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2021-22 Phase Three: Professional Development Plan for Schools

Menifee County High School
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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?

MCHS Mission: Enable ALL students through collaboration, critical thinking, and instructional rigor, to develop enduring life skills.

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.

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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?

The top two priorities for professional development that support continuous improvement from the district level are (1) student ownership of data to inform their learning and (2) differentiation of instruction to meet the needs of all students.

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

The success of our students and the identified goals set forth by the district's Continuous Improvement Plan are at the center of the school's two top identified professional learning priorities. Increased proficiency in reading and math will be a direct result of professional learning focused on the effective use of formative assessment to drive instruction and student achievement. Through long-term planning and ongoing needs assessments, professional learning focused on high-yield instructional strategies for both traditional and remote settings is also in alignment with the district goal for student performance and the overall mission of empowering future generations.

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.

Goal 1: By 2025 Menifee County High School will increase proficiency scores in reading and math for all students by 15%. Objective 1: By May 2022, 38.6% of high school students will score at or above proficiency in reading. Objective 2: By May 2022, 20.2% of high school students will score at or above proficiency in math. Goal 2: By 2025, the district will increase scores in science, social studies, and writing for all students by 15%. Objective 1: By May 2022, 21.6% of high school students will score at or above proficiency in Science. Objective 2: By May 2022, 35.2% of high school students will score at or above proficiency in on-demand writing. Short term changes will include developing a process for student learning systems that integrate student ownership. Long term changes will include professional learning and PLC protocol adjustment for supporting instructional practices.

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

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-Increased student academic achievement -Increased teacher capacity to implement instructional systems that increase student achievement for all students. -Balanced systems of instructional practices that support

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.

Professional Learning provided, embedded into instructional practices, monitored and implemented for impact.

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

All certified staff & targeted classified.

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

Students, teachers, school and district leaders, targeted classified staff.

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

-Staff/Funding: Teacher Leaders, Instructional / Technology Coaches, District Leadership, Principals, SBDM/Title IV -Materials: Resources provided by the district -Time: PD days, targeted periods for PLC

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

Instructional Coaching, Professional Learning Cadre, Content level PLCs, Grade level PLC.

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.

-Walkthrough Data (instructional coaches, school leaders) -PLC discussion and protocol (Certified Staff, Targeted Classified Staff, School Leadership) -Formal Observation (School Leadership)

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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.

Goal 1: By 2025 Menifee County High School will increase proficiency scores in reading and math for all students by 15%. Objective 1: By May 2022, 38.6% of high school students will score at or above proficiency in reading. Objective 2: By May 2022, 20.2% of high school students will score at or above proficiency in math. Goal 2: By 2025, the district will increase scores in science, social studies, and writing for all students by 15%. Objective 1: By May 2022, 21.6% of high school students will score at or above proficiency in Science. Objective 2: By May 2022, 35.2% of high school students will score at or above proficiency in on-demand writing. Short term changes will include developing a process for student learning systems that integrate differentiation through individualized instruction. Long term changes will include professional learning and PLC protocol adjustment for supporting instructional practices for differentiation.

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

-Increased student academic achievement -Increased teacher capacity to implement instructional systems that increase student achievement for all students. -Balanced systems of instructional practices that support

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.

Professional Learning provided, embedded into instructional practices, monitored and implemented for impact.

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

All certified staff and targeted classified.

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

Students, teachers, school and district leaders, targeted classified staff.

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

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-Staff/Funding: Teacher Leaders, Instructional / Technology Coaches, District Leadership, Principals, SBDM/Title IV -Materials: Resources provided by the district -Time: PD days, targeted periods for PLC

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

Instructional Coaching, Professional Learning Cadre, Content level PLCs, Grade level PLC.

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.

