



2021-22 Phase Three: Professional Development Plan for Schools_11012021_13:54

2021-22 Phase Three: Professional Development Plan for Schools

East Bernstadt 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

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?

The mission of East Bernstadt School is to “Educate all students and build lifelong learners who are inspired to be their best while striving for success.” We take pride in communicating the importance of educating all students and empowering them with the necessary skills to be productive members of society who can contribute to a successful future. Our vision, “It’s about the future of kids!”, supports the school mission and focuses on educating the whole child and well-being of each student.

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?

Deeper dive into the Kentucky Academic Standards for mathematics; digging into mathematical practices; consistent use of math instructional strategies and automaticity school-wide MTSS/RtI procedures and practices impacting targeted students for both reading, math, writing, behavior and social-emotional learning

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

The Professional Development related to mathematics and MTSS/RtI will both impact and increase the number of student scoring proficient and distinguished in all content areas. The increased knowledge of math standards and mathematical practices will enable teachers to provide rigorous instruction leading to mastery of standards.

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.

Deconstruct KAS for math to enable teacher to design lesson and assessment aligned with standards. Increased knowledge of mathematical practices and consistent use at all grade levels to ensure students master standards. Professional development training will address the short term change and on-going monitoring of practices will need to occur to meet the goal of increased student achievement.

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

Increase student achievement; greater understanding of mathematical standards and practices; consistent instructional practices implemented school-wide

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.

Lesson plans demonstrating implementation of professional development; walk-through data/observations; analysis of student work

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

Principal, regular and special education teachers and paraeducators

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

All stakeholders

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

Partnership with SESC and CRRSAA to conduct the training for staff; teacher time for planning and implementation

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

Coach, PLC and implementation checks

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.

Lesson plan; walk-through data/observations; student work samples; common assessments; analysis of student work; PLC meeting minutes

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.

Continue to revise the Rtl manual's practices and procedures as well as updated training regarding changes to the Rtl process. Short term changes will be updating the Rtl manual and providing training. Long term changes that need to occur will be to monitor practices and procedures; identify the appropriate Rtl goal according to the content area and student need; ensure the fidelity of the entire process (intense interventions and monitoring and adjusting as needed)

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

More student needs are met through specific and target interventions; therefore not over identifying in special education services; educator mindset will be impacted and the overall goals of student interventions will provide a better understanding of the entire Rtl process

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.

Fewer special education referrals and fewer students reaching the tier 3 status; students needs met indicating student success

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

Principal; regular education teachers; all stakeholders

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

All stakeholders

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

CCEIS funding for professional development trainings; teacher time for planning; SESC and CRSSAA partnerships to provide training and support for the staff

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

PLC meeting/Rtl meetings; coaching; onboard of new staff as needed

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.

PLC meetings; Rtl paperwork; student data/monitoring data; principal, special education director, and teachers will be responsible persons; meetings will take place no fewer than 3 times per year

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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