



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

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## Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	3
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## 2020-21 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

### 1. What is the school's mission?

Our Mission is to empower ALL STUDENTS for the choices and challenges of the 21st Century. We accept the responsibility of providing a quality education to ensure that each student regardless of gender, ethnicity, socioeconomic or physically challenged status, has the opportunity to develop their abilities to the highest level. We embrace the goals set forth in the Kentucky Education Reform Act: expecting high achievement from all students; commitment from the community, parents, faculty, staff and administrators placing emphasis on the relating education of real life experiences resulting in smooth transition into adulthood; and providing a risk free, caring, safe environment.

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?

Moving Students from Apprentice to Proficiency/Distinguished in Reading. Moving Students from Apprentice to Proficiency/Distinguished in Math.

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

3rd Grade math scores only increased 4%. Only 25.6% of 3rd grade students scored proficiency/distinguished. Less than 40% of 6th, 7th, and 8th graders scored at/above according to STAR Reading and Math at the beginning of 2020-2021 school year.

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.

50.3% of Elementary School Students and 72.9 % of Middle School Students will score at or above Proficiency in reading by May 2021.

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

Students will increase proficient/distinguished scores in reading.

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.

50.3% of Elementary School Students and 72.9 % of Middle School Students will score at or above Proficiency in reading by May 2021.

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

All teachers

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

students, teachers, principal

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

staff, technology resources, time for PD, learning/teacher materials

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

Reading Recover teacher will provide coaching/collaboration and PLCs.

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.

State Assessment Scores, principal observations, lesson plans, classroom formal and informal assessments, star reading, and Star Early Literacy

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.

37.8% of Elementary School Students and 56.7 % of Middle School Students will score at or above Proficiency in math by May 2021.

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

Students will increase proficient/distinguished scores in 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.

37.8% of Elementary School Students and 56.7 % of Middle School Students will score at or above Proficiency in math by May 2021.

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

All Math teachers

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

students, teachers, principal

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

staff, technology resources, time for PD, learning/teacher materials

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

Math Intervention teacher and math team members will provided ongoing professional development, math team meetings and PLCs.

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.

State Assessment Scores, principal observations, lesson plans, classroom formal and informal assessments, star math, and Star Early Literacy

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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