



2021-22 Phase Three: Kenwood Station Professional Development Plan

2021-22 Phase Three: Professional Development Plan for Schools

Kenwood Station Elementary School

Mary Garrett

6321 Veterans Memorial Pkwy

Crestwood, Kentucky, 40014

United States of America

Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
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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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Kenwood Station's Mission is to Empower All Students to Reach Their Full Potential!

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?

Top priorities include increasing student achievement in Reading and math, specifically increasing the percentage of P/D and growth scores of black students as well as those who are disabled.

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

These priorities related closely to school goals. We are in the midst of growth and research in both areas. Staff have identified these as areas of need.

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 priority, reading achievement, aligns to school goals in the area of instruction. We are in year two of a reading instructional-growth plan. Teachers are minimizing teacher talk, perfecting their use of conferring, and developing metacognitive readers. Teachers are working to intentionally choose instructional texts and using data analysis to support student growth. PLCs are working to analyze data to increase student growth.

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

Student growth and achievement is the main goal, of course. Educator beliefs are an additional intended result. We know that increasing teacher knowledge is an imperative function of PD. The knowledge gained will help grow many students, year after year.

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.

80% or more of students will reach proficiency in tier 1 instruction and show strong conditional growth.

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

K-5 teachers as well as special education teachers

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

Students and teachers are most impacted, as well as administrators who are supporting the implementation.

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

Increasing the amount of texts in each classroom, time for teams to analyze and discuss data, texts to increase knowledge of reading strategies (Title 2 text- Reading Strategies)

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

Coaching, PD after school, and guided PLC analysis conversations

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.

During classroom observations school leaders will give feedback on school reading goals. Grade level teams will analyze assessments and discuss data as a PLC, making decisions that support student growth. Administrators are part of these discussions, facilitating the data meetings. Data sheets are used to track student progress, struggling students are flagged, discussed, and a plan for support is made.

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, math achievement, aligns to school goals in the area of instruction. We are starting the process of an instructional-growth plan in math. We have just started using a new math program, Bridges. Teachers are maximizing conceptual teaching strategies and are interested in vertical alignment in math. Teachers are working to intentionally choose instructional strategies and using data analysis to support student growth. PLCs are working to analyze data to increase student growth.

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

Intended results include an increase in student math achievement as well as perfected educator beliefs and practices.

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.

Students will reach proficiency and show strong conditional growth.

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

K-5 teachers as well as ECS teachers

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

Students and teachers are most impacted, as well as administrators who are supporting the implementation.

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

Time for teams to analyze and discuss data, texts to increase knowledge of math strategies

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

Coaching, PD after school, and guided PLC analysis conversations

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.

During classroom observations school leaders will give feedback on math practices. Grade level teams will analyze assessments and discuss data as a PLC, making decisions that support student growth. Administrators are part of these discussions,

facilitating the data meetings. Data sheets are used to track student progress, struggling students are flagged, discussed, and a plan for support is made.

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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