



2021-22 Phase Three: Professional Development Plan for
Schools_11302021_10:38

2021-22 Phase Three: Professional Development Plan for Schools

Junction City Elementary School
Pamela Shunk
250 School Street
Junction City, Kentucky, 40440
United States of America

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	9

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?

Our school's mission statement is: "Do our best, be our best, leading the way at JCES." Our staff's goal is to help all students achieve at high levels to ensure their success in school and life.

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?

Priority #1: Additional reading and math training for primary teachers. Our K-2 teachers have been utilizing the Literacy Footprints online books in order to continue to teach guided reading groups to small groups of students. We would like to purchase the Literacy kits that accompany the online program and participate in professional development training provided by the company in order to effectively utilize the program with our students. For math, many of our primary teachers have participated in the Early Elementary RTI training provided by the Kentucky Center for Mathematics. We would like for our remaining K-2, who have not participated in the training, to do so. Priority #2: Common Assessment and Learning Target Reviews: Our district has disaggregated grade-level standards into measurable learning targets and created grade-level common assessments based on standards. We would like to revise the targets and common assessments based on the latest updates to the standards.

ATTACHMENTS

Attachment Name



PD Plan 2021

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

Priority 1 would provide teachers with additional training to further develop their instructional strategies. More effective, or a wider repertoire of, instructional strategies would enable teachers to create more intentional lesson plans for specific groups of students. This process would translate into higher levels of student achievement. With priority 2, revising our learning targets and common assessments to align more closely with the current standards would ensure that classroom instruction and formative assessments would match the rigor of the standards. If students are receiving daily instruction at or above the rigor level of the standards then they should perform better on state assessments. The analytical process for teachers also makes them more knowledgeable on their grade-level standards and better equipped to teach them to their students.

ATTACHMENTS

Attachment Name



JCES Big 5

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.

The administrators will provide training on the Literacy Footprints and Rise programs for the regular and special education teachers. Additional guided reading materials will be purchased in order to create a bookroom with leveled reading materials for teachers to utilize during small group instruction. For math, many of our primary teachers have participated in Early Elementary RTI training provided by the Kentucky Center for Mathematics. We will pay for the remaining staff to participate in those trainings as well. In addition, the teachers will create math games and resource materials to utilize during math instruction.

ATTACHMENTS

Attachment Name



Academic Recovery Grant

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

The intended results would be an increase in student achievement scores (i.e., more students reaching the proficient/distinguished level in reading) and growth scores for students in both reading and math. In addition, there would be some consistency with materials, content vocabulary, and instructional practices used from one grade level to the next.

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 for success would include, but not be limited to: an increase in the number of students scoring proficient or distinguished on the MAP test; an increase in the number of students meeting grade-level standards according to grade-level summative assessments (DRA's, common assessments, fluency assessments, SNAP); an increase in the number/percentage of students meeting annual growth goals according to MAP; and an increase in student engagement within the classroom according to administrative walkthroughs.

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

PS - 5th-grade teachers and instructional assistants

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

students, teachers, principals

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

Resources needed are: -Time for teachers to review and revise common assessments and learning target -Funding for student materials (i.e., chromebooks, iPads, guided reading materials, math manipulatives, science and social studies resources, etc.) -Funding for outside PD (i.e., KCM trainings, training for activity teachers, etc.)

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

Ongoing supports will include coaching, team meetings (PLC's), and support from school and central office 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.

The professional development will be monitored by weekly formative assessment data, summative data (common assessments, MAP, and DRAs), and classroom observations by administrators. Data will be reviewed and discussed in team meetings and individual data conferences.

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.

Grade-level teams from across our district will meet to review and revise grade-level learning targets and common assessments. This process ensures that the targets

and assessments are congruent with grade-level standards and. match the intended rigor.

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

When the learning targets are congruent to standards, teachers will have to plan lessons that require students to engage in activities that match the verbs in the standards. For example, if the learning target says "explain" then the students will have to "explain" during the lesson for their formative assessment that day. Therefore, lesson plans and formative assessments should also be congruent to standards and learning targets. If this happens, we should see an increase in the number of students scoring proficient and distinguished on our district common assessments and the state KSA test.

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.

Our district-level common assessments will be congruent with state standards; therefore, we should see an increased number of students scoring proficient and distinguished on exit slips, district common assessments, and benchmark tests (MAP, KSA, DRAs, etc.).

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

K-5 regular and special education teachers

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

students, teachers, principals, district administrators

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

We will need two days of professional development time for teachers to meet in grade-level groups to review learning targets and common assessments.

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

Team meetings

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.

Revised common assessments and learning target documents will be quality controlled by district administrators in order to ensure congruency. The revised common assessments and learning targets will be uploaded into shared, view-only drives for teachers to access throughout the year. After administering common assessments, teachers will submit a Proof Positive reflection to school administrators analyzing the student results and their instructional practices.

ATTACHMENTS





Attachment Name

 Proof Positive

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)
 Academic Recovery Grant	Gives specific reading and math instruction and intervention plans	• 4a
 JCES Big 5	Five focus areas for the school year.	• 3
 PD Plan 2021	Summer PD plan for 2021	• 2
 Proof Positive	Reflection document teachers complete	• 5h