



2021-22 Phase Three: Professional Development Plan for Schools_11222021_13:40

2021-22 Phase Three: Professional Development Plan for Schools

New Highland 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 New Highland is Excellence Through Education.

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?

Based upon our critical areas identified on the needs assessment, our professional development is focused on the areas of reading and writing. Our professional development this school year has been focused on writing throughout the content areas, OG Next Steps, and Student Engagement through Thoughtful Education and Kagan Strategies.

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

Our school goals are identified by and measured with KSI, iReady Diagnostics test, and K-Prep data. The goals of improving writing throughout the content areas and reading comprehension are directly related to our PD opportunities.

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.

Our Kindergarten and 1st grade teacher will have a refresher PD on Orton-Gillingham strategies that align with the phonics and phonological continuum where they will collaborate and share ideas and strategies for implementation on OG in their classrooms. 2nd grade teachers will receive the formal district Orton-Gillingham training. These professional developments will allow for our students in grades K-2 to have a solid reading foundation. Teachers will also continue to receive additional professional development in OG to continue to refine their practices in literacy instruction. Reading teachers in grades 3-5 will participate in engagement strategies for students. This professional development will allow students to share their learning with peers which will deepen learning for all students.

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

By focusing on baseline phonological awareness and phonics in the primary grade levels, students will have the foundational skills to read, comprehend, and analyze more complex text. By following the PA and phonics continuum, we will continue to focus in on each students individual needs and how best to assist them in their learning.

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.

Indicators of success will be growth on the reading iReady Diagnostics assessment given in the fall, winter, and spring as well as individual student growth on the PA and phonics continuum.

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

Target audience for the Orton-Gillingham professional development is Kindergarten-2nd grade teachers and paraeducators. The intended audience for the Engagement Strategies through Thoughtful Education is Kindergarten- 5th grade reading teachers and paraeducators.

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

Students and teachers will be most directly impacted by this professional development.

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

Funding, space, time are all necessary for effective professional development. Resources, such as teachers or program directors, are essential as well, although some of this may be provided in-house from our own personnel.

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

Administration has also attended the Orton-Gillingham professional development. This will allow us to coach and support teachers as they continue to implement OG in their classrooms. The district also provides consultants to do walkthroughs, provide feedback, and re-visit particular skills to teachers.

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 through student work samples, grade level assessments, and the phonics and phonological awareness continuum.

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.

Our second priority focus is on engagement through thoughtful education and Kagan strategies in all content areas. Through professional development, our goal is to improve student engagement in our classrooms. Professional development will be focused around teachers being reintroduced to the specific tools from Thoughtful Education and Kagan strategies. We will revisit the topic throughout the year with teachers providing strategies used in the classroom.

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

The intended results being increased student engagement. With increased student engagement, this will lead to more successful student outcomes.

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.

Success will be indicated by growth in Reading and Math on the iReady Diagnostics test from Fall 2021- Spring 2022.

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

The target audience for the professional development is teachers.

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

Teachers and students will be most impacted by this professional development.

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

Consultants from the Instructional Services Department will help guide professional development, as well as building administrators and peer observations. Building administrators will conduct walkthroughs with peers using a rubric and feedback will be given by to the teacher.

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

Consultation with the instructional services department will be provided throughout the year. Peer observations and feedback will also be provided to teachers for follow-up.

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.

Classroom observations conducted by the administration and Instructional Services Department will gather data and analyze with PLCs for monitoring.

ATTACHMENTS

Attachment Name




NHES Professional Development Plan

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)
 NHES Professional Development Plan		• 5h