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2020-21 Phase Three: Professional Development Plan for Schools

Centerfield 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

1. What is the school's mission?

Our Current Mission/Vision: Working collaboratively, we will empower our school community to meet high expectations by ensuring ALL means ALL.

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?

1. Improved Teaching Practices for Virtual Learning 2. Implement Standards-based Grading

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

During this unique school year, when students are either getting all of their instruction virtually through our District's Virtual Learning Academy or they transition back and forth between in-person learning and non-traditional instruction, it is vital that our educators continue to grow their practice in utilizing high leverage strategies in a virtual learning setting. Our staff's ability to provide excellent instructional opportunities especially when students must learn virtually will impact growth in all academic areas, making this a top priority for professional development this school year. Another priority for us this year is utilizing Standards-Based Grading for all content areas and all grade levels. Considering the sense of urgency that we have this year to ensure we provide learning opportunities and track student progress related to our Essential standards, it is fitting to focus on better understanding mastery of standards, tracking student progress using rubrics and communicating that progress to students and families clearly through a SBG system.

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.

Objective - By May 2021, teachers will increase their capacity to provide engaging instruction in a virtual setting. Short Term - Teachers will learn more about high leverage virtual teaching tools and techniques for both instruction and assessment and begin to implement them in virtual setting. Long Term - Teachers will successfully implement tech teaching tools for instruction and assessment in order to engage learners at a high cognitive level in a virtual setting.

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

*Improved teacher efficacy regarding virtual instruction *Increased student outcomes in all content areas *Positive feedback from caregiver community

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.

Teachers self-report that professional development opportunities across the school year positively impacted their practice based on survey results Observations by leadership team and teacher self-reflection indicate evidence of implementation

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Student data reflects growth over the course of the year as measured formatively by Data Dashboards and globally in MAP assessment (District Screener)

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

ALL Certified Teachers and Instructional Assistants, School Leadership Team

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

This professional development impacts teaching/leadership practices of all teachers and school leaders, but ultimately students are impacted by increased opportunities for engagement in teaching/learning cycle during virtual learning.

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

STAFF: Utilize school leadership team and district technology leadership staff for training on high leverage tech tools, highlight teacher leaders who are utilizing strategies with success, empower all teachers to reflect on practice and identify next steps regarding professional development needs, encourage staff to seek out additional learning opportunities through state or national organizations (webinars, blogs, etc.) TIME: Professional Development Days, Teacher Work Days, Staff Meetings

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

All teachers will have the ability to request a coaching cycle with District Technology Coaches and are encouraged to do so. In-house work with professional learning communities (PLCs) will continue to be focused on the academic big rocks for each grade level (Reading, Writing, and/or Math), but will also incorporate follow up and ongoing support for the new learning related to virtual teaching strategies and tools by School Leadership Team members.

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.

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Teacher Surveys Classroom observations (formal and informal) Student Data Dashboards for Reading, Writing, Math

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.

Objective - By May 2021, teachers will successfully implement Standards Based Grading system in Reading, Writing, Math and Related Arts. Short Term - Teachers will develop understanding about mastery learning, develop rubrics for essential standards as PLCs, utilize common formative assessments and track student progress utilizing a data dashboard, and communicate progress to students and families in this transparent way. Long Term (2021-2022 school year) - Teachers will co-create rubrics with students, incorporate kid-friendly standards language as learning targets and in goal-setting conversations and reflection opportunities after assessment, and set unit goals as PLCs to increase proficiency rates for ALL students and for targeted GAP groups.

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

*Increased student outcomes due to intense focus on essential standards and mastery learning *More practical and more informative reporting system to track student progress for teachers *Transparency for all stakeholders regarding student progress - within grade-level PLCs, vertically across our school, for individual students, and for families

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.

PLC Evidence: Common formative assessments, Rubrics for essential standards, Complete data dashboards for each unit in Reading, Writing, Math, Progress Reports Sent to Families at Trimester Endings

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

ALL Teachers

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

Teachers, Students, Families

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

STAFF: School Leadership to train staff TIME: Professional Developement Day, Staff Meetings, PLC Time MATERIALS: Professional Readings (Articles, Book Chapters, etc.)

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

School Leadership Team will continue to support Professional Learning Communities (PLCs) and their focus on Reading, Writing, Math and Related Arts. All components listed above are part of the PLC's daily work, so it naturally supports our implementation of this new learning around Standards-Based Grading systems.

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 Data Dashboards for Reading, Writing, Math completed and reviewed at "Just in Time" Data PLCs Review of Trimester Progress Reports Sent to Families by School Leadership Team

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.

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)