



## 2021-22 Phase Three: Professional Development Plan for Schools\_11172021\_10:40

2021-22 Phase Three: Professional Development Plan for Schools

**Woodland 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?

We will empower each other to succeed in achieving our goals and becoming great leaders. We will empower lifelong learners to value education, community and service. This is our current mission, however; it is under construction. Our staff is working on a new vision statement and mission.

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?

Core instruction in Reading and Math following missed opportunities during pandemic Bridging achievement gaps due to missed opportunities during pandemic.

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

It is important that we align both of these to STAFF Professional Learning needs and student growth areas (meeting achievement gaps).

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.

Following the pandemic shutdown, A/B Hybrid model and not returning to 5 days per week instruction until March, 2021, we reviewed what student proficiency data we had. We then reviewed content that was actually taught to mastery during that time to create specific mapping to correlate with the HCS district Priority standards. The specific objectives were to ensure that students had the opportunity to engage in content they missed the previous year while building upon current grade level standards. Teachers created specific learning targets and success criteria.

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

The intended results are specific grade level plans for content coverage to include specific student outcomes (success criteria)

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.

Completed Curriculum Maps are the completed actions.

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.)

Students, teachers, admin

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

Time was the biggest need to ensure staff were able to thoroughly review student needs based on the new iReady Diagnostic platform and upcoming HCS Curriculum Maps.

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

Continued Coaching through The Teacher Clarity Playbook by Douglas Fisher, Nancy Frey, Olivia Amador and Joseph Assof

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, grade level assessments (developed through the PLC plan from Leverage Leadership 2.0). Principals are responsible for this ensuring quarterly

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.

Since poverty is a common barrier for all of our identified gap groups, we have embraced the work of Eric Jensen and Teaching With the Brain in Mind to guide our work toward a paradigm shift.

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

While student outcomes are the ultimate goal, we have to change our educator's beliefs in how to meet the intricate needs of our students of poverty. Our classroom practices need to change as we begin to look at the effect of poverty on the brain.

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.

Focusing on brain-based teaching and learning will help raise morale, increase staff retention and improve students achievement. The goal is to change our views on learning in ways that are compatible with the ways students naturally function by understanding the brain.

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

ALL Woodland staff

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

Students, teachers, support personnel, admin

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

Time is the biggest need to ensure staff are properly trained with Eric Jensen's books and then embedding his work into PLCs throughout the school year.

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

Continued coaching through PLCs and Teaching With the Brain in Mind.


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.

Classroom observations, grade-level assessments (developed through the PLC plan from Leverage Leadership 2.0). Principals are responsible for ensuring this occurs quarterly.

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)
 Staff Assets Inventory and PD Planning		.