



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

Montgomery County High School

Rocky Franz

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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?

Our mission is to ensure an equitable, student-centered education in a safe and accepting environment with high expectations for ALL students.

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?

Based on our schools critical areas, our top priorities for professional development will focus on increasing proficiency levels and decreasing novice for students with disabilities in math and reading. Professional development for this critical area will include training on co-teaching models and engagement strategies to help support students with disabilities within the classroom, new teacher support and improving our RTI process by utilizing MAP and CERT scores.

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

Our school goals are to increase proficiency in math and reading and decrease novice for students with disabilities. The professional development priorities listed above will give our teachers strategies to use in the classroom and within the co-teaching setting to support students with disabilities. By focusing on new teacher support and our RTI process, we can utilize MAP and CERT scores to identify student needs and learning gaps and address those throughout the year with targeted interventions.

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 focusing on engagement strategies, we will be able to provide support to teachers to help them reach students with disabilities within their classroom. Engagement strategies will help all teachers work with students and provide additional support as needed. Pairing a solid co-teaching model with engagement strategies will provide our teachers the support to help students with disabilities within the co-teaching classroom. Administrators will know what a good co-teaching model will look like so that they can properly provide support and feedback specific to that classroom setting.

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

The intended results will be that increased engagement and solid co-teaching will help teachers develop lessons to increase student understanding of 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 MAP data for 9th and 10th grade and CERT data for 11th grade.

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

The targeted audience will be regular education and special education teachers and administrators.

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

Students, teachers, administrators and parents.

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

Funding for specific professional development aligned to engagement strategies and co-teaching. Time for teachers to work together to put plans in place to implement strategies and work with their co-teachers.

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 through our curriculum coach, feedback from classroom walkthroughs and PLC meetings and follow-up with individual teachers.

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 and feedback, summative and formative assessment data, MAP and CERT data.

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.

For new teacher support and RTI process, specific objectives include providing appropriate support and feedback to our new teachers and laying out our RTI process and what it looks like at each level. We will be able to focus on the students in each tier of the RTI structure and provide teachers with appropriate interventions.

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

The intended results are for our new teachers to feel supported and for all teachers to have a clear understanding of our RTI process and what that looks like within and outside of the classroom. We will be able to increase student success on both the KSA and ACT assessments, fill learning 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, MAP and CERT assessment data, as well as state assessment data.

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

Regular education and special education teachers, administrators

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

Students, teachers, administrators, parents

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

Funding for new teacher support program and training on providing support in RTI. Working with district staff to find trainings and support for teachers and administrators.

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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