



2022-23 LCHS Phase Four: Professional Development Plan for  
Schools for School Year 2023-2024\_09102022\_22:53

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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 LaRue County High School is to provide the necessary skills and knowledge for students to become proficient in academic expectations, which will allow a successful transition to adult life.

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Priority need #1 Classroom Management skills are needed to help with the culture and climate. About 1/3 of our staff is non-tenured and has very little teaching experience. Helping the staff have a better understanding of effective classroom management strategies they can use in their classroom will help students feel more safe and have better feelings about school.

Priority need #2 is to close achievement gaps in reading and math. The district plan and school plans have focused on both economically disadvantaged subgroup and special education subgroup. Turnover among our staff has had a significant impact on continuation of evidence-based strategies.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

In the Quality of School Climate and Safety section there are several goals that are related and would improve with better classroom management by all staff on a consistent basis.

Closing achievement gaps is a sub-goal in the transition readiness component of the strategic plan, and is also a goal of the comprehensive improvement plan.

4a. For the first focus area, 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.

Priority need #1 is to help all staff use effective classroom management strategies on a consistent basis. This will not only help with the Quality of School Climate and Safety goals but will also make instruction more effective which will help with most CSIP goals and objectives as well.

Short term changes will include review of strategies learned and implementation of professional learning to reinforce the WHY and to allow teachers to learn from each other.

Long term changes will include providing new professional learning experiences for targeted needs in classroom management as needed for specific teachers.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

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Intended results are to increase student safety and overall feelings about school climate as well as to increase student learning by using and incorporating evidence-based classroom management strategies in every classroom. Professional learning will also focus on WHY this is needed. so we are also looking for an increase in educator understanding of the connection between classroom management and school climate and safety.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

I. Professional development sign-in sheets, student behavior referrals, PBIS bucks and rewards, classroom observations, etc. will be considered and gathered.

II. Administrators will gather the behavior referrals and classroom observations, while PBIS coaches will gather PBIS data.

III. Data will be gathered each semester to gauge effectiveness.

4d. 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.

**Please describe in detail.**

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team). Ultimately the success marker is achieving all of our CSIP goals and objectives because all of them will be positively impacted by successful implementation.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All classroom teachers

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Funding is needed to pay the trainer who will be coming to train the teachers who participate in the training. Funding may be needed to allow for peer observations.

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4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Support will be provided for the teachers who participate the trainings. Each school has regular staff meetings for whole-group sharing, the weekly PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

5a. For the second focus area, 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.

Priority need #2 is to close achievement gaps in reading and math specifically for disability students. The district plan and all of our school plans have focused on the special education subgroup. Turnover among our staff has had a significant impact on continuation of evidence-based strategies. Short term changes will include peer observation and reflection as well as targeted professional learning, co-teaching training, low-incidence supports, etc. Long term changes will include a deep look at the master schedule and staffing to make sure we are maximizing our resources of time and staff.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Intended results are to close achievement gaps in reading and math, specifically for students who are economically disadvantaged and for students with disabilities. Closing gaps in reading and math will mean students have gained foundational skills that should also impact improvements in ALL of the other CSIP goals.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

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- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
  - iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
    - I. Professional development sign-in sheets, on-going documentation of professional learning support such as PLC meeting notes, staff meeting notes, PGP, etc. can be used to document professional learning. Evidence of implementation will be noted during classroom observations from our instructional team, and also through peer observations & reflection.
    - II. Administrators and teachers will be responsible for gathering different parts of this data.
    - III. Data will be analyzed each semester.

5d. 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.

**Please describe in detail.**

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team) . Ultimately, the success marker is achieving all of our CSIP goals and objectives because all of them will be positively impacted by successful implementation.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers, with support also for instructional assistants

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

A master schedule and staffing structure to adequately deliver instructional services is needed. Funding is needed to pay for teachers to participate in training (if it's beyond their regular PD plan), then time is needed to allow them to share their learning with others. Funding may be needed to allow for peer observations.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a

month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

On-going support will be provided for the teachers and instructional assistants. LCHS has regular staff meetings for whole-group sharing, the weekly PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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