



2023-2024 Phase Four: Professional Development Plan for Schools  
for School Year 2024-2025\_09262023\_09:39

2023-2024 Phase Four: Professional Development Plan for Schools for School Year  
2024-2025

**Mercer County Senior High School**  
**Spencer Tatum**  
1124 Moberly Rd  
Harrodsburg, Kentucky, 40330  
United States of America

---

## Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
---	---

## 2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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?

The Mercer County Senior High School mission statement is "Preparing every student to successfully compete in every endeavor, at every level, and in every stage of 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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1) Improving rigor in the classroom across all content areas

2) Improving student engagement in the classroom across all content areas

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Improving rigor and engagement in the classroom relate directly to the school goals of improving proficiency on the ACT, On-Demand writing, and the gap population at MCSHS.

4a. For the first focus area, 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.

The first goal of improving rigor in the classroom has specific objectives of learning about different techniques and strategies to fully engage the students in a rigorous environment with critical thinking skills to promote student achievement.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)  
Teachers/staff to be more proficient in developing lessons that promote rigor and critical thinking skills in the classroom.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Walkthroughs, observations, PLC's, and department meetings will be used to monitor for evidence of implementation.

4d. 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.

**Please describe in detail.**

Intended outcomes will include more efficiency from teachers/staff in developing lessons that promote rigor and critical thinking skills in the classroom.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All teachers and staff at MCSHS.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Funding to provide trainings and time to learn how the new strategies/techniques can impact student learning.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan

together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

District instructional coaches along with school administrators will provide resources and coaching to teachers/staff.

5a. For the second focus area, 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.

The second goal of improving student engagement in the classroom has specific objectives of learning about different techniques and strategies to fully engage the students in a rigorous environment that promotes student achievement.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Teachers/staff to be more proficient in developing lessons and strategies that promote high levels of student engagement in the classroom.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Walkthroughs, observations, PLC's, and department meetings will be used to monitor for evidence of implementation.

5d. 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.

**Please describe in detail.**

Intended outcomes will include more efficiency from teachers/staff in developing lessons and strategies that promote high levels of student engagement in the classroom.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers and staff at MCSHS.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Funding to provide trainings and time to learn how the new strategies/techniques can impact student learning.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

District instructional coaches along with school administrators will provide resources and coaching to teachers/staff.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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)
-----------------	-------------	--------------------