2020-21 Phase Three: Professional Development Plan for Schools_10132020_17:38

2020-21 Phase Three: Professional Development Plan for Schools

Carlisle County High School
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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

1. What is the school's mission?

The faculty and staff of Carlisle County High School will promote the pursuit of proficiency in the Kentucky Academic Standards and develop life-long critical thinking skills that will encourage successful transition from school to adult life.

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. Improving gap scores in reading. 90.9% of gap students scored below proficiency in reading as opposed to 67.5% of non-gap learners. 2. Improving gap scores in math. 90% of gap students scored below proficiency in math as opposed to 55.5% of non-gap learners.

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

They are both included as gap goals. 1. By May 2021, we will increase the percent of gap students scoring P/D in reading from 9.1% to 14.9%. 2. By May 2021, we will increase the percent of gap students scoring P/D in math from 10% to 15%.

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.

1.By October 30 provide teachers with training on identification of Gap reading students. 2.By December 30 use assessment protocol and TruScore data to identify specific needs of students. 3.By January 30 seek assistance from the West Kentucky Educational Cooperative, Murray State Teacher Quality Institute, provide professional development in the areas identified in the data analysis as major needs areas including collaboration with special education staff on providing appropriate accommodations. 4.By February 30 enlist the assistance of FRYSC to provide PD on strategies for working with families in high poverty areas.

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

The intended result is that the number of GAP students scoring in the novice and apprentice range are significantly decreased. Another intended result will be a continued growth within teachers to address concerns of students across a broad range of abilities and backgrounds.

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 include reaching the desired percent decreases in the areas of novice and apprentice in reading. Other indicators could include teacher anecdotal notes about individual student progress and benchmarks, teacher gains on their own personal growth plans that might have addressed this particular area of growth, and teachers develop independence in working with GAP students based on the lack of referrals to the office or outside of the classroom programs.

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

The target audience is the faculty and staff at Carlisle County High School with the intention of having an impact on the students instructed.

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

Students and teachers are ultimately impacted the most as they benefit from the changes in instructional strategies and relationship building.

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

Outside agencies such as the West Kentucky Education Cooperative, Murray State University’s TQI program, the KATE Office at Murray State and in house programming such as FRYSC will all need to be involved in order to successfully implement the PD on decreasing GAP percentages.

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

Continued support from administration including individual teacher coaching sessions and monthly PLC’s addressing the targets will be scheduled according to needs.

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.

Teachers will use TruScore data as well as classroom assessment data to maintain an ongoing log of progress that will be presented at the monthly PLC meetings.

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.

1.By October 30 provide teachers with training on identification of Gap math students. 2.By December 30 use assessment and TruScore data to identify specific needs of students. 3.By January 30 seek assistance from the West Kentucky Educational Cooperative, Murray State Teacher Quality Institute, provide professional development in the areas identified in the data analysis as major needs areas including collaboration with special education staff on providing appropriate accommodations. 4.By (certain date) enlist the assistance of FRYSC to provide PD on strategies for working with families in high poverty areas.

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

The intended result is that the number of GAP students scoring in the novice and apprentice range are significantly decreased. Another intended result will be a continued growth within teachers to address concerns of students across a broad range of abilities and backgrounds.

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 include reaching the desired percent decreases in the areas of novice and apprentice in math. Other indicators could include teacher anecdotal notes about individual student progress and benchmarks, teacher gains on their own personal growth plans that might have addressed this particular area of growth and teachers develop independence in working with GAP students based on the lack of referrals to the office or outside of the classroom programs.

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

The target audience is the faculty and staff at Carlisle County High School with the intention of having an impact on the students instructed.

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

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

Outside agencies such as the West Kentucky Education Cooperative, Murray State University's TQI program, the KATE Office at Murray State and in house programming such as FRYSC will all need to be involved in order to successfully implement the PD on decreasing GAP percentages.

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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.

Teachers will use TruScore data as well as classroom assessment data to maintain an ongoing log of progress that will be presented at the monthly PLC meetings.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)