



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

Wallins Elementary School

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Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	3
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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?

Educating tomorrow's leaders today.

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?

To educate the staff further in addressing writing strategy needs through our language arts curriculum that was purchased. In addition, implementing professional developments that implement the new curriculum plan for k-12 using

LDC and writing programs. Another priority would be professional development over our new reading series (Being a Reader and National Geographic.)

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

The top two priorities of professional development relate to school goals because reading and writing are both important needs for improvement areas throughout all grade levels.

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.

There needs to be common planning. In order for our teachers to implement the new curriculum using. In addition, professional development needs to be provided to each school to provide workshop time with grade level teachers to break down the scaffolding of the students learning in each particular school.

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

Intended results for the professional developments would be that teachers learn better methods to reach all learners in the classroom. That educators have high expectations of students in reading and writing areas. We also believe that we will see positive results in the classroom, as well as testing (KPREP and STAR.)

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.

The indicators and markers would be based on the end of the year improvements in state test scores and STAR scores. In addition, teachers will see marginal growth in student learning as a whole in the classroom.

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

Targeted audience for professional development are all staff involved in implementation of reading and writing in our classrooms.

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

The indicators and markers would be based on the end of the year improvements in state test scores and STAR scores.

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

Being a Writer series, Being a Reader series, National Geographic series are needed to support the professional development. LDC website and resources are also needed to support these professional development.

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

Professional learning community meetings, LDC meetings, common planning for grade level teachers.

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.

Evidence of implementation will be student work and student assessment. Teachers will analyze these with other grade level teacher and other individuals in PLC or LDC meetings.

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.

There needs to be common planning. In order for our teachers to implement the new curriculum using. In addition, professional development needs to be provided to each school to provide workshop time with grade level teachers to break down the scaffolding of the students learning in each particular school.

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

Intended results for the professional developments would be that teachers learn better methods to reach all learners in the classroom. That educators have high expectations of students in reading and writing areas. We also believe that we will see positive results in the classroom, as well as testing (KPREP and STAR.)

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 and markers would be based on the end of the year improvements in state test scores and STAR scores. In addition, teachers will see marginal growth in student learning as a whole in the classroom.

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

Targeted audience for professional development are all staff involved in implementation of reading and writing in our classrooms.

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

The indicators and markers would be based on the end of the year improvements in state test scores and STAR scores.

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

LDC website and resources are also needed to support these professional development.

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

Professional learning community meetings, LDC meetings, common planning for grade level teachers.

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.

Evidence of implementation will be student work and student assessment. Teachers will analyze these with other grade level teacher and other individuals in PLC or LDC meetings.

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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