



2021-22 Phase Three: Professional Development Plan for  
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2021-22 Phase Three: Professional Development Plan for Schools

**Mapleton Elementary School**

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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?

Mapleton Elementary will be a high performing school that equips all learners with knowledge and skills to achieve academic growth, display responsible citizenship, and become lifelong learners.

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.) Mapleton will provide consistent implementation of essential curriculum in order to increase and accelerate student achievement. 2.) Mapleton will use student achievement data to support instructional decision making to increase students making categorical growth in reading and math.

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

1.) Mapleton Elementary must centralize their focus on student achievement from preschool-5th grade. Due to lack of in-person instruction during the 2020-2021 school year, students have experienced significant learning loss. Many studies have proven remediation will only widen learning gaps and educational inequity. With urgency and a narrowed approach, our goal is to accelerate student achievement. Teachers will deconstruct learning targets to prioritize critical skills that students must attain in order to be successful at the next level of learning. The school will continue to work in grade level and district horizontal teams to continuously revise, analyze, and align curriculum. Assessment data will continuously be reviewed and analyzed with adjustments made to instructional strategies. Due to the pandemic there is a gap in comparison KPREP data, however, as a school we know there was a significant decrease in proficient/distinguished scores in most areas from the 2019 state assessment to the 2020 state assessment. The percentages of novice increased for grades 3, 4, and 5 in math and reading. Our categories of Free/Reduced Lunch, economically disadvantaged, and students receiving Special Education services also show significant decreases in percentages of proficient/distinguished according to the 2020 state assessment (KPREP). Third and fourth grade disability category percentage of proficient and distinguished did not score above the state average in reading or math. 2.) Data informs decision-making by identifying weaknesses and strengths in curriculum design, teaching methods, and student groupings. Data sets also provide evidence of program effectiveness or ineffectiveness, making it possible for all stakeholders to understand and get on board with changes. Due to Covid-19 our data collection was limited to MAP testing and interrupted formative/summative assessments. Teachers weren't able to receive a true depiction of student achievement due to many obstacles. Mapleton will increase methods of data collection and progress monitoring to drive instruction and to close achievement gaps. We will specifically focus on increasing the percentages of proficient/distinguished in math and reading. Based on

Mapleton's Growth Goal for the 2021-2022 school year, every student will make a year's worth of growth and more than a year's worth of growth if they fall under the 50th percentile. To measure instructional outcomes, Mapleton uses MAP, Case 21, common assessments/benchmarks created by teachers, KPREP scores, Running Records, Math/Reading intervention LRI data, AIMS Web progress monitoring/screening tools, social-emotional scales created by the school counselor and integrated arts goals. As a school we strive to provide professional development opportunities that not only assist with growing each child, but assist each teacher with their personal growth. By continuing to analyze student achievement data in PLCs, Mapleton will be able to plan and implement curriculum, as we'll make informed instructional decisions. Feedback and reflection, as well as sustained duration also contribute to higher student achievement. By reviewing student work, teachers are self-assessing their instructional practices. In order to form a comprehensive educational plan for all students to grow, teachers combine self-created instructional support with school resources. This year we plan to provide professional development opportunities to teachers that will ensure instructional programs are effective and meets the needs of all students. We plan to focus on data, especially in the areas on literacy, accelerating not remediation, and new assessments such as Case 21.

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.

1.)Objective 1: By September 2022, 60% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 46.76% score P/D).Objective 2 By September 2022, 40% of Mapleton students will score P/D in math as measured by the state assessment. (currently 31.63% score P/D). This year we plan to provide professional development to teachers that allows them to focus on acceleration and not remediation. We will utilize interventionists in math and reading to target students who score below the 30th percentile in math and reading. However, we plan to focus on our Tier I instruction to focus on the four pillars we will continue to study in The Opportunity Myth (1. Grade-appropriate assignments, student engagement, high expectations for all, and strong instruction. Teachers will also continue to participate in the professional development through horizontal and vertical planning in which they're deconstructing learning targets and constructing rigorous assignments to match for both reading and math. The district purchases Case 21 Benchmark assessments to compare rigor to the teacher-created common assessments we've used in the past. Teachers will continue to participate in professional learning trainings on Case 21 assessments for math and reading. Mapleton's literacy committee continues to train teachers on

the district's literacy plan. All Mapleton teachers are participating in a literacy book study "Responsive Literacy and Literacy Continuum" where they learn and discuss new reading strategies to implement within the classroom. Teachers will continue their work with outlining key exit grade level reading expectations (2-year-old - 5th grade), and communicating key reading skill levels with parents/community at various community, family, and school events throughout the school year. Kindergarten teachers will partner with preschool to complete station review of midyear skills on students.

