



2021-22 LES Phase Three: Professional Development Plan for Schools_11102021_08:48

2021-22 Phase Three: Professional Development Plan for Schools

Lindeman Elementary School

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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?

The mission of Lindeman Elementary School is to meet the needs of our students while challenging them to reach proficiency.

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?

Professional development will focus on reading instruction as we have a new reading curriculum this school year. Lindeman teachers are also completing LETRS training to get a better understanding of the development of how students learn to read in order to better teach them.

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

Our professional development goals are directly related to student achievement. We are focusing on reading achievement, a new reading curriculum has been purchased in both primary and intermediate grades. Teachers have received professional development on how to implement the program. With intense, continuous implementation the hope is that academic achievement will be made. The other priority is LETRS training, with focus on the fundamentals of teaching reading and understanding how the brain learns to read.

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.

Our specific objective is to increase student achievement in the area of reading. In the short term we will work to show improvement in our reading curriculum and in the long term we will see improvement in MAP and KPREP assessments.

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

Intended results are increased student achievement in reading based upon curriculum assessments and MAP, STAR, and KREP along with teacher comfort level with teaching the materials.

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.

Indicators of success will be improved academic performance.

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

The targeted audience is our classroom reading teachers using our new curriculum of Super Kids and Read Side by Side.

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

Classroom teachers and students are impacted by this professional development.

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

Resources used for this training include PLC time, communication between the trainers and teachers, required materials for curriculum

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

Ongoing supports will be continuously provided by the instructional coach and through PLC meetings. We will also continue follow up with ongoing training.

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 by the implementation of the reading curriculum. Data tracking will take place around the assessments provided by the curriculum and will be analyzed by grade level teams and with the trainers.

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.

Our specific objective is to increase student achievement in the area of reading. In the short term we will work to show improvement in our reading instruction by having a better understanding of how to teach reading and how students learn to read. In the long term we will see improvement in MAP and KPREP assessments as well as teacher comfort levels with teaching reading.

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

The intended results is improved reading instruction. With teachers understanding the science behind reading they will have a better understanding of how to teach reading.

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 be improved academic performance and improved comfort level of instruction.

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

Classroom teachers and anyone at Lindeman teaching reading will be the targeted audience.

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

Both teachers and students will be impacted by this professional development.

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

In order to continue with this professional development we will need continued support of the trainers, time to complete the continued training, and ongoing support from the instructional coach.

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

Ongoing support will be provided by the instructional coach as well as during PLC time with grade level teams and in staff meetings to ensure all staff members are growing and comfortable in the new learning.

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.

Professional development will be monitored through the completion of the LETRS trainings including the assessments completed after each until. Monitoring will also

be evaluated through instruction of reading and should be evident in academic achievement.

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)
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