



HHS 2022-23 Phase Four: Professional Development Plan for
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2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

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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?

At HHS the following will be evident every day -High quality engaging instruction
-Continuous growth through progress monitoring -A culture of respect, collegiality, and dignity to and for all -Consistent communication with stakeholders

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Our two top priorities that support continuous improvement are based on proficiency: Priority 1: We are developing professional development based on our Reading and Math scores. Our Proficient/Distinguished numbers are well below the state in math and reading. 41% of our 10th Grade students in 2022 are Proficient/Distinguished in Reading on KSA as compared to 44% state average. 28% of our 10th Grade students in 2022 are Proficient/Distinguished in Math on KSA as compared to 36% state average. Priority 2: We are developing professional development opportunities to address our gaps with our economically disadvantaged, IEP, and African American populations. 42% of our 10th Grade African American students in Reading on KSA are Novice, 63% of our IEP students in Reading on KSA are Novice. 61% of our IEP students in Math on KSA are Novice.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Our top two priorities are related to our HHS scorecard and are a focus. Our goals are centered on increasing our KSA reading and math scores as well as developing strategies to decrease our novice scores in our gap groups which consist of the economically disadvantaged, students with IEPs, and African American populations.

4a. For the first focus area, 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 specific objectives for the professional development for proficiency will be centered on ensuring that all common assessments are aligned to the standards and are following the KSA blueprint for assessment. We will have a PLC focus on plan, do, study, act with an emphasis on the plan week to ensure all assessments are rigorous and aligned to the standards. We will focus on our MTSS (Multi-Tiered System of Support) plan based on MAP testing to ensure that we are targeting the skills for improvement in our plans. Finally, we will analyze Canvas lesson plans for congruency to the standards and incorporate IXL in reading and math classrooms. Our English teachers will use NoRedInk as a resource along with using passage-based activities focused on specific reading skills.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results will be that our novice numbers will drastically decrease in reading and math and our students will be successful on KSA. In addition, we hope that our teachers are better informed on instructional strategies overall and that

they are more confident in writing common assessments that are rigorous and aligned to the standards.

4c. How will professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
 - i. The data that will be considered and gathered will be student work samples from all core content areas, two sets of data from at least two formative assessments from each unit of instruction, one set of data from each unit summative assessment, and routine classroom observations.
 - ii. Teachers, Intervention Coach, Transition Coach, and administrators will all take part in gathering the data.
 - iii. The data will be analyzed monthly through PLCs and Leadership Team meetings.

4d. 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.

Please describe in detail.

Our indicators for success will be based on a decrease of Novice students on the reading and math KSA along with a significant increase in our proficient/distinguished scores.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional development is all of our teachers. We want all of our teachers to be equipped with the knowledge and skillset to address the needs of our students on a daily basis. Our teachers will be impacted by this component of our professional development. Our administrative team, transition coach, and interventionist will be providing the necessary parts of our professional development.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

We are hoping that the district will be able to support us with the funding to begin extended PLCs after-school in addition to our weekly in-school PLC. This will allow

our sped teachers and content teachers to meet together since we are unable for them to have common planning.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Ongoing supports will include weekly visits to all classrooms to observe and offer feedback on instruction. Canvas lesson plans will be monitored to ensure that instruction is aligned to the standard and that it is rigorous.

5a. For the second focus area, 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 2: We will have a specific professional development plan to address our gaps in our economically disadvantaged students, IEP, and African American population. Some of the strategies will include information on how our economically disadvantaged students work best and we will have support from our Special Education Consultant regarding our students with IEPs. Our sped staff is very young and some of them are emergency certified. Part of their development will be working with the Sped Consultant on specific interventions and modeling of accommodations to ensure that they understand the best ways to support their students. Through PLCs, our admin will be sharing information from the Equity Committee on strategies to incorporate with our African American population. Finally, we will focus on our MTSS (Multi-Tiered System of Support) plan based on MAP testing to ensure that we are targeting the skills for improvement in our plans. We will analyze Canvas lesson plans for congruency to the standards and incorporate IXL in reading and math classrooms. Our English teachers will use NoRedInk as a resource along with using passage-based activities focused on specific reading skills.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Our intended result will be that our gap groups (economically disadvantaged, IEP, African American) students will be successful on KSA. In addition, we hope that our teachers are better informed on instructional strategies overall and that they are

more confident in writing common assessments that are rigorous and aligned to the standards.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. The data that will be considered and gathered will be student work samples from all core content areas, two sets of data from at least two formative assessments from each unit of instruction, one set of data from each unit summative assessment, and routine classroom observations.

ii. Teachers, Intervention Coach, Transition Coach, and administrators will all take part in gathering the data.

iii. The data will be analyzed monthly through PLCs and Leadership Team meetings.

5d. 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.

Please describe in detail.

We will be successful if the novice numbers of our economically disadvantaged, IEP, and African American students decrease on KSA with an increase in our proficient/distinguished numbers. The targeted audience for the professional development is all of our teachers. We want all of our teachers to be equipped with the knowledge and skillset to address the needs of our students on a daily basis.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional development is all of our teachers. We want all of our teachers to be equipped with the knowledge and skillset to address the needs of our students on a daily basis. Our teachers will be impacted by this component of our professional development. Our administrative team, transition coach, special education consultant, and interventionist will be providing the necessary parts of our professional development.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

We are hoping that the district will be able to support us with the funding to begin extended PLCs after-school in addition to our weekly in-school PLC. This will allow our sped teachers and content teachers to meet together since we are unable for them to have common planning.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Ongoing supports will include weekly visits to all classrooms to observe and offer feedback on instruction. We will have the teachers begin to share their gap group data on every unit common assessment. That will allow us to track the improvement or lack thereof in common assessment data. The special education consultant will help us to monitor the interventions and accommodations that are being used with our IEP population.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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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