



2020-21 Phase Three: Professional Development Plan for Oldham County

2020-21 Phase Three: Professional Development Plan for Districts

Oldham County
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The purpose of this diagnostic is to support the district 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 district's mission?

Prepare all Oldham County students for success in the future.

2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

Oldham Count Schools has identified a number of priorities for the 2020-21 school year. The top two priorities are: 1. K-8 math curriculum & instruction 2. Remote/ distance learning

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

These priorities are linked to the Oldham County Goal 1 proficiency target; Goal 3 growth target; Goal 4 achievement gap goal & Goal 7 on remote/distance learning.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

K-8 math curriculum & instruction Goal 1 Objective: Increase proficiency in math, as measured by the KPREP Assessment as follows: Elementary: Math – from 61.6 (2019) to 63.3 (2021) Middle: Math – from 65.4 (2019) to 67 (2021) Goal 1 Strategy: - Create and support district and school-wide systems to ensure the development and effective utilization of assessment data to increase student achievement in reading and mathematics. - Develop and monitor curricular resources to support student learning and ensure that the curriculum is taught with fidelity. - Support school leaders to increase student achievement at the level of proficient and above through the analysis, monitoring and feedback to students who have met academic standards. Goal 3 Objective: Increase the school growth percentiles for all schools, grades K-8 in math to a minimum of 50% by 2021 according to Fall-Spring %iles (MAP). Goal 3 Strategy: - Create a district system to ensure that school wide data is collected, analyzed and being used to improve school conditional growth percentiles. Goal 4 Objective: Increase proficiency through Novice Reduction in math for students with disabilities as measured by the KPREP assessment as follows: (Novice Reduction Data) Elementary Math –from 35.7 (2019) to 30 (2021) Middle Math – from 32 (2019) to 28 (2021) High Math – from 50.6 (2019) to 45 (2021) Goal 4 Strategy: - Ensure that processes and systems, such as Co-Teaching, are in place to support standard aligned Tier 1 instruction and assessments are implemented with students’ cultural, social, and developmental needs in mind. - Ensure a balanced use of different types of formative, summative and diagnostic data to monitor Students with Disabilities’ progress as individuals and as a demographic group.

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

Math proficiency measured by KPREP: From Spring 2019 - Elementary 61.6% - Middle 65.4% Spring 2024 - Elementary 67% - Middle 70%

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.

School leadership is able to articulate and provide evidence of: • the impact of PLCs on curriculum development and adjustments • adjustments to assessments • responses to students or groups of students, based on assessment results

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

Teachers and school leaders.

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

Students, teachers and principals.

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

Instructional coaches and school leaders will design and deliver professional development activities for teachers at the elementary and middle school level. Funding will come from the general fund.

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

Communities (PLCs) to monitor student progress in the math curriculum and adjust to the needs of student learners.

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.

Student work samples and grade-level assessments will be reviewed by teachers in their Professional Learning Communities. School leaders will observe the implementation of the math curriculum through classroom visits and teacher observations.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes

that need to occur in order to meet the goal.

Improve communication with students during remote / distance learning. Goal 7 Objective: To improve the level of communication and support for students during remote/distance learning. Goal 7 Strategy: - Create a district team of advisors to support students working 100% online in our district's Virtual Learning Academy during the 2020-21 school year. - Develop resources to support remote / distance learning.

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

We want to increase the quality of communication between students, parents and teachers during remote / distance learning.

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.

- Student completion of online course materials.
- Student/parent engagement with VLA Advisors.
- Teacher participation in online and in-person training.

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

Teachers and school leaders.

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

Students, teachers and principals.

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

Instructional coaches and school leaders will design and deliver professional development activities for teachers at the elementary and middle school level. Funding will come from the general fund.

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

Coaching and professional development will be provided to teachers. Teachers will collaborate with colleagues in professional learning communities (PLCs) to monitor

student progress via remote / distance learning and adjust to the needs of student learners.

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.

School leaders will observe remote / distance learning in online classrooms. Teachers in professional learning communities will monitor student performance in the classroom and meet weekly with their colleagues through professional learning communities to monitor and adjust their instructional practice to the needs of students.

6. Optional Extension: If your district 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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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