



2021-22 EES Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Districts

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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?

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. Core instruction development.

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 we have three new principals in the district this year. We have created a layer of support from the district office for these individuals. Secondly, we have spent the last several years continuing to insulate the pipeline to address the whole child. This has been a focus in the realm of SEL. With these supports in place through our MTSS structure, we are refocusing our attention on core academic growth and have committed to an instructional vision.

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. Targeted professional developments based on the needs of the staffs at each building. Follow-up processes and procedures following each professional development to provide feedback, supports, and interventions based on the follow-up processes.

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, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, Instructional Coordinator of Technology, Instructional Coordinator of Student Supports, Director of District-Wide Programs, Early Learning Program Coordinator and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLCs are conducted bi-monthly. District MTSS PLCs are held monthly and include the Director of District-Wide Programs, Instructional Coordinator of Technology, PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. Bi-monthly PLCs with the three new Principals are conducted in order to provide specific guidance as it pertains to being the instructional leaders of their respective buildings. The district administrators will also be participating in the Cognitive Coaching Model of training to provide professional development in the area of growing the teachers and other staff members of the district. The district also participates in it's own instructional walkthrough process to help schools with gathering data related to their professional development focus and/or their problem of practice. 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 by Principals to the Superintendent, Assistant Superintendent, and Director of District-Wide Programs for review/feedback. 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.

Professional development will be monitored through a common platform that requires submission and review of professional development plans to central office. Included in the professional development plans is a congruent learning target directed related to each schools CSIP and needs assessment. Also included in each professional development submission is the manner in which each professional development agenda will be followed up by building level administration.

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

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.)

All stakeholders of the Erlanger Elsmere School community.

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. Included but not limited to a district dedication to support schools financially through ESSER funds to investigate and purchase HQIRs to implement their given curriculums.

5g. 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, Instructional Coordinator of Technology, Instructional Coordinator of Student Supports, Director of District-Wide Programs, Early Learning Program Coordinator and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLC's are conducted bi-monthly. District MTSS PLCs are held monthly and include the Director of District-Wide Programs, Instructional Coordinator of Technology , PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. Bi-monthly PLC with the three new principals are conducted in order to provide specific guidance as it pertains to being the instructional leaders of their respective buildings. The district also participates in it's own instructional walkthrough process to help schools with gathering data related to their professional development focus and/or their problem of practice. The district administrators will also be participating in the Cognitive Coaching Model of training to provide professional development in the area of growing the teachers and other staff members of the district. 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.

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.

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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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