



2021-22 Phase Three: Professional Development Plan for Schools

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Hopkins County Schools Academy

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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?

The Mission of Hopkins County Schools Academy is to positively intervene with students who are not succeeding in the traditional school environment.

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. Increased parent and community communication 2. Access to technology and technology-based instruction

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

Our school goals are linked directly to accountability. Having returned to in-person instruction, communication and consistency is key, in order to ensure that students are getting the necessary information and tools to be successful. Those tools are often linked to technology. Teachers have been able to entirely shift instruction to a more blended model, using online resources as available to enhance communication and acquisition of content. We are constantly learning new tools and changing the way we reach our students. Knowledge of technology is integral to meeting our accountability goals.

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.

Communication - We are becoming more efficient in our use of technology to communicate with students, parents, and stakeholders. We have returned to in-person instruction; however, the effects of the pandemic continue to be barriers. Many of the students' parents are difficult to reach for in-person conferences, so we are using Zoom and phone conferencing. We are also working to develop systems and capitalize on other resources/tools for communication. For professional development, we are focusing on using things like Google Voice, Remind, and Infinite Campus tools to reach out to our students and parents. This will have a positive impact on student engagement and parent involvement.

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

The intended results will be to increase staff capacity with regard to effectively using various methods of contact to engage parents and students in the educational process.

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.

Indicators of success will be increased contact tracking. We will track contacts in Infinite Campus and issue surveys to gauge implementation.

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

The targeted audience will be teachers.

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

Students and staff will be impacted.

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

We will need staff to seek and lead relevant PD. We will need meeting places and the technology to carry it out.

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

Follow-ups will be conducted in bi-weekly meetings with teachers. We will check-in with students, especially those attending virtually, using the Odysseyware progress monitoring tools to guide academic conversations, as well as other non-academic data to guide those conversations.

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.

We will utilize IC Contact Log and monitor teacher records and utilize any insufficient contact to support teachers who are struggling to effectively implement communication protocols.

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.

Technology - Returning to in-person instruction has challenged our need for understanding technology and how to balance the online resources with direct instructional strategies. We are realizing that there are specific deficits among the students due to the pandemic shutdown . In terms of our goals, we are constantly trying to increase our accountability scores. Having better access to technology and being able to share that with our students should hopefully increase those scores.

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

The intended results are increased student buy-in and engagement in technology-based and direct instruction (ie. Blended Instruction). In terms of educator beliefs, the goal is that teachers would have an increased capacity and confidence with Blended Instruction--use of online learning platforms and in-person strategies.

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.

Indicators of success will be increased use of Blended Instructional strategies. We will continue to use Odysseyware for online learning and complement with teacher-led instruction, either with individual students, small groups, or whole group, as appropriate. Walkthroughs will be utilized to determine level of implementation and planning of PD for building capacity.

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

Teachers are the targeted audience.

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

Teachers are the targeted audience.

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

We will need staff to seek and lead the PD. We will need meeting places and the technology to carry it out.

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

Follow-ups will be conducted in meetings with staff bi-weekly. Walkthroughs and classroom visits will be made to determine coaching and support needs.

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.

We will utilize walkthroughs and classroom visits/coaching sessions to track technology 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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