



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

Green Hills 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?

Green Hills Elementary School's mission is to provide a quality education to every child.

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 on our 2020 needs assessment, two of our top professional development needs are the enhancement of our ability to differentiate within the classroom and the need to garner more parental involvement from our stakeholders.

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

Foremost, the need to differentiate within the classroom directly affects the quality and effectiveness of instruction, which in turn, influences academic achievement. The need for professional development in this area is one that directly affects the goals of our school, especially when considering our gap populations and their math scores. Any professional learning that enhances our ability to effectively reach our students increases teacher effectiveness. Professional development in the area of school/parental/stakeholder involvement will strengthen the relationships that are necessary for effective academic communications. These relationships can be nurtured through various intentional strategies that professional development can provide to our teachers. With these new skills, school staff can work more effectively with stakeholders to foster community ownership of school success thereby leading to the attainment of 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 objective is the inclusion of more detailed differentiated instruction into teacher lesson plans. The second objective is to see more intentional differentiated instruction within the individual classrooms on a more regular basis.

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

The intended results is the increase in student engagement and understanding that will be evident in both formative and summative assessment formats.

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.

We will see increases in STAR scores and in other academic measures. Teachers will see evidence of increased student understanding and engagement on a daily basis as evident in their formative activities.

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

All Green Hills Elementary School Certified Teaching Staff.

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

Administration, Teachers, Students, Parents, District

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

Staff, technology, staff meeting time, district staff

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

Teachers will have access to PLC's and to follow up training through our district and member educational cooperatives.

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.

STAR data, KPREP Data, teacher classroom observations, formative and summative work samples, all grade levels, throughout the year.

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.

To elicit more direct stakeholder involvement in student academic affairs. To foster more in-person contact between teachers and stakeholders.

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

The intended results from this professional development is the further strengthening of relationships between stakeholder and teachers that directly effect the academic performance of students through the communication of performance related data and other information that can remove barriers to learning. The

enhanced communication skills gained will enable our teachers to more effectively connect with parents that have historically been reluctant to attend school functions or to communicate with their child's teachers.

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 see increased parental involvement as evidenced on our sign-in sheets at school functions and parent/teacher conferences. We will see our success rate for scheduling and keeping meeting go up. We will see an increase in the modes of communication used by our stakeholder when responding to our teachers. We will see our teacher utilize new strategies to reach out to our families.

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

All Green Hills Elementary School Certified Teaching Staff and Classified Instructional Assistants.

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

Students, Stakeholders, Teachers, Administration

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

District PD Staff, Staff Meeting Time, School Technology Resources

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

PLC's, District Support Staff and our local Education Cooperatives.

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.

Teachers and front office staff will be responsible for keeping sign-in logs to document participation in school functions and meetings. teachers will document ongoing contact with stakholders through multiple means.

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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