



2020-21 Phase Three: Professional Development Plan for  
Districts\_10192020\_15:18

2020-21 Phase Three: Professional Development Plan for Districts

**Taylor County**  
**Charles Marty Higdon Jr.**  
1209 E Broadway  
Campbellsville, Kentucky, 42718  
United States of America

---

## Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Districts</u>	3
---	---

## 2020-21 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

1. What is the district's mission?

District Mission: At Taylor County Schools, we set high expectations and work together to help all students succeed.

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?

Top two priorities for 21-22 school year: 1) LEARNING GAPS: Address the learning gaps at all levels with a focus on math and reading. While gaps already existed

among subsets of learners, the school closings caused by Covid have exasperated the existing gaps and created other learning gaps in content for all students. 2) SCIENCE AND WRITING: The number of students performing at proficiency in science is below 32% at all levels. In addition, writing proficiency has decreased at all levels over the last 3 years.

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

Both of these priorities are directly addressed in the district goals set for the upcoming year.

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.

Objective 1: Teachers at all levels will analyze MAP (K-8) and Case 21(9-12) data to determine the current level of mastery for each student and utilize the resources provided by MAP and Case 21 to provide targeted assistance both in the classroom and small group settings. Professional learning will focus on helping teachers understand the resources provided by these programs and efficient ways to match students needs to the interventions and learning experiences needed to address gaps. Objective 2: Teachers at all levels will create/revise, implement, and analyze common unit assessments to target student mastery and determine reteaching and intervention needs. The professional development for this objective will focus on ensuring that common assessments are matched to the rigor and intent of the stands and using this data to inform classroom instruction and interventions. Objective 3: Teachers at all levels will embed research-based formative assessments within their instruction to assess progress and reteach and enhance learning as needed - formative assessments allow for timely in class adjustments to meet needs of students. Professional development will focus on instructional practices that will help teachers build a repertoire of formative assessment strategies to gather in time data that allows for in class adjustments. Training will also include using questioning and discussion techniques to engage students in demonstrating and making connections with their learning.

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

With a layered approach to assessing students progress, teachers will be more prepared to recognize and address learning gaps for large groups and individuals. Teachers will also be better equipped to address these gaps in a timely fashion

when a system for continuous improvement is in place. The student outcomes that we hope to see districtwide is 1) that students with learning gaps are targeted for reteaching/intervention and a clear plan is set for each student, and 2) students are demonstrating growth in their areas of need.

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 best indicator of success will be academic growth for all students, especially those students who are lagging behind their classmates. We have to do more than just identify students who have learning gaps - we have to develop plans and instructional practices that will address these needs, implement the plan, and monitor the progress. Success will be when students who received targeted instruction show progress toward proficiency due to our intentional and individualized interventions and instructional practices. If students are not showing growth, we have to find other ways to address those needs. This is a cycle of support that we must continue to hone frequently and be willing to change when necessary. Indicators of success will also include teacher input from survey and admin observations that they understand the systems approach to continuous improvement and indicate that they have all of the resources and support that they need.

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

We will be targeted all content area teachers at all levels for this professional development. Intervention teachers and support staff will also be trained. While our focus for this objective is on reading and math, learning gaps are seen in all content areas across all grade levels. We will also ensure that all district and school level administrators are involved in the continuous improvement system and are actively engaged with teachers and intervention teams to stay abreast of progress and needs.

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

This will impact stakeholders throughout the district with our focus on the students. District leaders, principals, and teachers will collaborate on a systems approach to address these learning gaps. In order for our students to make progress, teachers have to have all the resources and support that they need and teachers also have to have input in the process. Principals and district leaders have to work together in order to be on the same page to provide the teachers and staff the resources,

support, training, and structure they need to help the students. We will also need to make sure to include parents/families in this process. Parents need to have a clear understanding of their students' needs as well as what schools are doing (and why) to address learning needs. We also want to support our parents to support learning at home - especially for our youngest students.

