2020-21 Phase Three: Professional Development Plan for Schools_11292020_23:16

2020-21 Phase Three: Professional Development Plan for Schools

Botts Elementary School
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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?

The mission of BES is to provide all students with individualized learning experiences and the foundation to achieve educational success. The Bobcat Team will provide tools and instruction through a rigorous curriculum while partnering with families and community to provide a safe and supportive learning environment that fosters self-worth, celebrates individual achievement, and develops positive relationships.

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 priorities for professional development that support continuous improvement from the school level are (1) differentiation and (2) ownership of student data.

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

The success of our students and the identified goals set forth by the schools Continuous Improvement Plan are at the center of the schools two top identified professional learning priorities. Increased proficiency in reading and math will be a direct result of professional learning focused on the effective use of differentiation to drive instruction and student achievement. Through long-term planning and ongoing needs assessments professional learning focused on ownership of student data for both traditional and remote settings is also in alignment with school goal for student performance and the overall mission of empowering future generations.

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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.

Our school proficiency goal is to increase reading and math proficiency by 10%. This means by May 2021, 55% of elementary students will score at or above proficiency in reading. Also, by May 2021, 44.1% of elementary will score at or above proficiency in math. A process will be developed for a consistent school-wide protocol for designing and applying student ownership of data to drive instruction. Long-term goals will be changing PLC protocols to support this instructional practice.

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

Our school proficiency goal is to increase reading and math proficiency by 10%. This means by May 2021, 55% of elementary students will score at or above proficiency in reading. Also, by May 2021, 44.1% of elementary will score at or above proficiency

in math. A process will be developed for a consistent school-wide protocol for designing and applying student ownership of data to drive instruction. Long-term goals will be changing PLC protocols to support this instructional practice.

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.

Professional Learning has been developed and provided to teachers, embedded into instruction, and monitored and implemented for impact.

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

All certified staff and targeted classified staff

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

All certified staff and targeted classified staff

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

Staff and materials

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

Coaching, professional learning cadres and content PLC meetings

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.

Walk-through data, PLC Meeting data, quarterly report and common assessment data

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.

Our school proficiency goal is to increase reading and math proficiency by 10%. This means by May 2021, 55% of elementary students will score at or above proficiency in reading. Also, by May 2021, 44.1% of elementary will score at or above proficiency in math. A process will be developed for a consistent school-wide protocol for designing and applying student ownership of data to drive instruction. Long-term goals will be changing PLC protocols to support this instructional practice.

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

Our school proficiency goal is to increase reading and math proficiency by 10%. This means by May 2021, 55% of elementary students will score at or above proficiency in reading. Also, by May 2021, 44.1% of elementary will score at or above proficiency in math. A process will be developed for a consistent school-wide protocol for designing and applying student ownership of data to drive instruction. Long-term goals will be changing PLC protocols to support this instructional practice.

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.

Professional Learning has been developed and provided to teachers, embedded into instruction, and monitored and implemented for impact.

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

All certified staff and targeted classified staff

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

All certified staff and targeted classified staff

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

Staff and materials

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

Coaching, professional learning cadres and content PLC meetings

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.

Walk-through data, PLC Meeting data, quarterly report and common assessment data

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)
KCWP Needs Assessment	During a school-wide data day, all certified staff met to identify leverages and weaknesses.	• 2 • 3