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

The intended result will be that Mapleton's teachers will provide reading and math instruction with intentional demonstration of skills that incorporate explicit strategies while engaging and growing each student. Intended results also include that teachers will have a true depiction of what standards/curriculum must be taught in order for success at the next level of learning to occur. Mapleton will provide students with grade-level appropriate assignments and reteach skills not mastered in order to narrow the learning gaps caused from Covid-19 learning loss. Mapleton students will feel confident in their abilities to grow academically, as well as socially/emotionally. Students will goal-set and self-monitor student success on MAP, Case 21, Common, and state assessments. Mapleton will increase the percentage of students scoring proficient/distinguished in the areas of reading (from current 46.7% to 60%) and math (from current 31.63 to 40%) as measured by state assessments. Mapleton will increase the percentage of students in the GAP categories scoring proficient./distinguished as measured by state assessments.

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.

Indicators of success will include: The percentage of students scoring proficient/distinguished in the areas of reading increased (from current 46.7% to 60%) and math (from current 31.63 to 40%) as measured by state assessments. The percentage of students in the GAP categories scoring proficient./distinguished increased as measured by state assessments. Indicators also include students setting goals to increase RIT scores and percentiles on MAP in reading/math, and graphing growth based on 2020 norms. Indicators of success will also be when teachers have vertically designed/implemented a curriculum map that encompasses essential curriculum that needs to be mastered at specific grade levels for students to become proficient readers and conceptually master grade level math standards.

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

The targeted audience for professional development will be the preschool-fifth grade teachers, school and district appointed interventionists and instructional coaches, special education teachers and instructional assistants.

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

All Mapleton stakeholders will be impacted by this component of professional development. This will include: students, teachers, instructional assistants, support staff, building administration, district administration, parents, and community members. PD training and expectations will be outlined for administrators and teachers with the end result being the students who benefit from our training and implementation.

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

Resources needed to support the professional development include: training costs, costs of substitutes for learning through observations, vertical/horizontal planning materials, literacy textbooks (book study), literacy and math programs for students, technology for online assessments and instructional programs, continuous grant-writing to support literacy and math intervention needs, and school-to-home partnership materials.

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

Ongoing supports will include coaching from instructional coach and district academic officers, planning and preparation with reading/math interventionists and daytime ESS instructors, administration and teacher-led professional learning communities, administration conferences with staff, assistance with district partnership from CKEC, summer professional development, and observations of high-performing schools.

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.

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The professional development will be monitored for implementation by administrator walk-through data, student data goal setting and conferences, teacher feedback/surveys, student achievement data disaggregated during professional learning communities and mid-year conferences with administration, online data dashboards, response to intervention online worksheets, standards-based grading throughout the year, and assessment results from MAP, Case 21, and state 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.

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Mapleton will monitor data and identify areas for growth with school-wide implementation of Positive Behavior Interventions and Supports system, and create action plans if necessary.

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

The intended result will be that Mapleton's teachers will collect and effectively use student achievement data to drive instruction in order to meet the needs of each individual child. Teachers and students will goal-set and use desegregated data to make necessary changes in instruction. Teachers will utilize PLCs and resources from book studies and professional development to desegregate student achievement data frequently. Mapleton will provide reading and math instruction with intentional demonstration of skills that incorporate explicit strategies while engaging and growing each student. Intended results also include that teachers will have a true depiction of what standards/curriculum must be taught in order for success at the next level of learning to occur. Mapleton will provide students with grade-level appropriate assignments and reteach skills not mastered in order to narrow the learning gaps caused from Covid-19 learning loss. Mapleton students will feel confident in their abilities to grow academically, as well as socially/emotionally. Students will goal-set and self-monitor student success on MAP, Case 21, Common, and state assessments. Mapleton will increase the percentage of students scoring proficient/distinguished in the areas of reading (from current 46.7% to 60%) and math (from current 31.63 to 40%) as measured by state assessments. Mapleton will increase the percentage of students in the GAP categories scoring proficient./distinguished as measured by state assessments.

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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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