



# 2021-22 Lost River Elementary Phase Three: Professional Development Plan for Schools\_12292021\_12:50

2021-22 Phase Three: Professional Development Plan for Schools

**Lost River Elementary**  
**Beth Croslin**  
450 Modern Way  
Bowling Green, Kentucky, 42101  
United States of America

---

## Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
---	---

## 2021-22 Phase Three: Professional Development Plan for Schools

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 Lost River Elementary School is "Growing Leaders".

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?

Lost River Elementary's 2 priorities for improvement are: 1. Lost River Elementary will increase the percent of elementary students P/D in reading from 26.7% to 34.6 % by 2022 as measured by state assessments. 2. Lost River Elementary will increase the percent of elementary students P/D in math from 14.4% to 22.2% by 2022 as measured by state assessments.

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

Both priorities relate directly to the school's goals, as outlined in our CSIP. Lost River's proficiency goal has two objectives, both of which address increasing the overall proficiency in reading and in math.

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.

Objective 1: Lost River Elementary will increase the percent of elementary students P/D in reading from 26.7% to 34.6 % by 2022 as measured by state assessments. Professional Development Activities: Teachers will participate in further training in the implementation of the HMH curriculum as it relates to state standards. Teachers will also participate in Kagan training and continuation of training in The Powerful Task Design to increase student engagement and rigor.

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

The teachers will become better equipped to follow their core curriculum with fidelity, teachers will be better able to differentiate to the diverse learners in their classrooms, teachers will be better able to design or modify tasks to increase the rigor on a daily basis as well as increase student engagement, thus increasing student success both in the classroom as well as on assessments.

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.

Through weekly PLCs the admin team and instructional coaches will be able to gain feedback from teachers. This feedback will guide further action. The discussion will focus on important information such as if students are learning the desired

material, is implementation effective and being done with fidelity, what assistance interventions are needed for either students or teachers to help make gains, is implementation visible in the classroom, what are our next steps to gain the most impact from our efforts?

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

The targeted audience will be all certified teachers for Kagan and The Powerful Task Design. All teachers can improve in rigor and student engagement. Homeroom teachers will be the targeted audience for all HMH training.

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

Teachers, administrators, and students are impacted by this professional development plan.

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

We will need continued support from district and regional coaches to ensure implementation with fidelity. For Kagan professional development, we will utilize Title II and Title I funds to pay for materials and training.

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

PLCs will be focused on the analysis of data and the continued implementation of the professional development efforts. Administration and coaches will collaborate with teachers in the PLC setting.

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.

We will monitor using the following: PLC data, STAR data, HMH data, classroom observations, coaching visits.

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.

Objective 2: Lost River Elementary will increase the percent of elementary students P/D in math from 14.4% to 22.2% by 2022 as measured by state assessments.

Professional Development Activities: Homeroom and intervention teachers will participate in training to refine the implementation of the HMH curriculum and ensure that state standards are being taught.

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

The teachers will become better equipped to follow their core curriculum with fidelity, teachers will be better able to differentiate to the diverse learners in their classrooms, teachers will be better able to design or modify tasks to increase the rigor on a daily basis, thus increasing student success both in the classroom as well as on assessments.

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.

Through weekly PLCs the admin team and instructional coaches will be able to gain feedback from teachers. This feedback will guide further action. The discussion will focus on important information such as if students are learning the desired material, is implementation effective and being done with fidelity, what assistance interventions are needed for either students or teachers to help make gains, is implementation visible in the classroom, what are our next steps to gain the most impact from our efforts?

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

All classroom teachers K-6 who teach math at any point in their day.

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

Teachers, administrators, and students are impacted by this professional development plan.

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

We will need continued support from district and regional coaches to ensure implementation with fidelity.

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

PLCs will be focused on the analysis of data and the continued implementation of the professional development efforts. Administration and coaches will collaborate with teachers in the PLC setting.

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.

We will monitor using the following: PLC data, STAR data, HMH data, classroom observations, coaching visits.

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)
-----------------	-------------	--------------------