



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

Northview Elementary
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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 mission of Northview Elementary is to provide a caring, welcoming, and safe environment for students to grow academically, creatively, and morally as we partner with our community and families to foster educated, well-rounded, compassionate students that help those in need while becoming a positive member 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?

1. Response to Intervention (reading and math) 2. Literacy (using Leveled Literacy Instruction [LLI] and The Literacy Continuum)

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

Effectively implementing RTI and using the Literacy Continuum will help students reach proficiency in reading and math.

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.

Schoolwide strategies and timelines for tiered instruction and effective benchmarks (particularly for math)

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

Increase reading achievement to 57.4% scoring proficient or distinguished, and 55.2% scoring proficient or distinguished in math.

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.

KPREP data MAP data Grade level assessments Benchmark Data Wall for reading and math

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

All staff

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

All stakeholders

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

Staff, funding, technology, materials, time

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

Student Achievement Team, Interventionist's data, professional learning communities

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.

Professional Learning Communities meetings and RTI Data Wall days along with School Achievement Team members who will review data/progress monthly collected by teachers and interventionists.

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.

Gaining knowledge and effectively implementing strategies from the Literacy Continuum book by Fountas & Pinnell that will help students reach reading proficiency.

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

Increase the number of students on grade level or above using Guided Reading Level benchmark assessments. Increase reading achievement to 57.4% scoring proficient or distinguished in reading.

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.

Benchmark Assessment Running Records, grade level assessments, MAP, and KPREP.

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

All staff

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

All stakeholders.

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

staff, materials, funding, materials, time

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

Professional Learning communities, observations

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.

Benchmark running record data, grade level assessments

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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