

## **2020-21 Phase Three: Professional Development Plan for Schools\_11232020\_11:39**

2020-21 Phase Three: Professional Development Plan for Schools

### **Lowes Elementary School**

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

### 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?

The mission of Loves Elementary is to prepare our students for the 21st century by creating an atmosphere where students are self-driven, well-rounded, and high-achieving lifelong learners and future leaders in our 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?

Our top two priorities for professional development are research-based strategies and effective digital distance instruction.

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

Research-based strategies will improve student engagement and retention of knowledge/skills, thus increasing our student achievement scores. Effective digital distance instruction is vital due to the COVID-19 pandemic to avoid achievement gaps and provide opportunities for all students.

- 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 receive Kagan cooperative learning training and use research-based strategies to increase engagement in their classrooms. In the short term, we will need to fund and require the

Kagan trainings. In the long term, we will need to continue to revisit strategies and providing coaching in classrooms.

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

The intended results are to increase the use of research-based strategies in our classrooms and thus increasing student achievement.

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.

All teachers using research-based strategies regularly in their classrooms.

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

All classroom teachers, grades K-6

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

Teachers are impacted by the change in professional practice. Students are impacted by increased engagement and an increase in achievement.

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

District funding for initial training and time for classroom coaching are the needed resources.

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

Kagan coaching will be done by the principal and the building trained Kagan coaches.

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.

The monitoring will occur through classroom observations by the principal.

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 receive regular training, practice, and feedback on creating and implementing digital distance instruction for their students.

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

The intended results are to increase the effectiveness of our digital distance instruction to increase our student achievement.

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.

All teachers will be providing effective digital distance instruction to students during the COVID-19 NTI days.

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

Classroom teachers are the targeted audience for this professional development.

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

Students are impacted by the quality of digital distance instruction they receive from teachers. Teachers are impacted by increasing the number of effective strategies they are using during NTI days.

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

Time for teachers to reflect and discuss effective digital instruction, technology to effectively use digital tools

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

We will provide coaching during virtual instruction sessions and will provide time and opportunity for teachers to collaborate to improve their practice.

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.

We will regularly observe digital classrooms and provide feedback to teachers.

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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