



2021-22 Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

Florence Elementary School
Leisa Reed
103 Center St
Florence, Kentucky, 41042
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?

Empowering students, families, and teachers to achieve high levels of learning and leadership.

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?

Professional learning for implementation of the Fountas and Pinnell Literacy System. Professional learning to support building number sense through conceptual understanding, procedural fluency and application.

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

Both literacy and math proficiency declined on the most recent KSA.

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.

Implementation of guided reading, interactive read aloud, reading mini-lessons, shared reading, shared writing, writer's workshop, and word study. We are working to implement all components to create a literacy block for students that is responsive and differentiated to meet individual needs, while also providing grade level content.

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

We hope to not only recover losses in proficiency due to the pandemic and continue our trajectory towards proficiency. We've discovered that a "silo" approach to instruction increases gaps and hinders student success. Our goal is to create seamless learning experiences, rooted in literacy and numeracy instruction.

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.

Increase in student proficiency and growth, on both local and state assessments (iReady, CASE, KSA).

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

All teachers, administrators, and instructional coach.

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

Students (K-5), teachers, and administration.

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

Funding and release time for teachers to disaggregate data for instructional decision-making.

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

Classroom visits, instructional feedback, professional learning sessions, and coaching.

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.

We have our professional learning scheduled before school begins for initial training, on-going visits with reflection and feedback throughout the school year to see implementation in action, and follow-up training and reflection at the end of the school year.

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.

Increase in student proficiency and growth in math.

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

We saw a dramatic decline in math proficiency from K-PREP to KSA data release. We intend to re-cover our previous proficiency level and increase both proficiency and growth in math. Our aim is for teachers to better instruct students in the attainment of math problem solving skills, fluency, and numeracy acquisition.

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.

Increase in student proficiency and growth, on both local and state assessments (iReady, CASE, KSA).

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

Teachers, administration, and instructional coach.

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

Students, teachers, administration.

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

Funding, release time for teachers to disaggregate data and plan instructional response.

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

Classroom visits, instructional feedback, professional learning sessions, and coaching.

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.

Professional development will be monitored for implementation through classroom observations and feedback, coaching support, student work, discussions during professional learning communities and intentional follow-up training and reflection as needed.

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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