**2022 Professional Development Plan for Schools**

**** Must connect to the needs assessment you did in phase 1. Don't forget your Title II Activities even if you have pushed them back as they are a funding source.**

**Each local school 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.**

**Each school and local district professional development plan shall contain the following elements:**

1. **A clear statement of the school mission**
2. **Evidence of representation of all personas 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 specifically 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 driving force behind LaGrange Elementary is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Our purpose statement is *#studentsfirst*, and our direction is focused on creating the situations to ensure learning for all students. Three of our directional pillars include Reading Academy, Co-Teaching, and Explicit Instruction. Embedded within our pillars is a focus on building background knowledge, vocabulary, and the weaving of reading, writing, listening and speaking into all content areas.

**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, what are the school's top two priorities for professional development that support continuous improvement?**

The two most critical areas for improvement are math and reading/language development. Based on our K-PREP data, our GAP groups continue to underperform in comparison to our overall student population. K-PREP data from 2018-19 showed our Hispanic population with 12.5% more novice in reading and 16% more novice in math. The most recent K-PREP data shows a decrease in the gap scores, but the scores also reflect an overall impact of the COVID-19 crisis with an increased number of novice scores in both reading and math. From 2018-19 to 2020-21, our percent of students scoring novice jumped from 26.6% to 39% in reading. The math K-PREP data also showed an increase in novice students from 26.2% to 28.1%. There was an overall decrease in proficient and distinguished scores in both reading and math. 20-21 reading proficiency scores showed a 8.2 point decrease from 48.5 to 35.9. Math also showed a 2.6 point decrease from 44.1 to 41.5 percent proficient and distinguished.

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

Our mission is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Based on our needs assessment, all our identified gap populations struggle in the area of math algebraic thinking and number and operations and with literacy, vocabulary acquisition and usage and reading foundational skills. Both areas build a strong foundation in education and are essential. Studies by the National Center for Education Evaluation provide evidence that PD programs focused on improving teachers' content knowledge and their knowledge about content-specific pedagogy can produce significant gains in teachers' knowledge by the end of the year in which the PD program is implemented. The studies also provide evidence that a one-year PD program can improve some aspects of instructional practice.

**4. For the first priority of professional development, complete the following:**

**4a. For the first priority need, what are the specific objectives for professional development aligned to the school goals? Consider the long and short term changes that need to occur in order to meet the goal.**

Our short term goals are to focus on the systems and instructional practices established during the 21-22 school year in math. The first short term goal will be the intentional implementation and data analysis of Simple Solutions. 2-5th grade PLCs will schedule dates and times to meet with the math coach to focus on the data, next steps for students and modifying instructional practices. Long term goals will be to develop a customized professional development focused on the implementation of Eureka Math Equip which is a diagnostic tool to identify and address knowledge gaps. Based on staff input, there needs to be additional professional development to maximize their understanding to fully implement Eureka Equip. Another long term goal would be

to have a math coach work regularly, through embedded professional development, with PLCs on a weekly basis. To meet the needs of K-1 staff, this would like ongoing professional development in utilizing KNP to differentiate instruction for all students. During these weekly PLC meetings, grade level teams will discuss and analyze student data from Simple Solutions quizzes to help determine next steps for instruction. Teachers will also work with the math coach to determine next steps for core instruction and tiered instruction based upon the data from the Eureka Math Equip module pre-assessments.

**4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)**
Student outcomes would be reflected through a jump in conditional growth scores. By utilizing a routine of 15 minutes per day on Simple Solutions, students will engage in spiral practice of the mathematics skills they are currently learning, as well as review of previous concepts. Consistent feedback will help students develop mastery of grade level math skills, as well as help develop confidence in their math ability. The results of a focus on problem solving would include an ability to demonstrate Math Practice Standard 1- Make sense of problems and persevere in solving them. Students would know how to model word problems and be able to apply mathematics to everyday situations.

