



2021-22 Phase Three: Professional Development Plan

2021-22 Phase Three: Professional Development Plan for Schools

Graves County
Matthew Madding
2290 State Rt 121 N
Mayfield, Kentucky, 42066
United States of America

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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?

The vision at Graves County High School is that all graduates will be prepared to be successful in college or their careers. We have three core values that drive our work. They are: To Cultivate Community * To Clearly Communicate * To Empower Learning Through these core values we have identified priorities for our GC community to embrace as we work to fulfill our values which will help us achieve our vision at GCHS. These priorities are built on the concepts of: Real Relationships * Purpose Driven * Tell Our Story.

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?

Priority 1: Increase mandatory student engagement in the classroom in order to increase student proficiency. According to the KPREP-KSA Data 60.4% of our 10th grade students are below proficiency in reading. 65.5% of our 10th graders are also below proficiency in math as evidenced by the KPREP-KSA data. Our 11th grade students who took the KPREP-KSA test in science also struggled with 70% of students who were tested scoring below proficiency. Therefore, it is imperative that we use proven collaborative techniques in the classroom to create authentic engagement. Priority 2: In order to increase proficiency, we also have to make sure that all teachers and students have access to high quality vetted curriculum. Therefore, our content leaders, curriculum committee, and district leadership team are engaging in learning around KDE's Model Curriculum Framework.

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

By participating in professional development that helps increase student engagement we will be able to create learning environments centered around collaborative practices that push learning forward. However, we know that the foundation to learning is the use of high quality curriculum. Therefore, our learning around adopting high quality curriculum will help all teachers to make sure we are exposing our students to grade appropriate materials that will adequately prepare them for life outside our walls.

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.

Priority 1: Increase mandatory student engagement in the classroom in order to increase student proficiency. Objectives - Focus on providing training and coaching around engagement strategies. Actions - Support teachers who are implementing collaborative structures within curriculum in order to increase engagements in their students. Short Term Change - fidelity with engagement structures Long Term

Change - students will be exposed to common engagement structures that create deeper learning that can be transferred across disciplines. For example, The IM curriculum has strong tasks and questioning and paired with their "math moves" and KAGAN cooperative learning structures we will see positive gains in engagement within our math classrooms. All math teachers who are teaching IM math are receiving Kagan coaching each month. This is helping with implementation of collaborative structures.

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

Student Outcomes: Increased proficiency, increase collaboration and problem solving skills Educator Beliefs: This requires a shift from the teacher as "sage on stage" to a facilitator role that guides the learning.

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.

Increased engagement as evidenced through walk through documentations throughout the year. Increase competence in Kagan Structures within the classroom. Improved classroom culture where students feel safe to participate and collaborate with peers.

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

Teachers, Classified Instructional Assistants, Administrators

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

Teachers, students, principals

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

Kagan Training (free) Kagan Books (\$100 per teacher) Kagan Coaching monthly (6 hours)

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

District level support - with implementation PLC component focused on how we engage students and looking at walk through data

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.

Walk Through Documents PLC Notes Kagan Coaching

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.

Priority 2: In order to increase proficiency, we also have to make sure that all teachers and students have access to high quality vetted curriculum and high quality instructional resources. Therefore, our content leaders, curriculum committee, and district leadership team are engaging in learning around KDE's Model Curriculum Framework. To address student equity, in July 2020, the Kentucky Board of Education passed a resolution AFFIRMING ITS COMMITMENT TO RACIAL EQUITY IN KENTUCKY PUBLIC SCHOOLS. KBE Resolution states that every student in the Commonwealth deserves equitable access to effective educators who have unique experiences and perspectives, quality preparation and are committed to the success of all learners. Objective: Introduction to the Model Curriculum Framework which differentiates the role of standards, curriculum and instructional resources as well as who has the responsibility for each as defined in KY law. Curriculum Committee and DILT will engage in professional learning around the standards and current research around evidence-based practices for the specific content area of focus Create a School/District Model Curriculum Framework that includes a Curriculum Review Cycle. Create a "Philosophy for Teaching and Learning" for each content area at the high school.

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

We want to empower our School Leadership Team, SBDM, and Curriculum Committee with the information necessary to provide teachers with access to HQIRs and HQPL that help promote student equity, as well as access to grade-level instruction. As a first step in this work, we want to communicate and promote the definitions and rationale for HQIRs and HQPL. Intended result being that our staff will be able to communicate why a common curriculum is needed to create equity for our students. By having a high quality curriculum and includes high quality

instructional resources we create student equity in all classrooms at GCHS. For example, according to a Johns Hopkins study from 2017, students in classrooms that used just one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points—equivalent to four additional years of learning.

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.

Adoption of a School/District Model Curriculum Framework that includes a Curriculum Review Cycle. Completed versions of the "Philosophy for Teaching and Learning" for each content area at the high school. Teacher leaders who are informed and can talk about MCF and HQIF

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

We know that providing teachers with a local curriculum and a set of HQIRs without providing them with PL focused on how to implement those resources effectively will not impact student achievement, so HQIRs and HQPL go hand in hand in providing equitable opportunities for students and teachers. Therefore our target audience will be all teachers at GCHS.

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

Teachers will be able to better collaborate and track student mastery. Student equity will be provided because teachers are aligning both curriculum and resources.

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

Funding for DILT members to continue the work with creating a content area philosophy and model curriculum framework for GCHS/GC District. PD time to look at curriculum and resources to develop pacing guides

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

Coaching from the district and state levels Bi Weekly PLC meetings to look at data from implementation of common curriculum.

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.

SS - Student work samples of DBQ MA /SC/SS/ENG - Benchmark Assessments each 9 weeks and final assessment Classroom walkthroughs

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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