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2020-21 Phase Three: Professional Development Plan for Schools

Clark Elementary School
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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?

Clark School exists to provide a creative, nurturing environment that encourages the love of learning, and with the support of our families, the community, and each other, we strive to be the best can be.

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?

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Top priorities include continuing virtual instruction at a high level and keeping virtual students engaged in this new model of learning. All of this in order to decrease the percentage of novice scores and increase the percentage of proficient and distinguished scores in math, social studies, and writing.

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

The new virtual and hybrid models of learning create a new set of challenges and obstacles for teachers. Our school goals remain decreasing the number of novice scores and increasing the percentage of proficient and distinguished scores in math, social studies, and writing. Teachers have had to learn ways to navigate new platforms and simultaneously teach students in person and virtually. There have been many inconsistencies in attendance, engagement, and assignment completion. Progress monitoring has been extremely difficult and has produced inconsistent results.

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.

Specific objectives include mastery in specific virtual instructional methods including Microsoft Teams, Freckle, and Seesaw. Goals are for teachers to develop teaching strategies that are effective in person and virtually. We strive to develop strategies and skills that help provide an equitable educational experience for all involved.

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

Teachers will become proficient in virtual teaching and managing a hybrid classroom model. As a result students will be able to navigate virtual platforms, access materials, lessons, and videos, complete assignments, attend meetings, and submit completed tasks. Teachers and parents will be able to communicate effectively and work collaboratively for the success of all students.

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 increased attendance, student engagement, and assignment completion. Student growth should be visible in progress monitoring through the use of lead measures and STAR testing.

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

The target audience is classroom teachers, RtI and special area teachers, administrators, and instructional assistants.

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

This component of professional development will have an impact on teachers, administrators, instructional assistants, parents, and students.

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

Resources needed are outside consultants and master teachers within the district to present professional development opportunities for all staff members.

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

Ongoing supports include regular grade level meetings and PLCs. Teachers within the building offer consulting and training opportunities. A partnership with EdConnective will also provide an opportunity for teachers to coach fellow staff members to improve the virtual teaching model.

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 through regular meetings and PLCs. Teams will review student achievement through the use of lead measures, attendance, and assignment completion.

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 goal is to increase student engagement in the virtual model in order to increase the percentage of proficient and distinguished scores in math, social studies, and

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writing. In order to do this we will increase the number of opportunities to work with teachers in a one on one or small group environment. We will provide times throughout the week to come to the building in person to receive targeted tutoring and instruction. We will partner with local agencies that provide opportunities for added assistance and instruction.

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

Intended results include better attendance, more engagement, and assignment completion in order to foster student growth in all academic areas.

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 increased attendance, student engagement, and assignment completion. Student growth should be visible in progress monitoring through the use of lead measures and STAR testing.

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

The target audience is classroom teachers, RtI and special area teachers, administrators, and instructional assistants.

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

This component of professional development will have an impact on teachers, administrators, instructional assistants, parents, and students.

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

Resources needed are a schedule conducive to extra instructional time, teachers and staff members to run an effective ESS program after school, and a collaborative working relationship with the Boys and Girls Club. Funding for transportation and extra working hours is also needed.

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

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Ongoing supports include regular grade level meetings and PLCs. Teachers within the building offer consulting and training opportunities. open communication and collaboration with The Boys and Girls Club in order to best address students' 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 professional development will be monitored through regular meetings and PLCs. Teams will review student achievement through the use of lead measures, attendance, and assignment completion.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)