



2021-22 Phase Three: Professional Development Plan for Schools Lakewood Elementary

2021-22 Phase Three: Professional Development Plan for Schools

Lakewood 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?

School mission statement: Lakewood Elementary strives to challenge each student toward academic, social and lifetime success by providing a safe, consistent, quality educational environment that meets students' needs through diverse learning communities. School vision statement: Lead, Learn, ROAR! LEAD: Through teaching our students the 8 Work Ethic Standards, we hope to create leaders in our school and community. LEARN: All of our students deserve to gain at least one year of academic growth for each year they spend at Lakewood. We strive to help each

child show growth in all academic areas. ROAR: Our students want to be heard. We want to help them ROAR is the community just like our mascot, the Bruin. ROAR is also an acronym we use at Lakewood to remind us of our leadership expectations: Ready to learn, Own our actions, Always lead, and Respect others' differences.

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?

Highly effective instructional strategies to utilize in all academic areas, but specifically in reading and math Social/emotional to focus on the whole child and support a growth mindset

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

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 60.1% to 71% and in Math from 54.8% to 67.1%. Goal 3: By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.6% to 45.9% and from 25.6% to 45.9% in Math. Goal 4: By 2025, the Growth rate for all students in Reading and Math will increase from 50.2 to 62.7.

ATTACHMENTS

Attachment Name



Lakewood PD Plan 21-22

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.

Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: Learning Targets/Success Criteria Higher Order Questioning Compare and Contrast Vocabulary Strategies

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

By 2022, students scoring proficient/distinguished in Math will increase from 54.8% to 56.9%. By 2022, students scoring proficient/distinguished in Reading will increase from 60.1% to 61.9%.

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.

i-Ready data measured three times annually showing an increase in student performance in math and reading

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

All K-5 teachers

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

Students and teachers

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

Title I Funds ESSER Funds Instructional Services Department (District support)

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

PLCs, Walkthrough Observations from Principal and District Support Staff, Coaching Conversations with principal or district support staff

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.

Classroom observations and walkthrough data

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.

By 2022, the Growth rate for all students in Reading and Math will increase from 50.2 to 55.7.

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

By 2022, the Growth rate for all students in Reading and Math will increase from 50.2 to 55.7.

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.

Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom Positive Behavior and Intervention Support Systems Social Emotional Learning (Sanford Harmony) Close Gap Discipline Policy Class Dojo House System Ensure that students have work ethic skills that demonstrate leadership in school and in the community. Work Ethic Standards (Hardin County Schools Great 8) Work Ethic Certification

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

All teachers, administrators, and assistants who work directly with students

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

Teachers, administrators, students

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

Title I funds, ESSER Funds, Sanford Harmony materials, Great 8 certification process (district initiative), Close Gap website

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

Counselor provides ongoing support to classroom teachers in Sanford Harmony PLCs discuss students with SEL needs Administrators meet with students to set goals (Growth mindset)


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.

Goal setting worksheets Sanford Harmony lesson observations

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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