



## 2020-21 Phase Three: Professional Development Plan for Schools\_11302020\_13:19

2020-21 Phase Three: Professional Development Plan for Schools

**Randall K. Cooper 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?

Randall K. Cooper High School, in collaboration with the community, is committed to cultivating a tradition of excellence by empowering its students to become independent, life-long learners in a global society. The mission of the professional learning program for Boone County Schools is create a system of sustainable, aligned district professional learning opportunities in order to allow all educators to be actively engaged and involved in their personalized professional learning so that we are equipped as a system to meet the educational needs of all students.

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?

See attached

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

See attached

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 attached

## **ATTACHMENTS**

### **Attachment Name**

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

See attached

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 attached

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

See attached

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

See attached

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

See attached

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

See attached

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 attached

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 attached

## **ATTACHMENTS**

### **Attachment Name**

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

See attached

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 attached

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

See attached

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.)

See attached

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

See attached


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 attached

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)
 CSIP Monthly Monitoring 2020-2021		<ul style="list-style-type: none"><li>• 4a</li><li>• 5a</li></ul>