



2021-22 Phase Three: Professional Development Plan for Schools_11232021_08:31

2021-22 Phase Three: Professional Development Plan for Schools

G C Burkhead 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 for G.C. Burkhead Elementary School is to recognize that all children can learn and to ensure that children are given the foremost educational opportunities to meet their individual needs and to provide a strong foundation for life-long learning, in order to be competitive in the global arena, by providing positive community involvement, a secure and stimulating environment, educational innovation, and visionary leadership.

ATTACHMENTS

Attachment Name



PD Plan

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?

Our first priority for continuous improvement was improving our reading scores, particularly with our students identified with a disability. In order to improve, it is essential that we focus on the baseline skills in the primary grades. We specifically targeted phonics and phonological awareness skills. Teachers have been provided training in reading strategies such as Orton Gillingham. Our second priority based on the needs assessment was to improve in the area of differentiation, particularly in Math. Our Fall 2021 IReady scores show that our students tested at a wide array of abilities. We feel that it is essential for our teachers to meet all of our students where they are in order to get them on grade level, especially our students with special needs. During our PLI, teachers and instructional assistants had the opportunities to participate in modeled station teaching and center learning.

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

These two top priorities are taken from the comprehensive school improvement plan.

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.

Starting with Kindergarten and 1st grade, teachers will learn strategies from the Orton-Gillingham training that align with the phonics and phonological continuum. In the short term, teachers will learn to align their reading strategies with the phonics and phonological continuum. This continuum will be tracked vertically, having teachers in the fall pick up exactly where students left off in the previous spring. The long term changes will come from continued professional

development with Orton-Gillingham, providing teachers with instructional practices that impact a diverse array of learners. We are currently in year 3 of Orton-Gillingham training, meaning we have now trained grades K-2. Our next step is to complete training for new staff.

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

The intended results of these trainings are to get all students on reading grade level by the end of the second grade. If all students have their basic reading skills by this time, they will be able to complete more individual/student-led projects and activities in the intermediate grades centered around learning discovery.

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.

According to Fall 2021 IReady scores, 84% of our primary students are on grade level in reading. We will monitor improvement with the Winter diagnostic. By Spring of 2022, our goal for primary students on grade level in reading is 89%.

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

The targeted audience for the professional development is primary teachers, Kindergarten through 2nd grade.

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

Students are the most impacted by this component of professional development. Teachers are impacted by expanding their small reading group strategies to include Orton Gillingham.

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

District resources are primarily used for the trainings that are offered. However, the school will need to continue to support this professional development by purchasing materials. These materials include resources that are reusable year to year, such as training guides, powerpoint slides, and workbooks. However, there are several resources that need to be renewed each year. For example, tactile materials that are used by the students must be purchased each year.

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

Coaching will be provided by administration, district instructional services department, and early childhood instructional department. Feedback will be provided from walkthroughs. Teachers will also have the opportunity to collaborate in professional learning communities as well.

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 development will be monitored using student work samples, formative and summative assessments, classroom observations and walkthroughs. These will be collected by administration and district instructional services department. Data will be analyzed in professional learning communities monthly.

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.

The specific objectives for professional development are to increase differentiation for math using station teaching and student centers. The short term changes that need to occur are incorporating this in to the collaborative classrooms initially. The long term goals are for teachers to use these models in all math classrooms.

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

The intended results are for all students to be engaged on their level of need, based on data analysis from IReady, formative and summative assessments, and exit slips. Using small groups in maths, teachers can differentiate within the classroom at a greater level to maximize engagement.

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.

Objectives for the second priority need are to improve IReady math scores in grade 3-5 from 82% on grade level to 87% by the Spring of 87%. Winter scores will be analyzed for progress.

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

The targeted audience for the professional development is intermediate teachers and instructional assistants, grades 3rd-5th.

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

Students are the most impacted by this component of professional development. Teachers are impacted by their differentiation based on data analysis.

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

Technology resources needed are updated chromebooks to be used as independent centers. Teachers will also need time to collaborate (professional learning communities, PLD days, etc). Staff who excel in these practices can be used as peer models during professional development.

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

Administration and district-level instructional leaders will provide supports for coaching based on walkthroughs and data from assessments.


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.

Professional development will be monitored using student work samples, grade level formative and summative assessments collected monthly. Also IReady diagnostics in the winter and spring will be used.

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.

none

Attachment Summary

Attachment Name	Description	Associated Item(s)
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