



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

Mount Sterling 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?

Mount Sterling Elementary school is inspiring lifelong learners to be successful, productive members of society who give back to their community.

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?

Increase in proficiency in the area of Reading and Math for our students with disabilities. Novice reduction in the area of Reading for our EL student population.

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

Our professional development will address our school goals by offering teachers the opportunity to acquire best practice, research based instructional strategies that directly increase proficiency in the areas of reading and math for our SPED population and a reduction in novice for our EL students.

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.

To address our first priority (increase proficiency with students with disabilities in reading and math), professional development objectives will include: developing a specific co-teaching model in collaboration with CKEC (with a specific focus on team and station teaching); intentional learning on Kagan strategies for engagement and Marzano High Yield Strategies (led by teachers through faculty meetings/PLCs);

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

As a result of the professional development, teachers will gain new knowledge and skills to address specific student deficits in reading and math. Therefore, student learning and achievement will increase as evidenced in common assessments, KPREP assessments, MAP assessments, and running records.

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.

Overall student performance of our special needs population will improve. Specifically, MSE will increase the percentage of special needs students scoring proficient and distinguished on KPREP in Reading from 32.6% to 35.7%. MSE will increase the percentage of students scoring P/D, who qualify as students with disabilities in Math from 17.4% to 21.2%

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

CKEC will provide a Co-teaching training and series of follow-up walkthroughs and skills sessions with all faculty and staff. We will work with our ESS daytime waiver math interventionist, our reading interventionist, our SPED department (teachers and classified assistants), as well as our general education teachers to work through

a plan for a successful co-teaching model. Our SPED and Gen education teachers will also work through planning protocols and delivery of instruction in the team-teaching model. All teachers and administrators will participate in intentional learning of Kagan strategies for engagement and Marzano High Yield Strategies (led by teachers through faculty meetings/PLCs);

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

Teachers, assistants, and administrators will be impacted through the development of new knowledge and skills. As a result of this professional development, our faculty, staff and administrators will be better equipped to implement the best educational practices and address the specific learning needs of our special needs student population. Student learning and achievement will increase as a result of effective professional development.

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

CKEC will provide the co-teaching training and a series of follow up walkthroughs and skill sessions at no cost to the school or district. In addition to these, trainings on Kagan engagement strategies will be led by our curriculum coach and principal, and teachers will lead in monthly faculty meetings (August 2021-May 2022) Marzano High Yield Strategy training.

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

CKEC will provide a series of follow-up walkthroughs and skills sessions to plan and implement a successful co-teach structure. Our SPED and general education teachers will also work through planning protocols and delivery of instruction in the team-teaching model. We will also provide extensions bi-monthly as well as follow up connections in PLCs and monthly faculty meetings. Grade levels will implement a Marzano High Yield Strategy, and then report back to staff (with appropriate modeling of the strategy) its effectiveness and the results. They will also offer suggestions to other grade levels for how to incorporate this strategy with their own students. Curriculum coach, principal, CKEC, SPED and general education teachers, and EL Coordinator will plan and collaborate on this.

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.

All teachers and administrators will share experiences through PLC's and faculty meetings on the application, effectiveness, and results of new skills and strategies learned through professional development. They will discuss what worked well and what did not. District, school, CKEC, and teacher leaders will observe educators' new practices and offer feedback. Student work samples, grade level common assessments, MAP and KPREP assessments, and running record data will be also be used as a means to evaluate effectiveness.

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.

Professional development addressing our second priority need will focus specifically on research-based strategies proven to show increased achievement among EL students, with a specific focus on SIOP (Sheltered Instruction Operation Protocol), and EL appropriate accommodations and modifications. We will be using the text, Making Content Comprehensible for English Learners, The SIOP Model by Short, Echevarria, and Vogt as our primary resources for teacher training and support.

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

The implementation of the Sheltered Instruction Observation Protocol (SIOP) model along with research-based strategies and EL appropriate accommodations and modifications will aid in addressing the academic needs of English language learners. As a result of the professional development, teachers will gain new knowledge and skills to address specific student needs and make content material more comprehensible to English Language Learners. Student learning and achievement will increase as evidenced in common assessments, running record data, progress monitoring data, KPREP assessments, and MAP assessments.

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.

Content and language needs of ELL students will be met and overall EL student performance will increase. Furthermore, the percentage of EL students scoring novice on KPREP in the area of reading will decrease significantly by 5-10%. Reading scores will improve as evidenced through running records, MAP & KPREP assessments, common assessments, and classroom work.

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

Classroom teachers, administrators, special education teachers, and interventionists will participate in professional development on EL research-based strategies, accommodations, and modifications.

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

Professional development in the SIOP Model and other research based strategies will impact teachers by providing them the necessary tools and skills to allow them to plan and deliver lessons to improve the achievement of EL students. English learners will especially be impacted by acquiring the necessary academic knowledge and vocabulary as they develop English language proficiency.

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

We will be using the text, Making Content Comprehensible for English Learners, The SIOP Model by Short, Echevarria, and Vogt as our primary resources for teacher training and support. Title 1 funds will be used to purchase materials for professional development.

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

We will provide extensions bi-monthly as well as follow up connections in PLCs and monthly faculty meetings. Our curriculum coach, principal, and EL Coordinator will plan and collaborate on this.

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.

All teachers and administrators will share experiences through PLC's and faculty meetings on the application, effectiveness, and results of new skills and strategies learned through professional development. They will discuss what worked well and what did not. Our curriculum coach, administrators, and EL coordinator will observe educators' new practices and offer feedback. Student work samples, grade level

common assessments, MAP assessments, and running record data will be also be used as a means to evaluate effectiveness.

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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