2020-21 BCHS Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Bath County High School
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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

    1. What is the school's mission?

Section 3. Each school and local district professional development plan shall contain the following elements: Mission Statement: Our mission at Bath County High School is to provide a safe and nurturing environment where all students are prepared to compete in a global society. As a school, we will cultivate productive members of society who are prepared for higher education, the workforce, or the armed services upon graduation. Vision Statement: Preparing all students for future success...TODAY! .

    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

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assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Two most critical areas for improvement based on our needs assessment surveys are: 1) virtual learning program; 2) student motivation/participation. (The content area of focus is still math based on 2019 State Accountability Data).

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

Professional Development goals were identified based on surveys from our various stakeholders, individual Teacher PGP /PIP; and department needs assessment reports.

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.

1. Elements of an effective virtual instruction program. 2. Better utilization of resources available to improve our virtual instruction 3. Training and utilization of best practices for virtual instruction

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

1. Improvement in instructional practices with our virtual program 2. Gained knowledge regarding best practices and effective use of resources to inform instruction. 3. Improvement in student performance and participation with our virtual instructional program

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.

1. Increase in student participation and performance 2. Teachers' gain knowledge and confidence in virtual instruction

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

1. Teachers, instructional aides, school administration

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

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All school stakeholder should be impacted due to all students currently placed on our virtual instructional setting.

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

1. Book Study- purchased resource 2. Assigned PD time for professional learning 3. Expert presentation on strategies

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

1. Teacher leaders- Points of contact 2. Administrative observation and feedback 3. Obtaining feedback from all stakeholders

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.

1. Virtual classroom observations 2. Surveys from various stakeholders 3. Student performance

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.

Effective strategies to improve student participation and performance. Focus on best practices and how to build effective relationships with student on a virtual setting.

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

Increase in student participation and performance. All stakeholders (students, parents, and community) demonstrate improved understanding of the components of our virtual program.

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.

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1. Increased student participation evidence in IC, student grades, and student surveys

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

Teachers, Administration, instructional aides

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

All stakeholders should be positively impacted by this component of Professional Learning.

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

1. Book Study- purchased resource 2. Assigned PD time for professional learning 3. Expert presentation on strategies

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

1. Teacher leaders- Points of contact 2. Administrative observation and feedback 3. Obtaining feedback from all stakeholders

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.

1. Virtual classroom observations 2. Surveys from various stakeholders 3. Student performance

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)