



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

Dixie Heights High School
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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

1. What is the school's mission?

Dixie Heights is a community of learners dedicated to nurturing, challenging, and motivating students to meet high expectations. Through creative and rigorous teaching, we encourage students to work towards their potential for success in the world of tomorrow.

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?

Based on our needs assessment the two priority areas for improvement are in: 1. Special Education: Our special education population is part of our GAP and perform below expected performance levels including proficiency, ACT, and failure rates. 2. Free and Reduced Lunch: This population has been failing classes at a higher rate than our other population of students.

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

Both the special education and free and reduced lunch populations are in our GAP group. Our school has a CSIP goal to address our students who are at risk.

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.

We would like to provide specific training for all of our teachers in instructional strategies to promote engagement, collaboration, high expectations for all students and self-efficacy skills to ensure all students will learn, including our special education students.

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

Through the training, our teachers would be provided additional tools for various instructional strategies and improve on their skill level to engage all students in their 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.

We would success by: 1. Improved quality of instruction indicated by learning walks by administrators using the district aligned quality instruction rubric. 2. Student achievement on essential standards established by instructional learning teams using common assessments 3. Student achievement on standardized test and end of course assessment.

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

All teachers on staff including our special education teachers.

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

We expect an impact on our teaching staff and students who are receiving the improved instruction.

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

We would need to utilize SBDM funds to hire the trainers to conduct the professional development. We would expect it to be a 2 day training with materials included as well as coaching visits during the school year.

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

We have established content specific Instructional Learning Teams within our school. Each content area team has a common planning time to meet weekly to discuss, implement and review the four essential questions of a PLC. Each ILT has a team leader and administrator to support the process. If possible the trainers may provide additional coaching visits during the school year.

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. Instructional walkthroughs- Administrative Team 2. Weekly Failure rate of students- ILT's, administrative and counseling team 3. Regular ILT meetings reviewing common assessment data- ILT teams 4. Standardized testing data- all teachers

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.

We would like to provide specific training for all of our teachers in instructional strategies to promote engagement, collaboration, high expectations for all students and self-efficacy skills to ensure all students will learn, including our free and reduced lunch students.

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

Through the training, our teachers would be provided additional tools for various instructional strategies and improve on their skill level to engage all students in their 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.

We would measure success by:

- Improved quality of instruction indicated by learning walks by administrators using the district aligned quality instruction rubric.
- Student achievement on essential standards established by instructional learning teams using common assessments
- Student achievement on standardized test and end of course assessment.

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

All teachers on staff including administrators and counselors.

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

We expect an impact on our teaching staff and students who are receiving the improved instruction.

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

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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)
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