



2020-21 EES Phase Three: Professional Development Plan for  
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2020-21 Phase Three: Professional Development Plan for Districts

**Erlanger-Elsmere Independent**

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## 2020-21 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

### 1. What is the district's mission?

It is the mission of the Erlanger-Elsmere Schools to embrace and attend to the individual needs of our students, regardless of the obstacles.

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?

1. Experience of staff and support for their growth remains a priority for the district.
2. Revision of the district's MTSS guidelines is another priority for the Erlanger-Elsmere Schools.

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

As a district, we have dealt with approximately 20% turnover of staff (both certified and classified) per year for the last couple of years. Recognizing the needs of our district require a higher level of commitment than perhaps exists in other districts, and noting how funding for the KTIP program has been cut by KDE/Legislative bodies, we have intentionally created a district mentoring program to support each new certified staff member in our district. The district provides stipends to mentor teachers for their work and requires both in-class/out of class hours of mentorship work to help develop our newest teachers to our district. Additionally, the revision and implementation of the district's MTSS guidelines will support the continuous improvement of our students. Our data suggests increased student needs, socially, emotionally AND academically, and by improving our delivery practices and improving the supports needed to meet our students where they are, we stand to improve the outcomes for our children while expanding the pedagogical abilities of our staff in the process.

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.

Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives: \*Foster the individual growth of educators and the collective growth of the district and schools \*Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all \*Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals \*Include opportunities to improve teacher instruction for increased academic, behavioral, and social-emotional outcomes among students of achievement gap populations \*Reinforce the district's commitment to the safety of students and staff

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

The more intentional we as a district are at growing and investing in our new staff, the more committed they should become to our mission of meeting the diverse needs of our students, regardless of their obstacles. The mission becomes a true

belief within the hearts and souls of our staff, so their willingness to see our kids through whatever academic, emotional and/or behavioral challenges present becomes personal for them. And this willingness to meet our kids where they are should, in turn, positively impact the manner in which these staff learn to deliver and assess their content in a variety of ways. Our students should feel more loved and cared for, and as these emotional needs are met, their ability to learn content that is more rigorous improves.

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.

There should be less classroom disruptions as our students learn how to navigate challenging learning, challenging relationship situations, and increased emotional stress. There should be fewer classroom failures as our staff will learn how to support the whole child, regardless of their ability level or disability. There should be less teacher turnover as the supports our district and schools provide to these staff builds a connection between them and their school, thus forming a bond which won't break for more money, or less challenge in another school district.

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

All stakeholders in the Erlanger Elsmere School Community.

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

All stakeholders of the Erlanger Elsmere School community.

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

Multiple resources will be needed at varying levels to meet the vast needs of all learners and those providing these variety of supports.

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

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, and Director of Finance. Additionally, Principal, Assistant

Principal, Counselor, and Instructional Coach PLC's are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) Meetings are held quarterly and include the Superintendent, Assistant Superintendent, Director of Pupil Personnel, PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted to the Superintendent and Assistant Superintendent for review by the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

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.

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLC's are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) Meetings are held quarterly and include the Superintendent, Assistant Superintendent, Director of Pupil Personnel, PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted to the Superintendent and Assistant Superintendent for review by the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

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.

Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives: \*Foster the individual growth of educators and the collective growth of the district and schools \*Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all \*Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals \*Include

opportunities to improve teacher instruction for increased academic, behavioral, and social-emotional outcomes among students of achievement gap populations  
\*Reinforce the district's commitment to the safety of students and staff

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

For our educators, the intended result is that we build within our staff a broader/deeper ability to reach ALL students and scaffold supports to support their learning; that we trend away from a 'one-size fits all' delivery model and truly have every teacher look at his or her classroom as a collection of individual learners, as opposed to one class of similar learners. Students, then, stand to benefit from this approach to instruction from their teachers. Because of these efforts to scaffold, differentiate, and implement UDL (Universal Design for Learning) practices in their lesson planning, student outcomes will improve significantly both in the 'grade' a child earns to show mastery of learning as well as how they personally feel about their abilities to learn.

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.

Indicators of success will include less behavior referrals in schools related to frustrations with learning and content; increases in student performance, both on teacher-delivered assignments and state assessments; improved Graduation Rates at both our A-1 High School and our A-5 Alternative School.

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

All stakeholders of the Erlanger Elsmere School community.

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

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

Multiple resources will be needed at varying levels to meet the vast needs of all learners and those providing these variety of supports.

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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)
 2020-2021 Professional Learning Plan		.