



2021-22 MES Phase Three: Professional Development Plan for Schools_11102021_08:55

2021-22 Phase Three: Professional Development Plan for Schools

Miles Elementary School
Reena Connelly
208 Sunset Ave.
Erlanger, Kentucky, 41018
United States of America

Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
---	---

2021-22 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

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 staff of Miles Elementary School shall provide a quality, standards-based education for all students while teaching all students in a safe, secure and positive learning environment.

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?

1. Core Instruction Development 2. Increase student engagement and opportunities for academic discussion

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

As evidenced in our needs assessment, Miles Elementary students scored below average in all measured content areas and saw a decrease in the number of students who scored P/D on the state assessment. Our goal is to increase the number of students scoring proficient and distinguished in reading and math. In order to do so, we will need to focus on the improvement of our core instruction, increasing student engagement, and increasing opportunities for academic discussion among students.

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.

Around 40% of our classroom teachers are new to their positions/grade levels which means that one of our first objectives will be to provide professional development in the deconstruction of the KCAS reading and math standards at each grade level. Additionally, we will need to ensure that our curriculum maps, pacing guides, lesson plans, and assessments are aligned to those standards. Through PLC and PD work, we will collaborate with teachers and leadership (within our building and across the district) to improve our instructional practices to ensure that all components of a "tight lesson" are included in our daily instruction and that we meet the needs of all learners in the classroom.

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

The intended results are that each educator feel empowered and knowledgeable about their grade level content so that they can make appropriate instructional decisions and design instruction that is rigorous, aligned to standards, and individualized for their classroom needs. Additionally, students will stand to benefit from this approach to instruction because teachers will be implementing research based instructional practices into their classrooms. The measurable results will be

that we see an increase in the number of students scoring proficient and distinguished in reading and math on both the state assessments and our internal MAP assessment.

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 be: increased proficiency on MAP, state assessments, grade level common assessments, and the number of students reading on grade level as measured by our guided reading assessment kit. An additional indicator of success will be a decrease in the number of students who are referred for tier II and III academic interventions.

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

The targeted audience is all certified staff.

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

The students, staff, and administration will be impacted by the professional development.

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

To support the professional development in improving our core instruction we will need to dedicate a significant portion of our PD time with staff to the deconstruction of standards and development of curriculum maps and pacing guides. This will require several resources to be on hand for teachers. We will utilize the NKCES, when appropriate, to provide professional development opportunities in specific content areas or instructional strategies. We will need to invest some money in providing the book "Next Steps to Guided Reading" for staff as we begin to implement guided reading into our core ELA instructional block.

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

For continued professional development implementation the administration will continue to collaborate with teachers, provide feedback, continue our weekly PLC

practices, and our instructional coach will provide individualized coaching for teachers.

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 will be monitored informally during classroom observations by the instructional coach and formally by the principal during evaluations. Additionally, walkthrough data will be collected and analyzed and we should also see an increase in our academic test scores (common assessments and MAP).

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 is continuously working to increase student achievement, specifically in reading and math, by ensuring that ALL students are engaged in learning and participating in dynamic academic discussions with their peers. While some staff have had an initial Kagan training (either in person or virtual), the majority of the staff has not. A major priority for our staff is to begin providing professional development on Kagan Cooperative Learning strategies, either by taking a team of staff members to the Kagan summer academy or by bringing a certified Kagan training in for an in person experience. We will also be training staff in the use of the International Center for Leadership in Education learner engagement rubric and academic discussion rubric. We will need to be intentional about carrying this work through our PLC's and walkthroughs.

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

The intended results will be that teachers will be able to utilize the tools they learn from the Kagan training and the rubrics in their lesson planning to increase student engagement and create opportunities for academic discussion. When implemented, behavior referrals should decrease and academic achievement (formative, summative, and norm referenced) should increase.

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 for success will be lesson plans, instructional walkthrough data, peer walkthrough data, PLC meeting agendas/minutes, and assessment data (MAP, state assessments, common assessments),

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

The targeted audience in certified staff.

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

The students, staff, and administration will be impacted by the professional development.

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

To support this professional development we will have allocate funds for the Kagan Summer Academy or a certified in person Kagan trainer. Additionally, we will need to provide staff with the learner engagement and academic discussion rubrics. These trainings will utilize some of our PD and PLC time.

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

For continued professional development implementation the administration will continue to collaborate with teachers, provide feedback, continue our weekly PLC practices, and our instructional coach will provide individualized coaching for teachers. Additionally, our teachers will utilize peer observations and feedback to improve both their own practices but also their colleagues.

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 will be monitored informally during classroom observations by the instructional coach and formally by the principal during evaluations. Additionally, walkthrough data will be collected an analyzed, lesson plans should reflect Kagan strategies/opportunities for academic discussion, and we

should also see an increase in our academic test scores (common assessments and MAP).

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)
-----------------	-------------	--------------------