



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?

To guide students to discover, pursue and connect to their post-secondary dreams.

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?

Priority 1: Develop systematic processes that effectively utilize internal and external data to improve teaching and learning at Holmes High School (Professional Learning Communities / PLC's). Priority 2: Create and implement a rigorous

curriculum and common formative and summative assessments at Holmes High School.

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

They align directly with the school goals of increasing proficiency in reading and math and increasing our transition readiness indicators by creating and nurturing a culture of collaboration by developing content PLCs and developing and implementing a guaranteed and viable curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.

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.

Professional Learning Communities: We have worked with "Solution Tree" and received training in PLC's LEARNING BY DOING on several occasions over the past 3 years. Our schools fundamental purpose is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions where they are proficient.

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

The intended results is to create a system where all teachers in the school are networking together at every grade level to implement a common rigorous standard's based curriculum that increases student achievement at all levels and in all content areas.

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 would be increased test scores in reading and math and improved transition readiness for all students.

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

School leadership teams and certified instructional staff that includes regular education, special education, EL teachers, and our Career Tech teachers. Classified

support staff that support instruction in our schools will also be a targeted audience.

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

We believe all school employees will be impacted in a positive way by the uniform approach of empowering teachers and administrators to work collaboratively to meet the needs of every student. We believe this will decrease staff turnover in our building and ensure student success.

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

Each content area at Holmes High School has an instructional lead that also serves as the facilitator for the I-Team work. Teachers are compensated to work through this process after school as part of I-Team (Instructional Team). Facilitators are compensated to meet and compile and facilitate the work of the I-team. New teachers will need copies of Larry Ainsworth's Rigorous Curriculum Design text.

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

Teachers will be meeting in their school weekly based on common planning time. The instructional leads of each department will meet regularly as well with their departments to nurture the culture of collaboration. Instructional leads will meet twice a month with the administrative team. I-team (all teachers by grade and content) will meet monthly to continue to develop and implement a guaranteed and viable curriculum. All facilitators, including the instructional leads will meet an additional time each month with district leadership to make sure all questions are addressed and to monitor the progress. These meetings are used to identify groups or teams that may need some additional training or guidance. This additional training and guidance will occur as needed. HHS will create a system of high level communication using Google Suites and sharing of documents so vertical as well as grade level groups can view the work that has been completed.

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.

HHS administration will review and provide feedback on Unit Planning Organizers and Common Summative and Formative Assessments. All summative assessments will be reviewed by the content and grade level teachers above and below grade level before the assessment is given to students. After the assessment is given, teachers and administration will review the results of the assessment and determine the intervention and enrichment needs of students.

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.

Creation of Common Curriculum and Assessments: All teachers are participating in the process of developing a rigorous curriculum aligned to our state standards and then creating the common formative and summative assessments that show mastery of these standards. This is a processes that initially will take a minimum of three years to layout. Grade Level and Content Level Facilitators have been identified to lead and guide teachers in this process and generate the documents for the high school. Instructional leads have also been identified to lead the monthly meetings of teachers to prioritize the standards, create the curriculum pacing guides, and generate the assessments.

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

The intended results is to create a system where all teachers in the high school are networking together at every grade level to implement a common rigorous standard's based curriculum that increases student achievement at all levels and in all content areas.

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 would be increased test scores in reading and math and improved transition readiness for all students.

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

School leadership teams and certified instructional staff that includes regular education, special education, EL teachers, and our Career Tech teachers. Classified support staff that support instruction in the school.

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

We believe all school employees will be impacted in a positive way by the uniform approach of empowering teachers and administrators to work collaboratively to meet the needs of every student. We believe this will decrease staff turnover in our building and ensure student success.

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

Teachers are being paid to work through this process after school as part of I-Team (Instructional Team). Facilitators are paid to meet and compile and facilitate the work of the I-team. The learning management system, Edgenuity, has been purchased to provide additional resources for teachers. Mastery Connect has been purchased to help generate and house the common formative and summative assessments.

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

Teachers will be meeting in their school weekly based on common planning time. The instructional leads of each department will meet regularly as well with their departments to nurture the culture of collaboration. Instructional leads will meet twice a month with the administrative team. I-team (all teachers by grade and content) will meet monthly to continue to develop and implement a guaranteed and viable curriculum. All facilitators, including the instructional leads will meet an additional time each month with district leadership to make sure all questions are addressed and to monitor the progress. These meetings are used to identify groups or teams that may need some additional training or guidance. This additional training and guidance will occur as needed. HHS will create a system of high level communication using Google Suites and sharing of documents so vertical as well as grade level groups can view the work that has been completed.

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will be reviewed by the content and grade level teachers above and below grade level before the assessment is given to students. After the assessment is given, teachers and administration will review the results of the assessment and determine the intervention and enrichment needs of students.

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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