



2021-22 Phase Three: Professional Development Plan for
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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?

Our Schools Mission Statement is "T.E.A.M. SOUTHERN"-Teach skills for present and future success, Empower students to be lifelong learners, Affirm students as valuable individuals who can make a positive impact in their communities, and Motivate students to set and reach high goals for themselves. Our vision is to be the most effective place for students to acquire the skills needed for success beyond public education. We want to develop citizens who are productive, caring, and supportive members of the community.

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. Reduce the Novice Gap between our students with disabilities and without. Reading Proficiency rating showed 50% of the 10th grade students with a disability scored a Novice and 24.2 % without IEP scored Novice. Mathematics Proficiency rating showed 85% of the 10th grade students with a disability scored a Novice and 16.7% of students without an IEP scored a Novice. (Percentages from the 18-19 accountability year) 2. Increase the State ACT composite for 11th grade students. 2017=19.8; 2018=19.6; 2019=19; 2020=18.4

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

Our top two priorities relate to our mission and vision in that Madison Southern wants students to graduate having grown in their individual learning with skills necessary to for success outside of school.

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.

We want individual student growth. We will use targeted and intentional RTi. Academic Time in the school day, Google Classroom trainings, Zoom break-out trainings.

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

Reduction of students who score Novice in Reading and Mathematics. Formative assessments that allow teachers to accurately determine if students are reaching proficiency on learning targets.

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 student assessments where teachers can see the growth occurring. PLCs where data indicates student proficiency of learning targets.

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

English and math teachers

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

All stakeholders. By graduating students who are above Novice in Reading and Mathematics, we are sending students out into the community with the ability to problem-solve and be productive citizens.

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

Staff, funding when necessary, hardware, software, and time for completion.

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

Continuous Classroom Improvement, Bi-monthly PLCs, Monthly Teacher Cadres, frequent department meetings, embedded time in the school year, and support from the administration team.

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-even virtual observations. Analysis of data presented at PLCs. Monitoring teacher use of Google Classroom, Zoom, NearPod, and Digital Notebooks.

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.

We want individual student growth in all subject matters. We want students to have the ability to take summative assessments and use strategies that are effective for test taking. We will use targeted and intentional RTi. Academic Time in the school day, Google Classroom trainings, Zoom break-out trainings. Student growth on formative assessments.

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

Students who score Benchmark in English, Reading, Science, and Mathematics. Formative assessments that allow teachers to accurately determine if students are reaching proficiency on learning targets.

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 formative student assessments where teachers can see the growth occurring. PLCs where data indicates student proficiency of learning targets.

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

All teachers. Core for the subject matter and others to provide instruction that supports student success.

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

All stakeholders. By graduating students who reach benchmarks on the ACT , we are sending students out into the community with the ability to further their education beyond secondary school. They are much more likely to be successful in their future goals.

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

Staff, funding when necessary, hardware, software, and time for completion.

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

Continuous Classroom Improvement, Bi-monthly PLCs, Monthly Teacher Cadres, frequent department meetings, embedded time in the school year, and support from the administration team.

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-even virtual observations. Analysis of data presented at PLCs. Monitoring teacher use of Google Classroom, Zoom, NearPod, and Digital Notebooks. Students performance on formative assessments meant to gauge student growth.

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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