



2021-22 Phase Three: Professional Development Plan for Schools_11232021_11:10

2021-22 Phase Three: Professional Development Plan for Schools

Creekside Elementary School

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2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission of Creekside Elementary is to provide a safe learning environment where everyone is encouraged to reach their full potential.

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. Foundational Reading Skills to include Writing 2. Math Curriculum Implementation

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

The percent of students who are on or above grade level in reading will increase from 57% Spring 2021 to 67%% by Spring 2022 as measured by IReady Standard View Assessment. The percentage of students who are on or above grade level in math will increase from 56% in Spring of 2021 to 65% by Spring 2022 as measured by iReady Standard View Assessment.

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.

1. For all primary teachers in Grades K-2 to have completed the comprehensive Orton-Gillingham Literacy Training. 2. For all primary teachers Grades K-2 to implement the training they receive from Orton-Gillingham with fidelity. 3. For our students to leave the primary grades with the foundational reading skills needed to read and comprehend grade level texts. 4. Teachers in all grades will implement the strategies they learn through Joy Write to embed writing practice and creative writing into their daily and/or weekly lesson plans.

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

1. For all primary teachers Grades K-2 to implement the training they receive from Orton-Gillingham with fidelity. 2. For our students to leave the primary grades with the foundational reading skills needed to read and comprehend grade level texts. 3. For our students in all grades to develop a love of writing and practice expressing their ideas creatively through writing.

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. Students will master the continuum of skills as taught by Orton-Gillingham. 2. Teachers walk-through feedback will indicate that they are implementing the

program with fidelity. 3. The percent of students who are on or above grade level in reading will increase from 57% Spring 2021 to 67%% by Spring 2022 as measured by IReady Standard View Assessment. 3. Our Writing KPREP scores will increase from 40.7% from 20-21 to 50% in 21-22.

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

Teachers in Grades K-2 will participate in Orton-Gillingham training. Teachers in Grades K-2 are welcome to also attend the Joy Write PD, but teachers in grades 3-5 are the target audience for Joy Write.

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

Teachers and students

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

The district is paying for the Orton-Gillingham training. We use our PPA funding and federal funding to purchase the supplemental resources needed to implement the program with fidelity. PPA and Federal funding were used to purchase the resource needed for Joy Write implementation.

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

The district instructional services department provides continuous coaching and follow up for Orton-Gillingham implementation and refinement. Our professional learning communities are also used to discuss goal progress on literacy continuums and resources needed.

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.

The district instructional services department participates in semester walk-throughs for refinement and implementation monitoring and feedback. The principal and Vice-Principal participate in weekly and/or bi-weekly walk-throughs to ensure fidelity in implementation. Annual full and mini classroom observations may

include the program as well. The data from implementation results is discussed in Student Support Meetings each Semester with individual teachers, interventionist, administrators, and the counselor and also at PLCs at least once per quarter.

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.

1. For all teachers K-5, teachers will participate in on-going training regarding iReady Curriculum implementation. 2. All teachers K-5 will implement the curriculum with fidelity. 3. The percentage of students who are on or above grade level in math will increase from 56% in Spring of 2021 to 65% by Spring 2022 as measured by iReady Standard View Assessment.

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

1. For all teachers K-5, teachers will participate in on-going training regarding iReady Curriculum implementation. 2. All teachers K-5 will implement the curriculum with fidelity. 3. The percentage of students who are on or above grade level in math will increase from 56% in Spring of 2021 to 65% by Spring 2022 as measured by iReady Standard View Assessment.

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.

The percentage of students who are on or above grade level in math will increase from 56% in Spring of 2021 to 65% by Spring 2022 as measured by iReady Standard View Assessment. Students will take the iReady Math assessment three times throughout the school year to measure progress.

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

Teachers in Grades K-5.

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

Teachers and students in Grades K-5.

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

ESSER funds have been used to purchase the iReady program to include the professional development, MyPath technology component, student workbooks, and Teacher Toolkit. Federal funds are used to purchase supplemental manipulatives to reinforce content.

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

iReady learning provides embedded PD sessions throughout the 21-22 school year during Professional Learning Communities.


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.

The principal and Vice-Principal participate in weekly and/or bi-weekly walk-throughs to ensure fidelity in implementation. Annual full and mini classroom observations may include the program as well. The data from implementation results is discussed in Student Support Meetings each Semester with individual teachers, interventionist, administrators, and the counselor and also at PLCs at least once per quarter.

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)
 21-22 PD Plan		.