Rich Pond 2021-22 Phase Three: Professional Development Plan

2021-22 Phase Three: Professional Development Plan for Schools

Rich Pond 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?

The mission statement for Rich Pond Elementary School is "Learning, Leading and Succeeding."

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?

In order to continue improvement in the areas of reading and math proficiency our professional development will focus on rigorous instruction with our HMH curriculum as well as engagement with Kagan cooperative strategies.

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

The goal for Rich Pond students is that they are successful lifelong learners. By addressing reading, math and writing, students will attain literacy and language proficiency, reason mathematically and effectively communicate in writing to achieve their education goals.

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.

The first priority need is the following: By 2024, Reading proficiency scores will increase from 73.6% D/P to 82.5% D/P, and Math proficiency will increase from 69.2% D/P to 82.5% D/P according to the K-PREP assessment. In order to achieve that goal, teachers will increase their pedagogical ability to design and deliver high yield instruction in math and reading centered around a district common curriculum. Teachers will attend professional development on our HMH curriculum. The school leadership will analyze student work and assessments, along with classroom observations to provide feedback for areas of improvement.

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

The intended results of the professional development is to implement a rigorous curriculum with scaffolds and supports that meets the various needs and levels of students in the classroom.

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 will include the following: student data, classroom observation and walkthrough instruments, and surveys and various formative assessment results.

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

The targeted audience includes all teachers and school level leadership.

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

Both students and staff will be impacted by the professional development.

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

Title I, Title II, SBDM funds, ESSER and ESS will be utilized to support the trainings.

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

Ongoing support will be provided by the school curriculum coordinator, teaching and learning coach, and the district instructional department.

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.

The professional development will be monitored by the use of data, student work, surveys, and classroom observations. Teachers will meet at a minimum of once a month in PLC to review data. The school curriculum coordinator, principal and assistant principal, and teaching and learning coach will be responsible for gathering and analyzing the effectiveness of the professional development.

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.

The second priority need is: By 2024, 80% of students will make growth towards D/P or maintain D/P status. In order to meet this goal teachers will attend professional development on Kagan cooperative strategies. The school leadership and Kagan Coaches will complete classroom observations to evaluate the impact of Kagan strategies on instructional outcomes.

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

The ultimate results will be to train teachers in cooperative strategies to improve student growth and increase overall student achievement.

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 will include the following: student data, classroom observation and walkthrough instruments, and surveys, various formative assessment results.

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

The targeted audience includes all teachers and school level leadership.

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

Both students and staff will be impacted by the professional development.

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

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The professional development will be monitored by the use of data, student work, surveys, and classroom observations. Teachers will meet at a minimum of once a month in PLC to review data. The school curriculum coordinator, principal and

assistant principal, and teaching and learning coach will be responsible for gathering and analyzing the effectiveness of the professional development.

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)