



2021-22 Phase Three: Professional Development Plan for Schools_12202021_11:33

2021-22 Phase Three: Professional Development Plan for Schools

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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?

Morningside's mission is: "We exist to help students love learning, develop essential life skills, and become productive members of our community." Our vision is, "All of our students will achieve at least one grade level of growth in reading and math each year." We have developed 5 core value statements: We are positive by looking for the good in every situation through our attitude, words, and actions. We are supportive by building relationships and helping others be successful by being willing to jump in at anytime. We are compassionate by being an inclusive school

family that strives to bring out the best in one another by being caring in our words and actions. We are valued because every individual plays a vital role in making others feel important by ensuring all voices are heard and that work is appreciated. We are respectful because our actions show that we value the feelings, ideas, and uniqueness of others. Our staff has spent several sessions developing, editing, and revising our mission, vision, and core values. All staff members had multiple opportunities to provide input on these areas so that everyone would have buy-in. We are working to make these statements become words we live by in our building; all decisions should be measured by their alignment with our mission, vision, and core values. This will allow us to not make decisions that are just easy or trendy, but what we truly believe are important for Morningside students.

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?

Priority 1 for professional development is station teaching. Priority 2 for professional development is developing and analyzing common assessments.

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

Station teaching- We received our first year of Orton Gillingham training this past summer and how these skills can be incorporated into station teaching. We will continue to refine our practice of these skills in reading stations. However, we also need intentional training on engaging instruction during math stations. We have a solid math program through Eureka so we need to determine how to use these resources in math stations. Common Assessments-Our PLCs do not currently analyze assessment data on a regular basis. We need to learn the most effective way to analyze this data but first we must develop common assessments based on the standards. We will begin learning how to utilize common assessments in math first. Additionally, both of these priorities will help differentiate instruction for students which will help close gaps in student achievement and raise our proficient and distinguished percentages in all subject 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.

Short term: -teachers will use station teaching Monday-Thursday every week during reading and math -teachers will use Kagan structures during station teaching to engage students in discussion and learning Long term: -teachers will use data to form flexible groups for station teaching -stations will be differentiated based on data; this will start in the teacher station and then spread to the assistant and independent stations -teachers will find engaging and meaningful independent stations for reading and math

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

-teachers will see the value of stations and how it can be used to close gaps and push students forward -students will show growth on formative assessments, STAR, and KPREP -walkthrough results will show that teachers are implementing stations consistently

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.

-student growth on reading and math standards, growth on STAR, improved KPREP data -walkthroughs show that station teaching is being implemented consistently in reading and math -during PLCs discussion/notes will indicate that teachers share ideas and challenges of station teaching

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

teachers -I would also like to have a separate training for instructional assistants so they feel more equipped for their role in station teaching

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

students, teachers, instructional assistants

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

Staff-teachers will need instructional assistants in their classroom during math and reading instruction to provide additional support during station teaching Title I funds can be used to purchase instructional resources for station teaching Time will

be needed for teachers to work with their PLC on sharing ideas about effective stations

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

We will utilize PLC time to focus on station teaching; teachers can share things that are working well and ask one another questions about areas of concern. Administration will conduct regular walkthroughs and provide specific feedback about station teaching so teachers can continue to improve their practice. Administration will also provide resources and ideas that can be implemented in station teaching.

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.

walkthroughs, staff shout-outs on Monday Message, feedback left, PLC notes
Walkthroughs will be conducted on a rotating basis so that each person is observed at least one time per month

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.

Short term: -develop a common assessment for the first math unit -develop grade level protocols for administering the assessment -administer pre and post test for the unit -analyze assessment data as a PLC and determine specific next steps for students
Long term: -develop common assessments for the remaining math units -develop common assessments for reading comprehension standards -use assessment data to form flexible groups for station teaching

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

-teachers will use pre and post assessments to see student growth on standards and skills -teachers will use assessment data to flexibly group students -student achievement on assessments, STAR, and KPREP will improve due to targeted instruction -instructional assistants will be utilized for working with specific students based on the data

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.

-student growth on reading and math standards, growth on STAR, improved KPREP data -during PLCs discussion/notes will indicate analysis of data and next steps for helping students grow -lesson plans will indicate the use of pre and post assessments

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

teachers

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

students, teachers, instructional assistants

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

time to develop common assessments funding for purchasing CASE data base

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

PLCs will devote time each month to developing common assessments Principal will follow up on common assessments and provide feedback on the actual assessment as well as data from assessment

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.

Student work samples of assessments PLC notes Walkthroughs

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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