For educators, the outcome of targeted professional development in regards to the implementation of Eureka Math Equip would be to enhance teachers' ability to support students who are lacking essential foundational knowledge in the area of mathematics. Teachers will learn how to use the data from the Eureka Equip pre-module assessments to identify kids who have gaps in their learning and next steps in instruction for addressing those gaps. Through this process, there will be an emphasis on the math practice standards, especially standards 1, 2, and 4. ( Math Practice Standard 1 : Make sense of problems and persevere in solving them. Math Practice 2: Reason abstractly and quantitatively. Math Practice Standard 4: Model with mathematics.)

**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.**

K - 5 poverty students will increase MAP conditional growth in math from below 35%ile to 60%ile. Scores on extended responses would increase as well as weekly simple solutions assessments scores will increase.

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

The targeted audience will be homeroom teachers, K-5, EL BIAs, and ECE co-teachers.

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

Targeted embedded professional development throughout the year will create a trickle down effect in terms of the impact. The initial impact will be targeted at increasing the knowledge and

best practices of the teaching staff. The new understanding, data conversations and focused small group instruction will ultimately impact our students.

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

District funds are needed to sustain the purchase of Eureka Affirm and Equip. Title I allocations could be used to fund a math coach position throughout the year for year-long embedded professional development.

**4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)**
Weekly coaching sessions focused on standards based instruction and the implementation of strategies learned the embedded professional development sessions will be provided through our math coach. Monthly data conversations will also help identify additional needs.

**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.**

Simple Solutions bi-monthly assessment results will be graphed and analyzed by staff. MAP will be administered three times during the year. Data conversations will focus on analyzing student conditional growth. Grade level assessments and exit slip data will be monitored regularly during PLC weekly meetings. One member of the administrative staff, each assigned to one grade-level team, will be responsible for documenting data analysis conversations and next-step plans.

**5. For the second priority of professional development, complete the following:**

**5a. For the second priority need, what are the specific objectives for professional development aligned to the school goals? Consider the long and short term changes that need to occur in order to meet the goal.**

Next Steps Forward in Guided Reading- Need-specific professional development breakout sessions that are focused on the implementation of the Next Steps Forward in Guided Reading. Kindergarten through third grade teachers and certified staff who work with these grades during our Reading Academy will attend training focused on the development of writing through guided reading and a menu of opportunities that would connect to word solving strategies, comprehension, and/or lesson planning. Coaching cycles will also be provided to improve one's instruction.

Heggerty/Equipped for Reading Success- Kindergarten, 1st, 2nd grade teachers and support staff started to use the text *Equipped for Reading Success* by David A. Kilpatrick to develop phonemic awareness and fluent word recognition in children. K and 1 teachers will continue to implement the practices from Equipped for Reading Success in terms of phonemic awareness and word recognition strategies to boost memory for words and promote rapid, effortless word retrieval. Teachers need additional professional developments with Heggerty strategies to develop the ability to further differentiate the program.

Marzano Vocabulary PD -- Grades 3-5 started to work with the text T*eaching Basic, Advanced, and Academic Vocabulary* by Robert J. Marzano. Teachers will use the online Marzano vocabulary screener and the MAP vocabulary language and acquisition scores in the Fall, Winter, and Spring to identify vocabulary clusters from the Marzano text within subject areas. Teachers will learn the cluster approach to vocabulary instruction taught in the Marzano text and how it helps students gradually learn the unique features of terms. Teachers will learn how to utilize a six-step process when teaching academic (tier three) terms. Teachers will also learn strategies for teaching students who require individualized assistance, such as students from poverty and English learners.

**5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)**
Through our work with *Next Steps Forward in Guiding Reading,* teachers have been learning how to implement the Jan Richardson model of guiding reading instruction in order to equip teachers with practical and effective techniques for strengthening small-group reading instruction. Through the use of guided reading, students will develop greater control over the reading and writing process through the development of reading and writing strategies to promote decoding and construct meaning through writing. We will use the DRA and writing probes to assess individual growth over time using grade level benchmarks as our standard.

