



## 2021-22 Phase Three: Professional Development Plan for Schools\_12132021\_17:59

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?

NORTH HARDIN HIGH SCHOOL MISSION STATEMENT: Destination graduation: Lifelong success for all starts at NHHS. Destination Graduation: Lifelong success for all starts at NHHS. Objectives under our mission are as follows: 1. The faculty and staff of NHHS believe all shall be prepared to be self-sufficient and productive citizens. 2. The faculty and staff of NHHS believe all students shall be required to use higher order thinking and problem-solving skills in real world applications through the use of technology. 3. The faculty and staff of NHHS believe all shall be regularly and

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equitably recognized and celebrated for their accomplishments and additional assistance shall be provided beyond the classroom for all who need it. 4. The faculty and staff of NHHS believe all shall have high expectations and share accountability for success and these conditions shall be collaboratively developed and supported by all stakeholders, students, teachers, parents, and community.

## **ATTACHMENTS**

### **Attachment Name**

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Student-Parent Handbook

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. Interventions for students to close achievement gaps in all core subject areas.2. NHHS will implement differentiation and station teaching to provide greater learning opportunities for all students to improve reading and math achievement.

## **ATTACHMENTS**

### **Attachment Name**

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NHHS 2021-22 PD Plan

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

Reading and differentiated instruction to improve student achievement at all levels were identified as needs during the professional development planning process. Our school goals include increasing achievement in reading, math and writing. We also have goals in CCR (college and career readiness) and graduation rate. All of these goals are affected by our two top priorities (interventions and improving virtual instruction in all areas. Using I-ready and CERTdata, as well as, Early Warning Tool data helps us to identify what students are at risk and needs additional assistance. NHHS will track student progress on the data tracking sheet that

includes progress toward graduation, college readiness, career readiness, and pathway completion.

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.

Implementation of Interventions - We focused on implementing a system of interventions in reading, math and behaviors. Objectives include: Training staff on the intervention plan expectations. Processes will be in place for student referral, student participation and results stemming from the intervention. Student objectives would be to reduce failure rate, assist students in improving trimester grades and improving our graduation rate.

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

Student outcomes would be a reduced failure rate, increased graduation rate and improved engagement and grades by students in their schooling. Educator practices would include teachers looking at data and identifying at risk students for intervention.

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.

Our measures we will review will be our retention rate, graduation rate, and grade improvement, percent of students who complete pathways, score passing on KYOTE assessments, improve i-ready and CERT scores and who reach benchmark on the ACT.

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

Teachers

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

Teachers, students, administrators

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

Time in the school day. Additional resources (text or web-based) for use in the reading and math intervention settings. Modeling of differentiation and station teaching strategies.

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

Time for intervention teachers to use data to identify students who need additional instruction. Opportunities for the interventionists to collaborate with other interventionists around the district to share ideas.

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.

Student data, PLC minutes, walkthroughs, classroom observations, school student data tracking sheet

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 objectives for this goal include access to modeling of differentiated instruction, station teaching and time during PLCs to design lessons and assessments to use during these activities.

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

To increase the use of student centered learning activities that involve differentiated instruction and station teaching that allow all students to show improvement in learning.

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.

Our measures will be lesson plans, walk through observation data, mini or full observation data, student attendance/participation.

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, students and administrators

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

Staff - we are going to build leadership capacity by having our teachers proficient using tech tools with instruction give weekly mini sessions on tips, tricks and instructional strategies. Learning opportunities for teachers to see differentiation and station teaching used effectively. Time - we will do this weekly.

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

Weekly PLCs and weekly tech help sessions. Administrator walk through feedback and post ob conferences



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.

Attendance at PLC, technology help sessions, teacher walk throughs, classroom observations, student attendance and participation. Staff leading tech help sessions, administrative team and attendance specialist will collect the data and monitor implementation.

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 NHHS 2021-22 PD Plan	This plan was developed through a survey and feedback process that identified teacher training needs aimed at improving reading and differentiation in the school to improve student achievement in reading, math and writing.	• 2
 Student-Parent Handbook	The handbook contains the school mission statement that every student and parent receives at the beginning of school.	• 1