



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

Harlan 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

1. What is the school's mission?

Mission Statement: Harlan County High School is committed to educate every student to a high level, accept no excuses for failure, and understand the value of hard work by students and staff. Our culture of success will support systems in the school that encourage and even reward hard work. Belief Statements: We believe that education is the responsibility of the student, family, the community, and the school. We believe that all students need certain skills to achieve success and navigate life. We believe that it is our responsibility to provide a safe environment for students to learn these skills. We believe that all students can achieve success commensurate to their abilities and that success may be measured in different ways. We believe that good teaching makes a difference.

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?

One of the two top priorities will be to provide professional development to teachers that will align the curriculum, increase the rigor of, and more effectively deliver math and reading instruction. The other priority will be to utilize programs/ techniques such as LDC and various others to create high quality writing pieces across subject areas.

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

The professional development will focus on enabling us to reach our school goals of increasing the percentage of students scoring at the Proficient/Distinguished level in reading, math, and writing. We will devise professional development to focus on increasing student performance in each of those areas.

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.

Objective 1: Harlan County High School will increase the percentage of students scoring at the Proficient/Distinguished level in Reading and Math 2%. The specific objectives for professional development relating to these goals will be to provide teachers opportunities to look at strengths/weaknesses that students have in these areas and creating a curriculum that addresses these weaknesses. Objective 2: PD will also be provided that equips our teachers that focus on research-based teaching techniques/lesson delivery and content. The long and short term changes will include providing the professional development, implementing the changes, and reviewing/revising after implementation.

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

Students will become better readers (read with understanding), better writers (conveying thoughts through writing in a logical and grammatically correct manner), and be successful with grade level and above mathematical functions. Teachers will be better equipped and able to deliver research-based instruction with the result of greater student understanding and performance.

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 would include classroom and state assessments as well as teacher/administrative observation. Success will be indicated through student responses, assessments, and observations.

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

English/Math Teachers for the reading and math goals.

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

Students, teachers, administration, families, community.

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

Staff, professional development funds, technology.

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

Common planning time will be provided so that teachers may get together and plan/share what is working well, what is not working well, new ideas, etc. Trainers will follow up with teachers to offer additional assistance and feedback. Administrators will be available to provide needed materials or additional assistance to classroom teachers.

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.

Evidence of implementation will include classroom observations, lesson plans, student work samples, evaluation and revision of strategies, and assessments. Administrators will be responsible for classroom observations and collecting and checking lesson plans. Teachers will be responsible for student work samples and

assessment. Both administration and teachers will conduct timely evaluations and subsequent revisions needed of the strategies used.

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.

Objective 1: The second priority will be to utilize programs/techniques such as LDC and various others to create high quality writing pieces across subject areas.

Objective 2: Teachers in all content areas will produce writing pieces geared toward their content area. They will focus on the writing being logical, grammatically correct and well-written. Teachers will convey the understanding to students that writing is used in all parts of life, not just English class. Modes of writing may include but are not limited to arguments, informational, letter-writing, articles, emails, expository, fiction, etc. Short term changes that need to occur will be to get teacher buy-in across the subject areas that writing and writing instruction should not just occur in English class. We will need to provide teachers with professional development that equips them and helps them feel comfortable with writing tasks in their classroom. Long term changes will be an effective writing curriculum across all subject areas.

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

Students will be able to convey their thoughts and ideas in a logical precise manner through writing. Students will understand that writing takes place in many walks of life, not just in a classroom. Students will participate in relevant writing tasks. Students will understand the differences in the modes of writing and know which is appropriate and effective for the task at hand. We know that students will need good writing skills in many avenues of life. It is important that students be able to communicate effectively in writing.

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 show in student writing assessments and samples.

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

All teachers.

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

Students and teachers.

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

Trainings in teaching writing (different modes of writing, effective writing) for teachers. Resources that give good writing prompts, ideas and samples. Time to review student writing pieces and to give feedback. Research-based writing programs.

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

LDC will support teachers with seminars, ideas, and samples.

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.

Student work samples, classroom observations, and assessments will be made by each teacher of their own classroom as well as by administrators on a regular basis.

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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