



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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## 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?

It is the mission of Glenn O. Swing Elementary to provide students with opportunities that promote high levels of achievement and building a community that inspires students to give back and love learning.

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?

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Deeper understanding of state standards in order to design engaging instruction and rigorous assessment. Strategies to meet the needs of our students with special needs and our English language learners.

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

These top two priorities of professional development relate to school goals because gaining an understanding of state standards to design engaging instruction and rigorous assessment will help improve achievement for all students. If teachers have a deep understanding of what students need to learn, then they will be better able to design instruction to get them to this level. PD designed around instructional strategies to meet the needs of unique learners will help close achievement gaps in these areas since teachers will have the tools needed to help these students achieve at expected levels.

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.

Increase the percentage of students scoring proficient and distinguished in Reading from 72.6% to 73.8% by June 2021. Increase the percentage of students scoring proficient and distinguished in Math from 63.3% to 65% by June 2021. Glenn O. Swing will increase the percentage of students scoring proficient or distinguished in reading from 72% to 77.6% and the percentage of students scoring proficient or distinguished in math from 63% to 70% by June 2023

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

Teachers will have a deeper understanding of standards. This will result in better instruction and assessment, which will improve student outcomes on standardized testing.

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 lesson plans  
Improved embedded assessment results  
Higher standardized testing results

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

Classroom teachers, special education teachers, specialists, interventionists, instructional assistants

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

Students, teachers, and administrators

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

Funding and time

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

Classroom observations, lesson plan and assessment feedback, coaching and PLC support

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.

Lesson plan checks Assessment feedback Student assessment results Classroom observations Administration will be responsible for lesson plan checks and classroom observations. Lesson plan checks will be conducted on a rotating basis reviewing each grade level monthly for feedback. Assessment feedback will be conducted by vertical teams and administration. This will be done as teachers complete their assessments. Grade level teams will meet with administration after each common embedded assessment. Assessment results will be analyzed and next steps determined. Teams will drill down to individual students and come up with individualized learning plans to address those student needs.

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.

Increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 61.3% by June 2021 Increase the percentage of EL students scoring proficient and distinguished in Math from 41.2% to 43.9% by

June 2021. Glenn O. Swing will increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 65% and the percentage of EL students scoring proficient or distinguished in Math from 41.2% to 49.2% by June 2023.

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

Teachers will provide more effective instruction to higher need students. EL students and students with special needs will have better outcomes on embedded assessment and state assessment results.

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 scores on embedded assessments  
Higher scores on standardized assessments  
More participation in classroom activities  
Higher confidence for unique learners

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

Classroom teachers, special education teachers, specialists, interventionists, instructional assistants

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

Students, teachers, school administrators

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

Funding, materials, time, expertise

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

Coaching, modeling, book studies, PLC

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.

Classroom observations - observing participation levels of EL students and students with special needs by administration  
Embedded assessment results - after each assessment monitor progress of these subgroups of students with admin teams and teacher teams.

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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