

2020-21 Phase Three: Professional Development Plan for Schools_11062020_14:48

2020-21 Phase Three: Professional Development Plan for Schools

Central Hardin High 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

1. What is the school's mission?

The mission of Central Hardin High School, in partnership with the student, home, and community, is to ensure through personal attention, effective leadership, and dedicated service, that all students develop the knowledge, skills and attitudes essential for success.

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?

1. Various instructional methods that incorporate best practices and technology to reach all learners, especially those struggling in reading and math.
2. Refocusing on effective PLC and data teams.
3. How do the identified **top two priorities** of professional development relate to school goals?

The school goals are to prepare students to be college and/or career ready. Within this is the focus on deconstructing standards to realign curriculum/assessments to be standards based (focus on standards based grading)-standards and learning targets are clear for the students-feedback is continuously given to students to communicate accurate learning-literature/informational texts connected to the standards in incorporated to increase reading skills.By introducing new strategies and having our PLC's more closely focus on data and alignment, can more effectively align the standards and learning targets to maximize learning for students.

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.

Teachers learn new techniques and strategies to use with students that will increase the level of student engagement and rigor. Teachers will need to slowly incorporate new strategies into their instruction.

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

Improved teacher practices which will directly impact student outcomes.

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.

Evidence of new strategies in lesson plans and/or PLC minutes.

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

Core content teachers.

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

Teachers and students

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

Funding for technology, materials, time and occasionally support staff to help teachers implement the strategies.

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

PLC's and coaching from within our own faculty and district personnel as needed.

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.

Evidence will be observed by administration in walkthroughs, classroom observations and PLC minutes.

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.

Teachers will become more effective data teams and have a focus on growth and goal building supported by the analysis of the data.

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

Educator beliefs (in regards to growth mindset) and educational practices within the function of the PLC.

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.

PLC's will have an operating SMART goal to drive the analysis of their data and practice for the year. Minutes will be recorded in an actionable format.

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

Teachers

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

Teachers, principals and students

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

Time and funding

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

Designated admin will attend all PLC meetings and monitor minutes.

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.

PLC minutes

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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