



## 2020-21 Phase Three: Professional Development Plan for Schools\_09022020\_11:27

2020-21 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

1. What is the school's mission?

CAWOOD MISSION STATEMENT At Cawood Elementary School, we believe that a happy child is a successful one. It is our mission to provide a positive, safe and respectful environment where all feel valued and build a foundation for learning. We are committed to educating to the highest level possible so that children achieve their potential and become independent lifelong learners. It is our hope that each child that leaves Cawood Elementary will be prepared to be productive, responsible, ethical, creative, and compassionate members of 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?

Our top two priorities are 7th grade reading and 7th grade math. These are the lowest areas according to the STAR Testing Data. Since, both of these areas are scaffolded learning, all grades will be essential in building the support to improve these scores.

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

It is our school's goal to have every student succeed. In order for them to be successful, they must be at or above grade level in both Math and Reading. Therefore the professional development that is received in both of these areas will help to impact those students that are underperforming at this time.

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 teachers are receiving professional development opportunities through the "Striving Readers" grant. This training addresses all aspects of reading. The training is for all staff members as this is a cross-curricular area of need. Science, Social Studies and Language Arts teachers are being extensively trained, which should address this first priority area. Our district also purchased new language arts books this year which is aligned to Kentucky standards. This alignment should also alleviate any potential gaps.

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

It is our belief that working toward this priority area in such an extensive way, that we will potentially be able to close the achievement gap for these lower performing students. We will retest all students on STAR Reading again in the Spring and we hope to see improvement in their independent reading levels.

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.

The indicators of success will be a marked improvement in the 7th grade students' independent reading ability on the STAR Reading Assessment. This will show a growth in their reading and comprehension.

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

Because reading is a cross curricular and a scaffolded subject the targeted audience would be all teachers, both regular classroom and special education.

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

The goal is for the students to have the greatest impact as a result of the professional developments. Teachers will be able to address areas of weakness and add additional support through the use of technology, therefore increasing learning and student scores.

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

District staff may be utilized, funding if available, use of Chromebooks and schedulings.

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

Ongoing support will be through teachers assisting teachers, new and updated software programs and open internet access. The central office should be involved again with the use and purchase of additional hot spots, MiFi Connections and Chromebooks.

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.

The use of the professional developments will be monitored though lesson plans, work samples, classroom observations, and progress reports.

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.

Our second priority need is 7th grade mathematics. The professional development objectives are to attend the professional development workshops that go with our new math textbooks that we received this year. This will help teachers to follow the aligned curriculum through the textbook and alleviate any gaps. Our staff will also participate in math professional development at the district level to create new Math Benchmark Assessments that align with the new textbooks.

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

The results of becoming familiar with the new textbooks and the supplemental materials that go with it, will allow teachers to develop lessons that are more specific to the standards which in turn, will allow students to achieve a better understanding of the content. Also the benchmark assessments will hold each teacher and student accountable for the content delivered during each nine weeks and let us see their progress and specific deficits as an individual student as well as a class as a whole. Therefore, any reteaching that needs to take place can happen quickly before moving on. This will hopefully, close the gaps in content understanding.

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.

The indicators of success will be the analysis of the benchmark assessments which will show what content was mastered and what needs to be retaught. Also, through checking lesson plans and classroom observations, I will see what teachers are utilizing all resources available through the new textbook series in the best manner to achieve success.

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

Because math is a cross curricular and a scaffolded subject the targeted audience would be all teachers, both regular classroom and special education.

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

The goal is for the students to have the greatest impact as a result of the professional developments. Teachers will be able to address areas of weakness and add additional support through the use of technology, therefore increasing learning and score.

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The use of the professional developments will be monitored though lesson plans, work samples, classroom observations, and progress reports.

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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