



2021-22 Phase Three: Professional Development Plan for Schools_11022021_10:13

2021-22 Phase Three: Professional Development Plan for Schools

Martin County Middle School

Brent Haney

130 Middle School Road
Warfield, Kentucky, 41267
United States of America

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	9

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?

Martin County Middle School's mission statement: CHALLENGING ALL students to achieve academic and athletic excellence in a RIGOROUS environment filled with school spirit where all students, staff, and community DEMONSTRATE compassion, respect, integrity, pride, and empathy while helping all students develop the skills to enter high school without remediation. This mission statement embodies high expectations for staff and students. Our mission statement is a nucleus for all events/activities/decisions in our school. The way to achieve this is based on the

acronym CARDS: COMMUNITY - MCMS will inform and involve community about all events and success by increasing family involvement ALL -MCMS staff will provide ALL students the opportunities to progress towards proficiency RIGOROUS - MCMS staff will develop and deliver RIGOROUS instruction DATA DRIVEN - MCMS staff will use DATA to drive decision making in Professional Learning Communities creating a continuous learning environment to progress students achievement; INDIVIDUALIZED INSTRUCTION - MCMS will increase the number of proficiency and close achievement gaps through individualized instruction: NOVICE REDUCTION - MCMS will focus on novice reduction ATTENDANCE - MCMS will increase attendance LOYALTY - MCMS staff, students, and community will be loyal to the mission by exhibiting school spirit and pride SAFE - MCMS will create a safe learning community for all students. Our school motto this year is "Every moment counts. Every Cardinal matters." All MCMS staff will use every moment to teach and push students to higher standards because each student is important.

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?

Due to Covid the 20-21 school year was virtual 90% of the year. Due to students being virtual scores dropped from previous school years. The areas of weakness are the following: on KPREP students scored 46.2% novice in Reading, 43.1 novice in Math, and 32.9% novice in Writing. Therefore Reading and Math are top priorities for professional development.

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

By May 2024, Martin County Middle School will increase the combined reading and math proficiency indicator, as measured by the Kentucky State Assessments, for all students from 46.1% to 56.1%

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.

Objective 1: By May 2022, Martin County Middle School will increase proficiency rates for math from 15% to 25% Objective 1: By May 2022, Martin County Middle School will increase proficiency rates for reading from 31.1% to 41.1% One area of professional developed will be focused on strategies for improving math instruction and student achievement. These strategies need to be implemented across the curriculum in all classes, and involve common assessment practices and progress monitoring programs. Short term goals will be focused on addressing issues found through data analysis, the PLC process, and research-based solutions through the Math department. Once growth areas are identified, we will develop strategies for focused intervention addressing the specific needs.

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

The intended results would be to meet Objective 1(CSIP) which states that by May 2022, Martin County Middle School will increase proficiency rates for math from 15% to 25%.

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.

The indicators of success would be MAP assessment scores, PSAT scores, summative assessments, and RTI data.

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

All staff.

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

Students, teachers, and administrators will be impacted by this component of professional development.

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

Staff, PLC time, PD focused on the identified data analysis. We continue to have funds through the Advance KY Grant and Title I funds.

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

Principal, PLC , and District Curriculum coach will reflect, revise, and monitor strategies for improvement. Leadership team will continue to present strategies for professional development. Teachers will implement strategies from Cardinal Academies (Professional learning academics), Explicit Instruction, (I Do, We Do, You Do), PACE, professional learning visits where teachers have the opportunity to visit other schools and collaborate with other teacher regarding high yield instructional strategies, and KAGAN structures.

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.

An agenda for PLC's will include reviewing student data specific to the problem of practice/data analysis that strategies are directed toward. PLC leads will set an agenda to regularly have each teacher bring student data for analysis and review to monitor progress. Administration will request copies of agendas, student data being analyzed, results and minutes from PLC meetings, staff meeting sharing, school wide data dates where analysis from common assessments will be displayed and communicated at Leadership team meetings. District walk-through will report data to teachers for improvements. The district instructional coach will visit classrooms weekly to observe classroom strategies.

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.

Objective 2: By May 2022, Martin County Middle School will increase reading proficiency rates from 31.1% to 41.1%. One area of professional developed will be focused on strategies for improving reading instruction and student achievement. These strategies need to be implemented across the curriculum in all classes, and involve common assessment practices and progress monitoring programs. Short term goals will be focused on addressing issues found through data analysis, the PLC process, and research-based solutions through the Reading department. Once growth areas are identified, we will develop strategies for focused intervention addressing the specific needs.

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

The intended results would be to meet objective 2 (CSIP) which states by May 2022, Martin County Middle School will increase reading proficiency rates from 31.1% to 41.1%

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.

The indicators of success would be MAP assessment scores, PSAT scores, summative assessments, and RTI data.

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

All staff

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

Students, teachers, and administrators will be impacted by this component of professional development.

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

Staff, PLC time, PD focused on the identified data analysis. We continue to have funds through Title I funds.

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

Principal and PLC leads will reflect, revise, and monitor strategies for improvement. Leadership team will continue to present strategies for professional development. Cardinal Academics will focus on high yield strategies to ensure proficiency. District instructional coach will visit room weekly with KAGAN and Explicit Instructional strategies.


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.

An agenda for PLC's will include reviewing student data specific to the problem of practice/data analysis that strategies are directed toward. PLC leads will set an agenda to regularly have each teacher bring student data for analysis and review to monitor progress. Administration will request copies of agendas, student data being analyzed, results and minutes from PLC meetings, staff meeting sharing, school wide data dates where analysis from common assessments will be displayed and communicated at Leadership team meetings. PD will be monitored with district walk-throughs and the district instructional coach.

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)
 Walk through template		.