



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?

The Knightway-the keys to success for a successful 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) technology integration and Innovation/Virtual Instruction; and 2) Social Emotional Learning/Mental Health Awareness

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

1) Technology integration and innovation with an emphasis on virtual instruction was already a priority prior to the pandemic. COVID-19, however, did accelerate some of this work. Specifically, MCHS wants to explore the Career Academy concept by growing an already robust career and technical education program to connect the work of core classes with CTE pathways. MCHS already has, in place, an English and math class for upperclassmen - warehoused in our area technology center - that caters to the curriculum of student pathways. Teachers participated in professional development to create playlists for courses so students can begin to work at their own pace and at their own level of understanding. Work on that particular piece continues and has been accelerated with the advent of COVID-19. We continue to partner with the Southern Region Education Board as part of teachers professional learning experience. 2) Social and Emotional Learning/Mental Health Awareness is central to the current work of this district. MCHS implemented Knight Way into the daily schedule this year to allow student to start the day with a point of contact that they can trust and go to if needed. During this time, students work through SEL curriculum. Student also use this time to complete the Terrace Metrics which assesses student needs in this area. Teachers completed a 6 hour professional development SEL Playlist prior to the beginning of the school year. MCHS also has an SEL Team who work closely with central office to meet the SEL needs of all students

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.

Provide necessary technology and training for teachers to facilitate learning via distance/ blended opportunities (short term goal, completed May 2021). 2) Utilize specific programs for instruction in reading, math, science, and social studies as well as fine arts and other elective classes (short term goal, completed May 2021).

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

What are the intended results? (student outcomes; educator beliefs, practices, etc.) Students will have access to, and learn to use, various technology provided by the district to learn content virtually, communicate with teachers and staff, and collaborate with their peers. Educators will use technology and professional development to shift their way of teaching while in a virtual settings. Their work on playlists will play a huge role in their shifting role to facilitator.

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.

Quality playlists developed by each content teachers/program Implementation of professional development Use of provided technology

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

Teachers and administrators.

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

All stakeholders are impacted by this professional development: students, teachers, principals, district leaders, parents, school support staff, etc.

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

Funding for continued professional developments and new/updated technology will be critical to implementation.

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

SREB PLCs Instructional Coaches

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.

OTUS Data reviews Teacher evaluations and observations

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) Implementation of a staff SEL plan that compliments the student plan completed in 2019-20 2) Implement SEL Curriculum in Knight Way 3) Utilize Terrace Metrics

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

Students will learn to develop strategies for managing stress, increased positive social behavior. Teachers./staff will develop increased awareness in building relationships, understanding of the warning signs and next steps connected to student depression and suicide, increased knowledge on leading advisory groups and SEL instruction

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.

Implementation of SEL curriculum Implementation of Terrace Metric

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

All certified and classified staff

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

All stakeholders are impacted by this professional development: students, teachers, principals, district leaders, parents, school support staff, etc.

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

Designated time for staff professional development and continued learning District provided funding for Terrace Metric and Habitudes curriculum Continued designation of Knight Way in the master schedule

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

District SEL Team Instructional Coaches PLCs

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.

## Professional Development certificates of completion Teacher /staff evaluations

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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