



Madison Kindergarten Academy 2021-22 Phase Three: Professional Development Plan for Schools_11022021_15:33

2021-22 Phase Three: Professional Development Plan for Schools

Madison County Kindergarten Academy

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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?

We exist to ensure that each student is making at least a year's growth academically, behaviorally, emotionally, and socially. Madison Kindergarten Academy will teach students how to be responsible for their learning and their actions in a safe, positive, creative, clean environment. Vision: Success for every student, every day.

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?

Academically, our needs assessment states that a continued work in Number and Operations and Operations and Algebraic thinking are needed still. In literacy, phonemic awareness, phonics, and basic foundations in reading are needed since Iready and F & P data show these are still areas of weakness in kindergarten level. Key Core Work Process, or KCWP, 2 Design and Deliver Instruction and KCWP 4, Review, Analyze, and Apply Data will aid in our mindset towards student achievement in these areas.

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

Our mission statement echoes this as a priority for kindergarten education. Making a year's growth academically and checking data for benchmarks lets us know we are moving forward to systematic issues with kindergarten readiness. We feel our best options include strategies that include direct instruction in Tier 1 standards regardless of incoming data. This also includes an RTI process that intervenes with student after Tier 1 instruction has been monitored for effectiveness in reading and math that fit our needs assessment.

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 Goal-for OA and NBT data to increase by 10% from last year according to AVMR and iReady data. Short Term goal-for instruction in mathematics classrooms to include Marzano high yield strategies and more specific short term AVMR strand formatives scheduled during the Tier 1 unit work.

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

Educators will understand how to utilize high yield strategies in the mathematics and reading classrooms. Student outcomes will be increased conceptual

understanding in mathematics and readiness for reading before entering first grade.

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.

PLC work that includes ongoing training in AVMR strategies in planning instruction, and analyzing student data and assessments.

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

Staff and faculty of Madison Kindergarten Academy; teachers, paras, support staff

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

Teachers, students, principal

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

Time in PLC's scheduled for Wednesdays, games that promote mathematical thinking, materials to make settings that support strands in AVMR, Professional development outside the school (KCM or NCTM conferences), Math Interventionist working with our Plus Two teachers this year

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

Professional Learning communities are scheduled in our weeks at MKA. Most ongoing support comes from those. There are established Team Leads who also provide supports to the teams. We also have an academic interventionist who supports staff by finding resources or helping plan instruction. A math interventionist is also on grant that works directly with students and with two specified teachers on AVMR strategies to implement Tier 1.

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.

PD will be monitored by me during this school year. We will use Tier 1 student assessments in those strand areas, classroom observations, student work to monitor our effectiveness in implementation, and schedules from all interventionists.

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 Goal-for Phonemic Awareness, Phonics, and foundations work is to increase by 10% according to F&P and iReady data. Short Term Goal-for instruction is the use of Heggerty Phonemic Awareness instruction, the implementation of the McGee Alphabet Module with applied phonics, with benchmarked RTI based off of Tier 1 data and instructional scope and sequence.

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

Educators will understand how to utilize high yield strategies reading classrooms. Student outcomes will be increased conceptual understanding and readiness for reading before entering first grade.

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.

PLC work that includes ongoing training in alphabet module, strategies in planning instruction, and analyzing student data and assessments.

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

Faculty and Staff at MKA.

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

Teachers, students, principal.

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

Time in PLC's scheduled for Wednesdays, larger magnetic letters, more Heggerty books, trade books and materials that support using phonemic awareness and

phonics in Tier 1 settings (chart paper, markers, trade books, sentence strips), PD outside the school setting that includes LitCon, Reading interventionist working with the Plus One teaching in our building.

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

Professional Learning communities are scheduled in our weeks at MKA. Most ongoing support comes from those. There are established Team Leads who also provide supports to the teams. We also have an academic interventionist who supports staff by finding resources or helping plan instruction. Two reading interventionist are also on grant that works directly with students and with one specified teachers learning LPS (Literacy Processing specialist) strategies to implement Tier 1.

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.

PD will be monitored by me during this school year. We will use Tier 1 student assessments in those strand areas, classroom observations, student work to monitor our effectiveness in implementation, and schedules from all interventionists.

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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