



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

Evarts Elementary School
Sherry Caldwell
132 Keister St
Evarts, Kentucky, 40828
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

1. What is the school's mission?

The mission of Evarts Elementary/Junior High School is to educate ALL children to their fullest potential, so they can achieve academic excellence and make a positive contribution to society. This will be accomplished by providing a safe, creative environment through the cooperative efforts of school, home, and community.

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. Improve the use of technology related to the virtual learning platform (Odysseyware, Zoom, Google Classroom, Google Meet, Class Dojo) 2. Implement the Striving Readers Comprehensive Literacy (SRCL) grant initiatives for professional literacy learning with all teachers during the 2020-2021 school year.

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

1. Integration of technology across the curriculum via virtual learning platforms ensures success in all areas of the content (specifically, in Reading and Math as specified in the CSIP goals) 2. SRCL Grant initiatives consists of professional learning in which teachers, administrators and other school staff acquire, enhance, or refine the knowledge, skills, and dispositions necessary to create and support high levels of learning for all students. Professional learning is standards-based, results-driven, systemic, ongoing, and embedded into the daily routine of educators.

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 register for and attend Professional Development offerings that focus on tools and techniques for implementing the Odysseyware virtual learning platform employed by the Harlan County School. Through Professional Development opportunities, teachers will gain knowledge of how to integrate various technological components (Odysseyware, Zoom, Google Classroom, Google Meet, Class Dojo) into instruction.

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

To use appropriate technology to design, plan, and implement instruction in order to support the learning needs of the student. To improve the students' ability to access content, resources, and materials. To increase the ability for teachers to interact with their students through real-time interactions and provide necessary feedback.

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.

Improved student performance; improved attitude toward virtual learning; increased teacher/student interactions when in-person contact is not permitted.

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

Teachers

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

School staff, students, parents/families, and district leaders.

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

Staff, technology, time, opportunities.

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

Shared planning, peer support, tech support/customer service.

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 participation, assessments, student/parent feedback.

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.

Teachers will attend and participate in various professional development offerings that focus on literacy learning and techniques for implementing writing across the curriculum. Through Professional Development opportunities, teachers will gain knowledge of how to integrate various literacy components (i.e. reading, writing, speaking, listening, presenting) into instruction in such a way as to improve students understanding of and performance in literacy tasks.

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

Teachers, administrators and other school staff will acquire, enhance, or refine the knowledge, skills, and dispositions necessary to create and support high levels of literacy learning for all students.

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.

Improved student performance across the curriculum; improved attitude toward literacy learning; increased teacher/student enjoyment of literacy activities

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

Teachers

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

Teachers are impacted through the optimal professional learning that is standards-based, results-driven, systemic, ongoing, and embedded into the daily routine of educators. Students are impacted through the intentional implementation of literacy learning (e.g. LDC Modules) into the classroom across the curriculum at all grade levels.

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

Being a Writer AND Being a Reader resources Literacy Design Collaborative (LDC) modules PLC Meetings

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

PLC Meetings to discuss and support staff throughout the implementation process LDC alignment documents, modules, and workshops to ensure teachers are implementing the program with fidelity.

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.

"Professional Learning Logs" as part of the SRCL Grant will be monitored by the district and used as evidence for meeting grant requirements.

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.

Not applicable

Attachment Summary

Attachment Name	Description	Associated Item(s)
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