2020-21 Phase Three: Professional Development Plan La Grange Elementary

2020-21 Phase Three: Professional Development Plan for Schools

LaGrange Elementary School
Heather Thomas
500 West Jefferson St
Lagrange, Kentucky, 40031
United States of America

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

2020-21 Phase Three: Professional Development Plan for Schools

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 driving force behind LaGrange Elementary is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Our purpose statement is #studentsfirst, and our direction is focused on creating the situations to ensure learning for all students. Three of our directional pillars include Reading Academy, Co-Teaching, and teaching with poverty in mind - Explicit Instruction. Embedded within our pillars is a focus on building background knowledge, vocabulary, and the weaving of reading, writing, listening and speaking into all content areas.

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.

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

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?

The two most critical areas for improvement are math and reading/language development. Based on our data in math, the gap between Hispanic students and non Hispanic students has grown 5.5%: 2017-18 gap spread of 7; 2018-19 gap spread of 12.5. The gap between EL students and non EL students has grown 6.1%: 2017-18 gap spread of 9.9; 2018-19 gap spread of 16. Across all gap areas, math remains an area of improvement. Our goal is for students to increase conditional growth in math from below 35%ile to 64%ile. In math, professional development will focus on algebraic thinking and problem solving, along with the rigorous implementation of best practices. Our second goal for continuous improvement is reading through vocabulary development, phonemic awareness and reading across all content areas. Third and fourth grade have the most significant concerns. Two gap groups within reading have specific concerns. Our goals are for 3rd grade Hispanic student's MAP conditional growth in reading will improve from the 36%ile to 50%ile and 4th grade Hispanic student's MAP conditional growth in reading will improve from 40%ile to 55%ile.

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

Our mission is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Based on our needs assessment, all our identified gap populations struggle in the area of math algebraic thinking and number and operations and with literacy, vocabulary acquisition and usage and reading foundational skills. Both areas build a strong foundation in education and are essential. Studies by the National Center for Education Evaluation (2016) provide evidence that PD programs focused on improving teachers' content knowledge and their knowledge about content-specific pedagogy can produce significant gains in teachers' knowledge by the end of the year in which the PD program is implemented. The studies also provide evidence that a one-year PD program can improve some aspects of instructional practice.

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.

Our short term goals are to focus on the systems and instructional practices established during the 19-20 school year in math. The first short term goal will be

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

the intentional implementation and data analysis of Simple Solutions. 2nd-5th grade PLCs will schedule dates and times to meet with the math coach to focus on the data, next steps for students and modifying instructional practices. Staff will participate in a webinar with Simple Solutions Rep for all new staff. Long term goals will focus on customizing professional development Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and solve multi-step problems. Additionally, we will partner with Great Minds - Eureka Math on the implementation of Eureka Math Equip which is a diagnostic tool to identify and address knowledge gaps. Another long term goal would be to have a math coach work regularly, through embedded professional development, work with PLCs on a weekly basis.

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

Student outcomes would be reflected through a jump in conditional growth scores. By utilizing a routine of 15 minutes per day on Simple Solutions, students will engage in spiral practice of the mathematics skills they are currently learning, as well as review of previous concepts. Consistent feedback will help students develop mastery of grade level math skills, as well as help develop confidence in their math ability. The results of a focus on problem solving would include an ability to demonstrate Math Practice Standard 1- Make sense of problems and persevere in solving them. Students would know how to model word problems and be able to apply mathematics to everyday situations. For educators, the outcomes of targeted professional development in problem solving best practices would be to enhance teachers' ability to support students in decoding problem solving situations. Teachers will learn how to model word problems using tape diagrams and the Read Draw Write process used in Eureka Math. In grades K-2, teachers will learn how to teach students how to decode part-whole relationships and how to best model the situation through concrete, pictorial, and symbolic representations. In grades 3-5, teachers will focus on modeling multiplication, division and multistep problems with the tape diagram. In addition, teachers will learn modes of instructional delivery when solving problems to determine what is best for a particular group of students. Throughout all of the grades, there will be an emphasis on the math practice standards, especially standards 1, 2, and 4. (Math Practice Standard 1 : Make sense of problems and persevere in solving them. Math Practice 2: Reason abstractly and quantitatively. Math Practice STandard 4: Model with mathematics.)

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.

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

K - 5 poverty students will increase MAP conditional growth in math from below 35%ile to 64%ile. Scores on extended responses would increase as well as weekly simple solutions assessments scores will increase

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

The targeted audience will be homeroom teachers, K-5, and ECE co-teachers.

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

Targeted professional development during the summer months and embedded professional development throughout the year will create a trickle down effect in terms of the impact. The initial impact will be targeted at increasing the knowledge and best practices of the teaching staff. The new understanding, data conversations and focused small group instruction will ultimately impact our students.

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

A Title II grant would be written to fund the $8200 2-day professional development session through Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and solve multi-step problems. Title I allocations could be used to fund a math coach position throughout the year for year-long embedded professional development.

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

Weekly coaching sessions focused on standards based instruction and the implementation of strategies learned during the summer professional development session will be provided through the addition of a math coach. Monthly data conversations will also help identify additional needs.

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.

Simple Solutions bi-monthly assessment results will be graphed and analyzed by staff. MAP will be administered three times during the year. Data conversations will

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

focus on analyzing student conditional growth. Grade level assessments and exit slip data will be monitored regularly during PLC weekly meetings. One member of the administrative staff, each assigned to one grade-level team, will be responsible for documenting data analysis conversations and next-step plans.

