



2021-22 Phase Three: Professional Development Plan for Schools_12132021_12:34

2021-22 Phase Three: Professional Development Plan for Schools

Boyle 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

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?

Boyle County High School strives to inspire and equip all students to be successful citizens through the self-disciplined pursuit of their unique abilities.

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?

We will continue to examine CTE courses for opportunities for industry certifications. We will also focus on writing and the implementation of our writing plan.

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

These are two focus areas that we had prior to COVID and we really haven't had an opportunity to fully implement or address them. These goals are aligned with the school goals.

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 to identify possible industry certifications for each of our CTE pathways. We want all students to be college or career-ready and this is one of the most efficient ways for them to become career-ready.

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

All students in CTE to achieve college or career readiness.

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.

Passing the industry certification test, the EOP, or the academic benchmarks.

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

CTE teachers.

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

Many people are impacted by professional development including students, teachers, principals, district leaders, and hopefully industry in the area.

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

Funding for the various tests, curriculum, and training for the teachers.

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

We will continually coach, monitor, and follow up on all CTE students. We also work to identify as many possible approved industry certification areas for our students.

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 have to submit plans for each pathway to test industry certifications.

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 students to be able to communicate effectively through writing.

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

Writing scores will improve.

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.

On-demand writing scores will improve.

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

All teachers are the targeted group.

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

Students, teachers, principals, and district leaders are impacted by this professional development.

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

Time, curriculum, and training are all needed to make sure this is successful.

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

Teachers will turn in and score sample writings as aligned to the writing plan for each course.

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 submit evidence.

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)
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