



HCS 2020-21 Phase Three: Professional Development Plan for Districts_08312020_09:33

2020-21 Phase Three: Professional Development Plan for Districts

Henderson County
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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

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.

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 priorities** for professional development that support continuous improvement?

reading and math instruction

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

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

4a. For the first priority need, 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 Vertical and horizontal alignment of standards and strategies for teachers

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

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

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.

KPREP, MAP, Brigance, ACT

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

All teachers with a specific focus on preschool and elementary

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

Students, teachers, school administrators, and district leadership

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

funding for professional learning, resources and materials, funding for time during the summer

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

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 support and district digital learning coaches also.

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.

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

5a. For the second priority need, 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 Vertical and horizontal alignment of standards and strategies for teachers

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

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

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.

KPREP, MAP, Brigance, ACT

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

All teachers with a specific focus on preschool and elementary

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

Students, teachers, school administrators, and district leadership

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6. Optional Extension: If your district 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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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