creative in their learning. Educators believe that their approach to teaching directly affects their students' learning.

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.

Twenty percent increase in combined reading and math proficiency in students in grades 3-12. A 50% increase in growth of all students in grades 3-12. Forty-five percent of the students tested in 2022 will see an increase in their combined math/reading scores. 100% of teachers will be teaching from KAS aligned curriculum map and pacing guides using clarity for learning in their lessons, units, assessments, and learning goals. No schools in the district are in CSI or TSI status and are meeting the state progress goals by 2022.

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

All teachers in grades K-12.

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

Teachers, students, principals, and district leaders are impacted by this professional development as it is the core of schools and district comprehensive improvement efforts.

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

Assistance from the assigned Educational Recovery Specialist, the district supervisor of instruction, the principals, and teacher leaders are needed to ensure that all teachers have the support they need to complete this work. Title II funds, SIF funds, and mini grant KAS funds have been used to purchase each teacher and administrator a copy of Clarity for Learning in order to use this book as a resource for this professional development. The KAS web site and its resources will also be used. Each teacher has access to technology in their rooms and Chrome Books to take home so technology is provided.

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

Monthly PLCs and a summer workshop will be provided as part of this professional development as well as coaching from the educational recovery specialist. Walkthroughs by district and school administrators will be conducted in the coming year to access if teachers need more coaching or if they have broken down the standards and are implementing learning with clarity in their classrooms. Discussions will be done in PLCs and help with be provided as needed.

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.

Progress monitoring of student data through iReady and learning checks will be analyzed and walk throughs by district and school administrators will be done and discussed with feedback given to the teacher for immediate and continued improvement as we work to meet the goals of the school CSIPs and district CDIP

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.

By May 2021, the 9 new teachers in the elementary, middle, and high school will have had training and PLCs on Instructional Strategies, Formative Assessment Design, Assessment Protocol, and Data Analysis using the PDSA model and DuFour's PLC questions through monthly after school meetings. By September 2021, the new teachers will have completed their book studies and group discussions with the educational recovery specialists, their mentors, and their principals and exhibited these skills in their classrooms. By May 2022, an increase in

the goals outlined in the 2020-2021 school CSIPs and the district CDIP and listed above will be obtained due to a trained staff that teaches from a KAS aligned curriculum and teaches with clarity for learning strategies in order to allow for growth, gap reduction, and growth in the number of proficient students in the core content areas particularly reading and math.

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

New teachers feel confident implementing the strategies learned in the New Teacher Academy. New teachers build relationships with their mentors and school and district leaders in order to retain the teachers in our system. New teachers build relationships with each other in order to feel comfortable working together to improve teaching and learning and develop skills across grade levels and schools. A culture of learning with clarity is built in all three schools that can continue to grow as the new teachers become more experienced in their content and teaching skills. Students will benefit from teaching new teachers the strategies and the skills to professional develop their abilities to plan lessons, break down standards, clarify their assessments, align their learning targets and goals to the KAS, create positive learning climates, and engaging lessons.

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.

Retaining new teachers who can become highly qualified educators. Retaining minority teachers. Increasing positive learning environments in the classrooms, schools, and district. Twenty percent increase in combined reading and math proficiency in students in grades 3-12. A 50% increase in growth of all students in grades 3-12. Forty-five percent of the students tested in 2022 will see an increase in their combined math/reading scores. 100% of teachers will be teaching from KAS aligned curriculum map and pacing guides using clarity for learning in their lessons, units, assessments, and learning goals. No schools in the district are in CSI or TSI status and are meeting the state progress goals by 2022.

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

Nine new teachers and their assigned mentors.

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

Students, new teachers, mentor teachers, principals, and district leaders.

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

New Teacher mini grant will provide the funding for stipends for the teachers to work after school and for books that have been assigned by the educational recovery specialists. Title II is also being used to purchase the desired books. • Never Work Harder than Your Students – Robyn Jackson • Total Participation Techniques – 2nd edition – Persida Himmele and William Himmele • Clarity for Learning: Five Essential Practices that Empower Students and Teachers – John Almarode and Kara Vandas • Formative Assessment Strategies for Every Classroom – 2nd edition – Susan Brookhart • How to Give Effective Feedback to Your Students – Susan Brookhart

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

Monthly coaching from the educational recovery specialists. Walkthroughs by district and school administrators will be conducted in the coming year to assess if teachers need more coaching or if are implementing the learned strategies in their lessons and classrooms. Discussions will be done in PLCs and help will be provided as needed. Principals will assist new teachers with their professional growth plans to reflect needed areas of growth and needed assistance to meet these growth goals.

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.

Progress monitoring of student data through iReady and learning checks will be analyzed and walk throughs by district and school administrators will be done and discussed with feedback given to the teacher for immediate and continued improvement as we work to meet the goals of the school CSIPs and district CDIP.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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