



## 2021-22 Phase Three: Professional Development Plan for Schools\_Panther Academy

2021-22 Phase Three: Professional Development Plan for Schools

**Panther Academy**  
**Carla Kuhn**  
634 N. Mulberry St.  
Elizabethtown, Kentucky, 42701  
United States of America

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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?

Panther Academy is in the process of defining the school's core values and developing a revised mission and vision statement for the school as is the district using the Buildership Model. The current mission statement is Passionate About loving to learn. Using the buildership model, the staff is working through the process to redefine the mission of the school. A proposed mission statement is "we exist to help all students love to learn while building a strong foundation in reading and math for the EIS district." The school's goal, as is evident throughout the school

improvement plan, is to help the students learn to read and understand math on or above grade level in a fun and engaging manner.

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?

Panther Academy's focus for the professional development plan is based on some priority needs for the school. One area of growth is understanding math and social study standards in order to develop cohesive units of instruction and create common assessments. The other area of growth is continuing to develop and refine our PBIS plan to include restorative justice practices and understanding implicit bias for all staff.

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

The two priorities for professional development, math and social studies standards and refining the PBIS plan, are interwoven in the goals of the school improvement plan. The professional development needs based on the standards is tied to the proficiency, separate academic indicator and growth goals. The need for additional training in PBIS for all staff is connected to the achievement gap goal.

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.

The objective for the professional development in math and social studies standards is to create units of study based on an understanding of the standards. The math standards have been utilized by the teachers for several years. The focus needs to be on developing lessons and tasks that align with the standards. Developing a better understanding of the mathematical practices and their relationship to the standards will be helpful in fully implementing the standards as well. Creating common assessments for each math unit needs to be developed as well. The teachers have limited to no knowledge of the social study standards. The professional development need is to understand the standards and how to use the

standards to create units of study. Common assessment development is needed once the units have been created.

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

The results of the teachers completing professional development in math and social studies standards will be to equip the teachers with the knowledge in order to develop units of studies and create engaging lessons based on the intent of the standard. The teachers increased understanding of the standards allows for stronger lessons and common assessments. Student success increases as teachers are better equipped to teach the standards.

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.

Formative assessments given throughout units of study will identify success. Using formative assessment sporadically throughout units of study allows for quickly correcting misconceptions or understandings. Common assessment results and data will be used as an indicator of success. Star benchmark testing will be used for reading and math standards. Students who are performing at or above grade level demonstrate successful achievement.

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

The primary targeted audience for the standards professional development is the kindergarten team. Better understanding the standards allows the teachers to plan and implement aligned lessons. As a result of the improved understanding and aligned lessons, the targeted audience carries over into the students as they demonstrate their understanding of the standards.

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

The professional development will positively impact the teachers, students and principal. Understanding the standards and being able to deliver quality instruction will impact the teachers. The students will be impacted by having access to engaging and aligned lessons. The principal will increase understanding as the school's instructional leader in order to help impact and improve instruction throughout the school.

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

The necessary funding will be for trainers to work with the teachers on the math and social studies standards. After the initial training, PLC time will be needed to have follow-up discussions. Funding will be necessary purchase material that aligns with the standards, also.

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

Ongoing support will be given during PLC meetings. The district currently has early release Fridays. That time can be used to plan follow up discussions and additional training as needed throughout the years.

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 using several methods. First, classroom walkthrough and observations will be used for authentic monitoring while teachers are actively utilizing what was learned in the professional development. Student work samples and common assessment data will be used to monitor implementation, too. Data will be analyzed and reviewed quarterly.

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.

The second priority need for professional development is PBIS training. The school needs to work on lesson plans to teach school-wide common place expectations. All staff needs to have a refresher on the goal of PBIS and how to support the students with the PBIS model. Additional training in restorative practices and implicit bias training is necessary to help with implementation of the PBIS plan.

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

The restrictions of the pandemic have increased the social and emotional needs of our students. Students have to be taught how to work cooperatively with one another and how to handle their feelings and emotions in the classroom. Training

staff to understand how to positively redirect behavior will have an impact on the overall well-being of each student.

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.

Successful implementation of the PBIS plan will be indicated through a decrease in behavior referrals. PBIS and RTB data will be reviewed to determine success of the training and additional steps that needs to be taken to improve the PBIS plan.

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

The targeted audience for the PBIS professional development is the staff at Panther Academy. All staff needs to understand the PBIS plan in order to effectively implement the plan. Involving all the staff in the PBIS training increases staff buy-in to the plan, also.

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

All staff and students will be impacted by the professional development; however the students' overall emotional well-being will be impacted the most. Staff will have a positive impact because they can focus their time and energy on actually teaching students instead of losing time to behavior concerns. The principal will be positively impacted, as well. Time will be spent on working with students and teachers with standards instead of spending time correcting and redirecting behavior concerns.

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

Several resources are needed to support PBIS professional development. One, funding for staff training to review PBIS and understand restorative practices is needed. Purchasing the book, Hacking Discipline, will be an additional funding need. Giving the staff time to revise the PBIS plan and develop components of the plan that are not currently put into practice is necessary as well.

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

Ongoing support will be given during PLC meetings as well as PBIS and RTB committee meetings. The staff will be involved in a book study on Hacking

Discipline. The district currently has early release Fridays. That time can be used to plan follow up discussions and additional training as needed throughout the years.

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.

Successful implementation of the professional development will be determined by analyzing PBIS and RTB data. Classroom and common place observations will show successful implementation, also. Data will be reviewed monthly in PBIS and RTB meetings by the PBIS and RTB committee.

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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