



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

South Oldham Middle 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?

As facilitators of our vision for students, we believe that: - Trust is fostered when our commitment to our shared values is reflected in our actions - A deliberate Positive attitude creates a ripple effect for our SOMS family - Respecting every individual honors their inherent value and creates a positive learning environment - Helping ALL students embrace high expectations promotes confidence to reach their absolute potential - Holding each other accountable to support ALL students to reach their full potential is essential to their I

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?

GAP Closure for all sub-groups. Math Proficiency at all grades based on fall 2020 MAP projected growth

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

As a school we pledge to help ALL students reach their full potential

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.

Staff PD to improve our efficacy in co-teaching Utilization small group instruction for our GAP students on NTI Wednesday's for remediation or extension

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

For all teachers to share collective responsibility for all students (mindset) For our GAP populations to receive the support they need.

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.

Closing of the achievement gap

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

Teachers and other support staff

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

All stakeholders (teachers, students, principals, etc.)

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

Time and appropriate materials

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

coaching and PLC guidance

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.

assessments, observations, PLC documentation and other appropriate data sources

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.

To improve our Math Proficiency and growth across all grade levels

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

Math proficiency and growth increase over the 2020/21 school year

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.

Math proficiency and growth increase over the 2020/21 school year

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

Math Teachers

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

Students and Teachers

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

resources and time

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

Coaching and PLC guidance

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.

Student work, assessment data, PLC Documentation, MAP Data

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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