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2021-22 Phase Three: Professional Development Plan for Schools

Eastside 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

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?

Eastside Elementary's mission is to create a learning environment that promotes high standards of academic achievement, teaches responsibility, fosters creativity, builds self esteem, and provides leadership opportunities for students.

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.

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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?

Priority One: Technology Inclusion/Google Classroom-All staff will improve online teaching capacity with COVID-19 challenges and remote learning. Priority Two: Using targeted, small groups and data analysis to meet the needs of students with special emphasis on reading and writing standards.

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

The top two priorities mentioned above have been indicated in the continuous improvement diagnostic, the needs assessment, the school's comprehensive school improvement plan, and closing the achievement gap reports. School goals have been developed based on data analysis and the involvement of all stakeholders. The basis/content for both priorities include reading, writing, and mathematics.

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.

During the 2021-2022 school year, school staff will create a virtual environment utilizing Google Classroom as the learning management system (LMS) for student learning. The structure of Google classroom will include best practices such as learning targets, a gradual release model (I Do, We Do, You Do), learning checks, and weekly student reflections. School staff will monitor student growth and progress with a goal of 70% of students meeting proficiency on skill-based virtual learning checks. Other measures include in-seat diagnostic assessments, formative assessments, summative assessments, and Measures of Academic Progress (MAP) which will be administered three times this school year. Activities for Achieving Objective: To ensure success of my Google Classroom school staff will participate in ongoing technology trainings offered by the school or district, collaborate with the district or school grade level team for support, and seek guidance from the school's library media specialist, district instructional coach, Chief Academic Officer, and district literacy coach. Educators will follow the school/district lesson plan guidance that includes learning targets, a gradual release model (I Do, We Do, You Do), learning checks, and weekly student reflections. Educators will use school level data team and RtI meetings to monitor student progress this school year. Educators will collaborate with stakeholders including the student, parent/guardian, other

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teachers, guidance counselor, tech help desk, FRYSC, and principal to support ongoing student progress.

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

School staff will monitor student growth and progress with a goal of 70% of students meeting proficiency on skill-based virtual or in-seat learning checks. Other measures include diagnostic assessments, formative assessments, summative assessments, and Measures of Academic Progress (MAP) which will be administered three times this school year. Data notebooks will assist in monitoring student progress and student lead conferences will serve as monitoring tool for student growth and family involvement.

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 includes student growth & achievement. This is based ongoing data in Google Classroom, student participation with virtual learning, MAP data, formative assessments, summative assessments, and individual student data notebooks. The goal is to have 100% of students grow and improve this school year. In addition, the goal will be that 70% of students will meet proficiency on skill-based learning checks. Measures of support will be in place to support students that are struggling. This includes targeted intervention services, school-issued technology devices, and home visits.

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

All teachers, school staff, and instructional assistants that support the academic progress of students.

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

Students, teachers, school leaders, families will all be impacted by this professional development.

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

Resources include support of the Chief Academic Office, district instructional coach, additional funding from the school and district for additional Chromebook devices

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for students, funding for a district instructional technology specialist, funding for online learning platforms (i.e. Waterford, DreamBox, IXL, Literacy Pro), time and ongoing professional development for staff as they continue to support gap closure for students.

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

Supports include ongoing professional development by the library/media specialist and Chief Academic Officer, coaching from the district instructional technology specialist and instructional coach, ongoing videos to support teacher learning curves related to technology, weekly professional learning communities both with vertical and horizontal grade level teams, etc.

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.

Professional development for success evidence of implementation includes analyzing teacher google classrooms, monitoring student progress and gap closure, survey feedback from families, etc.

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 indicates the need to work with reading and writing standards. Teachers need a complete understanding of the curriculum and underlying skills related to grade level standards. A special emphasis will be on reading and writing standards. Objectives include embedded PD for The Next Step Forward in Guided Reading by Jan Richardson for all grades. In upcoming years, all teachers will participate in learning about reading approach and implementing it in K-5 classrooms. Another objective includes continuing our work with Scholastic to offer ongoing, teacher embedded professional development.

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

Intended results include improving student reading proficiency. As of now, we are at 25.4% of students meeting benchmark in reading. Intended results also include a vertical vision for a reading structure and selected based on best practices.

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Teachers will utilize the best practices in The Next Step Forward in Guided Reading by Jan Richardson and targeted, skill-based groups after ongoing and embedded professional developments.

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 include a complete understanding of the new standards, improvement in reading and writing scores as measured by MAP and KSA, and the improvement of reading structure and best practices (i.e. skill based groups) based on The Next Step Forward in Guided Reading by Jan Richardson.

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

Teachers and school leaders will be the targeted audience for this professional development.

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

Students, teachers and school leaders will all be impacted by this professional development.

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

Resources include support of the Chief Academic Officer, district instructional coach, additional funding from the school and district for embedded professional development, funding for The Next Steps in Guided Reading by Jan Richardson materials, time and ongoing professional development for staff as they continue to support student growth in reading

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

Supports include ongoing professional development by district office and Scholastic, coaching from the district instructional coach, ongoing videos to support teacher learning curves related to small guided reading groups, professional learning communities both with vertical and horizontal grade level teams, data team meetings to analyze reading growth, etc.

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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.

Professional development for success evidence of implementation includes walkthrough classroom observations, monitoring student progress in reading, collaboration with Scholastic, etc.

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)