



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

2021-22 Phase Three: Professional Development Plan for Schools

Vine Grove Elementary School
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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 of Vine Grove Elementary School is to provide the opportunity for faculty, staff, parents, students, and community to develop, through communication, a sense of ownership, spirit, and pride in their school. Not only must students be prepared academically, physically, emotionally, and socially; they must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, diversity and the community. We offer many programs that

help student develop ownership of their work, and also based on the student needs of each different grade level.

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?

Vine Grove Elementary School's top two priorities are in the area of Reading and Science. The overall reading proficient/distinguished percentage for the 3rd through 5th grade is 34.1%. 13.3% of 4th grade students scored proficient in science, and 1.1% of 4th grade students scored distinguished.

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

The top two priorities of professional development relate to the schools goals of ensuring all students have access to a quality reading education and the schools goal to make STEM a priority. Vine Grove has hired retired teachers to conduct reading intervention plans, implemented an ESSER support educator in the area of reading, and has implemented Orton Gillingham in the primary grades for phonics and reading. These areas will be a focus for professional development schoolwide.

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.

To give reading teachers specific reading strategies that will help them instruct students in the areas of Comprehension and Fluency. The first step will be to canvas the teachers to find any specific needs they might have. Second, we would contact GRECC or another organization to find Professional Development that they can provide to meet those needs. The short term changes will be conducting the PD and then observation of the new strategies in place. The long term changes will be to see those changes fully implemented. In the short term process, we have implemented OG phonics with fidelity in grades one and two, with hopes to create a solid reading foundation so that we can focus on comprehension and fluency.

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

VGES would like to see a 10% increase in our reading proficiency scores by the 2023-2024 school year. We would like to see a change in practice with our teachers using new strategies in conjunction with our reading series, Ready Common Core. We plan to see OG practices streamlined in primary grades, creating a unity in our phonics beliefs.

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.

Success will be gauged through classroom performance, iReady diagnostic scores and the state assessment. We should be able to see an increase in reading comprehension scores using the iReady Diagnostic, as well as students scoring on average 80% or better on iReady reading lessons. We would then hope to see an increase in reading counts points received by students. A successful indicator will also be measured by assessing and analyzing our phonics continuums in primary grades. The hope is to see students moving up the continuum, equaling more intense reading skills.

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

Reading teachers in all grades. We will focus on phonics, comprehension, and fluency.

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

The purpose of all PD is to impact the education of the student through teaching effective practice or the teachers. The principals would attend the PD as well to ensure that implementation will be carried through, which means that the impact will be student, teachers, and administrators.

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

We will use technology, the GRECC educational coop or other organization, and the time to implement the PD and the program.

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

Teachers will be supported from the administrators, PLC's and other non grade level teachers that attended the PD. They will also receive follow-up on the PD and this will ensure full implementation. During PLCs, any coaching that needs to take place will be continued throughout the remainder of the school year.

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 professional development will be monitored for evidence of implementation by looking at student work samples, iReady diagnostic data, iReady reading lesson completions, and classroom observations. This data will be gathered by the teachers and school administrators quarterly.

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.

To ensure that all reading teachers incorporates science into their reading lessons through comprehension and fluency lessons. the biggest short term change would need to be the passages that the teachers use to incorporate science into their reading curriculum.

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

VGES would like to see a 20% increase in 4th grade science proficiency scores by the 2024-2025 school year. Students will be better versed in science and will be able to use that knowledge to help problem solve in most areas. Educator practice will show that science is a big part of their classroom reading.

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.

Student will have a better working knowledge of science and how to incorporate science into their everyday lives. All 4th grade students will enter the 4th grade with a solid understanding of science and the world around them so that they can get deeper into the subject throughout their academic career.

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

General education classroom teachers grades 1-5.

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.)

Funding for the PD will be needed. We will also need funding for science based reading passages, or a resource to use throughout the reading curriculum. We will also need technology for students to work with and be engaged in the learning of science.

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

Ongoing supports will be provided such as coaching from the administrators, help with planning from PLC's and follow up in the form of periodic walk throughs to see the implementation in action.


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 professional development will be monitored by student work samples, grade level assessments, common assessments, and classroom observations. The principal and assistant principal will be responsible for data collection.

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)
 PD Plan	PD Plan	.