



2020-21 Phase Three: Professional Development Plan for  
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2020-21 Phase Three: Professional Development Plan for Schools

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## Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	3
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## 2020-21 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

1. What is the school's mission?

The faculty of MCHS believes our role as teachers is to act as positive models for our students through collaborating, inspiring and effectively communicating; such an environment will challenge all students to learn at high levels in order to achieve college and/or career readiness.

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?

The critical areas for MCHS are Increase math scores for students with disabilities and increasing reading scores for students with disabilities. The top two priorities for professional development to support our efforts of continuous improvement in the above mentioned areas providing training focused on engagement strategies and training for improvement of our RTI process.

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

Our schools goals are to increase math and reading proficiency for students with disabilities and both areas of focus will support those efforts.

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.

By providing opportunities for teachers to strength their ability to engage students in the content lessons, student engagement will increase and they will have a better understanding of the material and will perform better on classroom assessments as well as state testing.

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

The intended results of the professional development for engagement strategies is that teachers will have a better understanding of how to develop lessons that will engage students and increase their understanding of the material.

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 formative and summative assessment data as well as student voice surveys.

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

The target audience for the professional development is classroom teachers and administration.

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

Students, teachers, and principals.

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

Funding in the form of extra service time for teachers who have strong engagement practices.

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

Ongoing supports provided will be in the form of coaching, PLCs, classroom walkthrough data and follow ups with individual teachers 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.

Classroom observations, summative and formative assessment data and student work samples.

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.

By providing training for improving our RTI processes, we will be able to focus on the students in each tier of the RTI structure as well as provide teachers with the knowledge of providing effective interventions. We will work with our teachers to implement RTI throughout the school year, looking at data, making informed instructional decisions and improving student scores in math and reading.

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

The intended results are to increase student success in math and reading on the ACT and the 10th grade KPREP assessment. Providing interventions throughout the year will allow teachers to fill in gaps and teach grade level standards.

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 student performance as measured by classroom formative and summative assessments, intervention data, and state assessments.

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

Regular education and special education teachers and administrators

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

Students, teachers, and principals

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

Funding for a school-wide intervention training. Working with district staff to find such a training and support for the school-wide program.

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

Ongoing supports provided will include coaching, professional learning communities, intervention data meetings, administrative support, classroom observations and district support.

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.

Classroom observations by coaches and administrators, summative and formative assessment data, student work samples and intervention data.

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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