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2020-21 Phase Three: Professional Development Plan for Schools

East Oldham Middle School
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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?

Inspiring a community of compassionate, contributing learners. The focus of our daily work is to ensure high levels of learning for every child.

    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?

Movement towards proficiency in math and reading are our prioritized needs that require continuous growth and support for teachers and for students. As teachers

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learn more, they do more and it pushes us forward each year. Knowing that our gap groups as well as our regular education-population require differentiated instruction to honor where they are and stretch them to their next level, our professional development will focus on our top two priorities - scaffolding and enriching students. Developing teacher knowledge of the general concepts of differentiation - what it is and what it is not - along with supplying and supporting specific strategies, allows us to activate and build on teacher background knowledge and expertise. The follow-up in the classroom then promotes teaching these evidence-based strategies to fidelity and respond appropriately to analysis of data collected on the skills/content being differentiated.

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

Our professional development priorities directly promote movement towards the achievement of our school goals. Our school goals are as follows: improve reading proficiency from 74.6% to 76.0%, improve math proficiency from 71.4% to 74%, increase social studies proficiency from 73.4% to 75.8%, increase writing proficiency from 42.6% to 48.4%, improve science proficiency from 41% to 47%, and to increase the number of students with disabilities scoring proficient and distinguished in both reading and math. As you can see, each of these goals calls for a move towards proficiency. When we develop teachers' skills and knowledge of differentiation - both scaffolding and enriching - our students grow in each one of these areas. Developing an understanding of what scaffolding and enrichment are, and building a repertoire of evidence-based strategies allows teachers the opportunity to individualize education for every student. We honor where they are - their strengths and areas for growth - and we stretch them to the next level for them using those strategies for either scaffolding or enrichment, depending on the needs of that specific student. This allows us to reach students who are in each category - novice, apprentice, proficient, and distinguished - and grow them to their potential. For some, this will move them towards proficiency, and for others it will keep them there. Either way, students are growing and we are promoting achievement of our specific school goals.

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.

Teachers will be able to align their assessments directly to the demands of the standards (skill, content, and disposition). Teachers will be able to use scaffolding strategies in their instruction to ensure student learning of the skills in the

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standards. Teachers will be able to utilize the thinking strategies as a method for breaking down reasoning tasks.

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

The intended results aligned with the above objects are as follows: The students will achieve at higher levels because they are being guided towards mastery on assessments that are aligned to the demands of the standards. Our teachers will develop their teaching philosophies to include the importance of scaffolding to student learning, as well as the inclusion of thinking strategies as the core of understanding. Teachers will incorporate scaffolding strategies consistently and flexibly based on student needs.

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.

There are several indicators that would show success in this professional development goal. The ultimate indicator would be found in student work, thinking, discourse, and interaction with community. As more students demonstrate mastery in their daily work and assessments, we will become closer to achieving the goal. While that is the most important indicator, there are several other we will look for. In PLC meetings, we will monitor for discussion around students who did not show mastery and specific strategies they could employ for those specific situations. We would also hope to hear planning discussions around the thinking strategies that would be specifically called out in different lessons as teachers scaffold for their learners. We would look for assessments that are aligned to all parts of the, and meet the demands of the standards. While each of these indicators alone would be a small success, we are hoping for the big picture of success, where we would see each of these indicators playing out throughout our school.

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

All teachers are targeted for professional development in scaffolding. All teachers, whether we teach a core content, a related art, or students with special needs, will benefit from general and specific support in scaffolding assignments for students so they may be able to make meaning and transfer their understanding to new situations. As teachers of secondary students, our foundational schooling provides us with more knowledge on our content rather than strategies for building student understanding. This impacts all students, but we see the impact most in students who require scaffolding. Understanding builds from concrete to representational, and then to abstract understanding. If one of those stages is skipped, we place a

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ceiling on the understanding of our students. Thus, all teachers must be targeted for this professional development.

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

Those impacted by this professional development would be students, teachers, and principals. Teachers and principals work with students daily. This knowledge of scaffolding will allow each of these groups to promote student growth and learning. If each of us understandings the steps students go through to build to understanding, we can all work through a common language and understanding of what students need with each task - whether assignment, activity, or assessment - to be successful and make meaning.

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

As many small pieces make up the larger concept of scaffolding, many resources will be required to give a balcony view, and then a zoomed-in picture of this concept. We will definitely use the resources available through technology, we will provide materials as supports to teachers, and time will be necessary to plan, implement, and follow up on learning for teachers. We will also use resources created by experts in the field to support these evidence-based strategies and to gain a deeper knowledge base around the concept of scaffolding.

