



OCHS PD Plan 2021

2020-21 Phase Three: Professional Development Plan for Schools

Oldham County High School
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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?

All Oldham County students supported by family, community, and schools participate in relevant engaging, quality learning tasks, in safe, well designed schools, guided by highly-skilled teachers and visionary leaders. Graduates pursue a life of continuous learning, contribute to their community, participate thoughtfully in the American democracy, and compete successfully in the local, national and international economy.

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?

1. Knowledge surrounding the instructional core. 2. Knowledge about how to increase engagement among non-motivated learners (GAP and NON-GAP)

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

1. The first priority will directly support Goal #1 regarding reading and math proficiency. 2. The second priority will directly support Goal #3 which is our GAP goal, it will also address Goal #4 which is our transition readiness goal.

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.

Working with staff to anchor our core instructional practices. Develop a multi-year approach to support a wide variety of educators but also to ensure on boarding processes are in place to induct new teachers efficiently.

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

Growth in student learning overall with proficiency. Increase teacher efficacy in delivery practices for instruction.

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.

Reduced staff turnover. Increased proficiency in reading and math. Closure of learning GAPS with at risk populations. Increased transition rates both college and career ready. Increase graduation rate.

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

All teachers.

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

Teachers

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

Funding - Section 6 allocation Curriculum Frameworks

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

Instructional coaches will provide coaching cycles for teachers at various stages. Principals will support professional learning communities.

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.

MAP and ACT like assessments will be used by the Leadership team as well as teacher teams to monitor student progress.

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.

Increase culturally responsive core instruction as interventions.

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

Decrease the need of TIER 2 and 3 interventions. Increase student success through our tiered intervention system. Increase teacher understanding with intervention models.

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.

Increased proficiency in reading and math. Closure of learning GAPS with at risk populations. Increased transition rates both college and career ready.

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

All teachers.

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

Teachers and Principals

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

Section 6 monies for cultural competency training.

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

Instructional coaches will provide coaching cycles for teachers at various stages. Principals will support professional learning communities.

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.

MAP and ACT like assessments will be used by the Leadership team as well as teacher teams to monitor student progress.

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.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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