



Wright Elementary 2021-22 Phase Three: Professional Development Plan for Schools_08292021_18:38

2021-22 Phase Three: Professional Development Plan for Schools

Wright Elementary
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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

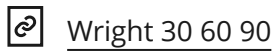
Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining 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?

Mission of Wright Elementary: With an emphasis on the core values of Joy, Empathy, Teamwork and Service, Students will be empowered to embrace their own learning, transfer knowledge into meaningful living, and shape their world for the better.

ATTACHMENTS

Attachment Name



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?

Math Performance Gap and Reading Performance Gap are our identified areas of need 1. Professional learning and feedback on the SCPS literacy plan and calibrating guided reading groups are in response to our reading gap. 2. Clarifying mastery of standards within PLC's (planning for full rigor of standards and responding to assessment data) are in response to improving both our reading and math gaps.

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

1. Professional learning on all components of the SCPS balanced literacy plan and feedback to ensure that all components are occurring in every classroom. In particular, feedback is given on the components of guided reading and phonics to ensure gaps in the characteristics of text do not occur. 2. Professional development on accelerating learning while filling the missing gaps in student learning as well as making sure that all students receive instruction on the full rigor of the grade level standards through backwards planning, data teams and feedback..

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 goal of the literacy plan is to ensure that all pieces of balanced literacy are evident in all classrooms at Wright Elementary. Guided reading implemented in each classroom with fidelity (using Jan Richardson's model). Currently our small groups resemble strategy groups rather than including all the components of guided reading. This could be creating gaps in students understanding of the characteristics of text which is effecting fluency. Improvement on the guided reading structure could eliminate the need for intervention. Phonics instruction is responsive to student's needs both through core instruction, personalized learning and small groups

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

Teachers would recognize the value of guided reading. Recognizing it as an opportunity to instruct on the components of literacy (vocabulary, comprehension, fluency, phonics, sight words) and give feedback to students. Doing this should prevent gaps in student learning to occur and improve fluency and comprehension. Teachers would recognize how to embed guided reading into the current instructional model of SCPS.

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.

Student growth in grade level text as determined using DRA (fluency and comprehension assessed) and monthly running records. Improvement in student writing about reading using rubrics aligned with grade level standards.

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

Kindergarten through third grade teachers is the focus group. In addition ,fourth and fifth grade teachers would receive instruction on bands of text (Fountas and Pinnells Literacy Continuum and Jan Richardson's guided reading model)) that they are unfamiliar teaching.

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

Teachers and administration will grow in their understanding of the characteristics of text and teaching reading including all components of a balanced literacy approach. The students will gain the tools necessary to become proficient readers and then reading achievement will be positively affected.

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

Jan Richardson's, The Next Step Forward in Guided Reading. Fountas and Pinnell's Literacy Continuum Devoted PLC time to learn and discuss. Support in embedding guided reading inside our district instructional model: Workshop model One faculty meeting a month with a teacher personalized focus on Foundations of SCPS (new teachers), Pillars of Thinking Strategies (workshop model), or Competency Based Learning to ensure the structures are in place to support a balanced literacy approach, including guided reading. Providing teachers opportunities to observe

other classroom teachers who exhibit excellence in an area of the Pillars of Thinking Strategies (discourse, workshop with guided reading, thinking strategies) Funding for substitutes to provide this opportunity.

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

Teachers will have ongoing support through PLCs. Coaching cycles will occur with teachers in grades K-3. New teachers will receive personalized support. Modeling of reading groups will be provided by the coach and the Reading Recovery teacher. Feedback using a guided reading rubric will be given to every K-3 teacher.

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.

Running records will be the focus of a monthly data team. Grade level assessments in our curriculum will also be reviewed in data teams (summatives and formatives, sight word inventories, letter-sound inventories, Bear Spelling assessment, PAST, reading continuums and rubrics will be used to monitor student growth. MAP assessment will also be monitored for student growth. The building level coach will give feedback and monitor teacher growth and understanding on the components of balanced literacy with a focus on guided reading.

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.

For teachers to understand mastery of each priority standard and to be able to backwards plan for mastery. To create assessments (both performance and standard) that would assess mastery of each standard. For PLC's (data team) to identify instructional moves needed to move students to mastery. To plan for accelerating learning in response to the pandemic, recognizing how to fill gaps in understanding to support student achievement.

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

For teachers to believe in the backwards planning process to ensure mastery rather than planning forward through a resource. For teachers to become responsive to student's needs and to aid in personalization of specific student goals to fill gaps in

learning. For the PLC process to work with clarity and proficiency For student achievement to increase as demonstrated in MAP and KPREP For student agency in improve as students meet individual goals in both reading and math

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.

Backwards planning of units would occur for every math and reading unit Student assessment data would be reviewed to identify needs and be responded to by providing interventions and enrichments Teachers using the resources on the SCPS clarity of mastery launchpad ensuring all the steps of the PLC process occur (assessment, planning, intervention and assessment) For student achievement to increase as demonstrated in MAP and KPREP Students working to meet their personal reading and math goals during personalized learning time. Celebration as they meet their goals.

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

Teachers in all grades and contents

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

Students achievement in reading and math will improve, since standards are taught to full mastery. Students will have opportunity to receive continued instruction and support to reassess standards. Teachers will have a well developed plan (core and differentiation) for teaching our curriculum. Progressions (learning continuums) for each standard will be developed to support accelerated learning and filling gaps of understanding. Teachers will recognize the value of an efficient PLC process and will duplicate it fluidly with teammates as needed Student agency will be gained as students meet their personal goals.

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

Monthly faculty meeting with a focus on clarity of mastery. (Focus for those meetings comes from the SCPS clarity of mastery continuum) Funding for substitutes to provide extra planning for teachers. Weekly PLC's where discussions about mastery of standards, planning, mastery scales, and collaborative scoring occur

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

Coach will be participating in backwards planning sessions. Principal and coach will participate in data teams Weekly PLC Twice a year District level PLC's will occur for each grade level/content to discuss standards and planning in both literacy and math

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.

During data teams student achievement will be observed and monitored. Classroom observations from the principal, coach and assistant principal to monitor will occur. Feedback cycles will occur. The creation of quality performance assessments with rubrics that go through a calibration protocol and

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)
 <u>Wright 30 60 90</u>		• 1