



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

Mapleton Elementary School

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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?

Mapleton Elementary will be a high performing school that equips all learners with knowledge and skills to achieve academic growth, display responsible citizenship, and become lifelong learners.

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?

a. Mapleton will outline a School Literacy Plan that addresses the need for common assessments, literacy instructional strategies and resources, family and community partnerships, and intervention plan with progress monitoring. b. Increase students making categorical growth in reading and math by increasing engagement strategies (including technology integration), setting individual student and classroom goals, and implementing a common planning protocol to review and analyze work and data.

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

As a school, Mapleton plans to increase the percentage of students scoring Proficient/Distinguished in the areas of reading, math, science, social studies, and written expression. Also as measured by KPREP, Mapleton plans to close the achievement gap including students with disabilities to 58.1 percent in reading and 53.7% in math. Based on Mapleton's 2020-2021 growth goal; each student will make a year's worth of growth, and more than a year's worth of growth if they fall under the 50th percentile. To measure instructional outcomes, Mapleton uses MAP, district/teacher created Common assessments, K-PREP scores, running records, math fluency, social-emotional scales provided by the counselor, and integrated arts goals, etc... a. We as a school, try to provide professional development opportunities that not only assist with growing each student, but assist the professional or teacher with their personal growth. By continuing to work in grade level professional learning communities, Mapleton will be able to plan and implement curriculum, as well as analyze student assessment data to make instructional decisions. PLC's promote collaboration amongst teachers to ensure that spaces are created for teachers to share their ideas or thoughts. Feedback and reflection, as well as sustained duration also contribute to higher student achievement. By looking at student work, teachers are self-assessing their instructional practices. This allows teachers to internally reflect on what worked and what didn't in their lessons. Allowing time to reflect and receive feedback provides more opportunity for them to seek what is best for our students at Mapleton. b. Mapleton utilizes many instructional resources in order to be successful. In order to form a comprehensive educational plan for all students to grow, teachers combine self-created instructional support with school/district purchased resources. This year, we plan to provide professional development to teachers that will ensure our instructional program at Mapleton is effective and meets the needs of all students. Due to extenuating circumstances, Mapleton is currently instructing students virtually. Here, students are actively participating in online platforms such as Zoom, Google, and Schools PLP. Schools PLP was purchased by the district, and is almost totally aligned with Kentucky Academic Standards. Teachers will participate in

continuous learning professional developments focused on engagement and utilization with Schools PLP. Also, our teachers have adopted professional growth goals centering around technology implementation and engagement strategies. Teachers were placed in small learning communities and will continue researching virtual learning topics, requiring them to implement it and then reflect to their colleagues about their successes. With a focus on technology, teachers are able to engage students in virtual learning settings, in order to accommodate their individualized learning needs.

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.

Objective 1: By September 2021, 67.6% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 66.1% score P/D) and in 5 years all Mapleton students will score P/D in reading as measured by the state assessment.

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

The intentional result will be Mapleton's teachers will provide reading instruction with intentional demonstration of reading with explicit explanation of strategies while engaging students to interact and use reading strategies to become proficient readers. Also, Mapleton's literacy program will create reading environments that make a variety of texts available to help reach the goals and needs of students; making proficient readers who have the right to be engaged and accountable for their own reading.

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.

1. School Literacy Team members participate in work with the District Literacy Team. 2. School Literacy Team monitor and support the completion of the activities in the school's CSIP including outlining professional development opportunities for staff. 3. Literacy Plan will outline the full expectations for Mapleton for literacy instruction including but not limited to: curriculum, components of instructional model, resources, progress monitoring, parent/community involvement, ...

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

The targeted audience for professional development will be the preschool-fifth grade reading teachers, interventionists, special education teachers, and instructional assistants.

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

Every group will be impacted by this component of professional development. The district has a matching goal of outlining a district literacy plan so we will work in partnership with district leaders as we align our literacy expectations. PD training and expectations will be outlined for administrators and teachers with the end result being the students who benefit from our training and implementation.

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

1. Training costs, 2. Literacy resources for students - technology and reading and assessment materials 3. PLC time to provide ongoing support and training 4. Ongoing grant writing work to support our literacy needs 5. Family Literacy resources and training needs.

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

Summer professional development for all reading teachers, ongoing coaching support from district staff and school interventionist, weekly PLC work, partnerships with the literacy coordinators at CKEC and KEDC, ...

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.

PD will be monitored for implementation by administrator walk through data charts - ongoing throughout the year, Student Data results - running records, school universal screening data 3 times per year, skill checklists, and standards based grading throughout the year, and state assessment end of year data.

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.

Mapleton will ensure a year's worth of growth for every student in Reading and Math or more than a year's growth if below the 50%tile. Mapleton will increase the percent of students making categorical growth in Reading and Math by 15% in 2025.

1. Professional Development will support teachers' understanding of monitoring student growth in reading and math. 2. Professional Development will be ongoing to monitor growth of students throughout the year as a school team. 3. Professional Development will focus on intervention strategies and resources to support the continued growth of students not making adequate growth throughout the year.

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

By focusing on individual student growth, Mapleton students will all be targeted to ensure they are gaining skills academically and those below the identified level will make more than an year's growth through targeted intervention strategies and resources.

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.

1. Staff will complete intensive summer PD focused on intervention and consistent progress monitoring tools and resources along with clear implementation expectations outlined. 2. Support for strategies and resources will occur throughout the year at weekly PLC meetings and ongoing PD throughout the year. 3. Progress monitoring will also occur throughout the year to adjust strategies during weekly PLC meetings. 4. Intensive data analysis days will occur in November and February to monitor and reevaluate the growth plan goals and objectives by school, grade, classroom, and individual student.

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

The targeted audience for professional development will be the preschool-fifth grade teachers, interventionists, special education teachers, and instructional assistants.

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

Every individual student will be impacted by this component of professional development. The teachers and administrators will be impacted through the focused support throughout the year on the progress monitoring and plans for

support for each individual student. PD training and expectations will be outlined for administrators and teachers with the end result being the students who benefit from our training and implementation.

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

1. PD Training funds for aligned PD sessions in CSIP 2. Technology - Assessment and intervention resources (MAP, Lexia, ...) 3. Summer intervention and support sessions aligned as well as parent/community involvement activities - PD time to train staff on those plans. 4. Summer PD Time, ongoing PD time throughout the year, PLC time, and 2 data analysis days - November and February

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

Summer professional development for all teachers, ongoing coaching support from district curriculum staff and school interventionist, weekly PLC work, partnerships with CKEC and KEDC, ...

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.

PD will be monitored for implementation by administrator walk through data charts - ongoing throughout the year, Student Data results organized in a digital data wall including running records, math fluency checks, school universal screening data 3 times per year, skill checklists, and standards based grading throughout the year, and state assessment end of year data.

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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