



2021-22 SOUTH CHRISTIAN PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

South Christian Elementary School

Cherise Williams

12340 Herndon-oak Grove Rd.

Herndon, Kentucky, 42236

United States of America

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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 South Christian Elementary School is to create a safe, stimulating environment in which each child is motivated to succeed.

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: Student Learning: Reading and Math Instruction Priority 2: School Operations: School Environment

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

The top two priorities are directly addressed in our school goals. South Christian has designed a school scorecard to identify areas of need, specific goals, strategic actions, points of contact, and progress monitoring tools for tracking data.

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.

Reading & Math: Standards Based Direct Instruction Interactive Read Aloud Shared Reading Phonics Word Study K-3 Number Sense Inquiry Based Mathematics Academic Vocabulary

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

There will be consistency across grade level classrooms that pertain to the use of academic vocabulary, inquiry based strategies, and a foundational skill level that builds fluency, comprehension, and deeper understanding of concepts in order for application and mastery to occur.

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 will evidence 50% or more of students will read on or above grade level. Indicators for success will evidence 50% of students will perform on or above grade level in math.

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

All South Christian Staff members who interact with students academically and social emotionally are involved in professional development.

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

Students, teachers, and school administration are impacted by professional development.

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

The staff must have a can do, positive attitude toward professional growth. They must possess a growth mind set that allows them to be open to trying new methods and thinking outside the box to accomplish difficult goals. Funding for materials, technology, and curriculum are a must for teachers to provide instruction effectively.

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

South Christian provides ongoing coaching, weekly professional learning community meetings, and monthly after school training for staff in order to continue the strategic work to improve student achievement and close the academic gaps.

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.

Student work samples, grade level assessments and tracking documents, and classroom observations will be utilized to determine if goals are being accomplished. The school score card will be addressed weekly. Teachers will create a team score card and then individual grade level members will design their personal score card. The score card will include goals, strategic actions, and progress monitoring tools for tracking data weekly. All score cards will be in sync in order to accomplish the state proficiency goal.

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.

Create and structure a school environment that is predictable, positive, safe, and consistent in which teaching and learning can occur at its highest level.

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

Create a positive school environment in which staff and students know what expected of them in all areas of the school organization and where they feel treated fairly as evidenced by survey data results (80% or greater) of staff and students know what is expected of them and feel treated fairly. Maximize instructional time by limiting the amount of instructional time lost due to classroom disruptive behavior as evidenced by time on task during an instructional block of time with no behaviors disruptions.

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.

Teachers and Staff will teach, model, and practice school wide and classroom expectations (PBIS). Teachers and Staff will acknowledge student behaviors that meet the expectations (PBIS) Teachers express they have the necessary information regarding the school's discipline, school structured structures, at risk student multi-tiered support plans for closing achievement gaps.

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

All South Christian Staff members who interact with students academically and social emotionally are involved in professional development.

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

Students, teachers, and school administration are impacted by professional development.

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

The staff must have a can do, positive attitude toward professional growth. They must possess a growth mind set that allows them to be open to trying new methods and thinking outside the box to accomplish difficult goals. Funding for materials, technology, and curriculum are a must for teachers to provide instruction effectively and maintain a safe, orderly, and productive learning environment.

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

South Christian provides ongoing coaching, weekly professional learning community meetings, and monthly after school training for staff in order to continue the strategic work to improve student achievement and close the academic gaps.

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.

School wide student discipline referrals will decrease by 10% from the previous school 2019-20. Classroom interruptions will be minimized as measured by baseline Time on Task data collected. Student work samples, grade level assessments and tracking documents, and classroom observations will be utilized to determine if students increase achievement as a direct result of uninterrupted rigorous instruction. The school score card will be addressed weekly. Teachers will create a team score card and then individual grade level members will design their personal score card. The score card will include goals, strategic actions, and progress monitoring tools for tracking data weekly. All score cards will be in sync in order to accomplish the state proficiency goal.

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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