



Professional Development (PD) Diagnostic Planning Tool

Aligned to 704 KAR 3:035 and KRS 158.6451

Updated September 2025 | Kentucky Department of Education

## **Professional Development (PD) Diagnostic Planning Tool**

### **Purpose:**

The Professional Development (PD) Diagnostic Planning Tool is designed to assist PD Coordinators in developing and organizing professional learning plans for schools and districts. The prompts in this tool directly align with those in the PD Diagnostic located within the Continuous Improvement Platform (Cognia).

### **Guidance:**

All entries in the Continuous Improvement Platform must be submitted by May 1 for the upcoming school year. Submissions may be revised or updated at any time to reflect changes in district or school needs after they are submitted.

### **Rationale:**

This diagnostic is to support the district/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](#).

This plan is for the upcoming school year.

**District or School Information**

District or School Name	Elizabethtown Independent
What is the district's/school's mission?	Elizabethtown Independent Schools will provide a high quality education for all students that prepares them for success. As a school district, we are committed to collaborating with all stakeholders to foster high expectations, a positive culture, and a supportive environment that meets the needs of every student. We will hold each other accountable through effective systems and communication which will lead to growth and innovation while building on our <i>Tradition of Excellence</i> .

**Needs Assessment**

The needs assessment provides the framework for all districts/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.

Top Two Areas Requiring Professional Development (List Area 1 and Area 2)	<p>Area 1-KCWP#2- Design and Deliver Instruction Improved implementation of HQIR's in Reading and Math through the development of the intellectual preparation cycle.</p> <p>Area 2-KCWP#2- Design and Deliver Instruction Creation and implementation of a district wide writing plan.</p>
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**Professional Development Area 1**

For the first identified area requiring professional development, what required district/school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, or graduation rate)?

Which district/school Comprehensive Improvement Plan	Increase the academic indicator on the KSA in reading and math for elementary 68.1 to
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<p>goal(s) will this PD support?</p>	<p>78.1 by May 2028, middle from 62.4 to 72.4 by May 2028, high from 89.9 to &gt; 94.9 by May 2028 as measured by the state assessment</p>
<p>What are the specific objectives (long-term and short-term) for this PD?</p>	<p>The objective of this PD is to create conditions for the implementation of the intellectual preparation cycle as part of our PLC and Curriculum based professional learning plan. We want this to increase student achievement in both Reading and Math by supporting teachers and administrators' understanding of the HQIR and how to implement it with integrity.</p>
<p>What are the intended results of this PD (e.g., student outcomes, educator beliefs, practices)?</p>	<p>Educator Practices- Teachers will understand the importance of the intellectual preparation cycle with an emphasis on unit and lesson internalization.          Educator Practices-Administrators will understand the importance of the intellectual preparation cycle with an emphasis on unit and lesson internalization so that they will be able to effectively monitor implementation of the HQIR and to provide effective feedback to teachers on the usage of each HQIR.          Student Achievement: Student achievement will increase as teachers fully understand the purpose and outcomes of units and lessons provided by the HQIR to deliver standards based instruction that is rigorous and high quality.</p>
<p>How will this PD be monitored for evidence of implementation?</p>	<p>This will be monitored as part of the PLC process, designed walkthroughs with a focus on specific HQIR practices, feedback and coaching cycles with teachers targeted on the implementation of the HQIR.</p>
<p>What data will be considered and gathered (e.g., student work samples, curriculum based assessments, classroom observations)?</p>	<p>Summative and formative assessments will be reviewed as part of the PLC process to determine the effectiveness of implementation. Common assessments for both Reading and Math will be utilized to measure progress. District and school targeted walkthroughs will provide data regarding the level of implementation of the HQIR directly tied into the Unit and Lesson internalization protocol. The district will conduct bi-monthly targeted</p>

	walkthroughs.
Who is responsible for gathering this data?	Building level Principals, District Assistant Superintendent for student learning, teachers in PLCs
How frequently will this data be analyzed?	This data should be analyzed monthly at the school level and quarterly at the district level.
What will be the indicators of success of this PD (e.g., e.g., improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives that have been achieved and describe them in detail.	<ul style="list-style-type: none"> <li>• Walkthrough data that supports improvement in the implementation of the HQIRs</li> <li>• IReady growth diagnostic data that reflects increased student achievement.</li> <li>• PLC minutes that reflect completed intellectual preparation cycles.</li> </ul>
Who is the specific target audience for this PD (e.g., elementary math teachers, those	All administrators and teachers in Elementary, Middle and High School. The process will be utilized for all HQIRs with a specific focus on Reading and Math.

