



2020-21 Harmony Phase Three: Professional Development Plan for Schools_08252020_14:15

2020-21 Phase Three: Professional Development Plan for Schools

Harmony Elementary School

Suzie Hackmiller

1901 S. Highway 1793

Goshen, Kentucky, 40026

United States of America

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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?

Ensuring High Levels of Learning for All

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?

Professional development that supports the increase of proficiency in reading and math. Ongoing professional development in the area of best practice instruction to aid in Tier 1 instruction.

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

Both identified goals support increasing student achievement in all content areas.

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.

All certified staff will be trained in the essential components of workshop in order to provide their students with differentiated instruction.

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

Increased student proficiency. Deeper understanding of the components of balanced literacy and how to utilize those within the workshop approach. An understanding of how an effective reading workshop is designed and differentiated using bands of text complexity and learning progressions.

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.

Novice reduction on KPREP.

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

All certified staff.

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

students, teachers, school leadership

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

School leadership, including instructional coach.

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

Instructional coaching Learning 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.

Weekly school leadership walkthroughs. Learning walk cycles which occur every trimester with the instructional coach.

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.

Book studies using the following texts: A Guide to Reading Conferences by Jennifer Seravallo A Guide to Writing Conferences by Carl Anderson

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

Increased student proficiency Novice reduction Deepened understanding of why reading/writing conferences with students are important, what they look and sound like and how to fit them into a literacy block.

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.

Completed book studies with all certified staff

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

All certified staff

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

students, teachers, school leadership

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

Books A Guide to Reading Conferences by Jennifer Seravallo A Guide to Writing Conferences by Carl Anderson Instructional coach, school leadership TWD hours

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

Support in PLC Learning walks Coaching


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.

Weekly school leadership walkthroughs. Learning walk cycles which occur every trimester with the instructional coach.

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)
 <u>Harmony PD Plan</u>	Harmony PD Plan	.