

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

2020-21 Phase Three: Professional Development Plan for Schools

Newport Intermediate School

Dennis Maines
101 E. 4th St
Newport, Kentucky, 41071
United States of America

Last Modified: 11/20/2020

Status: Locked

TABLE OF CONTENTS

2020-21 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	8

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?

Working together to build relationships so students can learn and grow.

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?

Newport Intermediate Schools top two priorities for professional development that support continuous improvement are: Collaboratively develop a Response to Intervention framework which uses data to set goals, provide appropriate interventions based on student needs, and monitors actionable plans to ensure individual student academic improvement. Assessment Literacy

ATTACHMENTS

Attachment Name

 [2021 Needs Assessment](#)

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

Newport Intermediate School's goals are "50,50, 50", meaning on K-Prep students will score 50% or above in Proficiency, Separate Academic Indicator and Growth. Within our CSIP activities, we state, "the administrative team and teacher teams will collaborate to redesign a fluid and systemic functionality of the provision of RTI". Assessment Literacy is identified throughout our CSIP. The

majority of our Proficiency activities are developed around the Backward Design Model to ensure assessment and instruction are congruent to the intent and rigor of the standards.

ATTACHMENTS

Attachment Name

 [2021 CSIP](#)

 [PD Plan](#)

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.

Long Term Goals: All classroom teachers provide Tier I and Tier II intervention. Teachers need to understand the process of RTI, progress monitoring, evidence-based resources to use, and next steps after Tier I and Tier II Intervention. Implement a student support team to review student and teacher data from a grade level group standpoint to meet individual student growth needs. Short Term Goals: All certified staff will: complete RTI training with the RTI Coach. Implement uniform procedures to ensure all steps are being followed. receive training in evidence-based programs to utilize for Tier 2 and Tier 3 interventions. receive professional development on executing and analyzing the diagnostic screeners within our online programs. be trained in longitudinal data analysis of the online programs (e.g. Lexia, ST Math, iXL, etc.) to appropriately assign interventions and monitor effectiveness. complete NWEA MAP training to analyze the assessment results to evaluate the growth and pinpoint individual student needs. learn how to write measurable SMART student goals for progress monitoring. learn the importance of accurate, regular data collection and how to make data driven decisions. Train all Tier 3 interventionists on progress monitoring, writing goals, and make appropriate referrals for an evaluation for special education. Train key stakeholders on how to implement and conduct student support team meetings.

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

At NIS, many of our students are below grade level in Reading and Math. To close the achievement gaps in reading and math, we must fully develop and implement a Rtl system. During Tier 1 or Core Instruction, teachers teach grade level content. For Tier II, teachers provide tailored instruction to students based on individual student skill deficiencies. Teachers will see how the consistent implementation of Tier II instruction can close the achievement gap. Teachers will develop a better understanding of the purpose and structure of RTI. Teachers will better understand that Tier II instruction is an integral part of instruction, not another requirement on their list of duties. Teachers will value the RTI process and realize the positive impact that implementing effective interventions with fidelity can have on student growth.

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.

Less students requiring Tier III level interventions. Currently, more than 20% of our students need Tier III level interventions. Increase MAP growth in achievement, thus indicating the need for less interventions and the success in Tier II and Tier III interventions. Ultimately, 80% of our students in Tier I instruction only, as research suggests as the ideal. If we can grow 50% of students in Tier I only, we should see significant growth in academic achievement. Exiting Intervention MAP Scores Assessments Improved KPREP Data and exiting CSI status.

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

All certified staff (teachers, principals, counselors, coaches) Instructional assistants

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

Principals: Organizing and providing training in collaboration with the Rtl coach and counselors
 Counselors: Organizing and providing PD with admin. Oversee progress monitoring for special education students who are in referral
 RTI Coach: Organizing and providing PD with admin. Monitoring intervention student progress. Provide ongoing coaching and support to teachers throughout the Rtl implementation process.
 Students
 Teachers

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

NIS will need to purchase 4 Taking Action: A Handbook for RTI at Work (Austin Buffum, Mike Mattos, Janet Malone) We will need funds to purchase the following programs for Intervention: Lexia, IXL, ST Math
 We will need funds to purchase Reading A-Z and Read Naturally
 Funding Sources: School Improvement Funds, General Fund, and Title I

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

Rtl Coach will continue to coach teachers, monitor students, and pull groups when appropriately
 Rtl coach's schedule includes 45 minutes monthly to work with teachers on RTI
 Identify a teacher from each grade level to create a team to build teacher capacity and efficacy. Each Rtl member meets regularly with their grade levels during PLCs to guide them, coach them, and support them.
 We will also be analyzing data in PLC's that will make decisions about interventions.

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.

Data analyzed in RTI Meetings
 MAP Edu Climber to look at Data (Academic and Non-Academic including attendance and discipline data)
 Formative and summative assessment data utilized in PLC's
 Interventionist Progress Monitoring

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.

Long Term Goals: All certified staff to be assessment proficient in their understanding of formative and summative assessments, alignment to standards, appropriate rigor, and created with the intent of the standard.
 Summative assessment data will be used to determine necessary skills to be reinforced through Response to Intervention.
 Reliable and accurate assessment data will be used to drive our RTI and student support teams
 Short Term Goals: All staff will deconstruct standards to fully understand the intent of the standard to effectively design assessments to measure mastery.
 All staff will follow the KDE assessment protocols to build consistency in terms of number

of questions, time allotments, and item structure. Staff will become effective and efficient at analyzing results to determine next steps for instruction.

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

Show an increase in proficiency in all content areas while meeting our growth goals. Create a system of formative and summative assessments when effectively implemented and monitored will accurately measure student learning.

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.

Administering and creating assessments that are aligned with the intent and rigor of the standards. Accurately gauge student performance and evaluate teaching effectiveness.

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

Certified instructional staff

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

Teachers Administration

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

KAS Standards Deconstructed standards Digital resources to mirror KPREP online formatting Backward design resources Funding Sources: School Improvement Funds, General Fund, and Title I

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

PLC work for feedback and support Instructional Coach and administrative feedback and support Ongoing data analysis training


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.

Monitor all phases of unit design, formative and summative assessment development, and data analysis following the PLC Process steps. Classroom walkthroughs Formative observation process PLC minutes

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)
 2021 CSIP		• 3
 2021 Needs Assessment		• 2
 PD Plan		• 3