



## 2020-21 Phase Three: Professional Development Plan for Schools\_12022020\_15:25

2020-21 Phase Three: Professional Development Plan for Schools

**Livingston Central High School**

**Stephanie Woods**

750 US Highway 60 W  
Smithland, Kentucky, 42081  
United States of America

---

## Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	3
---	---

## 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?

The district mission is LIVE RED, which stands for Rigorous, Engaging, Differentiated instruction. Our school follows that mission statement with a focus on Grit, Growth and Grace. We want our students to learn to keep fighting and not give up when tasks become difficult. We focus on all students showing at least one year's worth of growth per year while showing grace for each other and accepting that we are not always perfect.

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?

Our top priorities are math and reading. Our students continue to score below the state percentile. We have focused on standards and have created common assessments. We are now moving towards disaggregation of data and using the data to modify instruction.

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

Through dialogue and analyzing data, the teachers will be able to make modifications to their instruction. Improving their instruction and focus on standards should result in an increase in test scores.

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.

Developing a process for disaggregation of data that becomes routine. Move the focus of our teaching from just teaching to focused teaching. The standards have to be forefront in our instruction. Analyze how content is being presented and what changes need to be made to best meet the needs of the students.

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

Student scores should increase. Teachers should become focused on the standards and value their teaching style if they see continuous growth. Teachers should be working to increase student interest in the content through their presentation of the content.

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.

Based on the Kentucky framework for teaching and learning standards each teacher will increase their rating in their selected area of focus/ growth opportunity.

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

All teaching faculty.

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

Teachers, principals, and district leaders will be impacted.

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

TPGES timeline, individual professional development plans, Site-Based Decision Making Council

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

The administrative team supporting, on-going School Improvement Grant

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.

All professional development will be monitored in conjunction with the Professional Growth and Effectiveness System implemented district-wide.

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. Weekly PLC meetings with Administration 2. Bi-Weekly Department PLC meetings  
3. Common Assessment and longitudinal data discussions and planning 4. Student Data Cards 5. Walkthroughs, observations, and feedback

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

Increase effectiveness will increase resulting in the improvement of student achievement.

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.

Positive School culture, and positive student growth

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

All teaching faculty

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

Students, Teachers, Principals, District Leaders

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

Site-based decision-Making council, Board works software, and tassel.

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

Coaching, Professional Learning Communities, SBDM budget

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.

All professional development will be monitored in conjunction with the Professional Growth and Effectiveness System implemented district-wide.

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)
-----------------	-------------	--------------------