



2021-22 Phase Three: Professional Development Plan for Districts_11092021_15:55

2021-22 Phase Three: Professional Development Plan for Districts

Henderson County
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2021-22 Phase Three: Professional Development Plan for Districts

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

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 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 are the district's top two priorities for professional development.

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

Each of the two priorities is the foundation for success in Henderson County Schools. The ability to read and perform math calculations at a deep level will allow students to have the opportunity to succeed in their post-secondary aspirations 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 and 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.

KSA, MAP, Brigance, CERT (College Equipped Readiness Tool), and ACT will be used to measure our success.

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 are all impacted by this component of professional development.

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

Funding for professional learning, resources and materials, and funding for time during the summer are needed to support the professional development.

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 KSA 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 and 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.

KSA, MAP, Brigance, CERT (College Equipped Readiness Tool), and ACT will be used to measure our success.

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 are all impacted by this component of professional development.

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

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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.

N/A

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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