



2021-22 LMHS Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

Lloyd High School
Mike Key
450 Bartlett Ave.
Erlanger, Kentucky, 41018
United States of America

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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 Lloyd Memorial High School is to provide all students with the educational skills that will enable them to be successful in any of a wide variety of choices for their future education or career.

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?

The top two priorities in review of the needs assessment are as follows: 1. Attending to students emotional intelligence. In order to teach skills that will help them develop outside of the classroom to become 21st century learners. 2. Focus of Math skills to make up for the learning gap that was widened in the pandemic.

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

1. Emotional intelligence is defined as the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. The improvement of emotional intelligence in our students through the implementation of Kagan structures for classrooms to incorporate cooperation will lead to career skills that students will need outside of school. This skill set leads to the expansion of our CTE programs as students take their learning outside of the classroom. 2. Improvement in students math skills will allow for increased ability of students to think logically about their futures. It will help students to obtain scores to allow them access into programs such as YSA, Gateway certification programs, School Based Scholars, and the Gateway Regional Academy.

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.

For our first priority of emotional intelligence and engagement teachers will receive 12 hours of Kagan training. This will impact the instruction in the classroom to improve engagement. Through collaboration students will gain the necessary interpersonal skills to be successful in the workplace, post-secondary setting or other career fields. Short Term goal - Teacher training to implement one Kagan structure per class period. Long Term Goal- Through cooperative learning students will develop the necessary soft skills needed to perform in their chosen career field.

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

Results will vary. Statistical markers that can provide insight into successful implementation are: Reduction in Inactive learner referrals Improved pass rate of

classes Improved overall GPA of students Improved work-place survey results Improved internship, Co-op, apprenticeship completion rates Improved Post-secondary completion rates

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.

Improved pass rate of classes Improved overall GPA of students Improved work-place survey results Improved internship, Co-op, apprenticeship completion rates Improved Post-secondary completion rates Reduction of Referrals - Primarily inactive learner referrals

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

Faculty and Students

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

Teachers will be impacted through lesson design. Students will be impacted through the learning process. Administrators will be impacted through the reworking of administrative meetings to incorporate Kagan structures.

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

ESSER funding will be used to provide professional development for the staff as well as the needed supplies for implementation. Phase 1 implementation of Kagan structures to occur in the 21-22 school year with ongoing development to follow. After year 1 differentiated learning and coaching will need to occur through out the year.

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

Kagan Coaching by the instructional coach and administration during evaluations and walk-throughs.

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.

Formal and informal classroom observations will be used to indicate successful implementation. Walk through data will be coded to review 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.

Gap recovery in the Math department will be essential for our students long-term success. 1. Redesign of Math curriculum and unit plans to identify the core skills that are needed in each course. 2. Implementation of the core skills to move students to proficiency in math, focus areas of Algebra 1 and Geometry 3. PLC framework and structure to allow for the work to be accomplished by the teachers.

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

1. Teachers will be able to focus on the highest leverage skills for students. The focus on high leverage skills will remove the have to cover everything mentality brought on by KAS standards. With a greater focus on these skills students will gain a more in-depth understanding of the math curriculum. 2. Student confidence in Math will improve leading to greater overall scores.

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.

Teachers and students should see improvement in the following areas: 1. Common assessment scores will improve allowing for the intervention process to be more focused. 2. Student MAP scores will show growth through out the 21-22 school year. 3. 10th grade Kprep math proficiency scores will improve. 4. ACT math scores improved leading to higher percentages of academic ready students.

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

Math department teachers

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

Students and teachers

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

Protected PLC time for Math teachers. Math teachers will need to work with the district instructional leaders, math coaches and instructional coaches to rework units.

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

PLC structure along with common planning time will be essential for math teachers to complete this work. The instructional coach and department chair monitoring the ongoing status along with administrative support to form the accountability model necessary to make such a change.

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 will be monitored through formal and informal observations, along with walk-through data. Student progress will be monitored through the recording of student scores on common assessments, Map testing and Kprep proficiency testing.

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.

See AIn refocusing our school and classrooms to recover from the 2020-21 school year. Overarching priorities of each grade level
 9th Grade - Foundational ● Building a skill base to be successful in High School ○ Organizational Skills ○ Social and Emotional Skills ○ Academic Skills ○ Behavioral Skills
 10th Grade ● Expanding and building on the necessary skills ○ Organization, Social and Emotional, Academic and Behavioral Skills ○ Begin to develop a sense of self and where life may go ○ Root in required academic Skills ■ Reading and Math ■ Proficiency Test
 11th Grade ● Build on and expand foundational skills ○ Organization, Social and Emotional, Academic and Behavioral Skills ○ Explore how these skills apply to the world outside of LMHS
 12th Grade ● What skills are essential to completing High School? ○ Organizational, Social and emotional, Academic and Behavioral Skills. ● Using skills to take

advantage of the opportunities outside of LMHS ○ Reviewing and exploring all the options available ttachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
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