-Walkthrough Data (instructional coaches, school leaders) -PLC discussion and protocol (Certified Staff, Targeted Classified Staff, School Leadership) -Formal Observation (School Leadership)

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)
2021-22 MCHS Needs Assessment	2021-22 Menifee County High School Needs Assessment (KCWP).	•
MCHS PD Plan & Teacher Planning Days	Menifee County High School PD plan & teacher planning days.	•

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction-Strategic Level

Design and Deploy Standards
(What should students know and be able to do?)

Alignment with Kentucky Board of Education Delivery Target: *College and Career Readiness Pathways*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.	● What processes do teachers use to create clear and precise learning targets for students? ● What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? ● Describe your processes for ensuring vertical curriculum work. Includes Introduction, Development, and Mastery of Standards?	● Unit Plans, Pacing Guides, Walkthroughs, etc. ● Walkthroughs, Testing Data, Test Prep, Curriculum Documents ● Unit Plans, PLC ● PLCs, Data Analysis, Formative Assessments, etc. ● CTE Tracker, Pathway Documents, TEDS ● Normal year-planning days are used for this process. ● Lack of formal process, but does occur.

_X_ LEVERAGE	Greatest Impact on NR	
__ CONCERN	Most 5 ▌ 3 2 1 Least	

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level
Design and Deliver Instruction
(How will they learn it?)
Alignment with Kentucky Board of Education Delivery Target: *Integrated Methods for Learning*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.	• What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? • What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? • How is learning monitored before, during, and after instruction? (Explicit Instruction) • What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? • What is the process used to measure teacher's instructional effectiveness based on student data? • How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? • How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? • What system is in place to ensure students take responsibility for their own learning? • How does the teacher ensure cognitive engagement versus passive or active engagement? • What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?	• Curriculum Documents, Lesson Plans, Pacing Guides • Co-teaching, ESS, PLCs, Lesson Plans • Assessments, PLCs, Data Analysis • Classroom Observations, PLCs, Walkthroughs • Success Criteria PD • Success Criteria posted & reviewed with students. • Providing students with opportunities to use higher-level thinking through developing activities/lessons that engage students in that thought process. • Case 21, PDSA, "I Do, We Do, You Do", PLCs, Data Analysis/ Reflection • iCampus student portal

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Greatest Impact on NR

Most   5   4   3   2   1   Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Assessment Literacy
(How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *Novice Reduction*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
*Classroom Assessment for Student Learning emphasizes assessment **for** learning strategies and:* *1. Provides effective targeted, penalty free practice for students* *2. Enables students to take responsibility for their own learning* *3. Improves student motivation and enables students to be in control of their own learning* *4. Improves student achievement (The previous three result in improved student achievement)* *5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)*	• What type of feedback is given to students on their progression to learning? • What systems are in place so that students can communicate how they track and evaluate their progress and set goals?	-Assessment Calendar, Variety of assessments (CASE & CERT) -Student feedback, school report card, teacher data feedback -Pacing guides, PLC's, lessons plans -Backwards lesson planning,curriculum pacing guides -posted targets for students -modeled after state testing, variety of DOK test questions. -data analysis of summative, next steps created -lesson plan review, assessment access -Transition tracker, data analysis of district assessments, changing student schedules based on need -Unit assessment data, Gradecam. -Weighted grades

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Greatest Impact on NR

Most   5   4   ▌   2   1   Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction-Strategic Level
Review, Analyze, Apply Data Results **(How will we know they have learned it?)**
Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment and improvement*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	• How do teachers use these different types of assessment to ensure a balanced approach: Formative, Summative, Interim • How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions do school/district leadership want teachers to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? • How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place school/district wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery? • How do students know where they are in their own progression of learning? • What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? • How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice?	• Common Assessment, Case 21, etc. • Lesson Planning, Curriculum Documents, PLCs, Data Analysis, ACT Data, K-PREP Data • Student Growth, Student Mastery, Knowledge Retainment, quality of assessment. Are assessment tied to standards? • PLCs • ACEs • SEL lessons and discussions • GradeCam

__LEVERAGE __CONCERN	**Greatest Impact on NR** Most 5 4 **3** 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction-Strategic Level
Design, Align, Deliver Support Processes

