



2020-21 Phase Three: Professional Development Plan for Crestwood Elementary School

2020-21 Phase Three: Professional Development Plan for Schools

Crestwood Elementary School
Elizabeth Wallingford
6500 West Highway 146
Crestwood, Kentucky, 40014
United States of America

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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 Crestwood Elementary School is to ensure all students become critical, creative thinkers; independent, lifelong learners; and active, responsible, and productive citizens through a shared commitment of the home, school, and community. It is our vision to ensure the learning of all students through a rigorous learning environment where students are actively engaged and take ownership of their learning.

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?

Culturally-Responsive Teaching and Addressing Unfinished Learning After COVID-19.

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

Culturally-Responsive Instruction relates to our achievement gap goal to reduce the gap for EL and Hispanic students in both reading and math as it will help build teacher capacity in understanding the instructional core and how the relationship between their expertise, the role of the student, and the rigor of assigned tasks can be maintained for all students, regardless of culturally or linguistic diversity. Addressing Unfinished Learning After COVID-19 relates to our growth goal to ensure growth in both math and reading; our other academic indicator goals in the areas of science, social studies, and writing; and our proficiency goals in reading and math as this professional development plan will include an analysis of unfinished learning due to remote learning enacted to mitigate the spread of COVID-19 in the spring of 2020 and throughout the 2020-21 school year, a curriculum revision process to focus on priority standards, and training sessions in remote best practices and student engagement.

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.

Create awareness and provide teachers and school leadership with resources to implement culturally responsive teaching

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

Student outcomes include increased proficiency in reading and math for EL and Hispanic students, as evidenced by MAP and/or KPREP data; a reduction in novice scores for EL and Hispanic students, as evidenced by MAP and/or KPREP; and a reduction in the percent of EL and Hispanic students referred for Tier 2 and Tier 3 interventions. Educators will gain a greater understanding of how one's culture programs the brain to process data and impacts learning relationships. They will also understand the role of student-teacher relationships and the stance of warm demander as essential for student learning. Shifts in practice will include asset-based feedback, teaching academic mindsets, utilizing cognitive routines, and increasing student agency.

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 include a reduction in the achievement gap for Hispanic and EL students in all content areas and an increase in Culturally-Responsive Teaching practices as evidenced by classroom observations, walk-throughs, and teacher surveys.

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

Classroom teachers, EL teachers, ECE teachers, interventionists, instructional assistants, related arts teachers, leadership team

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

Students will be impacted by a shift in their classroom role to that of an active, efficacious learner. Teachers will be impacted by changes to their beliefs and practices as outlined in 4b. The administrative team will be impacted by shifting their focus during classroom observations and monitoring success over time.

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

Books: Culturally-Responsive Teaching and the Brain by Zaretta Hammond (Title 2 funds) Funding: stipends for teacher leaders who will guide the work (Title 2 funds) Time: 4 hours for book study follow-up outside of school hours

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

The professional development will occur in four collaborative sessions in a professional learning community; teacher leaders will be selected to serve on a diversity, equity, and inclusion committee to determine the necessary steps for PD implementation including coaching models, follow-up PD, and next steps

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.

Classroom observations from the leadership team, teacher surveys, student work samples and task analysis

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.

*Increase proficiency in reading, math, and writing *Increase conditional growth in reading and math *Revise curriculum maps in response to unfinished learning due to the implementation of Non-Traditional Instruction in response to the COVID-19 pandemic

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

Student learning will be focused on the essential and enduring standards for the grade level, while also addressing unfinished learning from the 2019-20 school year. To that end, student proficiency will increase to pre-COVID levels. Educators will review curriculum maps and student data to determine the essential and enduring learning objectives for the 2020-21 school year. Curriculum maps will be revised accordingly.

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.

*Revised curriculum maps in reading, math, and writing *Formative assessment data indicating mastery of essential and enduring standards *Increased proficiency in reading, math, and writing as evidenced by KPREP *Increased conditional growth scores in reading and math as evidenced by MAP

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

Classroom teachers, ECE teachers, EL teachers, interventionists

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

Students will be impacted as their learning will be focused on essential and enduring standards and instructional practices will be focused on high-yield strategies for engagement and student learning. Teachers will be impacted, as they will revise curriculum maps and adjust learning accordingly. Administrators and

coaches will be impacted as they will conduct walk-throughs, observations, and follow-up sessions with teachers to monitor the work and ensure implementation.

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

Time - Teacher Work Days in January, February, March Materials - Achieve the Core guidance documents, KDE standards documents Technology - G Suite for Education, shared Google Drive No additional funding needed

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

Ongoing support will occur in professional learning communities, coaching cycles as needed, and follow-up from classroom observations

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.

Revised curriculum maps; data from KPREP, MAP, and DRA; formative assessment data; PLC meeting agendas; lesson plans and classroom observations

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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