



## NPES 2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

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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?

Our mission is to provide a safe, secure and nurturing environment in which students form the foundation for life-long learning. Our faculty and staff are committed to providing an atmosphere that is welcoming and secure as well as developmentally appropriate. Students learn through hands on exploration of concepts in small and whole group settings, as well as through movement and play. We know that giving children a strong start is the first step to a positive school experience.

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?

Foundational Literacy is our most critical area for improvement. Our Kindergarten students typically leave NPES between 70-85% on grade level. The second priority is to support continuous improvement in multi-sensory approaches to support learning and engagement. Our professional development incorporates those two ideas. The Professional Development plan for 2020-21 focused all school PD hours on Multi- Sensory Literacy Approaches (Orton-Gillingham). For 21-22, we are fully implementing Orton Gillingham and measuring our success.

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

Foundational Literacy is our most critical area for improvement. Our Kindergarten students leave NPES between 70-85% on grade level in Reading. Our goal is for 70% or more to leave on grade level in reading and for every student to make at least one year's growth in math and reading.

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.

Teachers will implement learned strategies for teaching the foundational skills of reading(Phonological awareness, phonics, sight words, etc) through the use of multi-sensory methods, using a research based, proven process. This year is our first year of full implementation with all staff trained. We are monitoring and providing feedback on teacher implementation through classroom walkthroughs with district support.

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

The intended result is an increase in on grade level performance in reading foundational skills, implementation of multi-sensory practices across disciplines,

increase in engagement. 70% of students will master the Kindergarten skills on the PA and Phonics Continua.

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.

Student growth on Literacy Skills Profile (in ESGI) and iReady testing in Reading and Math.

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

All Kindergarten Teachers, Special Education and Instructional Assistants.

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

District Leaders, Principals, Teachers, Instructional Assistants, and students.

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

Funding (district level), ongoing coaching and support, materials for teachers and students, time.

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

Coaching and support, PLC follow up, onboarding training for new staff.

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.

Student data (ESGI, classroom walkthrough and observation, observing student growth in intervention programs). The leadership team will look at ESGI/Continua data monthly with Student Support Teams (PLCs), and hold Data Chats after each iReady test window to look at student growth and progress.

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.

Literacy was our primary focus for 21-22 - This is a long term goal.

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

Literacy was our primary focus for 21-22 - This is a long term goal.

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.

Literacy was our primary focus for 21-22 - This is a long term goal.

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

Literacy was our primary focus for 21-22 - This is a long term goal.

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

Literacy was our primary focus for 21-22 - This is a long term goal.

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

Literacy was our primary focus for 21-22 - This is a long term goal.

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

Literacy was our primary focus for 21-22 - This is a long term goal.

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.


Literacy was our primary focus for 21-22 - This is a long term goal.

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.

Literacy was our primary focus for 21-22 - This is a long term goal.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 NPES PD Plan (Kindergarten) 21-22	PD Plan	.