



## 2021-22 Phase Three: Professional Development Plan for Schools\_10152021\_16:34

2021-22 Phase Three: Professional Development Plan for Schools

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## 2021-22 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

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 Mercer County Senior High School mission statement is "Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life".

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?

1) Improving rigor in the classroom across all content areas 2) Improving student engagement in the classroom across all content areas

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

Improving rigor and engagement in the classroom relate directly to the school goals of improving proficiency on the ACT, On-Demand writing, and the gap population at MCSHS.

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.

The first goal of improving rigor in the classroom has specific objectives of learning about different techniques and strategies to fully engage the students in a rigorous environment with critical thinking skills to promote student achievement.

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

Teachers/staff to be more proficient in developing lessons that promote rigor and critical thinking skills in the classroom.

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.

Intended outcomes will include more efficiency from teachers/staff in developing lessons that promote rigor and critical thinking skills in the classroom.

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

All teachers and staff at MCSHS.

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

## Students, teachers, administration

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

Funding to provide trainings and time to learn how the new strategies/techniques can impact student learning.

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

District instructional coaches along with school administrators will provide resources and coaching to teachers/staff.

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.

Walkthroughs, observations, PLC's, and department meetings will be used to monitor for evidence of implementation.

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.

The second goal of improving student engagement in the classroom has specific objectives of learning about different techniques and strategies to fully engage the students in a rigorous environment that promotes student achievement.

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

Teachers/staff to be more proficient in developing lessons and strategies that promote high levels of student engagement in the classroom.

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.

Intended outcomes will include more efficiency from teachers/staff in developing lessons and strategies that promote high levels of student engagement in the classroom.

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

All teachers and staff at MCSHS.

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

Students, teachers, instructional coaches, and administration

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

Funding to provide trainings and time to learn how the new strategies/techniques can impact student learning.

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

District instructional coaches along with school administrators will provide resources and coaching to teachers/staff.

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.

Walkthroughs, observations, PLC's, and department meetings will be used to monitor for evidence of implementation.

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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