



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

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## 2020-21 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

1. What is the school's mission?

MCHS Mission: Enable ALL students through collaboration, critical thinking, and instructional rigor, to develop enduring life skills.

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?

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The top two priorities for professional development that support continuous improvement from the district level are (1) student ownership of data to inform their learning and (2) differentiation of instruction to meet the needs of all students.

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

The success of our students and the identified goals set forth by the district's Continuous Improvement Plan are at the center of the school's two top identified professional learning priorities. Increased proficiency in reading and math will be a direct result of professional learning focused on the effective use of formative assessment to drive instruction and student achievement. Through long-term planning and ongoing needs assessments professional learning focused on high-yield instructional strategies for both traditional and remote settings is also in alignment with district goal for student performance and the overall mission of empowering future generations.

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.

Goal 1: By 2021 Menifee County High School will increase proficiency scores in reading and math for all students by 10%. • Objective 1: By May 2021, 38.6% of high school students will score at or above proficiency in reading. • Objective 2: By May 2021, 20.2% of high school students will score at or above proficiency in math. Goal 2: By 2021, the district will increase scores in science, social studies, and writing for all students by 10%. • Objective 1: By May 2021, 21.6% of high school students will score at or above proficiency in Science. • Objective 2: By May 2021, 35.2% of high school students will score at or above proficiency in on-demand writing. Short term changes will include developing a process for student learning systems that integrate student ownership. Long term changes will include professional learning and PLC protocol adjustment for supporting instructional practices.

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

Increased student academic achievement Increased teacher capacity to implement instructional systems that increase student achievement for all students. Balanced systems of instructional practices that support

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.

Professional Learning provided, embedded into instructional practices, monitored and implemented for impact.

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

All certified staff and targeted classified

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

Students, teachers, school and district leaders, targeted classified staff

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

Staff/Funding: Teacher Leaders, Instructional / Technology Coaches, District Leadership, Principals, SBDM/Title IV Materials: Resources provided by the district  
Time: PD days, targeted periods for PLC

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

Instructional Coaching, Professional Learning Cadre, Content level PLCs, Grade level PLC

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.

Walkthrough Data (instructional coaches, school leaders) PLC discussion and protocol (Certified Staff, Targeted Classified Staff, School Leadership) Formal Observation (School Leadership)

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.

Goal 1: By 2021 Menifee County High School will increase proficiency scores in reading and math for all students by 10%. • Objective 1: By May 2021, 38.6% of high

school students will score at or above proficiency in reading. ● Objective 2: By May 2021, 20.2% of high school students will score at or above proficiency in math. Goal 2: By 2021, the district will increase scores in science, social studies, and writing for all students by 10%. ● Objective 1: By May 2021, 21.6% of high school students will score at or above proficiency in Science. ● Objective 2: By May 2021, 35.2% of high school students will score at or above proficiency in on-demand writing. Short term changes will include developing a process for student learning systems that integrate differentiation through individualized instruction. Long term changes will include professional learning and PLC protocol adjustment for supporting instructional practices for differentiation.

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

Increased student academic achievement Increased teacher capacity to implement instructional systems that increase student achievement for all students. Balanced systems of instructional practices that support

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.

Professional Learning provided, embedded into instructional practices, monitored and implemented for impact.

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

All certified staff and targeted classified

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

Students, teachers, school and district leaders, targeted classified staff

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

Staff/Funding: Teacher Leaders, Instructional / Technology Coaches, District Leadership, Principals, SBDM/Title IV Materials: Resources provided by the district  
Time: PD days, targeted periods for PLC

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

## Instructional Coaching, Professional Learning Cadre, Content level PLCs, Grade level PLC


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.

Walkthrough Data (instructional coaches, school leaders) PLC discussion and protocol (Certified Staff, Targeted Classified Staff, School Leadership) Formal Observation (School Leadership)

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Needs Assessment	KCWP completed by staff	•