



# McBrayer Elementary School Professional Development Plan 2020-2021

2020-21 Phase Three: Professional Development Plan for Schools

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## 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?

Vision: We are Learning, Leading, Leaving a Legacy Mission: The mission of McBrayer Elementary School's students, staff, families, and community members is to challenge each learner to meet their full potential. As a community of learners, we will ensure this learning takes place for all by guiding, monitoring, assessing academic achievement, addressing individual differences and learning styles, and promoting self-assessment and reflection while nurturing respectful, responsible citizens who value their role as learners.

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?

The top two areas of professional development that support continuous improvement at the district level include (1) literacy (reading and writing) and (2) mathematics.

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

They relate to the district goals for proficiency, for specific academic areas, and for growth focus on literacy and math. The percentage of proficient and distinguished students in reading and writing has fluctuated from year to year with an inconsistent growth trajectory over the past six (6) years. These two (2) focal points will enable the district and the schools to work toward novice reduction, as well as increased percentages of proficient and distinguished students in these two (2) areas.

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.

Long-Term Changes 1. To improve teacher efficacy in addressing the instructional needs of all students in the area of literacy. 2. To develop a school writing and/or literacy plan aligned with the district plan that details expectations and serves as a guide for instructional practices related to K-5 literacy efforts. Short-Terms Changes 1. To determine teacher needs related to effective literacy instruction. 2. To address needs across the curriculum. To address instructional methodology and delivery systems for differentiating instruction and meeting the needs of all learners.

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

1. Change educational practices to be more systematic with instructional efforts in literacy, especially as it relates to small group instruction at the intermediate level. 2. Improve data informed decision-making based on whole group and small group instruction in literacy during core, Tier II and Tier III instruction. 3. Develop a cohesive plan for literacy efforts at the K-5 level outlining specific practices and expectations that will serve as a guide for literacy efforts. 4. Develop a more systematic approach to address content literacy efforts across the curriculum.

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.

1. Improved assessment scores in reading and writing. 2. More frequent observations of a specified range of instructional practices during classroom walk-throughs and observations. 3. Improved consistency in literacy practices based on the literacy/writing plan.

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

1. The targeted audience from professional development is teachers and support staff.

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

1. Teachers will be impacted by having more effective and efficient literacy strategies. 2. Students will be impacted by improved academic performances in the area of literacy. 3. Administration will be impacted by building on successful school practices and growing a culture of collective efficacy. Truly effective professional development should impact all stakeholders.

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

1. Resources for professional development include funding for professional resources and books that align with professional development efforts, as well as funds for staff developers and coaching efforts related to the initial training by highly qualified trainers.

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

1. On-going support includes follow-up and job-embedded opportunities related to initial training from original professional development. Additional support of classroom visits among teachers and discussions during PLC meetings will provide opportunities to continue to reflect and nurture these initial efforts. An intended outcome is the development of teacher leaders who can advise and provide support to their colleagues.

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. Classroom observations and walk-throughs will provide monitoring results related to implementation of professional practices. Results on classroom assessments and benchmark data will reflect performance levels of students related to literacy efforts. The development of a district document (literacy/writing plan) will provide evidence of agreement and delineation of consistent literacy expectations and guidelines.

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.

Long Term Changes 1. To improve teacher efficacy in addressing the instructional needs of all students in the area of mathematics. 2. To develop a well-articulated K-5 curriculum using Illustrative Math as a resource. Short Term Changes 1. To determine teacher needs related to effective mathematics instruction. 2. To address instructional methodology and delivery systems for differentiated instruction and meeting the needs of all learners. 3. To attend school/district wide grade level PLCs that focus on curriculum, instruction, and assessment issues in mathematics.

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

1. Change educational practices to be more systematic with instructional efforts in mathematics. 2. Improve data informed decision-making based on whole group and small group instruction in mathematics

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.

1. Improved scores in mathematics. 2. More frequent observations of a specified range of mathematical instructional practices during classroom walkthroughs and observations. 3. Improved consistency related to mathematical strategies and practices.

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

1. The targeted audience for professional development is teachers and support staff, as well as school and district leaders.

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

1. Teachers will be impacted by having more effective and efficient literacy strategies. 2. Students will be impacted by improved academic performance in the area of literacy. 3. Administration will be impacted by building on successful school practices and building a culture of collective efficacy.

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

1. Resources for professional development include funding for professional resources and books that align with professional development efforts, as well as funds for staff developers and coaching efforts related to the initial training by highly qualified trainers.

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

1. On-going support includes follow up and job-embedded opportunities related to initial training from original professional development. Additional support of classroom visits among teachers and discussions during PLC meetings will provide opportunities to continue to reflect and nurture these initial efforts. An intended outcome is the development of teacher leaders who can advise and provide support to their colleagues.

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.

1. Classroom observations and walk-throughs will provide monitoring results related to implementation of professional practices in mathematics. Results on classroom assessments and benchmark data will reflect performance levels of students related to professional development efforts geared toward mathematics.

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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