

## Barbourville Independent School Professional Development Plan 2020-2021

| District Name            | School Name              | Principal Name | Plan Begin/End Dates |
|--------------------------|--------------------------|----------------|----------------------|
| Barbourville Independent | Barbourville Independent | Paul Middleton | August 2020          |

### 1: District Mission

The mission of the Barbourville Independent School System is to promote academic excellence and foster a love of learning ensuring that all our students will become contributing members of society.

### 2: Needs Assessment Analysis

| No. | Goal   | Identified Group | Rationale/Sources of Evidence   |
|-----|--|------------------|---|
| 1   | Decrease the number of students performing novice in reading and math      | Students K-12    | Data shows that Barbourville Independent still has a high number of students performing at the novice level in reading and math         |
| 2   | Increase the number of students reaching proficiency in reading and math   | Students K-12    | Data shows that Barbourville Independent still has a high number of students not performing at the proficient level in reading and math |
| 3   | Increase the number of students graduating college and career ready        | Students K-12    | Data shows that Barbourville Independent still has a high number of students graduating without being college and career ready          |
| 4   | Embedding standards not mastered during the prior year due to the pandemic | Students K-12    | Teachers completed an Academic Re-Entry table showing what essential standards need to be included in the current standards for mastery |

|   |   |                            |  |
|---|---|----------------------------|--|
| 5 | Meeting the needs of students during virtual learning and hybrid schedules  | Students K-12              | Teachers were not able to connect with all students virtually during the school closure last year due to the sudden onset for school closures                    |
| 6 | Meeting the needs of special populations during virtual and hybrid learning | Special Education/ GT/ RTI | Teachers were not able to connect with all special population students virtually during the school closure last year due to the sudden onset for school closures |

### 3: Top Two Priorities for Professional Development

| No. | Goal   | Identified Group | Rationale/Sources of Evidence   |
|-----|--|------------------|---|
| 1   | Decrease the number of students performing novice in reading and math      | Students K-12    | Data shows that Barbourville Independent still has a high number of students performing at the novice level in reading and math               |
| 5   | Meeting the needs of students during virtual learning and hybrid schedules | Students K-12    | Teachers were not able to connect with all students virtually during the school closure last year due to the sudden onset for school closures |

### 4: Priority Need #1 Decrease the number of students performing novice in reading and math

|                                 |   |
|---------------------------------|---|
| <b>a. Specific Objectives</b>   | <ul style="list-style-type: none"> <li>Short Term Goal-Students will show continued growth in reading and math throughout the 2020-2021 school year</li> <li>Long Term Goal-Students will continue to maintain growth and score above the novice category in both reading and math</li> </ul> |
| <b>b. Intended Results</b>      | <ul style="list-style-type: none"> <li>Student outcomes</li> <li>Classroom practices</li> </ul>   |
| <b>c. Indicators of Success</b> | <ul style="list-style-type: none"> <li>Classroom performance</li> <li>Universal screener results</li> <li>Formative and Summative Assessment results</li> <li>State Assessments, if given</li> </ul>  |

|                                    |   |
|------------------------------------|---|
| <b>d. Targeted Audience for PD</b> | <ul style="list-style-type: none"> <li>• Staff</li> </ul>   |
| <b>e. Individuals Impacted</b>     | <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Principals and District Leaders</li> </ul>   |
| <b>f. Resources Needed</b>         | <ul style="list-style-type: none"> <li>• CARES funding</li> <li>• Title I funding</li> <li>• Title IV funding</li> <li>• Title V funding</li> </ul>                                 |
| <b>g. Ongoing Supports</b>         | <ul style="list-style-type: none"> <li>• Digital Learning Coaches</li> <li>• Professional Learning Communities</li> <li>• Ongoing follow up during planning and meetings</li> </ul> |
| <b>h. Monitoring</b>               | <ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Lesson plans and pacing guides</li> <li>• Assessments</li> <li>• Observations by principals</li> </ul>     |

**Priority Need #2 Meet the needs of students during virtual learning and hybrid schedules**

|                                    |   |
|------------------------------------|---|
| <b>a. Specific Objectives</b>      | <ul style="list-style-type: none"> <li>• Short Term Goal-All students will be provided with electronic devices and may choose to attend Tiger Technology Camps prior to the first day of school</li> <li>• Short Term Goal-Technical support including home visits will be provided daily if needed</li> <li>• Long Term Goals-Students and teachers will become more comfortable working on digital platforms and using technology in daily instruction</li> </ul> |
| <b>b. Intended Results</b>         | <ul style="list-style-type: none"> <li>• Student outcomes</li> <li>• Classroom practices</li> </ul>   |
| <b>c. Indicators of Success</b>    | <ul style="list-style-type: none"> <li>• Classroom performance</li> <li>• Universal screener results</li> <li>• Formative and Summative Assessment results</li> <li>• State Assessments, if given</li> </ul>  |
| <b>d. Targeted Audience for PD</b> | <ul style="list-style-type: none"> <li>• Staff</li> </ul>   |

|                                |   |
|--------------------------------|---|
| <b>e. Individuals Impacted</b> | <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Principals and District Leaders</li> </ul>   |
| <b>f. Resources Needed</b>     | <ul style="list-style-type: none"> <li>• CARES funding</li> <li>• Title I funding</li> <li>• Gear Up Grant</li> <li>• Promise Neighborhood Grant</li> </ul>                         |
| <b>g. Ongoing Supports</b>     | <ul style="list-style-type: none"> <li>• Digital Learning Coaches</li> <li>• Professional Learning Communities</li> <li>• Ongoing follow up during planning and meetings</li> </ul> |
| <b>h. Monitoring</b>           | <ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Lesson plans and pacing guides</li> <li>• Assessments</li> <li>• Observations by principals</li> </ul>     |

## **6: Additional Extension**

**N/A**