

# Comprehensive Improvement Planning for Schools

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**School Name: duPont Manual High School  
KDE Professional Development Plan  
2021-22**

**Principal: Michael Newman**

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## **2021-22 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 website 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

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

### 1. What is the school's mission?

Response:

#### Mission

duPont Manual, in a cooperative effort among faculty, staff, parents, students and the greater community will:

- Nurture and sustain academic excellence for all students
- Provide diversified instruction to meet the needs of all learning styles
- Recognize multiple-giftedness
- Educate beyond the classroom walls through foreign/ domestic travel, project-driven research activities, community leadership, career pathways, performance and service

#### Vision

- duPont Manual provides a dynamic, interdisciplinary, diverse learning community that focuses on rigorous academic, technical, and artistic college-preparatory magnet programs. At duPont Manual, we are proud of our continuing excellence, diversity, and tradition. Our historic school building is bustling with a dedicated staff and over 1,800 dynamic students.

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?

Response:

Two priorities identified through the Needs Assessment are: A) the need for improved KPREP performance of students in GAP Groups, and B) facilitating an "increased sense of belonging" among our minority students, according to the CSS.

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

Response:

Professional development strategies addressing these priorities include: Increased Teacher Cultural Competency and awareness in the classroom; which include training on instructional materials from diverse perspectives, introducing new curriculum that spans across cultures, providing a culturally responsive approach to all subject areas. The training helps PLC's approach text from a culturally competent perspective, and training PLC's to utilize district resources such as the ARE (Affirming Racial Equity) tool.

ARE tool training link:

<https://docs.google.com/presentation/d/14m9aKd7B8F2ocwSrSkH8sDd4k1Mk2eFn7DxtH09AWIA/edit?usp=sharing>

Professional Development training also includes interactive and ongoing Implicit Bias training and Racial Equity studies, as one of the pillars of our district. The purpose of these training experiences is to facilitate a positive change within the educational system, a change to where all students feel supported and a legitimate part of the educational process.

Trainings focused on improving teacher instruction using culturally competent resources will lead to improved performance of students in GAP groups identified by ethnicity. Implicit Bias and Racial Equity training will also build empathy and understanding in the teachers, leading to a better working relationship between teachers and students, which will help ensure the increased sense of belonging of students.

**4. For the first priority for professional development, complete the following:**

<p><b>4a.</b></p>	<p>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.</p>	<p>Improved GAP group student proficiency in reading and math. The first goal is to increase the cultural competency of teachers and train on using culturally relevant instructional materials, which will lead to improved classroom culture, and improved student proficiency in reading and math.</p> <p>The short term changes would be teachers getting a glimpse into the lives of our struggling students and developing an understanding of the challenges and hurdles faced at home, especially during the Covid-19 pandemic; then allowing this new understanding to shape their grading practices to meet the students where they are.</p> <p>A long term change would be teachers developing a more Standards Based grading approach to learning.</p>
<p><b>4b.</b></p>	<p>What are the intended results? (student outcomes; educator beliefs, practices, etc.)</p>	<p>The intended results are for teachers to grow in their awareness of the needs of minority students and become more effective in meeting their needs which will lead to improved student growth academically and socially. Teachers will learn to view curriculum and students through a different lens.</p>

<b>4c.</b>	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 are the use of multicultural curriculum and instructional which will lead to the success of GAP groups identified in the Needs Assessment. PLC minutes will also show how the ARE Tool has assisted teachers in being intentional in their work to accelerate the learning of minority students, thus closing the GAP.
<b>4d.</b>	Who is the targeted audience for the professional development?	The teachers and entire staff of the school are the direct targeted audience. Indirectly, the students, their families, and the community at large.
<b>4e.</b>	Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)	Teachers will be impacted by reflecting on their own practices and developing new culturally competent teaching strategies. Students will be impacted because they will feel more supported as curriculum subject matter focuses on multicultural lens, helping teachers and peers have an improved vision of the work in the classroom and across the school community.
<b>4f.</b>	What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)	Support and training has been provided by the DEP office through facilitating district wide, school wide, and individual training sessions as well as Racial Equity committee consultations. The district has also provided school leadership with several books looking at different aspects of RACIAL Equity with the educational framework and society.
<b>4g.</b>	What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)	This year we have included many important and pertinent PD sessions addressing Racial Equity issues in the school and community through the PLC time. We have also utilized faculty meetings and Professional Development Days for Racial Equity training.
<b>4h.</b>	How will the professional development be monitored	PLC Minutes ARE Tool implementation

	<p>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.</p>	<p>Unit and Daily Lesson Plans Faculty Meeting Agendas Admin Meeting Agendas ILT Agenda</p>
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**5. For the second priority for professional development, complete the following:**

<p><b>5a.</b></p>	<p>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.</p>	<p>The purpose of the second goal is to train teachers to facilitate a positive change within the educational system, a change to where all students feel supported and a legitimate part of the educational process.</p> <p>Improved sense of belonging: The second goal is to build empathy and understanding among the adults in the building, which will also increase the cultural awareness of teachers and lead to a supportive culture, where students feel relevant and that they matter.</p> <p>The short term changes would be 1) students who feel overwhelmed by the events in the local community will have a safe place where they can be assured that they are safe and valued.</p> <p>The long term impact will be the continued growth in understanding and embracing the strengths of the diverse student population that we have at Manual.</p>
<p><b>5b.</b></p>	<p>What are the intended results? (student outcomes; educator beliefs, practices, etc.)</p>	<p>Empowering Classroom Culture, Eliminating Prejudice, Equitable Pedagogy, Implicit Bias, and Racial Equity training will build empathy and understanding in the teachers, leading to a better working relationship between teachers and students, which will help ensure the increased sense of belonging of students.</p>
<p><b>5c.</b></p>	<p>What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and</p>	<p>Students will have a greater sense of belonging, leading to improved classroom culture, improved mental health, and less time out of classroom for</p>

	objectives have been achieved.	social/emotional help from counselors and mental health professionals.
<b>5d.</b>	Who is the targeted audience for the professional development?	The teachers and entire staff of the school are the direct targeted audience. Indirectly, the students, their families, and the community at large.
<b>5e.</b>	Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)	The teachers will be impacted by expanding their understanding of their students. Students will be impacted because they will feel supported, belonging, and desire to be a vital part of the culture.
<b>5f.</b>	What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)	Books for faculty studies and discussions. Guest speakers. Time for meaningful interaction and discovery conversations.
<b>5g.</b>	What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)	The district has provided many resources for a great start. Continued Racial Equity training will continue through monthly faculty meetings and consultation with district experts.
<b>5h.</b>	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.	EMPT Artifacts PLC Minutes ARE Tool Black History Month Program participation Multicultural Fair participation Faculty Meeting agenda Admin Meeting Agendas ILT Agendas/Minutes

**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.*

Response: