



## 2020-21 Phase Three: Professional Development Plan - Oldham County Middle School

2020-21 Phase Three: Professional Development Plan for Schools

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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?

Oldham County Middle School's Mission is ensure high levels of learning for ALL students in ALL classes at OCMS. This has been the school's mission for quite some time. The previous principal had plans to work on revising the mission but left before it could be completed. We will continue with this mission for now as it represents high expectations for every single student in our school.

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?

Based on the Needs Assessment, it is clear that we have many growth areas as a building. We need to continue the work of improving our abilities to teach students essential standards that are tied directly to assessments. This includes Novice Reduction, closing the gap for our Gap groups and increasing the number of students who score Proficient and Distinguished on assessments. In order to accomplish those things we need to raise the level of instruction for ALL students, in EVERY classroom. Our top two priorities for PD are to increase the rigor level of instruction in all classrooms and continue to build on the PLC process at OCMS. Specifically the questions of, "how do we know when they've learned it?" and "how do we respond when students haven't learned?" There are sections of students that we do a good job of on these questions, but based on our growth area we have struggled in the areas of EL and ECS students, specifically.

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

We want to see continuous improvement in all areas for all students at OCMS. Our goal is to provide an individualized, appropriate education for all of our students. The key to providing this is to have outstanding instruction for all students at the Tier 1 level, or in other words, the instruction that ALL students receive. Once all students receive quality instruction, we then must use our assessments that are tied to standards to determine students who need additional support and those who need enrichment because they've already mastered the standards.

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.

1st Priority: Increase the rigor level for all students in all classrooms at OCMS.  
Objective 1: OCMS will develop and identify Core Instructional Strategies that are researched based and proven to enhance the rigor level of classroom instruction. All teachers will be trained in these teaching strategies, these strategies will serve as a "menu" of options for how teachers carry out their daily instruction. Objective 2: All teachers will complete a review of assessments for DOK/Rigor Level to ensure they are tied directly to standards and at a level that is rigorous and appropriate for students. Teachers will be supported in building their assessments prior to units of instruction to ensure they meet the rigorous level of instruction.

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

Intended Outcomes: 1. All students benefit from increased focus on instruction and increased rigor in the classroom. We would see this through our assessment data (increased P/D%, decreased Novice%, decrease in Gap). 2. All teachers at OCMS will have a variety of highly effective instructional strategies to implement in their classrooms. These strategies are research based and proven to improve student outcomes. 3. All assessments are aligned with essential standards and at a DOK level that challenges students. These assessments will give teachers appropriate data to quickly identify students who need additional teaching. These assessments should also give teachers an indication on how effective their instruction is.

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.

Indicators of Success: 1. MAP and KPREP scores - Novice reduction, P/D% increased, Gap closure. 2. Classroom walkthrough data to indicate that new, rigorous teaching strategies are being implemented. 3. Completion of assessment review for rigor and DOK level, system in place for identifying students who need additional support.

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

1. Oldham County Middle School staff

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

Teachers, students, principals

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

-The majority of this component of PD will be developed by OCMS staff but also potentially district support. -No funding required unless instructional strategy materials need to be purchased and paying teachers for their time in planning PD for OCMS. -Technology required is already at OCMS.

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

Coaching of teachers through the process of implementing new instructional strategies and reviewing assessments for DOK/rigor level. Follow-up will take place through working with individual PLC's and classroom walkthroughs/observations.

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.

1. Review of student assessments, data provided from assessments, review of the intervention process already implemented at OCMS. 2. Classroom walkthroughs and PLC work-time. 3. Review of both formative, summative and standardized assessment data to measure for growth. Person's responsible for for review are OCMS administrators, Literacy coach, and interventionists. Frequency of data analysis varies depending on availability of the data and specific target.

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.

2nd Priority: Increase the capacity of our PLC's, specifically the questions of, "how do we know when they've learned it?" and "how do we respond when students haven't learned?" There are sections of students that we do a good job of on these questions, but based on our growth area we have struggled in the areas of EL and ECS students, specifically. Objective 1: Teachers will receive instruction and support on creating assessments that are rigorous, tied to standards and are conducive to data review. Teachers will use this data to quickly identify students who "haven't learned". Objective 2: Continue to modify and enhance out levels of support for students who haven't learned material through REP time, intervention classes and ECS/EL support.

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

Student outcomes: Increased targeting on students who need tier 2 and 3 support and increased opportunities for those students to achieve at a level that is consummate with their peers. Gap students are able to receive more specific and targeted instruction specifically aligned to the standards that they haven't learned. Educator beliefs/practices: Teachers will be more intentional in building their assessments which are tied directly to standards. Teachers will then have a system in place to evaluate these assessments to get a clear picture of students who have met the standard and those that haven't. Teachers will also be focused on our ECS/EL students to help close the Gap in their 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.

It will be important to see the number of students who are not meeting standards in classes. If we are using researched based strategies as in priority one and intervening quickly with students, we should have less students in tier 2 interventions. We will also be able to evaluate our ECS and EL MAP and KPREP scores for improvement.

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

OCMS teachers and staff

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

Students, teachers, principals and district EL staff. Our EL population continues to grow at OCMS, we need to grow in our professional capacity to meet their needs.

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

-The majority of this component of PD will be developed by OCMS staff but also potentially district support. -No funding required unless instructional strategy materials need to be purchased and paying teachers for their time in planning PD for OCMS. -Technology required is already at OCMS.

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

Coaching and PD for all teachers, classroom walkthroughs and data collection school-wide, continued work on growing our capacity with PLC's and time built into the school year to allow teachers the time to work through this professional growth.

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.

1. Review of student assessments, data provided from assessments, review of the intervention process already implemented at OCMS. 2. Classroom walkthroughs

and PLC work-time. 3. Review of both formative, summative and standardized assessment data to measure for growth. Person's responsible for for review are OCMS administrators, Literacy coach, EL staff and interventionists.

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.

Based on KPREP scores from the 18/19 school year, OCMS identified writing as a growth area, building-wide. This current year, it has been difficult to work on increasing our capacity in writing instruction due to COVID. OCMS teachers will take part in PD that will impact their effectiveness in writing instruction across all contents in the Spring of 2021. It is possible that we will not have KPREP testing in the Spring and without that we will not have school-wide data in writing. It is likely that we will continue this work into next year.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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