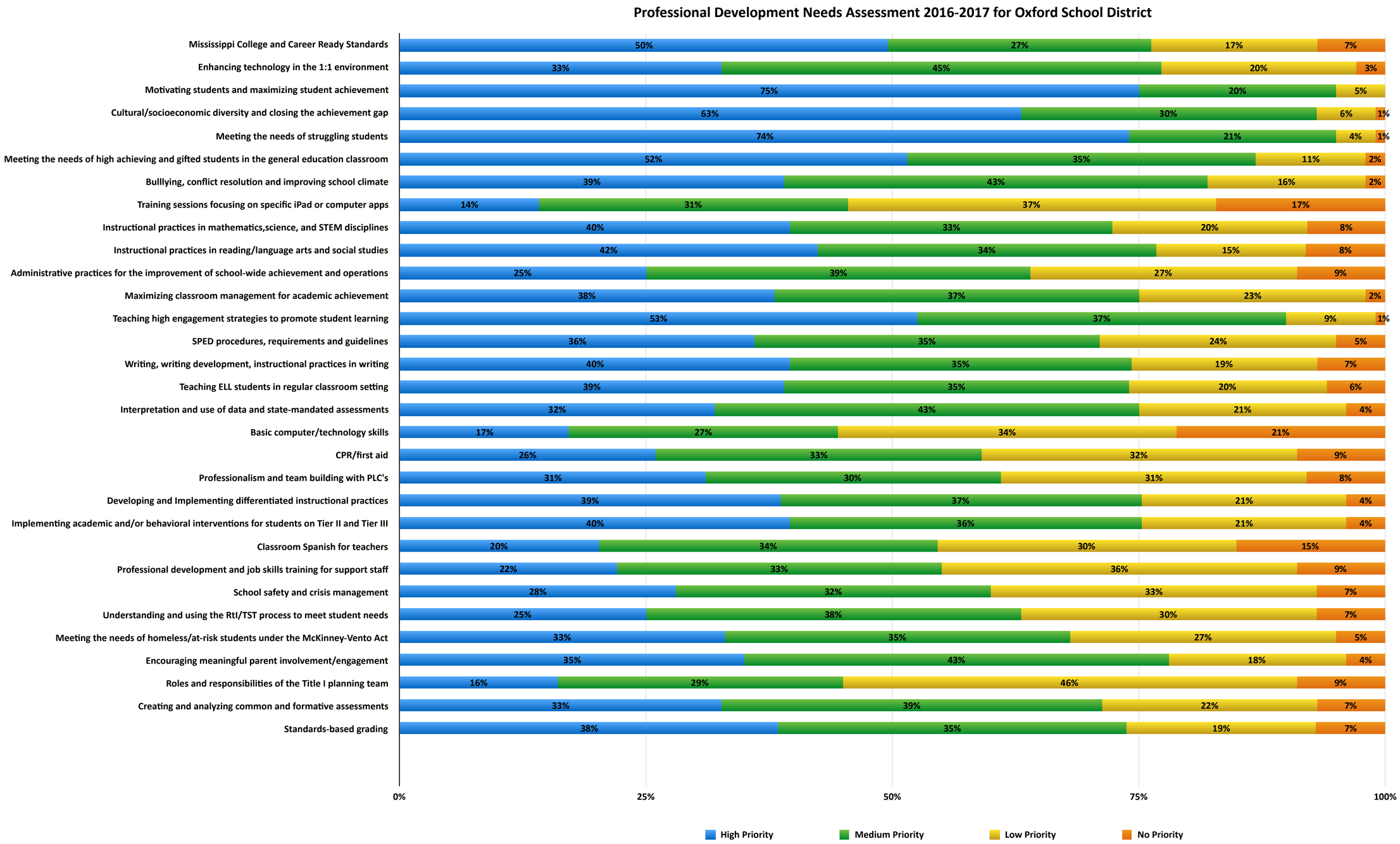
Professional Development Needs Assessment 2016-2017 for Oxford School District
Mississippi College and Career Ready Standards 50% 27% 17% 7%
Enhancing technology in the 1:1 environment 33% 45% 20% 3%
Motivating students and maximizing student achievement 75% 20% 5%
Cultural/socioeconomic diversity and closing the achievement gap 63% 30% 6% 1%
Meeting the needs of struggling students 74% 21% 4% 1%
Meeting the needs of high achieving and gifted students in the general education classroom 52% 35% 11% 2%
Bulllying, conflict resolution and improving school climate 39% 43% 16% 2%
Training sessions focusing on specific iPad or computer apps 14% 31% 37% 17%
Instructional practices in mathematics,science, and STEM disciplines 40% 33% 20% 8%
Instructional practices in reading/language arts and social studies 42% 34% 15% 8%
Administrative practices for the improvement of school-wide achievement and operations 25% 39% 27% 9%
Maximizing classroom management for academic achievement 38% 37% 23% 2%
Teaching high engagement strategies to promote student learning 53% 37% 9% 1%
SPED procedures, requirements and guidelines 36% 35% 24% 5%
Writing, writing development, instructional practices in writing 40% 35% 19% 7%
Teaching ELL students in regular classroom setting 39% 35% 20% 6%
Interpretation and use of data and state-mandated assessments 32% 43% 21% 4%
Basic computer/technology skills 17% 27% 34% 21%
CPR/first aid 26% 33% 32% 9%
Professionalism and team building with PLC's 31% 30% 31% 8%
Developing and Implementing differentiated instructional practices 39% 37% 21% 4%
Implementing academic and/or behavioral interventions for students on Tier II and Tier III 40% 36% 21% 4%
Classroom Spanish for teachers 20% 34% 30% 15%
Professional development and job skills training for support staff 22% 33% 36% 9%
School safety and crisis management 28% 32% 33% 7%
Understanding and using the RtI/TST process to meet student needs 25% 38% 30% 7%
Meeting the needs of homeless/at-risk students under the McKinney-Vento Act 33% 35% 27% 5%
Encouraging meaningful parent involvement/engagement 35% 43% 18% 4%
Roles and responsibilities of the Title I planning team 16% 29% 46% 9%
Creating and analyzing common and formative assessments 33% 39% 22% 7%
Standards-based grading 38% 35% 19% 7%
0%
25%
50%
75%
100%
High Priority
Medium Priority
Low Priority
No Priority