



2021-22 Phase Three: Professional Development Plan for Schools_12022021_09:19

2021-22 Phase Three: Professional Development Plan for Schools

Lincoln Trail Elementary School
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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?

In partnership with families and communities, Lincoln Trail Elementary builds the foundation for life-long success.

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?

Top 2 Priorities - Maintain/or increase the number of students performing on-grade level in Reading; Maintain/or increase the number of students performing on grade level in Math.

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

From positive behavior interactions and professional learning sessions that are grade-level specific, teachers will improve their teaching strategies in the areas of reading and math to maintain or increase the numbers of students performing at or above grade level in these two areas.

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.

Goal 1A & B, Objectives 1 & 2. Goal 2A, B, & C. Objectives 1, 2, & 3. Goal 3A, B, & C. Objectives 1, 2, & 3. Goal 5; Objectives 1, 2, & 3.

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

Educators' practices will improve in teaching reading

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.

Student data supporting growth/improvement in reading

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

All certified staff

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

Both teachers and students will be impacted by professional development efforts

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

District staff and material support

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

Professional learning communities and district coaching 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.

Meeting notes and agendas , walk through data & classroom observations, grade level assessments

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.

Goal 1A & B, Objectives 1 & 2. Goal 2A, B, & C.Objectives 1, 2, & 3. Goal 3A, B, & C. Objectives 1, 2, & 3. Goal 5; Objectives 1, 2, & 3.

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

Educators' practices will improve in teaching math

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.

Student data supporting growth/improvement in math

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

All certified staff

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

Both teachers and students will be impacted by professional development efforts

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

District staff and material support

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

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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.

Meeting notes and agendas , walk through data & classroom observations, grade level assessments

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)
 PD plan 21-22		.