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implementing a specific high-quality instructional resource)?	
What specific resources are needed to support this PD (e.g., staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?	Training and support with KDE's office of teaching and learning. Professional development provided by vendors of specific HQIRs to tailor the internalization process to the resource.
What funding source(s) will be utilized to support this PD?	Title 1, Read to Achieve Grant, Title 2, Board allocations general fund.
What will be the start date and anticipated completion date for each PD activity? If PD is ongoing, specify the frequency of activity across the year.	This PD will begin in early August and will continue throughout the school year. We will utilize Professional Learning days, Professional Development days, Early Release days, and PLC meetings that include curriculum based professional

	learning.
What supplies and resources will be needed to implement this PD?	KDE and District protocols and implementation documents.
What specific ongoing supports will be provided for professional development implementation (e.g., district level coaches will work with teacher teams monthly, building level coaches will lead monthly PLCs using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperative planning, monthly meetings with mathematics consultants)? The ongoing support should be connected to the specific professional development area identified in question 3.	<ul style="list-style-type: none"> <li>• The district instructional team will work with building level administration to support implementation in PLC's.</li> <li>• The district will conduct and support targeted walkthroughs.</li> <li>• The Elementary and Middle School curriculum specialist will provide PLC and individual teacher support on implementation and data analysis.</li> <li>• Cooperative planning meetings between elementary buildings will take place as part of the internalization process.</li> </ul>

## Professional Development Area 2

For the **second identified area requiring professional development**, what required district/school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development

Which district/school Comprehensive Improvement Plan goal(s) will this PD support (e.g., (state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, or graduation rate)?	By Spring 2028, increase P/D and reduce Novice at ES/MS/HS for Science, Social Studies, and Writing to the 3 year target content indicator indices in Science: ES $\geq 72$ / MS $\geq 70$ / HS $\geq 55$ ; Social Studies: ES $\geq 62$ / MS $\geq 58$ / HS $\geq 72$ ; Writing: ES $\geq 73$ / MS $\geq 72$ / HS $\geq 82$ .
What are the specific objectives (long-term and short-term) for this PD?	The objective of this PD is to create a districtwide writing plan that supports a unified process and expectation for writing from grades K-12. This plan will be the blueprint for how we will teach writing, what it should look like at each grade level, the frequency for writing and the expectation of writing across the curriculum. This PD will also provide specific training on how to implement this plan and the responsibilities of all parties involved such as students, parents, teachers and administration.

<p>What are the intended results of this PD (e.g., student outcomes, educator beliefs, practices)?</p>	<p>Educator beliefs- All teachers will understand their role in the writing process and the expectations for supporting and implementing the plan.</p> <p>Student outcomes: Students will have a seamless writing process from grades K-12 that utilize common language and practices between all grade levels.</p> <p>Educator practices: Teachers will learn to implement and teach the writing practices that are adopted within the plan and can use the common language for writing with their students and colleagues.</p>
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<p>How will this PD be monitored for evidence of implementation?</p>	<p>This will be monitored as part of the PLC process, designed walkthroughs with a focus on specific writing indicators, feedback and coaching cycles with teachers targeted on the implementation of the writing plan.</p>
<p>What data will be considered and gathered (e.g., student work samples, curriculum based assessments, classroom observations)?</p>	<ul style="list-style-type: none"> <li>● Student work samples</li> <li>● Live scoring results</li> <li>● Walkthrough data</li> <li>● PLC minutes</li> </ul>
<p>Who is responsible for gathering this data?</p>	<p>Building level Principals, District Assistant Superintendent for student learning, teachers in PLCs</p>
<p>How frequently will this data be analyzed?</p>	<p>This data should be analyzed monthly at the school level and quarterly at the district level.</p>
<p>What will be the indicators of success of this PD (e.g., improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives that have been achieved and describe</p>	<ul style="list-style-type: none"> <li>● Walkthrough data that supports improvement in the implementation of the writing plan.</li> <li>● Improved student performance on writing benchmark assessments.</li> <li>● PLC minutes that reflect discuss writing data.</li> </ul>

them in detail.	
Who is the specific target audience for this PD (e.g., elementary math teachers, those implementing a specific high-quality instructional resource)?	All administrators and teachers in Elementary, Middle and High School in all content areas.
What specific resources are needed to support this PD (e.g., staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?	<ul style="list-style-type: none"> <li>• Partnership with KEDC KY writing project.</li> <li>• Monitoring program similar to THINKCERRCA.</li> </ul>
What funding source(s) will be utilized to support this PD?	Title 1 and Title 2, General Fund
What will be the start date and anticipated completion date for each PD activity? If PD is ongoing, specify the frequency of activity across the year.	This PD will begin in early August and will continue throughout the school year. We will utilize Professional Learning days, Professional Development days, Early Release days, and PLC meetings that include curriculum based professional learning.
What supplies and resources will be needed to implement this PD?	The template for writing plan completion, KEDC writing plan documents and support.
What specific ongoing support will be provided for PD implementation?	<ul style="list-style-type: none"> <li>• The district instructional team will work with building level administration to support implementation in PLC's.</li> <li>• The district will conduct and support targeted walkthroughs.</li> <li>• The Elementary and Middle School curriculum specialist will provide PLC and individual teacher support on implementation and data analysis.</li> </ul>

### Additional Information

If there is additional professional development information you would like to include, please add it here. If you do NOT wish to include an optional extension, please list N/A in the space below.	N/A
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