



2020-21 Phase Three: Professional Development Plan for Schools_11242020_15:04

2020-21 Phase Three: Professional Development Plan for Schools

James A Caywood Elementary School

Kimberly Mott

3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	3
---	---

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?

Caywood's mission statement is as follows: To help all children achieve in a nurturing, safe, challenging environment where families, staff and community work together to ensure mutual respect and success. Our beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and community working together.

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?

Our top two priorities for professional development that support continuous improvement based on the needs assessment are in the area of reading for ALL students as well as the area of reading for our students in the GAP group of students with disabilities.

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

Ongoing, continuous analysis of weekly formative assessment data, common assessment data, MAP data and state testing data supports the need to focus improvement efforts on increasing proficiency (mastery of standards) in Reading for ALL students as well as for students with disabilities in order to obtain our school's 2020-21 trajectory goals. Our school goal is to increase overall proficiency in reading from 58.56% to 62.7% for ALL students and to increase proficiency in reading for students with disabilities from 28% to 35.2%.

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 first goal is to increase our percentage of (ALL) students scoring proficient and distinguished in reading from 58.56% in 2019 to 78.56% in 2023 as measured by KPREP. To achieve this goal, we are implementing the following professional learning activities: K-2 teachers attended two days of professional learning with Smekens on developing early literacy stations to help with improving differentiated instruction during Tier I Reading as well as RTI small group instruction. Lead teachers in the area of reading across all grade levels (K-5) participated in vertical alignment collaboration to identify essential standards at each grade level. Vertical teams worked together to identify skills at each grade to ensure there were no gaps in the curriculum. Teachers participated in job-embedded professional learning to revisit and discuss vertical alignment work. Teachers meet monthly to review weekly and common assessment data to determine instructional areas of focus and revision. The administrative team conducts learning walks each month on 100% of teachers to provide specific feedback on the quality cycle of instruction for reinforcement and recommendations.

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

The intended results will be increased proficiency levels in the area of reading for ALL students as well as increased teacher efficacy with reading instruction.

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 include growth and increased proficiency levels in reading on weekly and common assessments as measured by the Caywood Data Dashboard. Celebrations will occur twice monthly for growth, as well as hitting the 70% mark of students who are proficient or above (80%) on their weekly and common assessments. Success will also be measured using the MAP assessment 3 times per year- Fall, Winter and Spring and the state assessment (KPREP) taken annually.

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

Teachers and students

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

Students, teachers, principals

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

Funding for Smekens Literacy Workshop, funding for vertical collaboration, funding to provide rewards for twice monthly celebrations, time to analyze data and make instructional adjustments.

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

PLC's will occur weekly to analyze data and discuss student progress and mastery towards standards. Additional coaching and support from district consultants will occur to effectively utilize reading intervention data to make instructional decisions. Ongoing follow up with teachers will occur to give feedback on instruction in both Tier I reading as well as Tier II and Tier III small group reading instruction.

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.

Progress towards goals will be monitored using ongoing weekly formative assessments, common assessment data taken each trimester, MAP data taken 3 times per year, and state assessment data taken annually.

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 second priority need is in Reading for students with disabilities. Our goal is to increase the percentage of students with disabilities scoring proficient or distinguished in the area of reading from 28% in 2019 to 59% in 2023. To achieve this goal, we are implementing the following professional learning activities: Job-embedded professional learning during monthly special ed data digs where we analyze each student's data to determine progress towards IEP goals in reading as well as progress towards proficiency using our Caywood Data Dashboard. Administration and District special education consultants conduct learning walks each month on 100% of Special Education teachers to provide feedback on instruction for reinforcement and recommendations in reading in both the collaborative and resource settings.

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

The intended results are increased proficiency in reading for students with disabilities and increased teacher efficacy with reading instruction in both collaborative and resource settings.

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 include increased proficiency levels for Students with disabilities on weekly and common assessments in the area of reading as measured by the Caywood Data Dashboard; MAP assessment given 3 times per year and state assessment (KPREP) annually.

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

Teachers and students.

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

Teachers, students, principals

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

Time to analyze data during monthly special education data digs.

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

Ongoing PLC meetings to analyze progress towards IEP goals in reading as well as proficiency goals in reading utilizing the Special Education Scoreboard and Caywood Data Dashboard. Ongoing feedback and follow up with teachers to monitor progress towards goals and provide targeted feedback on instruction in both resource and collaborative settings.

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.

Progress towards goal will be measured using weekly formative assessment data, common assessment data taken each trimester and MAP data taken 3 times per year, as well as state assessment data taken annually.

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