Grandview Elementary

Professional Development Plan for Schools

1. What is the school's mission?
Through an engaging environment, we equip students with essential skills; empowering them to accomplish their goals.

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 focus areas requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Priority #1: Strengthen student engagement during tier 1 instruction

Priority #2: Strengthen tier 1 math instruction through a Year 2 implementation training on Eureka Math squared

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

Both priorities reflect our goal of increasing the effectiveness of tier 1 instruction.

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.

Objective is to increase indicators of Core Action 3: Using Student Engagement (from the KDE Instructional Practice Guide) during instruction. Short term indicators would be:

- Students practice targeted content and skills out of context in a variety of ways, including independent practice.
- Students persevere with productive struggle when practice calls for additional attempts, extended practice time, and/or trial and error of foundational skills. Students continue to own complex learning even when support is provided.
- Students engage with understanding through reading, writing, speaking, and listening.
- Students assume active ownership of learning, doing the majority of the reading, writing, speaking and/or listening, independently or collaboratively.
- Students probe each other's thinking, talking and asking questions to deepen their understanding about the text or topic.
- Students are able to use learning goals and success criteria to check their understanding and monitor progress throughout the lesson.

4b. What are the intended results as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Intended results would be the following:

    For educators:

- Equip educators with various strategies/ structures that enable all students to be involved and learn from class discussion/ activities.
- Ensure teachers understand how to provide "just in time" scaffolds for individual students that allow them to access grade level content but also maintain the rigor of the lesson/ work.

- Ensure the teacher has a clear understanding for the purpose of the learning and that students are actively engaged in the heavy lifting when it comes to developing ideas and responding.

For students:

- Student results are listed in the short term indicators above.

4c i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Data Collected	Person responsible	Frequency of Analysis
Instructional Practice Guide ratings	State Literacy Coach	Formal data collected 3 times yearly. Ongoing formative data analyzed every 4-6 weeks to drive areas of focus for coaching cycles.
Classroom walkthrough data	School Admin	Monthly
Student work samples/ formative assessment data	Teachers and coach	Weekly PLCs

4d. 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. Please describe in detail.

Indicators of success for each data measurement would be:

Data Collected	Success Indicators
Instructional Practice Guide ratings	IPG ratings for each indicator in Core Action 3 = mostly or yes for all teachers.
Classroom walkthrough data	Clear evidence of students using learning targets & success criteria to check their understanding Evidence of teachers employing the strategies and scaffolds taught as well as students being engaged in the heavy lifting of the learning.
Student work samples/ formative assessment data	Work samples show evidence of practice and understanding of the targeted content and skills in a variety of ways; students using text evidence to demonstrate understanding.

4e. Who is the specific targeted audience for professional development?

The target audience are all certified teachers K-5.

4f. What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional development support from vendors, release time for professional learning, etc.)

Resources needed:
- State Literacy Coach for ongoing support
- Instructional Practice Guides; Classroom walkthrough forms for administrators
- Ongoing PD support and resources for engagement strategies
- Weekly PLC time for staff

4g. What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- State Literacy Coach will work with teachers in the following capacities in order to support implementation:
    - Daily teacher observation and feedback
    - Bimonthly grade level PLCs to analyze ELA formative assessments, internalize lessons, and make instructional decisions
    - Bimonthly whole staff trainings during ERD (Early Release Day) PD time
    - Coach and admin calibrate ratings during joint classroom walkthroughs

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.

Teachers are in their second year of implementing Eureka Math squared as the HQIR. The PD will help teachers refine implementation in the following areas:

- Increasing student engagement during math instruction
- Increasing opportunities for students to engage in productive struggle
- How to create appropriate scaffolds that allow struggling students to access grade level content while maintaining rigor
- Using formative assessments to guide instructional planning and interventions

5b. What are the intended results as related to the specific objectives in (a)?

- Intended results are to increase student engagement and achievement in math through those objectives.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Data Collected	Person responsible	Frequency of Analysis
Classroom walkthrough data	School Admin	Monthly
Student work samples/ formative assessment data	Teachers and admin	Biweekly PLCs
Lesson plans	Teachers and admin	Admin review weekly

5d. 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. Please describe in detail.

Data Collected	Success Indicators
Classroom walkthrough data	Ratings that indicate high student engagement, students engaging in productive struggle, use of formative assessments and feedback.

| Student work samples/ formative assessment data | Evidence of teachers employing the strategies and scaffolds taught as well as students being engaged in the heavy lifting of the learning.

Evidence of student understanding of the learning. |
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| Lesson plans | Lesson plans should indicate evidence of lesson internalization, appropriate scaffolds, and differentiation to meet student needs. |

5e. Who is the specific targeted audience for professional development?

The target audience are all certified math teachers K-5.

5f. What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

1. Initial training, along with follow-up PD from Eureka math.
2. Coaching support provided by the district curriculum specialist.
3. Classroom walkthrough forms for administrators
4. Early release time on Wednesdays
5. Weekly PLC time for staff

5g. What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

1. Our district curriculum specialist will provide ongoing coaching cycles for teachers as needed.

2. Admin will lead biweekly PLC meetings for each grade level team to analyze formative assessment data and make instructional decisions/ recommendations
3. Check-in with the Eureka PD coordinator to determine any follow-up or additional PD support needed.