2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30

2021-22 Phase Three: Professional Development Plan for Schools

Rineyville Elementary School
Stephanie Breeding
275 Rineyville School Road
Rineyville, Kentucky, 40162
United States of America

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

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?

Rineyville Elementary School is Reaching Every Student with Relationships, Expectations, and Student-Centered Solutions.

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.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

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 top 2 priorities for professional development are Reading Strategies with Orton Gillingham and Math strategies with iReady program.

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

Teachers and K-2 have been trained in Orton Gillingham strategies, however we will be doing follow-up training to keep the focus on reading. Orton Gillingham is designed to reach students performing below level for multi-sensory support. We continue to need to focus our work toward students with disabilities and students economically disadvantaged. Our iReady Math program also presents material in multi-sensory and various ways. This also allows students with disabilities and students economically disadvantaged to have strategies presented to them in multiple ways so they can then determine what strategies work best for them.

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 first priority is Orton Gillingham strategies for teaching reading. Specific objectives include: Teaching teachers specific strategies for teaching reading, How to use Orton Gillingham strategies in both large and small group reading, How to use the OG continuum to drive instruction.

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

The intended results for Reading: Increase growth for target students that have disabilities and economically disadvantaged, Increased engagement in all K-2 classrooms noted in walkthroughs, and Students exiting second grade being on grade level in Reading.

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: Reading-growth met on iReady assessments for grades K-2. Name and Need for students with disabilities will indicate growth for those students. District data collected for fluency and sight words will indicate

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

growth. Math-growth met on iReady assessments for Math for grades K-5. Name and Need for students with disabilities will indicate growth for those students. District data collected on Reflex Math progress and fact fluency will indicate growth.

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

Classroom teachers K-5 and Special Education teachers.

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

Students, teachers and principals will be impacted by the professional development.

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

Continued funding for Orton Gillingham training and purchase of iReady materials and diagnostics. Staff includes teachers and instructional assistants to provide instruction. Technology will be used in small group setting to enhance skills in reading and math. Staff will need common planning time to develop lessons in both Reading and Math to address specific student needs.

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

We will continue with PLC's with the administration team monthly and grade level planning weekly. The school administrators and district staff will conduct regular walk-throughs for observations of the implementation in Reading.

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.

The administration team will develop a schedule for PLC meetings that includes a focus on data analysis in Reading.

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.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

Our second priority is iReady Math strategies for teaching math. Specific objectives include: Review of the iReady spiraling program, Aligning the curriculum with Pacing guides, Identifying key strategies that are meeting needs of students with disabilities and economically disadvantaged and embedding more opportunities for those specific strategies in lessons.

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

The intended results for Math: Increase growth for target students that have disabilities and economically disadvantaged, Strategies for solving problems are varied as documented through walkthroughs, and students exiting on grade levels are on grade level in Math.

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.

Math-growth met on iReady assessments for Math for grades K-5. Name and Need for students with disabilities will indicate growth for those students. District data collected on Reflex Math progress and fact fluency will indicate growth.

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

Classroom teachers K-5 and Special Education teachers.

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

Students, teachers and principals will be impacted by the professional development.

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

Continued funding for Orton Gillingham training and purchase of iReady materials and diagnostics. Staff includes teachers and instructional assistants to provide instruction. Technology will be used in small group setting to enhance skills in reading and math. Staff will need common planning time to develop lessons in both Reading and Math to address specific student needs.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

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

We will continue with PLC's with the administration team monthly and grade level planning weekly. The school administrators and district staff will conduct regular walk-throughs for observations of the implementation in Math.

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.

The administration team will develop a schedule for PLC meetings that includes a focus on data analysis in Math.

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

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11222021_12:30 - Generated on 12/16/2021

Rineyville Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Rineyville PD Plan 21-22		•