



## 2020-21 Phase Three: Professional Development Plan for SOHS

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?

Our mission at South Oldham High School is for all stakeholders to collaboratively work to achieve a shared educational purpose. We have invested a great amount of time, energy, and effort in establishing Professional Learning Communities whose guiding focus is a belief that all students can learn and should learn at high levels. It is the job of these established Professional Learning Communities to create an atmosphere for this achievement to occur. Over the years, we have made it a point to emphasize the following areas to assist us in our mission for PLC's (Professional Learning Communities) to create an environment for rigorous learning such as: Increasing the number of students demonstrating proficiency in writing by having students write consistently and in a variety of genres. The idea that 'teaching writing is an English teacher's job' is not a belief in our building. Through a number of professional development opportunities, curriculum training, and PLC discussions, our teachers understand the importance of students explaining a learned concept

through writing that enhances their comprehension. Increasing the number of students demonstrating proficiency in reading comprehension of non-fiction works is another emphasis at South Oldham High School. Beyond state and national assessments, we want our students to be able to comprehend and analyze information throughout life. In order for students to understand that every piece of text should be analyzed in order to fully comprehend, our teachers demonstrate and implement techniques such as 'making texts considerate' via anecdotal notes. Teachers are facilitating more in-class discussions of content-area passages to increase student comprehension. These are just two Best Practices used to increase our reading proficiency. Supporting our Advanced Placement Teachers (27) and National Board Teachers (11) through annual certification and professional development opportunities supports our continued growth. We also offer AP Training to teachers who want to increase their content knowledge, but who may not teach an AP course. This is beneficial not only to the trained professional teacher, but to his/her students who gain content with higher expectations. Continuing our ACT Prep Classes and AP Practice Test Dates throughout the year is another area we must maintain. When students understand the format of the tests, it relieves some anxiety. Also, through our ACT Prep Classes, students gain important test-taking skills as well. Over the past fourteen years, we have seen a constant growth with the number of Advanced Placement courses offered at our school, and due to our open-door policy we have seen an increase in the number of students enrolled in these courses. One would think that with an increase in student enrollment, the Advanced Placement overall pass percentage rate would fluctuate; however, we have been fortunate to increase our rate each year with a few courses and maintain our pass percentage rate in others. We have also been able to experience slight increases in our ACT Scores. These academic achievements are great to share with all stakeholders, but our challenge comes with implementing ways to continue this growth. One avenue we've taken to ensure students are College and Career Ready is through our Seminar Classes where teachers were selected to offer seminar students the academic, behavioral, and organizational support they need for success during and after high school. As we continue our academic growth, we have a number of support programs in place to assist: counseling, mental health services, Literacy Coach, Special Education Programming, Math Coaches, Lead Teacher Support, Common Planning Periods, ECS Coordinator, ESS Coordinator, RTI Coordinator, and Career Pathways. We developed an Intervention Team in the 2019-2020 academic year. This team has 3 full-time certified teachers and a part-time certified teacher who provide interventions in every period for students. The team works with PLCs, taking notes on initiatives and next steps for instruction; assessment data, analysis of learning, and the identification of trend data; and the development of learning extensions for those students who have mastered essential learning. In addition, a member of the team

has created Google spreadsheets to track data across our school. This includes data on college and career-ready students; ACT progression scores; writing essential learning targets and assessments; and a data dashboard that, in addition to the data already named, collects attendance data, behavioral interventions, office referrals, and in-school and out-of-school suspensions. This team allows us to more specifically target interventions to those students most in need of academic support, increase communication with the classroom teacher, and begin developing a school-wide assessment model.

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?

With the ending of KTIP, our school and district needed to create a robust new teacher training and support program that provides top quality mentoring, support, and professional development for new teachers so that we can sustain and promote teacher efficacy, best practice pedagogy, dynamic teaching, enhanced collaboration, and a school-wide management system that promotes student achievement. This professional development goal focuses primarily on building capacity of our 10 new teachers so that PLC's are strengthened and student achievement, particularly in our non-AP classes does not remain stagnant, but shows growth consistent with our CSIP goals. In the last 4 years, the state/district has changed the structure/platform of the Certified Evaluation Plan multiple times. South Oldham High School has purposed to use the new CEP adopted by the district to create a systematic coaching and evaluation tool that provides accountability, support, and coaching to all certified employees with the goal of improving student achievement, enhancing school and classroom cultures, and building collegial and collaborative relationships leading to professional growth. Professional development has focused on building our Multi-tiered Support Structures (MTSS) during a pandemic and using the most effective and impactful teaching strategies for online and in-person instruction. Also, our Professional Development plan has been aimed specifically at addressing the Achievement Gap for students with disabilities and African-American students. This has included Data Dives to look specifically at a variety of metrics, including test scores, course failures, attendance, and scores on formative assessment data. This work continues regularly in the PLC's to ensure that all students are making progress towards proficiency and career readiness.

