



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

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Nicholas County Elementary 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?

Our school's purpose is to provide a strong foundation of skills, knowledge, and values for our students as they learn how to function and compete in a 21st century global society. To achieve this purpose, we envision a school where every student in every classroom is healthy, safe, supported, engaged, and challenged. Our mission is to create a learning environment which is centered around students, facilitated by teachers, administrators and staff, and supported by home and community so that vision can become reality. Nicholas County School's mission statement is " to

prepare all students with the self-discipline and academic proficiency necessary to be contributing citizens in an ever-changing society." With this overall mission as a foundation, Nicholas County Elementary's mission is " PRIDE everyday, that's the Bluejacket Way! Every kid, every day, whatever it takes! Every Student, Every Day".

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?

For the past several years, NCES top priorities has been and continues to be improved instruction in all content areas but with a special emphasis in Reading and Mathematics. For that reason both improved instruction and efficient use of assessments have been a priority for professional development of teachers at the elementary level, along with adoption of a new Reading program called Open Court in 2021-22. A second priority based on the need for quality instruction through the use of technology with remote/virtual learning has risen to the top of our professional development plan as students continue to be quarantined with services during the current pandemic. Another area that NCES will begin focusing on this year is planning and preparing to fully implement PBIS for the 2022-23 school year. While NCES uses components of PBIS, there is a need to fully implement all components consistently in grades K-8. A PBIS school team has been created and will attend several trainings offered at CKEC during the 2021-22 school year.

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

Both of these priorities focus on the needs of staff and students in Nicholas County Schools.

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.

Objectives - *ensure that all methods of instruction, in-person, hybrid and virtual instruction, meet the needs of all students in all content areas, with a special emphasis in Math and Reading, with all teachers receiving the professional

development for new Reading program *provide teachers with scaffolded professional development opportunities to assist them in providing quality instruction no matter what mode they are using (in-person, hybrid and virtual instruction), and *provide opportunities for data analysis of assessments from all modes of learning that will provide a framework for modifying instruction to meet the needs of all students

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

Intended results - *students learning needs met in all methods/mode of learning, *teachers' knowledge and skills improved in all methods/modes of instruction' *increase in parental involvement with students' learning and academic success

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.

Indicators of Success - * improvement in students' academic achievement, *teacher confidence in implementation of new knowledge and skills exhibited, and * parents more involved in their children's academic performance

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

Teachers, instructional assistants and administrators are the target audience for professional development provided by Nicholas County Schools.

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

All constituents, students, teachers, instructional assistants, principals, district administrators, parents and community members can be impacted by the professional development provided by Nicholas County Schools.

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

The resources needed to support the professional development provided by Nicholas County Schools are time, funding and current technology.

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

Principals and the district's Supervisor of Instruction provide ongoing support for the professional development opportunities for the district. Professional Learning Communities (PLCs), departments and grade level teams also support the professional development of the members and the teaching staff at large.

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 district's Supervisor of Instruction keeps a Professional Development digital file for all faculty and administrators. She collects EILA and PD certificates from staff and principals provide attendance rosters for all building specific professional development sessions. Principals also provide documentation of data analysis at the classroom, grade level (K-8) and department level (9-12) to the Supervisor of Instruction which she adds to individual teachers and principals digital files. Documentation of classroom observations and administrative walk throughs is kept by administrators at the building level and is accessible to the Supervisor of Instruction and the Superintendent if 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.

A second priority based on the need for quality instruction through the use of remote and virtual learning has risen to the top of our professional development plan with students continuing to be quarantined with services during the current pandemic. Objectives: *ensure that all methods of instruction, with a new emphasis on hybrid and virtual instruction, meet the needs of all students in all content areas, *provide teachers with scaffolded professional development opportunities related to virtual instruction since the skill levels of teachers and administrators in this area are so varied, and *provide opportunities for data analysis of assessments from all modes of learning but especially virtual learning that will provide a framework for modifying instruction to meet the needs of all students.

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

Intended results - *students learning needs met through virtual instruction, *teachers' knowledge and skills improved in virtual instruction' *increase in parental involvement with students' learning and academic success

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.

Indicators of Success - * improvement in students' academic achievement through efficient use of virtual learning, *teacher confidence in implementation of new knowledge and skills exhibited, and * parents more involved in their children's academic performance

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

Teachers, instructional assistants and administrators are the target audience for professional development provided by Nicholas County Schools.

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

All constituents, students, teachers, instructional assistants, principals, district administrators, parents and community members can be impacted by the professional development related to hybrid and virtual instruction.

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

Our district Supervisor of Instruction along with the Director of Technology support much of the professional development associated with virtual instruction. The district continued funding for the person hired to provide technological support for the new platform Edgenuity and the Chromebooks that were purchased for all students in grades 2-12. In 2021-2022, touchscreen Chromebooks were also purchased for Grades K-1. The district also funded a full-time certified teacher to provide academic support for students who chose to enroll in the district's Virtual Learning Only Academy. This staffing and funding support must continue as we work to meet the needs of all students on NTI days, quarantined students on the days they are not in our buildings and VLOA students everyday. This summer teachers, our teachers completed professional development of the new Reading Program, Open Court, and now can utilize all of the digital tools that are included. Teachers have also participated in self-directed opportunities to learn about additional apps and programs they can use in virtual instruction and opportunities have been provided for these teachers to share their new knowledge and skills with their fellow teachers and administrators. Additional time is needed to continue these opportunities for sharing.

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

Principals and the district's Supervisor of Instruction and Director of Technology provide ongoing support for the professional development opportunities for the district. Professional Learning Communities (PLCs), departments and grade level teams also support the professional development of the members and the teaching staff at large.

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.

The district's Supervisor of Instruction keeps a Professional Development digital file for all faculty and administrators. She collects EILA and PD certificates from staff and principals provide attendance rosters for all building specific professional development sessions. Principals also provide documentation of data analysis at the classroom, grade level (K-8) and department level (9-12) to the Supervisor of Instruction which she adds to individual teachers and principals digital files. Documentation of classroom observations and administrative walk throughs is kept by administrators at the building level and is accessible to the Supervisor of Instruction and the Superintendent if 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)
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