(What will we do if they know it already, don't know it, or need other support?)
Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	• ▉▉▉▉▉▉▉▉▉▉ • How does the ▉▉▉ of leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? • ▉▉ How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?	• Intervention Tracker, Contact Logs, Documentation • PBIS Incentives, Re-teaching, Virtual Resources to Faculty • MTSS services, ESS, Data Analysis • CASE21, CERT, KPREP, ACT, Common Assessments, Formative → Summatives • IEP, 504 Plans, CASE21, CERT, KPREP, ACT, Common Assessments, Formative → Summatives • How to measure specific effectiveness • Leadership Team PLC, Evaluations by Department, Stakeholder Feedback, SBDM • CTE Advisory Group, SBDM, Parent Feedback Survey • Reading interventionist

_X_LEVERAGE
__CONCERN

Greatest Impact on NR

Most   5 ▉ 3   2   1   Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Establish Learning Culture and Environment
(What will we do if they know it already, don't know it, or need other support?)
Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	• How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? • How do school/district leadership ensure that their classrooms are culturally responsive to student needs? • What systems do school/district leadership have in place to address culture in their classrooms? • How do behavior systems support an environment where everyone feels safe and wants to learn? • What system is in place to address reports of bullying in the district, school, and individual classrooms? • What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? • What processes are in place to ensure equity within collegial conversations? • What processes are in place to promote depth of educator capacity (will and skill) within school/district? • What processes are in place to ensure *all* educators are successful? • What processes are in place to communicate with parents in order to address barriers to learning? • What processes are in place to communicate with students in order to address barriers to learning?	-PBIS -Ability to retake assessments, extensions on work if needed -Online anonymous reporting system -Weekly staff feedback, student daily check-in, student surveys, teacher survey -Continuous PD based on teacher feedback/need -Coaching sessions, observation feedback, PLC content support -Responsiveness in classroom,Assessment feedback -student advocates -Gear-Up Program

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Greatest Impact on NR

Most   5   4   **3**   2   1   Least

2022-2023 Professional Development

Phase I
Essential Standards
Formative Assessment
Cohorts formed ELA, Math, Social Studies
Balanced Assessment Audit

2021-2022 Teacher Planning Days

Jan 3rd
Gaining Clarity
Designed with Differentiation in Mind
 	
AM
• Clarity Book Study 45 min
   ○ Ch. 2
   ○ Whole Group
• Stations- 20 min
   ○ Blended learning- Clarity with Product
   ○ Small Group- Teacher Lead
   ○ Formative Assessment Development
• Reflection and Next Steps 45 min
PM
• Teacher Planning
 	
*Complete assessment audit prior to March 11th date
	March 11
	Assessing with Clarity
	Assessment Literacy
	Designed with Differentiation in Mind
	
	AM
	• Assessment Audit Shareout
	   ○ Teacher Leader Led
	   ○ Assessment Literacy Activity
	• Station Work
	• Reflection w/ formative

April 15th
Feedback with Clarity: Giving and Receiving Feedback on and for Learning
CASE Data
 	
• CASE Data Analysis
   ○ Prepare for KPREP
   ○ Viability of curriculum
	May 12th- Last Day
	Grading Practices
	
	• Opportunity Myth
	• Grading Practices
	• Next Steps
	*Problem of Practice

Summer 2021-
• Grading Policy
• Scheduling
• Parent/Community Professional Learning

KyCL

- KRP
  - Reading Strategies- Standard 10
  - Writing - 3.8
- ALP
  - Reading Strategies - Standard 10
  - Writing- 3.8
- 30 hours, weeklong workshop Stipend

2022-2023

- Essential Standards
- Summative Assessment (focus on alignment)
- Formative Assessments
- Grading Practices
  - Standards Based Grading
  - Book Study
- SEL-Rae of Sunshine
  - Why Try? (High School)

2023-2024
Designing High-Quality Local Curriculum
HQIR
Stations