



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Locust Grove Elementary School
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Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	8

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?

The mission of Locust Grove Elementary is to provide a safe and positive environment for students to achieve their personal best through a challenging curriculum and high expectations in order to become responsible and productive citizens who embrace lifelong 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?

The primary problem of practice at Locust Grove is our difficulty in understanding and adequately assessing student learning outcomes. We have undergone extensive professional development to help understand the most efficient ways to assess students and utilize data to drive instruction. Currently, teams are working through the PLC process and determining power standards, standards based assessments and working through the instructional cycle. Furthermore, specific to reading we have uncovered a knowledge and skill gap in our intermediate teaching population regarding their ability to adequately assess and intervene on behalf of students needing additional reading instruction. That is, students that are unable to read by the 3rd grade do not have access to high quality reading interventions and support that will address the root issue of the problem. The intermediate teachers at Locust Grove will benefit from additional support in the area of foundational reading strategies so they can adequately assess and intervene for their students that are learning to read.

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

These goals are tied directly to all parts of our CSIP as the practices are universal in nature. Our two most pertinent areas for improvement-Teacher understanding of assessment practices and Teacher knowledge of appropriate reading intervention at the intermediate level tie directly to reading growth, proficiency, gap reduction and achievement goals.

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.

Developing teacher made CFA's, Rubrics and protocols for data analysis to be implemented weekly throughout PLC and tied to intervention data discussion as well. Long -term changes are creating these rubrics and aligning instructional resources and current curriculum to ensure the goals are being addressed throughout the instructional process. Short term benchmarks for this goal are to develop the aforementioned rubrics and assessments as well as build teacher understanding of the instructional response model in order to use CA data to drive instructional practice on a daily basis.

ATTACHMENTS

Attachment Name

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

Increased collective teacher efficacy and understanding of the standards. Build a better understanding of where students are based on standard acquisition and proficiency. Creating more strategic and precise intervention planning methods to support struggling learners.

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.

Completion of teacher developed common formative assessments. Completion of rubrics for all essential standards in the areas of reading and math. Development of data protocol in order to analyze assessment results and review student work during weekly PLCs.

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

Classroom teachers, coaches, administrators

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

Teachers and students

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

Primarily time. This work has been underway for 1 year already so the foundational knowledge among our teachers is strong. When developing these resources for instruction the process is quite time-consuming therefore the primary resource is time in order to create effective resources that will function as long-term benchmarks and tools for instruction.

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

Continued coaching during weekly professional learning communities by way of coach and administrator support.

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 PLC rubric and assessment development as well as data analysis based on power standards.

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.

The second priority area is the need for professional development in the area of foundational reading skills for our intermediate classroom teachers.

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

Increased teacher efficacy in the area of foundational reading as well as increased resources and knowledge in diagnosing and intervening on student reading deficits.

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.

Novice reduction, increased student growth, gap closure, common formative assessments and increased overall achievement.

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

Intermediate (3-5 Teachers both general education and special education)

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

Teachers and students.

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

Funding as appropriated by the SBDM committee at Locust Grove. Said funding can be referenced in our comprehensive school improvement plan.

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

Coaching, instructional rounds to observe implementation, professional learning communities.


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.

Instructional rounds, novice reduction, data analysis at tier 3 intervention meetings, professional learning communities. Analysis will be in accordance with administration of common formative assessments.

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>20-21 LGE PD plan</u>		• 4a