2020-21 Phase Three: Professional Development Plan for NOMS

2020-21 Phase Three: Professional Development Plan for Schools

North 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?

The purpose of North Oldham Middle School is to educate the whole child, which means that we strive to meet the needs of every student socially, academically and emotionally. C.R.E.W., a morning advisory-type program, provides opportunities for teachers to form relationships with our students and challenge them to grow as members of a community through self-improvement lessons and teaming exercises. Additionally, our counselors conduct monthly classes in classrooms to help students navigate the choppy waters of adolescents. Mustang Time, a second afternoon program, allows students to choose either interest-based enrichment programming or attend an intervention class in reading, writing, math or behavior. This allows for the opportunity to help fill in some of the gaps in student learning and performance at school. The Gifted and Talented program has been revamped and allows for an intentional instructional period for these students to be increasingly challenged. The close proximity to North Oldham High School allows

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some students to take high school classes while in 8th grade. Professional Learning Community practices are in a constant process of refinement by creating increased teacher efficacy and an intentional emphasis on examining student data. Our Instructional Coach provides professional learning opportunities for our teachers through classroom observation facilitation, job-embedded classroom coaching, and embedded training sessions which allows staff members to improve their practices as aligned to the vision of the school and district. The district teaching and learning academy, "OCLI" allows more teachers to become proficient in the areas of thinking strategies, gradual release of responsibility, academic discourse and use of technology to support curriculum. The use of technology has increased dramatically at NOMS with our 1:1 Chromebook program and teachers' use of online platforms including the Google Suite. Summer leadership retreat for our teacher leaders and summer professional learning sessions for all faculty also provides opportunities for all teachers to understand the mission and vision of NOMS as we strive to improve student learning. Finally, our NOMS PTSA and NOMS Booster Club provide multiple avenues of support from our parents and community members that assist in educating the whole child. As you walk through the hallways of NOMS you will see our school's Core Values: Positive, Respectful, Innovative, Driven and Engaged – P.R.I.D.E. These words exemplify the values we hold true at North as we strive to embody an "all means all" philosophy, valuing the social, academic and emotional development of every child entrusted to our care.

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?

1. Closing the achievement gap in reading for special education 2. Increasing the percentage of Novice and Apprentice students who are experiencing "high" growth in Reading and Math as measured by the NWEA Map Assessment

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

NOMS goal for the 20-21 school year focuses on closing the achievement gap in reading and growing all of our students.

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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.

This year we have changed our indicator of success from years past to look at 1.5 years of growth in the area of reading based on lexile measures. We are using Achieve 3000, part of our Tier II plan to progress monitor students.

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

Students- 1.5 years growth in reading. Teachers- will be begin using our virtual data wall which includes KPREP, MAP, and CogAT to make instructional decisions based on the learning profile of the student.

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 will be growth in the area of reading, we will be monitoring student growth for identified GAP students by measuring increase in lexile levels. Additionally, indicators of success can be found in professional development surveys, PLC reflections, and feedback centered around use of learning profiles using CogAT for identified students.

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

All teachers, down to co-teaching pairs and teachers implementing Achieve 3000

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

Teachers and students

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

Staff attendance at professional development, funding from Title II for Achieve 3000

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

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Coaching and feedback using common look for tool for Co-teaching classes, PLC coaching from instructional team,

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.

Walkthrough data and class observations- monthly PLC meetings- weekly, which will include student samples, review of data, use of data room, and Universal Backwards Design. MTSS Meetings- Monthly data review of Achieve 3000 and review of student data

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.

To improve our PLCs by focusing on using data to make informed instructional decisions. Use of Common Formative Assessments that are rigorous and aligned to standards Increase knowledge of data triangulation, use of reports from MAP and CogAT

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

Understanding of relationship between expertise of teacher, role of student and rigor of task- The Instructional Core

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.

An increase of growth as indicated on NWEA Map Assessments An increase of rigorous tasks assigned in classrooms

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

Teachers

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

Teachers and students

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

Staff, technology for virtual data wall, time for PD

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

Coaching cycles and use of Model PLC groups, we will provide time for strong PLCs to join other grade level PLC as a coach along with administrators.

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.

Walkthrough data- Monthly that targets Depth of Knowledge and level of rigor for classroom tasks assigned to students PLC meetings- weekly, which will include student samples, review of data, use of data room, and Universal Backwards Design. Instructional Team Data Meetings- 3x a year to occur after NWEA Map is administered to students.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)