



2021-22 Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

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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?

Mission Statement - Through a culture of excellence, Elizabethtown High School provides the knowledge and resources for ALL students to achieve their highest level and become productive citizens in a global society.

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?

Co-teaching/Parallel Station Teaching Kagan Cooperative Learning

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

Both priorities will give teachers the tools to improve student learning for all GAP students as well as non-GAP students. By closing the achievement gap, we will be able to improve in all areas. This includes support for SPED populations.

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.

Co-teaching/Parallel/Station Teaching - 1. All core teachers and special education teachers 1. Staff will have a variety of strategies to meet the needs of our students with disabilities. 2. The level of student engagement will increase due to the improved grouping structures. 3. Students with disabilities will be able to receive core instruction from a content specialist and be able to hear class discussions. They will then be able to work with a small group and with a sped teacher to receive their accommodations and modifications. All staff will be trained using KAGAN strategies that will increase student engagement. The use of these strategies will increase opportunities for students to respond to learning.

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

The intended result will be students with disabilities having the opportunity to learn at high levels while having the time and support to master content standards. Another intended result will be a change to scheduling procedures that will prevent students with disabilities being tracked throughout the day.

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.

1. Increase in GAP students with passing grades. 2. Increase in scores on standardized tests for GAP students. 3. Reduction in GAP students repeating courses. 4. Increase in scores on standardized tests for all students.

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

Core Content teachers and special education teachers Parallel and Station Teaching

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

Teachers, students

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

This PD will be conducted by our District. It will occur during our designated PD days. The work will continue during PLC time (Early Release Fridays).

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

1. Regular observations with post-discussions 2. Time for teaching partners to plan 3. Departmentalizing special education teacher schedules 4. Friday early release days will be used for Station Teaching. Feedback will be given to staff using the walk-through instrument and through observations.

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.

1. Observations - data gathered by building administration 2. Pre and Post-test data - gathered by co-teaching partners 3. ACT review material results 4. CASE assessment results.

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.

1. Teacher awareness and implementation of research-based cooperative learning structures. 2. Increase in student engagement and therefore mastery of content standards. 3. Provide lessons that are appealing and accessible to our GAP

students. 4. Use of community-building activities to improve social and emotional bonds and experiences.

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

Educator practices will expand to include a variety of Kagan Structures. Student performance will improve through increased engagement and interaction with the content.

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.

Reduction in students with Ds and Fs in all classes. Increase in test scores for Gap students in reading and math. Increase performance on ACT prep exams, CASE assessment results.

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

Classroom teachers and instructional assistants.

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

Teachers and students.

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

Training will be provided by our district during our predetermined professional learning days. Friday early release days will be utilized.

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

Professional learning communities will meet weekly to debrief on the implementation of new structures. Observations from administrators will provide feedback on the effectiveness of the implementation.

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.

Observations Student data (pre/post assessments,) grades Reduction in behavior referrals for lack of work

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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