



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Cumberland 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 community of CES is committed to providing all students the ability to be challenged and educated academically and socially by becoming productive citizens in life. Cumberland Elementary School staff is dedicated to providing our kindergarten through 8th grade students with a safe, secure, and stimulating learning environment that will develop a life-long passion for learning. Our faculty strives to guide each child to his or her highest level of achievement in order to be life-long learners and successful citizens.

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 school was identified as not achieving our targeted goal in the area of reading and math in our middle school program. Our goal is to 1. Increase Middle School Growth from 35.8% to 55 by 2022, and 2. Increase Elementary combined scores from 52.05% to 65% by 2022. Professional growth will focus on strategies and target intervention for out lower and upper grades in order to assure that our teachers have the tools necessary to teach within our unique setting.

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

our goals are to increase growth in the areas of reading and math, so targeting new types of interventions and educational strategies that close the gap of achievement and encourage student engagement go straight tot he core of our school's goals.

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 first priority for professional development is to give our teachers the tools and strategies that increase student knowledge, retention and participation in order to increase Middle School combined test scores. the short term affect is staff buy in to new strategies as the old have brought us results that are not up to par with which our students are capable. Long term changes are a change in habit and teaching styles/delivery of material to better increase each student's chance of becoming a life long learner.

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

Students scores, attitude towards school work, and overall feeling of success will increase. Educators will be rewarded through student participation and results.

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.

Our school will no longer fall under targeted at the state level. Students' test scores and overall grades and achievement on the STAR assessment will increase.

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

Teachers 5-8, Intervention Teachers, Special Needs teachers, and Administration

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

All associated with Cumberland Elementary will be impacted. Our school students all the way through administration will be affected by the change in knowledge about strategies and instruction, while central office will see results at the state level.

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

Staff buy in and funding for development to be brought into our building (or through virtual access)

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

Follow-up and professional learning communities will be implemented. Staff will meet periodically and discuss strategies and recent success to encourage continued implementation and support.

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.

Classroom observations will be performed by administration. Student work and testing will be periodically pulled for examination in grade level groups for feedback.

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.

The second priority for professional development is to give our teachers the tools and strategies that increase student knowledge, retention and participation in order to increase Elementary School combined test scores. The short term affect is staff buy in to new strategies as the old have brought us results that are not up to par

with which our students are capable. Long term changes are a change in habit and teaching styles/delivery of material to better increase each student's chance of becoming a life long learner.

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

Students scores, attitude towards school work, and overall feeling of success will increase. Educators will be rewarded through student participation and results.

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.

Our school will no longer fall under targeted at the state level. Students' test scores and overall grades and achievement on the STAR assessment will increase.

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

Teachers K-4, Intervention Teachers, Special Needs teachers, and Administration

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

All associated with Cumberland Elementary will be impacted. Our school students all the way through administration will be affected by the change in knowledge about strategies and instruction, while central office will see results at the state level.

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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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