



2021-22 MLK PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

Martin Luther King Jr. Elementary School

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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 our MLK family is to deliver high-quality education for ALL in a safe, positive and nurturing environment.

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?

Reading and Math have been identified as the top two priorities of professional development needed for MLK.

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

These professional development goals are in direct correlation with our school priorities of improving instruction and student performance in the areas of reading and math.

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.

Teachers will have a better understanding of reading behaviors, core academic standards and utilizing assessment data to drive instruction. Specific areas to study in order to improve are: F&P classroom overview Benchmark Assessment System Literacy Continuum Guided Reading F&P open discussion Shared Reading Reading Mini lessons BAS data will be studied individually and in PLC's to help make planning and delivery of instruction more focused and intentional.

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

The number of students scoring proficient and distinguished in the area of reading, according to the 2020-2021 KPREP data, will increase from 18.6% to 27.9% which results in a 50% increase of students scoring P&D in reading. Teachers will have a better understanding of how to address individual needs using the tools gained in the provided PD and consequently meet the needs of 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.

MAP data will be used to monitor progress towards reaching proficiency three times a year (fall, winter and spring). Data will be collected monthly (unit assessments, BAS and reading records) to monitor students progress in reading behaviors as well as their end of grade level reading goals. When students are reading on grade level it will be evident in the percentage of students scoring proficient and distinguished.

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

The target audience for professional development is the certified english language arts teachers as well as any other certified and classified staff working with students in the area of reading.

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

The initial impact is upon the teacher and principals as their knowledge base is enhanced and the subsequent effect is student achievement which will have a direct impact on students.

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

The following resources are needed to continue to support professional development: funding to pay for after school sessions for the presenter and all staff delivering reading instruction.

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

After the initial professional development sessions in the summer are completed, the Curriculum Specialist has provided the following mini sessions afterschool: F&P classroom overview Benchmark Assessment System Literacy Continuum Guided Reading F&P open discussion Shared Reading Reading Mini lessons Teachers receive additional coaching support in the classroom from the curriculum specialist and administrators on a weekly basis. Additional coaching support is provided by a district coach weekly. Teachers have guided planning sessions weekly with the curriculum specialist to plan rigorous instruction. During the PLC process of quality instruction, teachers are presented with high yield strategies that are proven to move student learning forward.

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.

Monitoring will take place monthly through multiple methods such as: the MLK classroom coaching tool, the PLC process analyzing student data, and benchmark assessment data of students progress on reading behaviors. Those responsible for collecting data will be the certified staff while the curriculum specialist and principals will monitor, analyze and make adjustments as needed.

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.

Teachers will have a better understanding of math concepts, standards of mathematical practice, core academic standards and utilizing assessment data to drive instruction.

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

The number of students scoring proficient and distinguished in the area of math, according to the 2020-2021 KPREP data, will increase from 20.1% to 30.15% which results in a 50% increase of students scoring P&D in mathematics. Teachers will have a better understanding of how to address individual needs using the tools gained in the provided PD and consequently meet the needs of 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.

MAP data will be used to monitor progress towards reaching proficiency three times a year (fall, winter and spring). Data will be collected through common assessments looking at pre, mid, and post data for each assessment to monitor students progress in mathematics. Teachers are utilizing Education Galaxy, Reflex Math, MAP Accelerator/Khan academy and classroom data trackers for assessments to track student progress.

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

The target audience for professional development is the certified mathematics teachers as well as any other certified and classified staff working with students in the area of mathematics.

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

The initial impact is upon the teacher and principals as their knowledge base is enhanced and the subsequent effect is student achievement which will have a direct impact on students.

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

The following resources are needed to continue to support professional development: vetted resources to address core academic standards and funding to pay for after school professional development sessions as well as manipulatives.

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

After the initial professional development sessions in the summer were completed, teachers were provided follow-up sessions to refresh teacher learning, answer questions and present a model lesson. Teachers receive additional coaching support in the classroom from the curriculum specialist, district interventionist and administrator on a weekly basis. Teachers have guided planning sessions weekly with the math coach and an administrator to plan rigorous instruction. During the PLC process of quality instruction, teachers are presented with high yield strategies that are proven to move student learning forward.


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.

Monitoring will take place monthly through multiple methods such as: the MLK classroom coaching tool, the PLC process analyzing student data, and common assessment data of students progress. Those responsible for collecting data will be the certified staff while the curriculum specialist and principals will monitor, analyze and make adjustments as needed.

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)
 MLK 21-22 PD		.