



2021-22 Phase Three: Professional Development Plan for Schools_10222021_14:13

2021-22 Phase Three: Professional Development Plan for Schools

Heartland Elementary School
Emily Campbell
2300 Nelson Drive
Elizabethtown, Kentucky, 42701
United States of America

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2021-22 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

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?

Heartland Elementary- A learning community committed to individual growth and leadership.

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?

The top two priorities for professional development that support continuous improvement reinforce rigorous and engaging reading and math instruction for all students. see attached PD plan

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

The identified areas of professional development relate to our school goals as they are the foundation skills all students need. The data reflects that since we are showing gradual growth we need to continue to focus on these areas in order to close the achievement gap. In addition, due to the inconsistencies of instruction due to the Covid-19 pandemic students are still lacking skills in reading and math. see attached 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.

Research based training in reading instruction or interventions. Training on how to successfully organize and instruct using small group instruction. see attached PD plan

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

All students reading on or above grade level by third grade. Consistent instructional practices among all grade levels. Consistent practices across school. see attached PD plan

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.

Students performing on grade level. Student growth being measured over time. Achievement gap decreasing among gap groups see attached PD plan

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

All teachers, special education teachers and administration assistants who will be working in small group reading instruction see attached PD plan

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

Teachers, students and administration see attached plan

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

District is funding some of the training for the reading materials/workbooks technology, time for PD and planning see attached PD plan

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

Ongoing support includes professional learning communities, coaching, some virtual trainings peer observations, follow up observations see attached PD plan

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.

Ongoing assessments, quarterly/monthly assessments/diagnostics from teachers, walkthrough data from admin see attached PD plan

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.

Research based training in math instruction or interventions. Training on how to successfully organize and instruct using small group instruction see attached PD plan

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

All students demonstrating conceptual understanding of mathematical practices. Consistent instructional practices among all grade levels. Consistency through school. see attached PD plan

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.

Students performing on grade level. Student growth being measured over time. Achievement gap decreasing among gap groups. see attached PD plan

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

All teachers, special education teachers and administration. Assistants that will be working in math small groups. see attached PD plan

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

All teachers, students and administration see attached PD plan

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

District is supporting the piloting program for the math materials/workbooks technology, time for PD and planning see attached PD plan

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

Ongoing support includes professional learning communities, coaching, some virtual trainings, peer observations see attached PD plan


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.

Ongoing assessments, quarterly assessments/diagnostics from teachers, walkthrough data from admin see attached PD plan

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.

not applicable

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PD Plan	Heartland PD Plan 20-21 school year	•