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2020-21 Phase Three: Professional Development Plan for Schools

Crossroads Elementary School
Lorinda Jamison
4755 E Hwy 60
Owingsville, Kentucky, 40360
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

1. What is the school's mission?

Our mission at Crossroads Elementary School is to create and maintain a safe, positive and nurturing learning environment. We work to challenge students and provide them with the knowledge and support necessary for individual success, which leads to the development of responsible and productive community leaders. At Crossroads Elementary we BELIEVE and we ACHIEVE!

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?

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Number 1: Increase Growth in all areas. Number 2: Somehow maintain the level of reading/math proficiency we had obtained in years past, during a global pandemic and implementing virtual instruction on the fly.

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

Meeting our students where they are and developing individual plans to ensure and monitor their individual growth in reading and math.

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.

Teachers will complete update trainings on new MAP reports related to student growth and setting individual goals.

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

For teachers to have a better understanding between student achievement and student growth and to begin using he Student Personal Growth report in MAP to guide individual student 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.

Increase of student growth on MAP assessment.

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

Teachers

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

Students and Teachers

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

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Access to MAP, technology

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

Coaching, PLC's, Google Meets

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.

PLC work, data analysis, student 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 that need to occur in order to meet the goal.

Provide Teachers the tools needed to navigate virtual instruction.

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

To provide our students with the best instruction possible during a new learning environment within a global pandemic.

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.

Teachers proficiency in technology programs used during virtual instruction: DoJo, Edgnuity, Google Meets, Documentation of participation, google forms, etc.

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

Teachers, Instructional Assistants

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

Teachers, Students

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

Technology, funding for trainings, purchase of educational programs such as Lexia, Moby, Reflex, Edgenuity

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

Coaching, Update trainings

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.

virtual walk throughs of programs, student work samples

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.

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)