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2020-21 Phase Three: Professional Development Plan for Schools

Right Fork School Center
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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

1. What is the school's mission?

The mission of Right Fork School Center is to "Educate EVERY CHILD, EVERY DAY; NO EXCUSES!"

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?

Based on the most critical areas for improvement identified in the completed needs assessment our school's top two priorities for professional development that

support continuous improvement are: 1. Developing and maintaining high expectations for ALL students by developing and maintaining a growth mindset for teachers and students, the use of student assessment data to guide instruction, and to target achievement gap groups. 2. Developing a deep student engagement in instructional delivery by using technology to enhance instruction (Google Classrooms, etc.), and developing learning strategies and implementing these to promote student engagement and discourse (KAGAN strategies, Inquiry process, etc.).

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

The school goals are to increase the average percentage of proficient/distinguished GAP group students from 54.2 to 62.3 in elementary reading, 43.8 to 53.9 in elementary math, and to maintain the average of proficient/distinguished GAP group students at 63.0 in middle grades reading through 2021. The professional development objective is to meet these goals by providing high-quality professional development experiences to teachers that relate to their instructional assignments and align with their professional growth plans, that support the school's instructional improvement goals and that align with our plan, and to provide professional development experiences that enable our teachers to acquire, strengthen and refine knowledge, understanding, skills, and abilities and then to apply these effectively in their teaching practice in order to positively impact student learning.

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.

To provide high-quality professional development experiences that support the school's instructional improvement goals and that align with the school improvement plan.

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

The intended results (student outcomes; educator beliefs, practices) are as follows. We will meet our measurable gap goals with students by increasing the percentage of proficient/distinguished GAP group students from 54.2 to 62.3 in elementary reading, 43.8 to 53.9 in elementary math, and to maintain the average of proficient/distinguished GAP group students at 63.0 in middle grades reading through 2021. For teachers, the intended results will be to deepen their understanding of

curriculum by aligning their instruction to the new KAS standards, developing grade appropriate assignments and instruction, and aligning their assessments to the new standards.

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.

Indicators of success will be student performance data, classroom observations and walk-through data, teacher growth plans and evaluations, SBDM/school level goals and objectives being met, and IMPACT survey results.

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

The targeted audience for the professional development will be all certified employees at Right Fork School Center.

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

Persons impacted by this component of the professional development plan will be students, teachers, principals, GEAR UP specialists, the Save the Children specialist, service providers, and counselors.

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

The district will provide support for our school that will guide the selection for professional development activities during the 2020-21 and 2021-22 school years. It will be based on analysis of student data, perceived educational needs of the school based on classroom walk-throughs and observations, professional growth plans, prior professional development offerings, and follow-up and survey results (IMPACT Survey).

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

The district will collaborate with the school, departments, and other agencies (e.g. KDE, SESC Educational Cooperative, KEDC Educational Cooperative, etc.) to aid in the securing of resources and personnel to aid in providing high quality professional learning that will ensure continuous improvement in order to achieve our ultimate goal of increasing student achievement.

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.

In order to determine the overall effectiveness of the school's professional development program, several different types of evaluations (data collections) will be utilized. The various evaluation methods include the following: To determine/ evaluate effectiveness/implementation the school in collaboration with the district will complete the following: -Professional Development Evaluation form -Student performance data -Teacher growth plans and evaluation -Classroom observations and walk-through 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.

For the second priority need, the specific objectives for the professional development aligned to the school goals are to provide high-quality professional development experiences that support the school's instructional improvement goals and that align with the school improvement plan.

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

The intended results (student outcomes; educator beliefs, practices) are as follows. We will meet our measurable gap goals with students by increasing the percentage of proficient/distinguished GAP group students from 54.2 to 62.3 in elementary reading, 43.8 to 53.9 in elementary math, and to maintain the average of proficient/ distinguished GAP group students at 63.0 in middle grades reading through 2021. For teachers, the intended results will be to deepen their understanding of curriculum by aligning their instruction to the new KAS standards, developing grade appropriate assignments and instruction, and aligning their assessments to the new standards through high -quality professional development experiences aligned with our school's improvement plan.

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.

Indicators of success will be student performance data, classroom observations and walk-through data, teacher growth plans and evaluations, SBDM/school level goals and objectives being met, and IMPACT survey results.

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

The targeted audience for the professional development will be all certified employees at Right Fork School Center.

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

Persons impacted by this component of the professional development plan will be students, teachers, principals, GEAR UP specialists, the Save the Children specialist, service providers, and counselors.

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

The district will provide support for our school that will guide the selection for professional development activities during the 2020-21 and 2021-22 school years. It will be based on analysis of student data, perceived educational needs of the school based on classroom walk-throughs and observations, professional growth plans, prior professional development offerings, and follow-up and survey results (IMPACT Survey).

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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.

To determine/evaluate effectiveness/implementation the school in collaboration with the district will complete the following: -Professional Development Evaluation form -Student performance data -Teacher growth plans and evaluation -Classroom observations and walk-through 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)