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

1) Time - we will continue to utilize early release Fridays to give teachers built in time to collaborate, we will continue to provide build in PF time at the beginning of the school year to allow teachers to fully prepare for the upcoming year. 2) Technology - we have used CARES act monies to provide every teacher with a new laptop and we have purchased enough chromebooks to allow us to be 1-1 in all schools. 3) Staff - we will need to examine our needs during the second semester of 20-21 school year to determine if additional staff will be needed to assist in meeting student learning needs

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

1) Professional Learning Committees will continue to be our primary support for teachers - educators work in collaborative teams rather than in isolation and take collective responsibility for student learning. Through the PLCs, we are able to better determine the professional development needs of our teachers at different levels and in different content areas. 2) We will also continue to provide a curriculum coach at the middle and high school to support teacher instructional needs. 3) We will provide mentors and learning seminars for new teachers to provide extra support throughout the school year.

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.

We utilize the google suite platform to house all of our assessments and data analysis. Admin teams and RTI teams at all levels access the data (MAP and common assessments) on a regular basis to monitor student growth. Principals will do frequent and targeted classroom observations to help ensure that instructional practices are consistent across different teachers and to help pinpoint professional

learning needs. Principals meet with PLC teams to review student progress and address any barriers and needs.

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.

1) Teachers will participate in standards review in science and writing and revise instructional units to ensure alignment. 2) Teachers will participate in vertical alignment workshops to ensure consistency of practice and identify any gaps in instruction from grade to grade and school to school. 3) The district will provide training opportunities for hands on learning practices in science - focus on doing science rather than passive learning of science. 4) Writing teachers will participate in writing workshops to hone their instructional and coaching practices in writing.

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

1) Our primary intended result is to have a guaranteed and viable curriculum that is implemented consistently in all classrooms. 2) Both science and writing need to be seen as hands on learning experiences where students are encouraged to experiment and grow from their mistakes.

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.

1) Writing becomes a vehicle for learning and communication in all classrooms. Students write to learn and are able to express themselves clearly and support their opinions and assertions with evidence. 2) The science classroom experience is engaging to students and transformed into learning environments where students investigate why things work the way they do. They are encourage to ask questions and provided multiple ways to demonstrate their learning of content. 3) Students are demonstrating increased proficiency and mastery in both writing and science. 4) Teachers have the resources, supports, and time they need to provide enriching learning environments.

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

All teachers will engage in writing training as writing should be an integral part of every content area. Science teachers will also be provided additional training and support.

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

Once again, all stakeholders will be impacted with this professional learning focus. It will take a team approach focused on student learning to be successful. This is not a quick fix - to transform our instructional practices in these areas will take a concerted effort over several years to reach our desired objectives.

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

Outside training resources for science and writing - we will utilize KDE and GRREC resources as well as empower teacher leaders within our district to provide training and mentorship in these areas. We will also need to provide time throughout the year for these teachers to engage in professional learning - so funds for substitutes will be needed. Materials and resources will be needed in all science classrooms.

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

1) Professional Learning Committees will continue to be our primary support for teachers - educators work in collaborative teams rather than in isolation and take collective responsibility for student learning. Through the PLCs, we are able to better determine the professional development needs of our teachers at different levels and in different content areas. 2) We will also continue to provide a curriculum coach at the middle and high school to support teacher instructional needs. 3) We will provide mentors and learning seminars for new teachers to provide extra support throughout the school year.

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.

We utilize the google suit to house all of our assessments and data analysis. Admin teams and RTI teams at all levels access the data (MAP and common assessments) on a regular basis to monitor student growth. Principals will do frequent and targeted classroom observations to help ensure that instructional practices are consistent across different teachers and to help pinpoint professional learning needs. Principals meet with PLC teams to review student progress and address any



barriers and needs. We will also seek teacher and student input on how our instructional practices are impacting student learning.

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

Taylor County

---

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------