



2022-23 Phase Four: Professional Development Plan for Districts  
for School Year 2023-2024\_04122023\_13:32

2022-23 Phase Four: Professional Development Plan for Districts for School Year  
2023-2024

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## 2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

The purpose of this diagnostic is to support the district 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 district's mission?

The mission of Henderson County Schools is to provide extraordinary educational opportunities for every student.

2. The needs assessment provides the framework for **all** districts 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.

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Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Reading and math instruction are the district's top two priorities for professional development

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

Each of the two priorities is the foundation for success in Henderson County Schools. The ability to read and perform math calculations at a deep level will allow students to have the opportunity to succeed in their post-secondary aspirations as it provides many different opportunities for success upon graduation.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Early intervention and education with our youngest students and vertical and horizontal alignment of standards and strategies for teachers.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Students become better readers and mathematicians at an earlier age to allow them more opportunities for learning as they become older.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

Professional learning will be monitored for success through the ongoing analysis of student work samples, common formative and summative assessments, observations, feedback from training, and MAP and KSA data. Individuals involved in this analysis will include teachers, principals, instructional coaches, and district leaders.

4d. 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.

**Please describe in detail.**

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KSA, MAP, Brigance, CERT (College Equipped Readiness Tool), and ACT will be used to measure our success by showing growth and academic improvement.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Students, teachers, school administrators, and district leadership are all impacted by this component of professional development.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Funding for professional learning, resources, and materials, and funding for time during the summer are needed to support professional development.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

We currently have high-functioning professional learning communities; we will need to continue to refine and improve those. We will need to continue to provide embedded professional learning during the school year as well as summer professional learning. We do have instructional coaches in each school to provide ongoing support.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Early intervention and education with our youngest students and vertical and horizontal alignment of standards and strategies for teachers.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Students become better readers and mathematicians at an earlier age to allow them more opportunities for learning as they become older.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Professional learning will be monitored for success through the ongoing analysis of student work samples, common formative and summative assessments, observations, feedback from training, and MAP and KSA data. Individuals involved in this analysis will include teachers, principals, instructional coaches, and district leaders.

5d. 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.

**Please describe in detail.**

KSA, MAP, Brigance, CERT (College Equipped Readiness Tool), and ACT will be used to measure our success by showing growth and academic improvement.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers with a specific focus on preschool and elementary in order to build those foundational skills.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Funding for professional learning, resources and materials, and funding for time during the summer are needed to support professional development.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

We currently have high-functioning professional learning communities; we will need to continue to refine and improve those. We will need to continue to provide embedded professional learning during the school year as well as summer professional learning. We do have instructional coaches in each school to ongoing provide support.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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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