



2021-22 Phase Three: Professional Development Plan for  
Schools\_11302021\_08:43

2021-22 Phase Three: Professional Development Plan for Schools

**Breathitt County High School**  
**Charles Davidson**  
2307 Bobcat Lane  
Jackson, Kentucky, 41339  
United States of America

---

## Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
Attachment Summary	10

## 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?

Breathitt High School will create an educational experience that fully prepares All students for All transitional opportunities. Core Values: All students can learn. Good role models positively influence student behavior. School and student data drive all decisions.

### **ATTACHMENTS**

## Attachment Name

---

 BHS Teacher Handbook 2021-2022

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?

Provide students with college and career opportunities to improve graduation rates. Create and implement a multi-tier system of support.

## ATTACHMENTS

### Attachment Name

---

 BHS Teacher Handbook 2021-2022

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


Both goals support and train those in critical areas to find ways to help struggling learners. By increasing the knowledge of the staff through through book studies of formative assessment, learning targets, success criteria, and clarity. Creating a multi-tier system of support will allow students to increase basic skills, apply critical thinking skills, and be on pace as same age peers.

## ATTACHMENTS

### Attachment Name

---

 BHS Book Study Summary

 FRAME is our Intervention Program

 Tutoring Referral Form

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.

Provide more relevant opportunities for all students. Develop a system to support and monitor improvement of the CTE program Design and implement a system to monitor Tier I instruction for alignment to the Kentucky Academic Standards. Design and implement a system to monitor and support progress towards graduation and transition readiness. Implement a MTSS system to provide multiple levels of support to students to increase grade level achievement.

**ATTACHMENTS**

**Attachment Name**

---

 FRAME is our Intervention Program

 Tutoring Referral Form


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

Increase student achievement from 47.6 to 73.8 in reading by the year 2023  
Increase student achievement from 29 to 64.5 percent in Math by the year 2023.  
Increase graduation rate to 95% or higher Increase transition readiness rate to 80% or higher

**ATTACHMENTS**

**Attachment Name**

---

 FRAME is our Intervention Program

 Tutoring Referral Form

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.

Increase student achievement from 47.6 to 73.8 in reading by the year 2023  
Increase student achievement from 29 to 64.5 percent in Math by the year 2023.  
Increase graduation rate to 95% or higher Increase transition readiness rate to 80% or higher Scores from MAP, KPREP, ACT, and KYOTE school and state assessments

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

## Teachers, Administrators

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

Administrators, Teachers, Students

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

Funding Materials Time

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

BHS faculty and administrators will participate in learning walks for same and different content areas; a mentor/mentee program; new teacher cadre organization; book studies with discussion groups; optional Bobcat Minute professional learning sessions centered on student engagement and instructional strategies; and weekly professional learning community meetings.

## **ATTACHMENTS**

### **Attachment Name**

---

 BHS PLC Schedule

 BHS PLC Template

 Data Chart

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.

The teachers will execute data presentations by filling out the PLC data protocol and longitudinal assessment data tracking tools according to a weekly PLC data presentation schedule. Teachers also complete and update grade level/content area curriculum pacing guides in which content/assessments are aligned to the Kentucky Academic Standards. A standards analysis is done to determine what standards have been taught, are currently being taught, and need to be taught so we can

---

provide support. eWalk observation will be conducted weekly by the administrators and peer walks will be conducted through the mentor/mentee program.

## **ATTACHMENTS**

### **Attachment Name**

---

 BHS PLC Schedule

 BHS PLC Template

 Data Chart

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.

Provide students with relevant standards-aligned learning experiences across all settings. Teachers complete and update grade level/content area curriculum pacing guides in which content, learning intentions, success criteria, and assessments are aligned to the Kentucky Academic Standards. A standards analysis is done to determine what standards have been taught, are currently being taught, and need to be taught so support can be provided. Teachers complete professional development sessions to ensure curriculum maps/pacing guides are aligned vertically and horizontally to alleviate learning gaps. Teachers also attend professional development over varied instructional strategies to increase student engagement.

## **ATTACHMENTS**

### **Attachment Name**

---

 PD Goals

 Sample Math Standards Analysis from 2020-2021

 Sample of Math Pacing Curriculum Map 2021-2022

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

Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment. Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on

Reading and Math achievement. Design and implement evidence based instructional strategies aligned with CTE program 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.

Map, Intervention, State, Formative and Summative Assessments.

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

Teachers, Administrators, Students

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

Students, Teachers, Administration.

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

Staff, Funding, Materials, Time

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

BHS faculty and administrators will participate in learning walks for same and different content areas; a mentor/mentee program; new teacher cadre organization; book studies with discussion groups; optional Bobcat Minute professional learning sessions centered on student engagement and instructional strategies; and weekly professional learning community meetings.

## **ATTACHMENTS**

### **Attachment Name**

---

 BHS PLC Schedule

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.



3 X a Year ELEOT Observations--Administrators; District Feedback Visits--Administrators; Weekly eWalks--Administrators; Weekly PLCs--Administrators and Teachers

## **ATTACHMENTS**

### **Attachment Name**












---

 Feedback Support Visit Template

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)
 BHS Book Study Summary		• 3
 BHS PLC Schedule	Weekly schedule of data presentations, learning walks, book study reflections	• 4g • 4h • 5g
 BHS PLC Template	Template used by teachers to present assessment data	• 4g • 4h
 BHS Teacher Handbook 2021-2022	The teacher handbook outlines the following: Mission and Core Values of BHS; weekly PLC schedule for data presentations, same content/different content walkthroughs; professional development policies/procedures; and the backwards design instructional process plan for our teachers.	• 1 • 2
 Data Chart	Longitudinal data chart each teacher uses to show learning progress of content standards in classes.	• 4g • 4h
 Feedback Support Visit Template	Personnel from the Central Office and the school meet together to discuss PLCs, Ewalk data, etc. to ensure support is being provided to all personnel and students in the school once a month.	• 5h
 FRAME is our Intervention Program	This brochure is provided to parents, students, and teachers so students will be informed of the reasons students are enrolled in FRAME and the steps students can achieve to exit FRAME.	• 3 • 4a • 4b
 PD Goals		• 5a
 Sample Math Standards Analysis from 2020-2021	Taught standards highlighted in green. Standards in process of being taught highlighted yellow. Standards that need to be taught highlighted in red.	• 5a
 Sample of Math Pacing Curriculum Map 2021-2022	Math Curriculum based on KAS	• 5a
 Tutoring Referral Form	Teachers referred students to after school tutoring to receive additional support with any and all classes.	• 3 • 4a • 4b