



2020-21 Phase Three: Professional Development Plan for  
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2020-21 Phase Three: Professional Development Plan for Schools

**Camden Station Elementary School**

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## 2020-21 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

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

Through research-based instruction, students will become effective communicators and critical thinkers, who have a solid foundation in leadership, literacy and technology, and can work creatively in both independent and collaborative situations.

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?

a. Planning for Educational Recovery: Teachers will review and consolidate standards using educational recovery recommendations (both researched and from the state) with identified best practices that match the needs of our incoming students. Teachers will modify curriculum frameworks to be used in the 20-21 academic year. b. Lucy Calkins Reading Units of Study for Teaching Reading: We will increase the percentage of students who are proficient/distinguished in reading through the school-wide implementation of Lucy Calkins Reading Units of Study with fidelity to create consistency and continuity with research-based reading lessons.

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

We have observed a decrease in both projected % of student scoring P/D on Fall MAP as well as an increase in projected % of students scoring N on Fall MAP. This would indicate that there is likely a widening gap that has been caused by NTI as well as the laps in traditional instruction. In order to offset this, professional development focuses on increasing our efficacy with Tier I reading instruction (Lucy Calkins Units of Study) as well as preparing for Educational Recovery.

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.

Teachers will review and consolidate standards using educational recovery recommendations (both researched and from the state) with identified best practices that match the needs of our incoming students. Teachers will modify curriculum frameworks to be used in the 20-21 academic year.

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

Participants will: -Use data to determine whether or not recovery instruction needs to occur prior to the typical Unit One or whether it can be embedded throughout existing units. -Modify curriculum frameworks to be used successfully in the 20-21 academic year.

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.

-Modified curriculum maps for the 2020-21 school year -Modified instructional targets and sequences in instructional plans -Increase in projected % P/D for winter/spring 2021 MAP data -Decrease in projected % N for winter/spring 2021 MAP data

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

All certified teachers

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

Teachers and leaders in the building will be impacted by this component of professional development, and in turn so will students.

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

No funds or resources are needed for this professional development.

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

Our literacy coach and intervention coordinator will work with our teams over the course of the year to ensure that they are continually modifying their instructional objectives as a reflection of continued NTI and lapses in traditional 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.

-Continually checking on planning sessions, classroom observations, CFA assessments/post assessments, PLC sessions, instructional plans and curriculum map development. Leadership team members will be responsible for monitoring data monthly.

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 increase the percentage of students who are proficient/distinguished in reading through the school-wide implementation of Lucy Calkins Reading Units of Study with fidelity to create consistency and continuity with research-based reading lessons

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

Participants will: -Gain clarity as to what is essential in literacy with curriculum and instructional practice - Deepen their understanding of the components of balanced literacy and how to utilize those within the workshop approach -Develop an understanding of the units and alignment to KAS.

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.

-Lesson plans reflective of Lucy Calkin's Units of Study -Curriculum maps reflective of Lucy Calkin's Units of Study -Increase in projected % P/D for winter/spring 2021 MAP data -Decrease in projected % N for winter/spring 2021 MAP data

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

All certified teachers

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

Teachers and leaders in the building will be impacted by this component of professional development, and in turn so will students.

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

No funds or resources are needed for this professional development.

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

Additionally, the literacy coach will work with teachers to ensure they're enacting Tier I reading instruction with fidelity as it's intended.

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.

-Continually checking on planning sessions, classroom observations, CFA assessments/post assessments, PLC sessions, instructional plans and curriculum map development. Leadership team members will be responsible for monitoring data monthly.

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)
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