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

Knowing that the ongoing supports will be the deciding factor on whether or not this professional development has an impact, we will provide coaching in the classroom setting, follow up sessions during faculty meetings, and include talk of the learned strategies during professional learning community discussions, specifically around the third question that requires teachers to consider how to problem solve with students who did not demonstrate mastery of a standard.

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.

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Monitoring for evidence of implementation of scaffolding will require that we analyze data around, discuss, and make plans from student work samples. This will give us insight into where students are and our next steps for each. We will also look at and discuss grade-level assessments with each collaborative team and use what we see and strategies that were used to influence and impact the whole school PLC. Collaborative team meetings and classroom observations will give us anecdotal evidence of implementation, and reflective coaching conversations will follow to continually stretch teacher agency. Our leadership team consists of our principal, two associate principals, two counselors, a library media specialist, a gifted and talented coach, a response to intervention coach, and an instructional coach. This team will monitor as they are in all weekly collaborative team meetings and complete all annual observations. Also monitoring will be our content leaders (teachers who are exemplars in their fields and who facilitate gatherings of our content-based teams). These groups meet once each month and can monitor work samples and assessments among teachers.

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.

Teachers will be able to provide opportunities for students to learn standards at a deeper level, and provide choice in their learning. Students who are already at proficiency will make at least a year's worth of growth each year. Teachers will be able to utilize the thinking strategies as a method for enriching reasoning tasks.

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

Students will be challenged and dig deeper into their grade-level standards, either through skill, content, or disposition, and their work will show high levels of thinking and evidence of moving forward from failure. Teachers will build their banks of strategies to provide enriching opportunities for students who demonstrate a need. Our teachers will develop their teaching philosophies to include the importance of scaffolding to student learning, as well as the inclusion of thinking strategies as the core of understanding.

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.

While many indicators will show our success with this goal, the most important one is seeing the results in students work. We will look for evidence of standards being stretched to deeper learning goals, and students responding to those with passion.

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We hope to see students who are seasoned learners, struggle and fail for the first time so they can learn how to move forward from that struggle. We will also look for teachers to discuss the need for enrichment of students in collaborative team meetings based on analysis of data, student work samples, and observations. We will also look for student engagement to rise because their tasks are at their level of understanding and require their full attention and thought.

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

All teachers would be targeted for professional development on enrichment. While many teachers of special populations feel that they are only responsible for scaffolding, there are instances where different content hits different students in exciting ways. Many times there is a misconception that struggling readers/ mathematicians are struggling thinkers. This is not the case. Enrichment will be necessary for every student at some point when we are looking closely at their specific needs. Therefore, no matter what we teach, we all need to have strategies for enrichment, and be flexible enough in our use of thinking strategies to use them for scaffolding and/or enrichment.

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

Many stakeholders will be impacted by this component of professional development. All students will be impacted as they will have ample opportunities for growth, based on their work and demonstration of mastery. All teachers will be impacted as they will build their bank of strategies and be able to use strategies for enrichment effectively and flexibly. Teachers will also have more confidence about how to modify a task to provide enriching opportunities to push thinking and challenge ideas, which keeps students more engaged. Principals will also be impacted as they work with students on a daily basis and will also provide opportunities for enrichment through teaching students how to fail forward and how to manage challenges. Our school will be impacted as a whole, which will be evident through student, teacher, and principal learning.

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

As many small pieces make up the larger concept of enrichment, many resources will be required to give a balcony view, and then a zoomed-in picture of this concept. We will definitely use the resources available through technology, we will provide materials as supports to teachers, and time will be necessary to plan,

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implement, and follow up on learning for teachers. We will also use resources created by experts in the field to support these evidence-based strategies and to gain a deeper knowledge base around the concept of enrichment.

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

Knowing that the ongoing supports will be the deciding factor on whether or not this professional development has an impact, we will provide coaching in the classroom setting, follow up sessions during faculty meetings, and include talk of the learned strategies during professional learning community discussions, specifically around the fourth question that requires teachers to consider how to problem solve with students who have already demonstrated mastery of a standard.

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.

Monitoring for evidence of implementation of enrichment will require that we analyze data around, discuss, and make plans from student work samples. This will give us insight into where students are and our next steps for each. We will also look at and discuss grade-level assessments with each collaborative team and use what we see and strategies that were used to influence and impact the whole school PLC. Collaborative team meetings and classroom observations will give us anecdotal evidence of implementation, and reflective coaching conversations will follow to continually stretch teacher agency. Our leadership team consists of our principal, two associate principals, two counselors, a library media specialist, a gifted and talented coach, a response to intervention coach, and an instructional coach. This team will monitor as they are in all weekly collaborative team meetings and complete all annual observations. Also monitoring will be our content leaders (teachers who are exemplars in their fields and who facilitate gatherings of our content-based teams). These groups meet once each month and can monitor work samples and assessments among teachers.

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.

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N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)