



2021-22 Phase Three: Professional Development Plan for Schools_12022021_12:42

2021-22 Phase Three: Professional Development Plan for Schools

Hillard Collins 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?

School Mission Statement The mission of the staff and community of Collins Elementary School is* To foster academic growth for all students * To nurture a respect for others and an acceptance of differences in people * To develop the ability to accept responsibility for their own actions * To peacefully solve problems

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?

Continued professional development centered around implementation of Guided Reading and Guided Math in all classrooms. Professional development centered around the Sheltered Instructional Observation Protocol, (SIOP).

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

Help to meet the proficiency goal to increase the reading and math proficiency of all students. Meet the Gap Goal to increase the average combined read and math proficiency rates for all students in the Gap Group.

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.

After professional development: - The teachers will be able to fully implement Guided Reading and Guided Math in all homerooms. - The teachers will be able to differentiate the guided reading and math groups to meet the needs of the students in their homerooms. - The teachers will be able to develop common assessments to determine growth of students and next steps for instruction implemented during their guided reading and guided math times daily in the homeroom.

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

Intended results would be to meet the proficiency goal set for reading and math. This should also help close the achievement gap for all gap areas due to the differentiation of the instruction during the guided reading and guided math times. This would align all teachers in the building to implement the guided structure and work collaboratively to develop cohesive lesson plans attached to the learning standards.

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.

Increased achievement for all students in overall proficiency as determined by common assessments, CASE Assessments, STAR Reading and STAR Math, as well as KAS.

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

The targeted audience for the professional development will be all certified staff in the building, including homeroom, special education, EL and RtI teachers.

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

This professional development will impact, students, teachers, and administrators.

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

Continued partnership with the Northern Kentucky Coop to assist with training teachers. Funding will be needed to pay for any professional development that occurs outside of the school or brought into the school to train the staff. Additional materials will be purchased to implement the guided reading and math structure.

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

Administration will implement the ELEOT and other walk through data to determine successful implementation. The Building Coach will support and assist teachers not implementing all components of the structure. The administration and the coach will also develop a professional learning plan for new staff hired over the summer to ensure they have the same training and support as the rest of the staff.

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.

Administration will implement the ELEOT and other walk through data to determine successful implementation. Review of common assessments in professional learning communities, STAR Reading and STAR Math results, and RTI data.

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.

After professional development: - The teachers will be able to implement the Sheltered Instructional Observation Protocol (SIOP) in all lessons. - The teachers will be able to close the achievement gap for students in the EL group on KAS.

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

- The teachers will be able to implement the Sheltered Instructional Observation Protocol (SIOP) in to all lessons. - Decrease in the achievement gap for students in our EL population compared to our overall population as indicated on KAS. - Increase proficiency for all students who may not have vocabulary or experiential background on the appropriate grade level.

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.

Increased achievement for all students in overall proficiency as determined by common assessments, CASE Assessments, STAR Reading and STAR Math, as well as KAS.

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

The targeted audience for the professional development will be all certified staff in the building, including homeroom, special education, special area, EL and Rtl teachers.

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

This professional development will impact, students, teachers, and administrators.

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

Continued district support for implementation of professional development opportunities monthly to implement SIOP. Title 2 funding to pay for PD to train teachers. Building level funding to pay for substitute teachers. Time for teachers to collaboratively work together to develop language objectives on all lesson plans.

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

District support with continued professional development opportunities. Instructional coach supporting in the classrooms. SIOP building team to help carry our ongoing professional development. Professional learning communities to look at data after a unit of study have been completed.

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.

Lesson plans, ELEOT and SIOP walk through and building level walk throughs, STAR Reading and Math scores, CASE assessment data, ACCESS testing scores.

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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