



2021-22 Richardsville Phase Three: Professional Development Plan for Schools_08272021_14:58

2021-22 Phase Three: Professional Development Plan for Schools

Richardsville 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

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?

Richardsville's school mission is reaching every student so they may become the BEST that is within them to be.

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?

1. Strengthen core instruction in order to increase basic literacy and numeracy for all student demographic groups. 2. Increase the proficiency of students who have a disability in both reading and math.

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

The top two priorities of professional development are related to the school goals by striving to increase academic achievement through high quality instructional practices. Teachers will participate in professional development that addresses researched based practices to incorporate in core instruction related to basic literacy and numeracy in all grade levels. Teachers will participate in professional development to help increase the number of students who are proficient in reading and math who have a disability.

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.

Specific short term objectives for the professional development aligned to the school goals are to increase depth of knowledge of grade level standards related to the core curriculum delivered through instruction. Teachers will be proficient in planning lessons that address priority standards and be able to enrich or remediate students who have not yet mastered standards. A member of the administrative team will continue to lead and facilitate PLC's and guided planning weekly with all teachers during grade level meetings. Long term changes that need to occur in order to meet the goals for the first priority need is using researched based and district mandated curriculum with fidelity such as HMH (and the essential technology based components and hands on manipulatives included) as well as Heggerty to increase student academic achievement in basic literacy and numeracy.

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

Teachers understand the rigorous expectations that students are expected to know and be able to do with grade level content, providing support and scaffolding for each student. Teachers employ practices in their instruction that foster and support

growth in both reading and math. Teachers believe that they have the ability to help all students in the classroom; including special education students.

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.

Participants' Reactions: We will review data from the feedback forms at the end of each learning session to determine if teachers viewed the experience as worthwhile. Participants' Learning: We will embed the formative learning from each session to build on the next learning experience for teachers. The regional coaches will collaborate with the administration team to determine next steps in learning.

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

The Targeted Audience for this professional learning is for the entire school all of whom are responsible for student success.

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

Teachers, Students and Administrators should all be impacted by this component of professional learning because it should increase our knowledge and impact our practice.

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

We will need support from district and regional coaches to execute the professional learning. Teachers will use school issued technology devices to ensure engagement and participation for synchronous and asynchronous settings. Teachers will be given time to participate in professional development.

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

Follow-up coaching will be provided by the district and regional coaches with feedback given after each walkthrough cycle. During guided-planning sessions, teachers will have the opportunity to collaborate with administration and develop instructional activities that align to grade level standards. We will use weekly PLC's to drill down into special education students' data to monitor for growth on standards.

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.

1. PLC data including agendas and minutes will be used to monitor evidence of implementation. 2. Feedback on Read and Respond journals and reading and math consumable textbook. 3. Informal observations. 4. District and Regional Coach visits followed by feedback videos. 5. Feedback from teachers regarding areas that need improvement and further professional development or resources.

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 the percentage of all students scoring proficient and distinguished in reading and math. Teachers will increase their pedagogical content knowledge for reading and math instruction.

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

Teachers understand the rigorous expectations that are required for students to attain proficiency benchmarks in reading and math as measured by STAR scores, HMM growth measure assessments, and Amira benchmarks. Teachers employ practices in their instruction that foster and support growth in reading so students may move toward proficient and distinguished scores on the end of year state assessment. Teachers believe that all students have the ability to engage in rigorous grade-appropriate reading and math instruction.

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.

Participants' Reactions: We will review data from our PD evaluations to determine if teachers viewed the experience as worthwhile. Participants' Learning: We will discuss learning achieved through participant's take-away tasks. We will share learning wins and discuss improvement areas. Organization Support and Change: This will not be a one-time PD event. We will continue to provide professional learning in this area, and we will examine practices in our building to determine if further changes are needed.

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

The targeted audience for this professional learning is for the entire school as we are all responsible for our students.

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

Teachers, Students, and Administrators should all be impacted by this professional learning because it should increase our knowledge and alter our practice.

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

We will need support for the district and regional coaches to help us review the professional learning to ensure it is based on best practices, up-to-date, and relevant.

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

Follow-up coaching will be provided by the district and regional coaches with feedback given after each walkthrough cycle. During guided-planning sessions, teachers will have the opportunity to collaborate with administration and HMH to develop instructional activities that align to grade level standards. We will use weekly PLC's to drill down into students' data to monitor for growth on reading and math standards.

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.

We will use the following data to monitor implementation: PLC Data (formative and summative assessments), Academic Child Study Team data (STAR Reading/Math Scores), informal observations, District and Regional Coaching Visits, data from Imagine Learning, data from HMH and Amira, Feedback from teachers regarding areas that need further professional development or resources.

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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