



2021-22 Phase Three: Professional Development Plan for Schools_11242021_06:05

2021-22 Phase Three: Professional Development Plan for Schools

Radcliff 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 at Radcliff Elementary is to teach studentn perseve, to work cooperatively, and to be responsible, productive citizens.

ATTACHMENTS

Attachment Name



Mission Statement

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?

The top two priorities for professional development that support continuous improvement are high yield/active student engagement strategies and economically and culturally responsive classroom practices.

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

Professional development in high yield/active engagement strategies supports the goal of increasing proficiency rates in reading, math, science, and writing. Professional development in economically and culturally responsive classroom practices supports the the goal of increasing proficiency rates for economically disadvantaged and African-American students in reading, math, and science.

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.

Specific objectives for professional development in high yield/active engagement strategies include improving teacher knowledge regarding which high yield/high engagement strategy to ensure the biggest academic effect and the ability to analyze data to determine and implement specific modifications to instruction.

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

The intended results include improving the overall quality of instruction and increasing student learning/achievement.

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 include implementation of appropriate high yield/active engagement strategies, adjustments to instruction based on assessment results, and increased student engagement and achievement.

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

The targeted audience for the professional development is teachers and para-educators.

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

Those impacted by this component of professional development include teachers, students, and para-educators.

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

Resources needed to support the professional development include funding, staff/subject matter experts, materials, and time.

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

Ongoing supports provided for professional development implementation include professional learning communities, follow-up, coaching, and feedback from administrators.

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 for evidence of implementation through monthly review of lesson plans, PLC agendas/minutes, walkthrough data, and assessment results.

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 in economically and culturally responsive practices include improving teacher knowledge/understanding of student needs and best practices/instructional strategies specific to student need. This includes improving teacher-student relationships.

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

The intended results include improving the overall quality of student-teacher relationships, improving the quality of instruction, and increasing student learning/achievement.

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.

Indicators of success include improved student attendance, a reduction in behavior incidents, implementation of appropriate instructional strategies, adjustments to instruction based on student need, and increased student engagement and achievement.

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

The targeted audience for the professional development is teachers and para-educators.

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

Those impacted by this component of professional development include teachers, students, and para-educators.

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

Resources needed to support the professional development include funding, staff/subject matter experts, materials, and time.

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

Ongoing supports provided for professional development implementation include professional learning communities, follow-up, coaching, and feedback from administrators.




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 for evidence of implementation through increased attendance rates, decreased behavior incidents, PLC agendas/minutes, monthly review of lesson plans, walkthrough data, and assessment results.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>20-21 PD plan</u>		.
 Mission Statement		• 1
 <u>Tentative PD plan for 21-22 SY</u>		.