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2020-21 Phase Three: Professional Development Plan for Schools

James A. Cawood Elementary
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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?

James A. Cawood Elementary School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, JACES respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child. Our desire is to educate our children to the best of our ability and help them reach their goals academically and as individuals. We encourage and welcome parent and community involvement and feel that to be successful, we need all stakeholders to play an active role in the education of our students. We are a friendly facility whose mission is to empower all students for their future and choices that lie ahead of them. Our mission as an accomplished and dedicated professional staff is such that: -We will ... PROVIDE a safe and nurturing atmosphere where all students will grow as learners and as leaders. -We will ... IMPLEMENT a challenging curriculum, aligned with state standards and designed to provide opportunities for higher order

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thinking skills. -We will ... ENABLE all learners to succeed. -We will ... INSPIRE all learners to achieve. -We will ... EXPECT all learners to excel. -We will ... REALIZE this vision through the joint effort of the entire school staff, district staff, parents, and our community. We have made so much progress and look forward to what is to come! Our Acronym for JACES is: J - Joining as a dedicated professionals to A - Attain a C - Community of parents and E - Educators who inspire and expect all S - Students to achieve their educational goals The VISION of JACES is to empower all students to become self-sufficient in all aspects of knowledge available to learners through the use of literature, technology, research, and curriculum so that each and every learner advances on the cutting edge of all latest innovations available.

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?

Our two biggest priorities for James A Cawood Elementary are: 1. Finding effective ways to service students who are virtual. 2. Maintaining high quality in-person instruction as students move in and out of virtual learning.

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

Maintaining quality instruction during the pandemic has been a challenge and the students who face the most challenges are our virtual students who are Gap students. Teachers are searching for new ways to reach these students virtually to maintain or increase the effectiveness of instruction. Teachers are looking for more ways to be effective in the short time students are at school for in-person instruction. If we want to increase achievement, we must find a way to make instruction both efficient and effective.

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.

JACES wants our teachers to be able to reach students on a variety of platforms while maintaining effective instruction as well as being efficient in our delivery.

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

We wish to maintain or increase student achievement and learning.

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.

Student participation and success rates related to online learning. We want at least 100% of students to be engaged with either online learning, or in-person instruction.

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

School Staff

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

All students at JACES as well as staff and administration.

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

We need staff willing to continue participating in professional developments dealing with technology and virtual learning.

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

Professional Learning Communities based on grade level or department will meet to exchange ideas and learn together.

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.

Through teacher professional growth plans.

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

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that need to occur in order to meet the goal.

We want to maintain high quality instruction for in-person students as we move in and out of virtual learning.

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

We want to maintain or increase current student academic achievement based Star and Benchmark testing.

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.

Testing data from the Star and Benchmark tests.

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

Teachers

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

Students, Teachers, administrators, and stakeholders.

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

Renaissance Learning, Oddessyware, Study Island, Google Classroom, Zoom, and other technological tools for educators.

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

Professional Learning Committees will meet based on grade level and department to discuss and implement specific professional developments related to their students.

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.

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Star testing and Benchmark testing data as well as Professional Growth Plan Completion.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)