



2020-21 Phase Three: Professional Development Plan for Schools_11052020_08:15

2020-21 Phase Three: Professional Development Plan for Schools

Ryland Heights 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?

The mission of the Ryland Heights Elementary is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy.

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?

The top two priorities for Ryland Heights Elementary are to improve designing and delivering both literacy and math instruction to positively impact special education students.

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

Improving literacy and math instruction to impact special education students directly relates to the school Gap goal of increasing the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2019 to 61.55% in 2023 as measured by school report card proficiency data.

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.

For the first priority need the specific objectives are for all teachers in all content areas to improve delivery of literacy instructional strategies to positively impact all students and more specifically, students with disabilities. The one year objective is to improve proficiency to 47.7% in 2021. Long term changes that need to occur would be to have this student group achieve the goal of 61.55% proficiency in 2023. Short term changes are to monitor student progress and ensure there is a culture of inclusion throughout the entire school.

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

The intended results are for every teacher Ryland Heights to understand and incorporate best practices with delivery of literacy instruction. These literacy instructional strategies will be expected to be incorporated into all content areas in all grade levels. Additionally, the expectation is that all educators at Ryland Heights Elementary believe in a culture of inclusion that focuses on the needs of ALL learners. As a school, we will see an increase in students with disabilities scoring proficient or distinguished on weekly assessments, common assessments and the KPREP 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.

Indicators of success include an increase in proficient and distinguished scores in the area of Reading for students with disabilities on weekly assessments, common assessments and the KPREP assessment. Additionally, individual students will

demonstrate continuous growth on the Reading MAP assessment. Grade level teams at Ryland Heights Elementary will monitor and celebrate student growth and success on a weekly basis, utilizing triangulated data on grade level data dashboards.

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

The targeted audience for the professional development is all teachers from all content areas at Ryland Heights Elementary.

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

Both students and teachers will be positively impacted by this component of professional development. Students will benefit from improved literacy instructional strategies that will increase learning and positively impact their reading achievement. Teachers will benefit by gaining new skills and knowledge of literacy instructional strategies.

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

The resources that will be needed will be the time that will be needed for delivery of the professional development activities and the expertise of district literacy consultants. Additionally, there will be time allocated during weekly PLCs to review data and the impacts of the delivery of these new instructional strategies.

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

Ongoing supports will include follow up training during PLCs and delivery of additional best practice literacy strategies during faculty meeting sessions. Additionally, individual support will be provided to teachers as needed by evidence based on administrative classroom walks.

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 by the evidence of the training occurring as planned by PLC and Faculty Meeting agendas, as well as review of student assessment data during PLCs. Pre and Post surveys will be administered during the training process to gauge teachers' perception on the overall benefit and effectiveness of the professional development. Additionally, the administrative team will collect classroom walk and observation feedback to monitor implementation.

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 first priority need the specific objectives are for all teachers responsible for math content to improve delivery of math instructional strategies to positively impact all students and more specifically, students with disabilities. The one year objective is to improve proficiency to 47.7% in 2021. Long term changes that need to occur would be to have this student group achieve the goal of 61.55% proficiency in 2023. Short term changes are to monitor student progress and ensure there is a culture of inclusion throughout the entire school.

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

The intended results are for every teacher responsible for math content at Ryland Heights to understand and incorporate best practices with delivery of math instruction. These math instructional strategies will be expected to be incorporated into all grade levels. Additionally, the expectation is that all educators at Ryland Heights Elementary believe in a culture of inclusion that focuses on the needs of ALL learners. As a school, we will see an increase in students with disabilities scoring proficient or distinguished on weekly assessments, common assessments and the KPREP assessment.

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 an increase in proficient and distinguished scores in the area of Math for students with disabilities on weekly assessments, common assessments and the KPREP assessment. Additionally, individual students will demonstrate continuous growth on the Math MAP assessment. Grade level teams at Ryland Heights Elementary will monitor and celebrate student growth and success on a weekly basis, utilizing triangulated data on grade level data dashboards.

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

The targeted audience for the professional development is all teachers responsible for delivering math instruction at Ryland Heights Elementary.

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

Both students and teachers will be positively impacted by this component of professional development. Students will benefit from improved math instructional strategies that will increase learning and positively impact their math achievement. Teachers will benefit by gaining new skills and knowledge of math instructional strategies.

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

The resources that will be needed will be the time that will be needed for delivery of the professional development activities and the expertise of district math consultants. Additionally, there will be time allocated during weekly PLCs to review data and the impacts of the delivery of these new instructional strategies.

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

Ongoing supports will include follow up training during PLCs and delivery of additional best practice math strategies during faculty meeting sessions. Additionally, individual support will be provided to teachers as needed by evidence based on administrative classroom walks.

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 by the evidence of the training occurring as planned by PLC and Faculty Meeting agendas, as well as review of student assessment data during PLCs. Pre and Post surveys will be administered during the training process to gauge teachers' perception on the overall benefit and effectiveness of the professional development. Additionally, the administrative team will collect classroom walk and observation feedback to monitor implementation.

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)
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