



2020-21 Phase Three: Professional Development Plan for Schools - North Oldham HS

2020-21 Phase Three: Professional Development Plan for Schools

North Oldham 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?

Our mission is to ensure the learning of every student.

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?

Closing the achievement gap for SWD in math. Closing the achievement gap for SWD in reading.

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

Our CSIP has a goal written to specifically address both priorities. Through our first 17 years as a high school both gaps have persisted.

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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.


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.

See "Closing the Achievement Gap for Students with Disabilities" PDF for additional details.

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)
 Closing the Achievement Gap for Students with Disabilities		.