



2021-22 Phase Three: Professional Development Plan for Schools_11282021_11:35

2021-22 Phase Three: Professional Development Plan for Schools

Cecilia Valley Elementary School

Nicole Kiser

931 East Main Street
Cecilia, Kentucky, 42724
United States of America

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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?

Cecilia Valley Elementary Mission The mission of Cecilia Valley Elementary School, a united, family-oriented, rural school is to view each child as a valued and unique individual who can learn and achieve at high levels. We welcome the special contributions and individuality of every student. By emphasizing character and keeping student learning our first priority, we strive to prepare our students to be successful contributing citizens of the 21st century.

ATTACHMENTS

Attachment Name



Cecilia Valley PD Plan for 21-22

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. Designing and delivering instruction for Economically Disadvantaged students (Reading) 2. Designing and delivering instruction for Economically Disadvantaged students (Math)

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

Increase the number of Economically Disadvantaged students who perform at the Proficient/Distinguished area (reading) Increase the number of Economically Disadvantaged students who perform at the Proficient/Distinguished area (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.

Both a long and short term change that will support economically disadvantaged students in the area of Reading is the implementation of Orton Gillingham methodology to explicitly teach phonological and phonics skills to all students in grades K-2, in addition to students receiving reading intervention in grades 3-5. In addition, iReady Reading is a new diagnostic tool we are utilizing which is paired with a supplemental learning path that individualizes instruction for students. Cecilia Valley has also adopted Lexia, which focuses on the five components of reading. This program provides individual experiences for students based on their foundational skills.

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

By implementing these programs and practices the intended result is for students to have equitable exposure to explicit instruction. This will reflect in the percentage of students reading on grade level. In addition, the iReady diagnostic will provide Teachers access to thorough data to inform their instructional planning and delivery.

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.

The indicators of success will be results from the iReady diagnostic. This diagnostic will provide information regarding the percentage of students at or above grade level as well as individual student growth.

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

The targeted audience for professional development includes all stakeholders including certified and classified staff who work directly with students.

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

All stakeholders involved with Reading instruction will be impacted by this professional development. Teachers and Instructional assistants will learn best practices for implementing core reading instruction. Students will be learning to utilize iReady Pathways which individualizes their instruction. Parents will receive reports regarding their child's performance and progress throughout the school year. Administration will review program usage and student progress throughout the year.

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

Resources and materials will be purchased using TitleI and ESSER funds to enhance the programs and implementation (i.e. OG online licenses, iReady My Pathways). Time will need to be allocated for continuation of professional development for these programs as well as opportunities for peer collaboration. Funds will also be utilized to fund a MTSS support teacher for struggling students in the areas of math and reading.

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

Individual coaching will take place following classroom visits. Grade level coaching and collaboration will take place during professional development sessions, PLCs, and professional learning days set aside by the district.

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.

Teachers will be provided meaningful feedback to improve their instruction following walkthroughs and CEP visits conducted by administration. Administration will also facilitate weekly PLCs to analyze data and determine next steps for remediation and enrichment.

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.

Both a long and short term change that will support economically disadvantaged students in the area of Math is the implementation of iReady Math in grades K-5. iReady Math is a new diagnostic tool we are utilizing which is paired with a supplemental learning path that individualizes instruction for students. Cecilia Valley also uses Reflex Math to solidify students math fact fluency.

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

By implementing these programs and practices the intended result is for students to have equitable exposure to explicit instruction. This will reflect in the percentage of students performing on grade level. In addition, the iReady diagnostic will provide Teachers access to thorough data to inform their instructional planning and delivery.

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 indicators of success will be results from the iReady diagnostic. This diagnostic will provide information regarding the percentage of students at or above grade level as well as individual student growth.

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

The targeted audience for professional development includes all stakeholders including certified and classified staff who work directly with students.

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

All stakeholders involved with Math instruction will be impacted by this professional development. Teachers and Instructional assistants will learn best practices for implementing core math instruction. Students will be learning to utilize iReady Pathways which individualizes their instruction. Parents will receive reports regarding their child's performance and progress throughout the school year. Administration will review program usage and student progress throughout the year.

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

Resources and materials will be purchased using TitleI and ESSER funds to enhance the programs and implementation (i.e. math workbooks, iReady My Pathways). Time will need to be allocated for continuation of professional development for these programs as well as opportunities for peer collaboration. Funds will also be utilized to fund a MTSS support teacher for struggling students in the areas of math and reading.

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

Individual coaching will take place following classroom visits. Grade level coaching and collaboration will take place during professional development sessions, PLCs, and professional learning days set aside by the district.

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 will be provided meaningful feedback to improve their instruction following walkthroughs and CEP visits conducted by administration. Administration

will also facilitate weekly PLCs to analyze data and determine next steps for remediation and enrichment.

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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