



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Black Mountain 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

1. What is the school's mission?

Our mission is to provide a learning atmosphere that challenges each child's abilities and is one of positive involvement between students, parents, and our school by implementing innovative programs that utilize the resources available in our community.

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?

As our state and school district continues to battle the many challenges brought about by COVID 19, our efforts in the upcoming school year to grow as a school will be focused on addressing achievement gaps in distant learning scenarios. Our first primary goal/priority for professional development will be striving to adequately train teachers to utilize online platforms for virtual instruction, as well as developing plans to assist in those gaps created by the pandemic identified by assessments . Secondly, we will investigate and ultimately determine better virtual assessment tools that can be utilized in order to accurately determine student achievement.

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

Our top two priorities of training teachers on appropriate virtual platforms and implementing accurate assessment strategies will help us provide the best service possible for our students. Our goal at Black Mountain Elementary is to prepare students for the next steps, not only in education but in life. We must look for opportunities to challenge our students' abilities by using the appropriate virtual platforms. All students must have access to virtual platforms and all teachers must be trained and confident in how to implement these programs. It is imperative that we have effective ways of communicating with both students and parents, so that we can provide opportunities for quality education for all students.

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.

Our first priority is acquiring the best digital platforms for both our students and teachers. For the 2020-2021 school year, The Harlan County School District purchased a virtual program called Odysseyware that is available for all teachers. This program is preloaded with lessons and is built to be aligned with our common core and state standards. However, teachers in our district did not receive what would be considered the "normal" training sessions prior to the beginning of the school year. As an unfortunate result, this has created a stressful and somewhat chaotic school year thus far. These are the challenges that we have to overcome by not only researching and choosing virtual platforms for education, but also adequately training all teachers on how to best implement said programs so that students have access to the most quality education possible, even if it is from a distance. This goal is going to take collaboration not only between teachers and administration, but also between individual teachers within the building. Teachers and administration will attend professional development trainings in order to familiarize themselves with new forms of technology and platforms.

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

The intended results for this goal would ultimately be for Black Mountain Elementary to create and offer a virtual education plan that offers quality education to students of all grades and across curriculum lines. We want students, parents and teachers alike to feel comfortable and confident in utilizing virtual programs, we want to establish a plan that is both realistic and challenging for our students, and provides a clear means of communication and feedback.

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.

If we are successful in reaching this goal, students will not have achievement gaps from lack of classroom instruction. When assessed, student benchmarks should be at the appropriate level and students should not be behind in the classroom due to lack of in-person instruction.

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

Ultimately, the target audience for this professional development involves both families and school personnel. Distant learning via virtual platforms requires input from administration, teachers, students and their families. School personnel, including classroom teachers and school administration, will be the group receiving training and professional development opportunities to help meet this goal, but our students and families will be impacted by the results as well.

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

The primary beneficiaries of this professional development goal will be our students and their families. This goal is will establish and create the best educational opportunities possible for our students and help them achieve educational goals across curriculum lines. Hopefully, this goal will have a significant positive impact on student learning and achievement.

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

Many resources will be necessary for our school to reach this goal and create a virtual educational plan for our students. If new forms of technology are necessary,

funding and resources will have to be dedicated to that. All staff will be required to attend professional development trainings and additional school meetings to familiarize teachers with selected educational platforms.

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

Throughout this process, it will be necessary for regular meetings to occur, both on a school level as well as on individual grade levels. This will allow teachers an opportunity to collaborate and communicate on the effectiveness of this goal throughout the school year. At minimum, monthly professional learning communities will meet to discuss pros and cons of implementing specified virtual platforms and provide helpful feedback to one another. Teachers will also meet regularly with members of administration to share honest feedback, including overall effectiveness of the plan, and to communicate concerns from students and families, etc.

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.

All teachers will be responsible for, and ultimately held accountable for, attending the professional developments that are specific to their grade level and content area in terms of virtual platforms. Black Mountain Elementary is a school that services students from kindergarten to eighth grade, and a realistic approach would mean being open to the very real possibility that a virtual platform that works for a kindergarten classroom may not work as well when implemented in a middle school classroom. Therefore, our school may be implementing various types of virtual platforms in order to best meet the needs of all of our students. When professional development opportunities and trainings are provided, teachers will be required to show certificates and documentation of attendance to administration and those records will be kept on file.

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.

Our second goal is directly related to the first goal, as we are still trying to meet the challenges of distant learning and teaching virtually. In addition to building the best plan to provide quality education, we are also struggling to adequately assess our

students at every level. Our goal as educators is to cover specific standards at each grade level to ultimately prepare students for the next educational step. If our students are not prepared for the next step (grade), it is our job to recommend a course of action, which might be additional tutoring, summer school, or even retention. One component that is lacking in our current situation is the ability to assess students from a distance and trust that we are seeing accurate assessment results. We need an effective way of assessing students to see where they stand in comparison to other students of their age/grade, at both district and state levels. When students are tested at home, they are not monitored by teachers, they have access to resources they would not have in the classroom, and it makes it very difficult to assess and analyze this data, as we do not know if it is correct.

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

The intended results of this goal is to effectively assess students of all ages through either a means of technology, utilizing some type of virtual platform, or designing a plan to bring students into the building for targeted assessment services. Assessment results need to be complete and accurate so that teachers can determine where each individual student is performing and ultimately determine what services they need.

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 result in accurate data that shows student achievement. It would allow teachers to better service students. It is nearly impossible for teachers to recommend and implement services for individual students when we do not have accurate performance outcomes.

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

Very similar to our first goal, the target audience for this goal involves the Black Mountain community as a whole. This goal is going to involve coordination between teachers and administration, and it's ultimately going to impact our students and families as well.

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

Again, similar to goal number one, the primary beneficiaries of this goal are going to be the students at Black Mountain Elementary. An accurate assessment process will

allow us to better service our students, provide more challenging opportunities for them, and provide services to students who are falling below learning targets.

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

One major resource that will be necessary to reach this goal will be the ability to schedule students for targeted intervention services. Targeted instruction/ intervention allows teachers to bring in and work with students, either on a one-to-one basis or in small groups. This type of approach could be used for assessment as well, and would guarantee that student performance is based only on their work and attempts. Targeted instruction services require buses to transport students to and from the school, available classrooms and computer labs for teachers to work with students in the building, and effective communication between school personnel and families to communicate and schedule students for targeted services.

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

Communication between school personnel and student families will be imperative in achieving this goal. Professional learning communities will also provide opportunities for teachers to collaborate and communicate on effective ways to meet this goal.

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.

One of the primary ways this professional development goal will be monitored and analyzed will be the results of student assessment. If students are receiving a quality education via virtual platforms, accurate student assessments should reflect that students are primarily performing on or around specified learning targets.

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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