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

Each goal is in direct support of the data to support continued student improvement. Focusing on the development of new teachers will continue to build a solid base of instructional integrity at South Oldham High School. Our second goal is focusing on instructional practices/thinking strategies as a school and using model classrooms as best practices.

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.

Priority Need 1 - Effective Mentoring and Support for New Teachers Specific Objectives: Create a system that truly supports (not overwhelms) the new teacher with an effective mentor, ongoing opportunities for feedback and collaboration, and effective coaching. (Ongoing) Assign all new teachers an effective mentor (Accomplished) Provide technology, management, and instructional training prior to school year (accomplished - New Teacher orientation) Provide ongoing feedback and support that leads to improved instructional practices and student achievement (ongoing) Short-term changes: Now that we are going to NTI, meetings with new teachers will likely need to be virtual in the near future. Long-term changes: As we have a growing number of younger/newer teachers, it becomes more of a challenge to pair new teachers with mentors. One of the challenges we faced was providing strong, experienced mentors for each of the new mentees (particularly in some departments).

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

Building teacher management plans prior to start of in-person instruction in order to minimize disruptive and off-task behavior Introduce understanding of essential standards and learning outcomes and common formative assessments so that ALL students are receiving rigorous and guaranteed instruction Increasing collaboration which leads to higher student achievement and lower teacher attrition rates

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.

Less ODR (office disciplinary referrals) from new teacher classes. Decrease in number of new teachers leaving South Oldham in 5 year period Increase in student achievement in non-AP core classes

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

New Teachers

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

Students, teachers, and administrators are all impacted by this professional development. Well-supported new teachers will lead to higher student achievement in new teacher classes, less disciplinary issues, and increase teacher satisfaction and efficacy.

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

District provides stipends for mentor teachers All other resources are provided in-house

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

Our Coaching document/plan and the PLC will provide ongoing support for New teachers as they move into their 2nd and 3rd years as teachers.

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.

MAPP scores and Testing assessment data - Twice a year - Admin Compare formative assessment data from new teachers to rest of PLC - Ongoing - PLC's and Intervention team Disciplinary Report - we will compare number of ODR in new teachers compared to veteran teachers and new teachers from last year (will need to look at this when back to full in-person instruction) - December and June - Admin

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.

Priority Need 2 - Teaching strategies that will lead to academic success during in-person and remote learning, and address the Achievement Gap Specific Objectives: Increase the effectiveness of synchronous and asynchronous learning during NTI and in-person instruction Streamline instruction so that essential learning can happen even during decreased instructional time Provide timely and effective Tier 2 and Tier 3 intervention during NTI and in-person instruction Increase the percentage of African-American students scoring proficient or distinguished on ACT Increase the percentage of students with a disability scoring proficient or distinguished on ACT Short-term changes: In the short term, PLC's are going to have to remove unnecessary or less essential content from instruction during NTI and A/B periods. We are going to need to create a contact log so that NO STUDENT falls through the cracks and communication with families is streamlined when providing support/intervention for students struggling on remote learning. Long-term changes: Long-term changes may include a more robust mentoring program for students that have economic disadvantages and for students of color. Another long-term change involves providing an ACT and College Skills preparatory course that can be offered during the school day that is readily available to students who need additional support to meet benchmark and accessing college.

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

Increased % of students reaching proficiency Providing additional support and advocates for all students Ensuring our students of color can not only access college, but be successful when they arrive.

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.

Elimination of the Achievement Gap in English and Math - Students of color would achieve at a rate equivalent to their peers. Students with disabilities would perform at a commensurate rate with peers on state/national assessments. Reduction in number of students reporting feeling alienated or not part of the school culture.

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

Certified Staff

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

Students, Teachers, Administrators, support staff

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

May need to train teachers on Check and Connect and other research-based mentoring methods

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

Ongoing support will occur through Teacher Work Days and PLC work

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.

Assessment Data from MAPP testing and ACT's - Twice a year - Admin Attendance Report - Monthly - Bohannon/Webb Behavior Report - Twice a Year - Admin College Acceptance/Retention rates of students of color - Yearly - Counselors

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.

We do not have a current optional extension at this time.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 SOHS 20-21 PD Plan	School professional development plan for 2020-2021	.