### **Professional Development Plan for Schools**

**1. What is the school's mission?**

Our goal is to build intentional relationships, inspire passionate learners, provide personalized learning, identify leadership in self, staff, and students and challenge our team to exceed expectations.

**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**](https://apps.legislature.ky.gov/law/kar/703/005/225.pdf) **(3), what are the school's top two priorities for professional development that support continuous improvement?**

Our number one priority is strengthening our Tier I core instruction.

Our second priority is continuingto develop and strengthen teachers' understanding of the purpose and collection of Tier I student data and how to apply that data to improving student learning outcomes.

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

**Priority #1: Tier I core instruction** Grandview Elementary’s staff consists of a large number of teachers with three years or less of experience. In order to impact the greatest number of students, our focus is on designing and delivering highly effective, culturally responsive, evidence-based core instruction.

Through these three strategies, the administrative team will ensure implementation of best practices during Tier 1 instruction:

* Walkthroughs schedules
* Weekly Grade Level data driven PLC meetings
* Shared weekly Lesson Plans

**Priority #2: Student Data**

Our MTSS framework must be strong so that all students have effective and intentional supports in place that are structured, timely, and individualized. Through professional development, teachers will increase their ability to intentionally collect data and use that data to improve student success.

###### **4. For the first priority for professional development, complete the following:**

###### 

**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.**

Through ongoing, job-embedded professional development, we will focus on the Tier I implementation of the Workshop Model in all classrooms and across all content areas. Classroom teachers will experience expert training for instructional resources in reading and math. Through collaborative PLC meetings, teachers will identify and clarify learning targets based on locally developed pacing guides. This work will focus on a deeper understanding of KAS, learning targets, instructional alignment, and assessment.

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

The intended results are that teachers will improve their practices and the intentionality of planning instruction. Building teacher understanding will support a deeper student understanding of students’ learning objectives and metacognition.

**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.**

If we successfully meet this objective, we predict an overall increase in teacher efficacy. In addition, we will see an increase in the number of students scoring proficient and distinguished in reading and math.

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

The target audience is general and special education teachers. In addition, we will differentiate professional development based on individual teacher needs.

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

All teachers and students will be impacted by the success of this professional development.

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

We need to provide the time for teachers to observe expert peers modeling best practices. Deeper Learning funds will be used to pay teacher stipends for work outside of contract hours for reflecting on internal observations. Additional grant funding has been secured to supplement local funding sources and will be utilized to provide professional learning around the effective implementation of high quality instructional resources in literacy and math.

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

The instructional coach will meet with both observation hosts and peers who are observing. She will facilitate reflective conversations through coaching cycles and provide feedback to address professional growth goals. In addition to our instructional coach, a representative from an approved providers will collaborate with administration to observe teachers, provide teacher feedback and reflect with teachers on Tier 1 instruction.

**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.**

**Teacher Feedback Forms**- all teachers after observations

**Teacher Reflections**- all teachers after observations

**Student Data Analysis**- Special and general education teachers and interventionists during PLCs

**Classroom Observations**- School and district leaders

###### 5. For the second priority for professional development, complete the following:

**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.**

We will continue to strengthen the impact of our MTSS framework by providing ongoing professional development focused on formative assessment and data collection. The leadership team will model analyzing and using the data collected to make decisions about instruction and support teachers in this process.

In addition, the school and district currently developing a more structured MTSS plan to share and implement in the upcoming school year.

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

The intended results are that teachers will improve their knowledge of the MTSS process, which will lead to a deeper understanding of student needs. All students, regardless of academic achievement, will be monitored by the MTSS Team on a regular basis.

Our PLCs will be guided by the following questions:

* What do we want all students to know and be able to do?
* How will we know if they learn it?
* How will we respond when some students do not learn?
* How will we extend the learning for students who are already proficient?

**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.**

The developed MTSS process will ensure that all students are being monitored and interventions are being utilized effectively. Our goal is that there is an overall increase in teacher efficacy and a deeper understanding of Tier 1 best practices and data analysis. Over time, we plan to see a decrease in the number of students requiring supplemental instruction through Tier 2 and Tier 3 services.

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

The target audience for this professional development is all general and special education teachers as well as the MTSS team.

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

All teachers and students will be impacted by the success of this professional development.

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

The main resource to be used to attain the goal is our internal digital data tracking system. All student success will be monitored using this system regardless of whether they are receiving an intervention or not. This resource will allow our team to conduct seamless transitions of students in and out of the MTSS system as data is collected and reviewed.

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

The MTSS team will meet with teachers every 6-8 weeks during scheduled meetings to discuss student progress, analyze data and determine student intervention needs. Weekly PLC meetings will be utilized for teachers to reflect and gain a deeper understanding of assessment data to drive instructional decisions.

**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.**

**Student Data Tracker -** Review of the student data tracker every 4 to 6 weeks will reveal trends in data collection and student progress

**Student Data Analysis**- Special and general education teachers and interventionists during PLCs

**Classroom Observations-** School and district leaders will observe teachers, provide teacher feedback and reflect with teachers on Tier 1 instruction.