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-specific professional development is focused on the implementation of the Next Steps Forward in Guided Reading. Kindergarten through third grade teachers and certified staff who work with these grades during our Reading Academy attend monthly training focused on running records, letter/sound knowledge, lesson planning, and observing one another with the goal of improving one's instruction. Equipped for Reading PD- Kindergarten and 1st grade teachers and support staff started to use the text Equipped for Reading Success by David A. Kilpatrick to develop phonemic awareness and fluent word recognition in children. K and 1 teachers will participate in a book study to learn phonemic awareness and word recognition strategies to boost memory for words and promote rapid, effortless word retrieval. Teachers will learn how to administer and use the PAST assessment to meet the needs of their children. Marzano Vocabulary PD -- Grades 2-5 started to work with the text Teaching Basic, Advanced, and Academic Vocabulary by Robert J. Marzano. Teachers will learn how to use weekly pre- and post- assessments to identify vocabulary clusters from the Marzano text within subject areas. Teachers will learn the cluster approach to vocabulary instruction taught in the Marzano text and how it helps students gradually learn the unique features of terms. Teachers will learn how to utilize a six-step process when teaching academic (tier three) terms. Teachers will also learn strategies for teaching students who require individualized assistance, such as students from poverty and English learners.

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

Through our work with Next Steps Forward in Guiding Reading, teachers have been learning how to implement the Jan Richardson model of guiding reading instruction in order to equip teachers with practical and effective techniques for strengthening small-group reading instruction. Through the use of guided reading, students will develop greater control over the reading process through the development of reading strategies to promote decoding and construct meaning. We will use the DRA to assess individual growth over time using grade level benchmarks as our standard. Through inquiry and data collection in the last year, we noticed a deficit in phonological awareness skills in our youngest readers, Knowing that phonological

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

awareness is a key element in the development of word recognition skills, our primary teachers and support staff began work in building their toolkit of strategies to help our youngest students learn to read. Through our work with Equipped for Reading Success, which is designed to be a comprehensive phonological awareness training program with additional support in word recognition skills, teachers are understanding both the how and why of the importance of direct, explicit phonemic awareness and fluent word recognition instruction. Teachers are having a paradigm shift in their beliefs of best practices in reading instruction by learning the science of how kids read and acquire words through the work of Kilpatrick. To track the phonological development of our students, we will give the PAST (Phonological Assessment Screening Tool). Although this assessment is not norm referenced, the scores from this assessment provide the teacher with information about how the student has grown individually, how they compare to their peers, and how they compare to grade level developmental standards. In looking closely at the MAP reading assessment, the area of vocabulary acquisition and usage is an overall area of growth for our student population. Through direct and intentional vocabulary instruction using the steps outlined in Teaching Basic, Advanced, and Academic Vocabulary, teachers would deliver purposeful instruction based on students needs, using pre and post assessment data to drive instructional practices. Students growth will be reflected on the acquisition and usage portion of the MAP reading assessment.

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.

We will use the DRA and the PAST to track student performance. We will give both assessments three times a year. We will use this data to look at achievement according to the developmental benchmark, individual growth, and peer comparison. For Kindergarten the DRA grade level benchmark is a level 4 by May 2021. For the PAST assessment, the students should gain an automatic score of 12 being at a level F (Onset and Rime). For 1st grade, the DRA grade level benchmark is a level 18 by May 2021. For the PAST assessment, the students should gain a score of 32 or being at a level I (Phoneme Level). For vocabulary usage and acquisition, baseline data will be established in August and based on the final assessment, students will increase in their knowledge vocabulary and language development

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

The audience for Academy instruction, based on Jan Richardson's Next Steps Forward in Guided Reading, is all K-3 and certified support staff. Initial professional development for Equipped for Reading will target K-1 staff and specific support

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

staff. The audience for the Marzano work will be 2-5 homeroom teachers and ECE & EL co-teachers.

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

The initial impact will be targeted at increasing the knowledge and best practices of the teaching staff. The new understanding, data conversations and focused small group instruction will ultimately impact our students.

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

Title II funds are currently being used to support the implementation and job-embedded professional development of the Next Steps Forward in Guided Reading. Equipped for Reading Success texts and Heggerty Phonemic Awareness Curriculum was purchased for Kindergarten, First grade teachers and support staff. Materials and books were funded through the school. The initial purchase of Teaching Basic, Advanced, and Academic Vocabulary was made in winter of 2020 using school funds. To continue this work, we will need to purchase 12 more copies of the text and pay for a full day PD this summer to include all homeroom teachers 2-5 & ELL & ECE co teachers in this work.

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

Through the use of Title II funds a Reading Academy coach/ professional development facilitator was hired to coach teachers during the Academy block. This coach meets with teachers to analyze data, plan lessons, and model best practices to overall improve guided reading instruction. Professional learning is based on individual teacher needs and is provided during planning blocks and after school hours. Equipped for Reading, after the initial book study the teachers will meet as PLC's to plan phonological lessons and discuss best practices using One Minute activities from the "Equipped for Reading Success" text and phonological activities from the "Heggerty Phonemic Awareness Curriculum." When the data is collected from the PAST, the PLC and Leadership Team will review the data to make next steps on the curriculum implementation and discuss individual student performance. Walkthroughs are planned to provide feedback and as a job embedded professional development activity. After the initial summer PD for the Marzano, vocabulary conversations based on assessment data will be an embedded part of the weekly

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

meetings with the PLC and literacy coach to target instructional best practices and student needs.

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 DRA, PAST, & MAP will be given three times a year to monitor students progress. Grade level assessments and exit slip data will be monitored regularly during PLC weekly meetings. One member of the administrative staff, each assigned to one grade-level team, will be responsible for documenting data analysis conversations and next-step plans. Walkthroughs will support the implementation of these practices and feedback will be provided as a follow-up.

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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan La Grange Elementary - Generated on 01/12/2021

LaGrange Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)