



## 2021-22 Phase Three: Professional Development Plan for Districts\_11232021\_09:23

2021-22 Phase Three: Professional Development Plan for Districts

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## 2021-22 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

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 district's mission?

In 2016-17, the district revised the mission, vision and core belief statements. The new mission statement is EDUCATE our students with knowledge, EMPOWER our students with character, and EQUIP our students for life. Our vision is "Bourbon County is united to empower students to achieve success at the next level". It is important that our vision reflects Bourbon County rather than Bourbon County Schools because the mission and vision are community and school responsibilities.

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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?

Based on the needs assessment by our stakeholders, the district will address the learning gaps and needs of all students through professional development around: 1) engaging instructional design and delivery which is aligned to the Kentucky Academic Standards, and 2) providing professional learning around support services to address the social, emotional, and learning needs of all students

## **ATTACHMENTS**

### **Attachment Name**

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Bourbon County Schools' Professional Development Plan, 2021-2022

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

After an in-depth review of the Key Core Work Processes, it was determined that KWCP 2, Design and Deliver Instruction and KCWP 5, Design, Align, and Deliver Support Processes would be our district priorities this year. Due to the Covid 19 Pandemic, our stakeholders believed that in order to meet students where they are and to accelerate learning the design and delivery of instruction needed to be a priority. We also see that in our attempts to accelerate learning, the support systems of Multi-Tiered Systems of Support, Social Emotional Learning, and overall mental health supports need to be provided for our students and staff. Therefore, our professional development priorities will focus around instruction and support processes.

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.

Closing learning gaps is an ongoing process, and designing and delivering quality instructional experiences is a critical need for our students as they return to in-person instruction. To address these needs, our professional development will provide teachers with content-rich learning experiences in which they design

engaging instruction aligned to the Kentucky Academic Standards (KAS). Professional learning short-term objectives will focus on engagement, questioning, assessment literacy (instructional formative assessments as a priority), and standards-alignment--each of these areas are integral pieces in our instructional practices. Long term, our objective will be to identify learning gaps in our curriculum and bridge those gaps across grade-levels and content areas, ensuring quality instruction at all levels is offered to all students.

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

Our intended outcomes are that our teachers will revise and align their instruction to the Kentucky Academic Standards, provide engaging lessons utilizing Kagan structures and interactive literacy strategies they learned through our Adolescent Literacy Project workshops. These instructional practices should be evident in our classroom walkthroughs, formal/informal observations, lessons, and student work.

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 would be evident through the use of Kagan structures, questioning techniques, literacy strategies being implemented, formative assessment practices being utilized throughout instruction, and standards-based learning targets and lessons being evident.

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

Teachers and administrators are the targeted audiences for these professional learning experiences. The Content Networks are geared more toward teachers, but this professional learning will also include our administrators during PLCs, the Empowerment PD, and in the District Admin Meetings.

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

Students, teachers, principals, and district leaders will be impacted by these professional learning experiences.

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

The resources needed to support these professional learning experiences are: technology, staff/admin participants, instructional materials/resources, funding, and the dedicated time for the work.

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

Support will be provided by our Director of Professional Development, our Directors of Continuous Improvement, and our District Math Coach. Our Directors of Continuous Improvement and District Math Coach will work with principals and teachers in PLCs to extend and support the learning done in professional development sessions and in our Content Networks (both summer workshops and monthly meetings throughout the year). Along with our PLC support, coaching and job-embedded professional learning will also be provided at each of our schools. Our district will also receive additional support from the KYCL grant and its providers.

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 professional development will be monitored through classroom walkthroughs, formal/informal observations, PLC discussions, and student work. Data analysis from MAP, CERT, KPREP/KSA, and District Learning Check data will be analyzed and monitored for progress and next instructional steps.

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.

Our second priority need is to provide professional learning around support services to address the social, emotional, and learning needs of all students. Our short term MTSS objectives revolve around collaborating with CKEC to provide professional development on implementing PBIS in each of our schools. Learning will also focus on building a foundational structure to address the Tier I, II, and III academic intervention needs of our students, so teachers will receive professional development on literacy and math strategies to support student learning. Long-term, our MTSS professional development will provide an intentional focus on PBIS in year one, academics in year two, and the overall system in year three.

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

With teachers and administrators receiving professional development around MTSS, they will clearly establish and implement building-wide PBIS, academic interventions, and social/emotional learning for 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.

Indicators of success will be PBIS implemented in classrooms, hallways, and in locations throughout the building. Students will be seen receiving support and redirection, as needed. Academic Interventions will be evident in reading and in math for Tier II. Tier I instructional strategies will be seen throughout the schools.

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

Teachers and administrators are the targeted audience for these professional learning experiences. The MTSS trainings are geared toward school teams which are comprised of administrators and teachers. Teachers who are not direct members of these teams will receive professional learning from their school teams and administrators. These learning experiences will happen in PLCs and during district/school workshops.

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

Students, teachers, principals, and district leaders will be impacted by these professional learning experiences.

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

The resources needed to support these professional learning experiences are: technology, staff/admin participants, instructional materials/resources, funding, and the dedicated time for the work.

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

Our district is working with a team from CKEC to provide professional learning for our PBIS teams as we learn more about MTSS. Support will be provided by our

Director of Special Education, our Directors of Continuous Improvement, and by PBIS leadership teams. Counselors and administrators will also provide continuous support for the implementation of professional learning around MTSS.

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 professional development will be monitored through classroom walkthroughs, formal/informal observations, PLC discussions, and student work. Data analysis from MAP, CERT, KPREP/KSA, and District Learning Check data will be analyzed and monitored for progress and next instructional steps. In addition to the means listed above, MTSS will also be monitored through intervention data, behavior data, counseling visits/support, and progress monitoring.

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)
 Bourbon County Schools' Professional Development Plan, 2021-2022	BCS's Professional Development Plan, 2021-2022	• 2