



## 2021-22 Phase Three: Professional Development Plan for Schools\_01042022\_13:24

2021-22 Phase Three: Professional Development Plan for Schools

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## 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 John Hardin High School is to educate in cooperation with families and the community to have the knowledge, skills, and attitudes necessary to achieve their potential as a socially responsible, life-long learners in a diverse and changing society.

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?

Due to the current conditions in education resulting from the COVID virus, our school revised and updated our professional development plan to identify one of our top needs as the need for training in technology implementation for teachers. The other top priority for professional development is the need for content area training and collaboration with ECE.

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

The technology implementation relates to our school goal of improving learning in the areas of math and reading by redirecting the approach for delivering instruction and finding new strategies for online learning. The professional development for content area training and collaborative learning will help teachers work with ECE educators to design a curriculum that is modified for those learners with IEP goals.

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.

The specific objective for the first priority for professional development is to create the opportunity for teachers to strengthen their technology skills, specifically with the use of Google products and other products related to online learning. The goal is to familiarize teachers with the technology resources available to them and train them on the ways to best utilize them in the classroom.

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

The results from the increased technology training will be improved learning outcomes for students, greater opportunities for student learning, and improved communication between teachers, students, and parents.

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 for increased technology training will be evidenced by teacher utilization of Google Classroom and technology products in which they are trained.

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

Certified staff

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

Teachers, students, parents, administrative team

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

Resources needed for improved technology training include availability to knowledgeable trainers, equipment and devices to operate programs, and time during the summer and school year to implement and monitor the training.

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

Instructional Leadership Team meetings, PLCs, and technology training throughout the building Technology newsletter

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.

Implementation of training will be monitored through observations, both in the classroom and through Google Meets. It will also be evidenced in lesson plans and learning targets/success criteria.

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.

The specific objective for the second priority for the professional development is to create the opportunity for teachers to strengthen their content area curriculum development through PLC and department work. In addition, they are working

closely in collaboration with the ECE department on collaboration models. This professional development work will help decrease the deficiencies in math and reading, but also our targeted gap area in disabilities.

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

The results from more in depth content curriculum development and collaboration models in content areas will be increased student learning and improved scores as evidenced by iReady, CERT, and ACT scores.

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.

Improved iReady scores, improved CERT scores, and improved ACT scores

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

English and math teachers, as well as ECE teachers

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

Students and teachers

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

Time for PLC meetings and summer co-training in departments Collaborative professional development training PD funds for training Technology funds to purchase programs and licenses

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

PLC meetings Department meetings Instructional Lead meetings


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.

iReady data (twice per year), CERT data (twice per year), classroom observations (daily), and PLC notes (monthly)

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)
 <u>JHHS PD Plan</u>		.