2020-21 Phase Three: Professional Development Plan for Schools_12012020_13:46

2020-21 Phase Three: Professional Development Plan for Schools

Bell County High School
Paul Crawford
9824 US Highway 25 E
Pineville, Kentucky, 40977
United States of America

©Cognia, Inc.

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools 3

2020-21 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

1. What is the school's mission?

We believe our voice is central in bringing the highest scholarly and artistic contributions to the world. We at Bell County High School strive to provide an education which broadens the intellect, builds character, and leads students to lifelong learning and service. As faculty members, administrators, and staff, we pledge to help our students explore a variety of academic, fine arts, career, and 21st Century experiences within the context of a broad liberal arts education. To further enable students to be college and career ready, we will infuse the lives of students with scholarly and creative experiences.

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?

Technology Based Programs 21st Century Classroom Strategies

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

The two top priorities for the school are to improve proficiency in core subject areas and to ensure our students are college and career ready upon graduation.

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.

To implement technology based programs that are subject specific that will enhance student learning. To ensure that students have a working knowledge of technology based programs to help with real world applications.

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

Teachers will become more familiar with programs that are aimed at learning and feel confident in the applications of those programs. Teachers will be able to fully implement programs with their students in both a virtual and in-person setting.

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.

Hopefully, we will see increased proficiency in K-Prep, AP exams, and KYOTE. Also, see an increase in transitioned students with competent technology applications.

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

Teachers

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

Students

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

Funding, technology and time.

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

Coaching, PLC's for implementation, and follow-up trainings.

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.

During PLC's teachers can share out data points and program competencies. Administrators can observe programs implementation in the classroom.

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.

21st Century Teaching Strategies such as KAGAN, Silver and Strong, and other learning programs. Teachers need updated strategies yearly to ensure student engagement. Teachers need immediate strategies they can use to impact student learning.

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

Increase engagement with core content classes that will help teachers in delivering instruction.

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.

Increase in proficiency in content areas.

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

Classroom Teachers

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

Students

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

Funding, materials, time and training.

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

Coaching for strategies, follow-up trainings to learn new strategies and mentoring.

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.

By delivering student data results with programs and assignments. Classroom observations by administration to see implementation of strategies.

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)