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

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Trigg County Primary School
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2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools

Primary - Generated on 01/13/2021

Trigg County Primary School

Table of Contents

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

Primary - Generated on 01/13/2021

Trigg County Primary School

2020-21 Phase Three: Professional Development Plan for Schools

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?

The district mission is "preparing each student for success in his/her pursuits after high school graduation." Our school focuses on the character traits needed for this success by encouraging all students to be a STAR. (Smile and be positive, Treat others with kindness, Accept responsibility, and Represent the best you)

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

Primary - Generated on 01/13/2021

Trigg County Primary School

Intentional instruction in both reading and math

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

Our school goals are focused on improvement in reading and math based on benchmark assessments so this directly correlates with the two areas being a focus for professional development.

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.

In the area of reading, our objectives are related to an improvement in our percentage of students meeting the benchmark schoolwide on the STAR reading assessment. Our goal is 69% at the end of this school year. We have purchased a new reading program that has intentional instruction related to phonics and foundational skills. This is a huge area of focus at the primary level since we are teaching the students to read so they can read to learn as they get older. This also created a common curriculum and pacing guide in each classroom and is the same program used by the Intermediate school for continuity. We are also using SchoolsPLP this year as a virtual option with the uncertainty related to the pandemic. It provides the same common language in lessons as well as intervention options when needed.

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

Our intended result would be 69% of our students would reach the reading benchmark schoolwide on the STAR assessment.

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 of success would be the increase in number of students reaching the benchmark. Other indicators would be engagement during classroom observations and lessons, intentional planning, increased success on common assessments, etc.

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

The targeted audience would be all classroom teachers, TAG instructors, and special education teachers since all of my teachers teach all subjects to their students.

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

Primary - Generated on 01/13/2021

Trigg County Primary School

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

All school level players are impacted by this including students, teachers, and principals. It creates a focus for "look fors" in classroom visits, rigor of assessments, and intentional planning for all involved.

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

Each program comes with built in professional development which was a part of the overall cost. Time was a factor this year because of COVID and a construction project we are in the middle of. My staff was not allowed on campus until very close to the students returning. We have used some Title II funding to provide release time for the teachers in order to complete some work with principal and assistant principal guidance.

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

Ongoing support is offered from each company. We reach out when this is needed and let them know the specific areas in which we would like some training and they set that up. Some sessions are included in the initial price and others will come with an expense. We use time in PLCs to address teacher concerns from the school or district level and offer guidance as needed in that setting too.

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.

All is monitored through PLC data discussions during planning and assessment phases. We also analyze benchmark assessment data, and use our data from classroom observations to ensure fidelity and address concerns that may come along.

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.

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

Primary - Generated on 01/13/2021

Trigg County Primary School

In the area of math, our objectives are related to an improvement in our percentage of students meeting the benchmark schoolwide on the STAR math assessment. Our goal is 60% at the end of this school year. We have purchased a new math program that has intentional instruction related to numeracy skills. This is a huge area of focus at the primary level, as it sets the foundation for all future math. This also created a common curriculum and pacing guide in each classroom and is the same program used by the Intermediate school for continuity. We are also using SchoolsPLP this year as a virtual option with the uncertainty related to the pandemic. It provides the same common language in lessons as well as intervention options when needed.

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

Our intended result would be 60% of our students would reach the math benchmark schoolwide on the STAR assessment.

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 of success would be the increase in number of students math the benchmark. Other indicators would be engagement during classroom observations and lessons, intentional planning, increased success on common assessments, etc.

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

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

Primary - Generated on 01/13/2021

Trigg County Primary School

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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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools Primary - Generated on 01/13/2021

Trigg County Primary School

Attachment Summary

Attachment Name	Description	Associated Item(s)