



## 2021-22 Phase Three: Professional Development Plan for Schools\_11012021\_12:27

2021-22 Phase Three: Professional Development Plan for Schools

**George Rogers Clark 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?

George Rogers Clark High School mission: To create a safe learning environment where excellence is rooted in skills, knowledge, self-expression and personal responsibility. George Rogers Clark High School vision: All Students, College & Career Ready

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?

George Rogers Clark High School will focus our resources and efforts on the Key Core Work Processes #4: Review, Analyze, and Apply Data and #5: Design, Align, and Deliver Support. We believe we can enact the desired changes by focusing on these improvement strategies. We will focus specifically on analyzing formative assessment, differentiating between Tier 1 instruction and Tier 2 intervention, and providing solid Tier 2 supports to the students who need it.

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

Our school vision is for all students to be prepared for life after high school. By reviewing data in real time and intervening as needed, we will be able to better identify and meet the needs of students on an individual basis. In order to make data analysis and interventions successful, we will need to focus our professional development on these two 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.

Key Core Work Processes #4: Review, Analyze, and Apply Data: The specific objectives for this goal are as follows: 1. All school staff will know the various forms of data available to them and the best way to create assessments to collect meaningful data. 2. All school staff will know the best way to analyze data for groups of students as well as individual students.

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

By being able to create assessments and analyze data in a meaningful way, teachers and other school staff will have a clear idea of student needs in real time. This will directly impact student outcomes as well as lead to greater effectiveness of teachers in the implementation and analysis of formative assessments.

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 of success in this area will be seen through weekly PLC minutes and in PLC meetings. As a part of our weekly PLC protocol, teachers collect data from a common formative assessment within courses. Success will be seen through a varied and meaningful use of formative assessments and appropriate analysis of these assessments.

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

The target audience for this professional development is teachers and guidance counselors.

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

This professional development will have a wide impact on teachers, guidance counselors, students, and school leadership.

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

We will need time to implement this professional development, staff/coaches for continued support, and funding and materials.

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

This initiative will be continually monitored through professional learning communities. The efforts will be supported by school administration as well as content area department chairs.

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.

The professional development will be monitored weekly PLC minutes and in PLC meetings. As a part of our weekly PLC protocol, teachers collect data from a common formative assessment within courses. Success will be seen through a varied and meaningful use of formative assessments and appropriate analysis of these assessments. PLC minutes will be tuned in to a shared Google drive and

monitored by school administration. PLC meetings will also be attended by school administration.

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.

Key Core Work Processes #5: Design, Align, and Deliver Support The specific objectives for this goal are as follows: 1. Teachers will be able to identify the difference between Tier 1 instruction and Tier 2 interventions. 2. Teachers will successfully identify students for Tier 2 intervention. 3. Teachers and other school staff will successfully implement Tier 2 intervention.

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

Through successful implementation of Tier 2 intervention, student outcomes will improve for students who are in need of intervention. Through professional development, teacher effectiveness will also improve in the areas of Tier 1 instruction and Tier 2 intervention.

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 include improved outcomes for students who are pulled for Tier 2 intervention in the classroom and as seen in common formative assessments.

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

The target audience for this professional development is teachers and interventionists. The priority will be on math and English.

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

Students, teachers, and other school staff who work with Tier 2 interventions will be impacted by this professional development.

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

We will need funding, curriculum materials, and staff to support this professional development. We will, specifically, need to hire dedicated reading and math interventionists to truly make this program successful.

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

Ongoing support for this professional development will include professional learning communities, ongoing administrative support and coaching.

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.

The professional development will be monitored weekly PLC minutes and in PLC meetings. As a part of our weekly PLC protocol, teachers collect data from a common formative assessment within courses and identify students for Tier 2 intervention. Success will be seen through student outcomes after Tier 2 interventions have been implemented N/A. PLC minutes will be tuned in to a shared Google drive and monitored by school administration. PLC meetings will also be attended by school administration.

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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