



## 2020-21 Phase Three: Professional Development Plan

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 vision at Graves County High School is that all graduates will be prepared to be successful in college or their careers. We have three core values that drive our work. They are: To Cultivate Community \* To Clearly Communicate \* To Empower Learning Through these core values we have identified priorities for our GC community to embrace as we work to fulfill our values which will help us achieve our vision at GCHS. These priorities are built on the concepts of: Real Relationships \* Purpose Driven \* Tell Our Story.

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?

Math: Our 18-19 data displayed a decrease in our number of students scoring distinguished and proficient in math. There is also a significant gap in math which exists between the proficiency of students with and without disabilities. Therefore, we have made math professional development and the implementation of Illustrative Math concepts and curriculum a priority at GCHS and the entire district. Currently, we are in year two of IM Algebra I and year one of IM Geometry implementation. We have both a school IM coach as well as an IM consultant that meets with teachers virtually. Science: We are also below the state in science proficiency. GCHS proficiency - 27.2% - State proficiency - 29.9%. Teachers in grades 6-12 have teamed with NGSS curriculum coaches.

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

As a school, one of our top priorities is to increase engagement in order to close the achievement gap in all content areas and grades. Our two goals of increasing proficiency and closing the gap in math and science will only benefit from our school-wide focus of increasing engagement.

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.

We are serving as a pilot school for implementation of OpenSciEd curriculum. This curriculum focuses on incorporating the science engineering practices into the disciplinary core ideas. By growing in these areas and utilizing the curriculum students will have a more in-depth understanding of science concepts. We have dedicated 12 hours to science professional development with the NGSS coaches along with PLC time dedicated to planning and implementation of the new OpenSciEd units. The short term focus is to better understand how to integrate the SEPs into the DCI so that it is a more comprehensive unit of instruction and we aren't teaching NGSS standards in isolation. Another short term goal is to focus on the norms in the science classroom that support deeper thinking. It is more than just classroom expectations. All of these practices and learning experiences is directly aligned

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

NGSS is a different way of teaching and learning. It is not just focused on memorizing content. Therefore, teaching practices have had to shift. We hope that through coaching and focused PLC work that teachers will begin to have open and honest discussions about why instruction has to shift and ways to make that happen. As a result of better instruction and practice, student proficiency will increase.

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.

Unit planning and reflection documents PLC work - documented goals, action plans, and reflection Student success on OpenSciEd units

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

Science teachers

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

Students, teachers, principals, instructional supervisor

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

embedded PD during the school year NGSS pilot materials NGSS coach, district, principal, and lead teacher support OpenSciEd Materials

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

NGSS Coaching 19-20 and 20-21 PLC Work Embedded PD and reflection

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.

Classroom Observations Classroom Coaching Student Work Samples Student Data

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.

Geometry IM implementation year one - unit plans and reflections Classroom coaching in the algebra and geometry classrooms Embedded PD w/ IM Consultant and School Math Coach

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

Better instruction and student retention of material . IM math is a shift in how to teach math. The curriculum moves away from math teachers focused on rote memorization and practice to more of a "real world" approach which is problem based and spirals concepts throughout.

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.

Teacher implementation as evidenced in formal and informal observation Reflection notes from teacher and math coach Student achievement on assignments and standardized testing

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

Math teachers

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

Students, teachers, principals, district leaders. This is a K-12 implementation plan so all students will be impacted.

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

Math Coach, embedded math professional development, IM materials

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

embedded PD, coaching cycles, vertical teaming

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.

Classroom observations, coaching notes and teacher reflection, student success on assessments and in class work.

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.

As a school, we are focused on mandatory engagement with students in both the face to face and remote settings. We are utilizing block meetings, department meetings, lunch bunch shows, and the GCHS Gazette (tech tips) to help teachers improve engagement in the classroom. Instructional leads are focused on learning more about different coaching strategies as they dive into the work of helping colleagues increase engagement in their classrooms. Success will be evidenced by walk through document data, evaluation data, and teacher reflection throughout the year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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