Through inquiry and data collection in the last year, we noticed a deficit in phonological awareness skills in our youngest readers. Knowing that phonological awareness is a key element in the development of word recognition skills, our primary teachers and support staff began work in building their toolkit of strategies to help our youngest students learn to read. Through our work with Equipped for Reading Success/Haggerty, which is designed to be a comprehensive phonological awareness training program with additional support in word recognition skills, teachers are understanding both the how and why of the importance of direct, explicit phonemic awareness and fluent word recognition instruction. Teachers are having a paradigm shift in their beliefs of best practices in reading instruction by learning the science of how kids read and acquire words through the work of Kilpatrick & Heggerty. To track the phonological development of our students, we will give the PAST (Phonological Assessment Screening Tool). Although this assessment is not norm referenced, the scores from this assessment provide the teacher with information about how the student has grown individually, how they compare to their peers, and how they compare to grade level developmental standards.

In looking closely at the MAP reading assessment, the area of vocabulary acquisition and usage is an overall area of growth for our student population. Through direct and intentional vocabulary instruction using the steps outlined in T*eaching Basic, Advanced, and Academic Vocabulary,* teachers would deliver purposeful instruction based on students' needs. Students growth will be reflected on the acquisition and usage portion of the MAP reading assessment and the Marzano Vocabulary Screener.

**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.**

We will use the DRA and the PAST to track student performance. We will give both assessments three times a year. We will use this data to look at achievement according to the developmental benchmark, individual growth, and peer comparison. For Kindergarten the DRA grade level benchmark is a level 4 by May 2022. For the PAST assessment, the students should gain an automatic score of 12 being at a level F (Onset and Rime). For 1st grade, the DRA grade level benchmark is a level 18 by May 2022. For the PAST assessment, the students should gain a score of 32 or being at a level I (Phoneme Level). For vocabulary usage and acquisition, baseline data will be established in August. Based on the final assessment, students will increase in their vocabulary and language development knowledge.

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

The audience for Academy instruction, based on Jan Richardson's Next Steps Forward in Guided Reading, is all K-3 and certified support staff. Initial professional development for Equipped for Reading will target K-2 staff and specific support staff. The audience for the Marzano work will be 3-5 homeroom teachers.

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

The initial impact will be targeted at increasing the knowledge and best practices of the teaching staff. The new understanding, data conversations and focused small group instruction will ultimately impact our students.

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

Title II funds are currently being used to support the implementation and job-embedded professional development of the Next Steps Forward in Guided Reading.

Equipped for Reading Success texts and Heggerty Phonemic Awareness Curriculum was purchased for school staff. Materials and books were funded through the school.

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

Through the use of Title II funds a Reading Academy coach/ professional development facilitator was hired to coach teachers during the Academy block. This coach meets with teachers to analyze data, plan lessons, and model best practices to overall improve guided reading instruction. Professional learning is based on individual teacher needs and is provided during planning blocks and after school hours.

Equipped for Reading, after the initial book study the teachers will meet as PLC's to plan phonological lessons and discuss best practices using One Minute activities from the "Equipped for Reading Success" text and phonological activities from the "Heggerty Phonemic Awareness Curriculum." When the data is collected from the PAST, the PLC and Leadership Team will review the data to make next steps on the curriculum implementation and discuss individual student performance. Walkthroughs are planned to provide feedback and as a job embedded professional development activity.
Vocabulary conversations based on assessment data will be an embedded part of the weekly meetings with the PLC and literacy coach to target instructional best practices and student needs.

**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.**

The DRA, PAST, & MAP will be given three times a year to monitor students' progress. Grade level assessments and exit slip data will be monitored regularly during PLC weekly meetings. One member of the administrative staff, each assigned to one grade-level team, will be responsible for documenting data analysis conversations and next-step plans. Walk-throughs will support the implementation of these practices and feedback will be provided as a follow-up.