



2021-22 SINKING FORK PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

Sinking Fork Elementary School
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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?

Our mission at Sinking fork Elementary is to provide a safe, encouraging environment in which all students are expected to reach their highest 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 priorities** for professional development that support continuous improvement?

1. Instructional strategies to include strengthen and grow in the area of literacy-writing , guided reading, shared reading , interactive read aloud and phonics. Expanded study of Literacy Continuum. 2. Culturally responsive teaching

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

Professional learning centered around reading and culturally responsive teaching will improve proficiency which meets our goals outlined in our CSIP.

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 first of objective is to strengthen and expand teachers ability and effectiveness to deliver Tier 1 ELA instruction. Instructional strategies to include writing, guided reading, shared reading , interactive read aloud and phonics will be implemented in all K-6 reading content classrooms. Expanded study of Literacy Continuum will strengthen teachers knowledge of specific skills and strategies that support proficiency in ELA (reading and writing).

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

Increase in student achievement and proficiency in the area of reading for all students.

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.

MAP data, classroom assessments and KPREP dats will provide evidence and progress monitoring towards goals of reading proficiency.

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

Teachers and Students

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

All teachers are impacted by the professional learning in the area of literacy which will directly impact students . Students will receive more rigorous , standard aligned instruction as a result of the professional learning of the teachers.

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

Funding from Title I will be used for professional development, Literacy Continuum books and guided reading grade level sets. District writing coach.

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

Vertical PLC's to continue conversations with other content level teachers. PLC collaboration with sister school. Coaching with district and outsourced consultant. Classroom observations by administration using a walkthrough instrument including feedback to teachers.

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.

Observations using walkthrough instrument- ELEOT . Minimum 5 teachers weekly. MAP data. Student work samples , grade level assessments.

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.

The second of objective of professional development is to strengthen and expand teachers ability and effectiveness to deliver Tier 1 instruction in a culturally responsive manner.

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

Increase in student achievement and proficiency for all students by teachers implementing culturally responsive practices.

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.

MAP data, classroom assessments and KPREP data will provide evidence and progress monitoring towards goals of reading and math proficiency.

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

All K-6 teachers and staff at Sinking Fork Elem.

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

Teachers, staff and Students

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

Funding from Title I will be used for professional development and materials.

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

Vertical PLC's to continue conversations with other content level teachers. PLC collaboration with sister school. Coaching with district and outsourced consultant. Classroom observations by administration using a walkthrough instrument including feedback to teachers.

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.

Observations using walkthrough instrument- ELEOT . Minimum 5 teachers weekly. MAP data. Student work samples , grade level assessments.

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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