



PEMBROKE 2022-23 Phase Four: Professional Development Plan
for Schools for School Year 2023-2024_02082023_09:54

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

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Table of Contents

<u>2022-23 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
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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 Pembroke Elementary, in collaboration with all stakeholders, is to provide a meaningful learning experience to educate the whole child and promote growth of ALL students to meet THEIR full potential.

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.

Pembroke Elementary's top two priorities for professional development are: #1 engaging students in rigorous standard aligned assignments in all content areas #2 engaging students in discussions and dialogue that is meaningful and engaging through questioning and discussion techniques.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Both of our top two goals deal with engagement of our students. Choosing these priorities as was a process of input from our staff and observation and testing data. Working with stakeholders, our district has created an instructional framework. This instructional framework consists of six areas our district feels is imperative to student achievement. The areas are: Supportive Learning Environment, Authentic Learning, Differentiated Learning, Engaged Learners, Student use of Technology to Leverage and Lift Learning, and 21st Century Learning. A survey was sent out to our teachers in our building on which of these areas we wanted to focus on for the 2020-21 school year. Our teachers chose engaged learners because we felt if done correctly it would encompass many of the other components within the instructional framework. If students are truly engaged then there is a higher probability that a supportive learning environment with differentiation, authentic learning, and technology is being used. We believe that if our students are truly engaged in high quality, rigorous assignments and questioning and discussions that are aligned to the standards our students will achieve success and we will achieve our school improvement goals.

4a. For the first focus area, 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 #1: Teachers will be able to identify and implement high quality, rigorous task that are engaging and standards aligned. Objective #2: Students will routinely engage in high quality, standards aligned tasks.

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

We believe that if students are engaged in quality, rigorous learning activities that are aligned to standards, they will be able to perform and achieve successfully at the levels the standards require.

4c. How will 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.)

1. Data that will be used in MAP data, Mastery Connect data, unit assessments, and classroom observations and lesson plan data

2. During PLCs teachers will plan together their units of study and the assignments they will use to reach the standards. They will also use our school tracking document where we will routinely look at the data mentioned above.

3. Data will be monitored at the end of each unit, and for each benchmark test that will be given quarterly

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.

We will know we are successful when we have an increase of students showing growth and proficiency on MAP, Mastery Connect and/or KSA in all content areas.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional development are all grade level teachers.

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 from the kystandards.org website will be the main thing needed to implement this Professional Development. Also, we will purposely need to create time during grade level and vertical PLCs and faculty meetings for the training and to plan and review assignments given.

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.

Supports that will be given are our grade level and vertical PLCs. . Our coaching model using the Kentucky Framework for Teaching will help us to monitor school use and give individual feedback and coaching as needed by administration, other teachers, and possible district support staff if needed.

5a. For the second focus area, 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 #1: Teachers will utilize high order questioning skills and techniques to engage students in meaningful classroom discussions around the standards.

Objective #2: Students will be able to articulate their learning through routine questioning and classroom discussions around the standards.

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

We at Pembroke Elementary believe that if students can engage in meaningful discussions and dialogue around the standards, that it will increase their engagement with the learning and internalizing of the standards in order to be more successful with grade level content.

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.)

1. Classroom observations, PLC documents, faculty meeting and PD agenda and documents

2. Teachers, administration that is leading the PLC and PD

3. Each PLC cycle

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.

Indicators of success will be when we get 100% of our homerooms scoring a accomplished or better on the discussion parts of the Kentucky Framework for Teaching.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience for this professional development are all grade level and content area teachers.

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.)

Administration will pull a variety of classroom question and discussion strategies from various sources such as Teach Like a Champion Field Guide, Thoughtful Education, and Kagan structures. We will need to make sure we create time within our PLCs and faculty meetings to teach and implement these strategies. We will have a school wide coaching model that will help us to monitor the implementation in the school. Indicators have been pulled from the Kentucky Framework for Teaching. Feedback and coaching by administration, other teachers, and district support as needed will be given based on the results of the schoolwide walkthrough instrument. Funding may need to be in place to buy more Teach Like a Champion Field Guides, Thoughtful Education and/or Kagan resources. We also have a teacher that is a Kagan certified trainer on staff. If additional training is needed, we can utilize PD funds to pay her to help create and train others in the building around Kagan structures.

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.

Supports that will be given are our grade level and vertical PLCs. PLCs will help to teach and plan high quality questioning and discussion strategies. We will also use our school coaching model using the Kentucky Framework for Teaching that will

help us to monitor school use and give individual feedback and coaching as needed by administration, other teachers, and possible district support staff if needed.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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