



2020-21 Phase Three: Goshen Professional Development Plan for Schools_10282020_11:54

2020-21 Phase Three: Professional Development Plan for Schools

Goshen At Hillcrest 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?

The mission of Goshen Elementary, with the help of parents and community, is to promote the overall intellectual, physical, emotional and social development of each child so that she/he will become a productive, healthy, creative citizen of our society.

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?

Based upon the completed needs assessment, the top two priorities for professional development are teaching Reading Units of Study and refinement of PLC processes to analyze student work, design rigorous lessons, and differentiate instruction.

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

They relate to school goals by increasing student achievement in reading and closing achievement gaps.

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.

The specific objectives are: implementation of workshop (with specific foci of teaching an effective mini-lessons, conferring with students, strategy groups, and small group instruction)

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

Intended Results: Teachers will provide a focused mini-lesson with a clear teaching point and purpose. Teachers will differentiate based on individual student needs and set specific measurable goals with students. We will develop common beliefs of how the workshop structure provides a student-centered approach to learning. Students will become more independent readers, utilizing the strategies they've mastered to increase their reading stamina and ability to understand complex texts.

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.

Indicators of success: Students achieving their individual reading goals, students will also show growth on MAP reading assessment and KPREP. Students will show growth of understanding on formative and summative grade level common reading assessments.

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

The targeted audience are all instructional staff including regular education teachers, special education teachers, EL teachers, interventionists and instructional assistants.

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

Our instructional staff and leadership team will be engaging in this work to benefit all students in the area of reading achievement.

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

Professional training of and by the Instructional Coach will guide the work. Study and review of the Reading units of study, hard copy and virtual documents, as well as, PLC data analysis will be a key component in continuous improvement.

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

Coaching cycles by our instructional coach will include professional development, feedback, modeling instruction to individual teachers and PLCs. Evidence of the best practices of instruction will be observed during informal and formal observations with specific feedback provided. Reflection opportunities will occur throughout the school year within the PLC process.

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.

Evidence of the best practices of instruction will be observed during informal and formal observations with specific feedback provided. PLCs will analyze grade level common formative assessments on a regular basis to track student progress. Grade level data meetings occur three times throughout the school year. In these data meetings, PLC members and the instructional leadership team will work together to analyze data and discuss the needs of specific students and design specific strategic instructional strategies to support each learners' growth.

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.

Grade level teams will understand the purpose of effective PLC practices. PLCs will thoughtfully self-assess their team PLC practices to determine and reflect upon their strengths and areas of growth. The specific objectives include the creation and implementation of common formative assessments, rubrics, student work analysis, and intervention / enrichment next steps.

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

Intended Results: PLCs will develop collective understanding of content standards, create common formative and summative assessments, calibrate student proficiency, and effectively analyze student data to determine instructional needs.

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.

Indicators of success: Students achieving their individual reading goals, students will also show growth on MAP reading assessment and KPREP. Students will show growth of understanding on formative and summative grade level common reading assessments.

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

The audience for this professional development is all regular education teachers, interventionists, EL, ECE, and instructional leadership team members.

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

Our instructional staff and leadership team will be engaging in this work to benefit all students.

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

Professional training of and by the Instructional Coach will guide the work. Professional development will be offered in Professional Learning Communities, staff meetings, and extended planning sessions. Funding for training and instructional materials will be covered by district and school monies.

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

Our instructional coach will provide professional development, and feedback to PLCs throughout the year. Reflection opportunities will occur throughout the school year within the PLC process. The principal and assistant principal will regularly provide teams with specific direction and feedback during extended PLC meetings. 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. The professional development plan will be monitored throughout the PLC process as the principal, assistant principal and literacy coach as they attend and participate in weekly PLC meetings. This team will provide feedback with team leaders to support the process. Protocols for student work analysis will be utilized to guide the process. Our data analysis meetings that will occur three times a year to ensure student growth or to revisit instructional practices. Both formal and informal observations will occur and feedback will be provided throughout the process.

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.

Evidence of the best practices of instruction will be observed during informal and formal observations with specific feedback provided. PLCs will analyze grade level common formative assessments on a regular basis to track student progress. Grade level data meetings occur three times throughout the school year. In these data meetings, PLC members and the instructional leadership team will work together to analyze data and discuss the needs of specific students and design specific strategic instructional strategies to support each learners' growth.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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