

Bullitt County Public Schools



Professional Development Plan 2022-2023

School Name: Eastside Middle School	Date: April 20, 2022
The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2022-2023 school year.	
Principal Signature: <i>Troy Wood</i>	
Signature: <i>Tessa Heron</i>	
Signature: <i>Cay Naba</i>	
Signature: <i>Collyer Shupert</i>	
Signature: <i>Dawn Bass</i>	
Signature: <i>Lisa Carli</i>	
Signature:	

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School:	
Planning Process Participants	Troy Wood Kyle Buege Tabitha Echols

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Professional Development Plan
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School:	Eastside Middle School
Planning Process Participants	Troy Wood Kyle Buege Tabitha Echols Bryan Bates Team Leaders SBDM council
Description of Overall Needs Assessment	<p>Based on 2021 KPREP Results, CASE results (Fall 2021), and Teacher input, needs were identified and a plan was developed.</p> <p>Eastside Middle School seeks to use all available data in order to better understand the systems that produce our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs. All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students.</p>
Description of Planning Process	<p>The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in an attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team meets each week in order to discuss the progress made in</p>

	<p>the implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefitting from the programs and strategies implemented.</p> <p>The certified EMS staff met in September 2021, to analyze the results of the 2021 KPREP assessment data. Teachers also met weekly in core content PLCs and daily in team based PLCs to analyze on-going formative assessment data. Strengths, weaknesses, gap targets, and next steps were identified. Based on the goals described in the CSIP, assessment data, and teacher input, a new Professional Development Plan for the 2022-2023 school year was developed.</p>
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Final Plan Due to Assistant Superintendent: April 27, 2022

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Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i>	Professional Learning Name and Description		Intended Participants & Learning Outcomes	Date(s) and # of Hours	Estimated Cost & Funding Source	Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
Increase overall student achievement through the implementation of research based MTSS for behavior. (Reducing classroom distractions and maximizing instructional time through an appropriate behavior intervention system will improve overall student achievement.)	MTSS Behavior Management Strategies/ Development	Review MTSS behavior data to determine effective strategies implemented and identify areas for improvement. Training provided to increase teacher ability to identify appropriate intervention strategies	EMS Faculty and Staff To increase student achievement, teachers will implement effective behavior and classroom management strategies. Increase knowledge concerning the intervention process and develop effective MTSS for behavior. Teachers will identify at - risk students and implement tier two and three interventions in a timely and efficient manner.	August 2022-May 2023 3 Hours	\$0	
Teachers will engage students with rigorous content in ways conducive to continual improvement and leading to an increase in overall student	Kentucky's Characteristics of Highly Effective Teaching and Learning Training:	Participants will engage in a variety of activities to better understand the following concepts:	EMS Faculty and Staff Teachers will engage students in instructional practices conducive to the improvement of overall	August 2022-May 2023 3 Hours		

achievement.	<ul style="list-style-type: none"> • Learning Climate • Classroom Assessment and Reflection • Instructional Rigor and Student Engagement • Instructional Relevance • Knowledge of Content • Writing Across the Content • Thinking Focus Embedded Within 	<ul style="list-style-type: none"> • Classroom Assessment and Reflection • Instructional Rigor and Student Engagement • Instructional Relevance • Knowledge of Content • Writing Across the Content • Thinking Focus Embedded Within 	student achievement.			
Improve instructional strategies through training in the use of a variety of technology resources (i.e, clickers, IPADs, Chromebooks etc.) in order to improve instructional practices.	<p>School-wide training on the use of available technology resources</p> <p>District Technology PD</p>	Focus of training is to provide examples of pedagogically sound technology use in the classroom.	<p>EMS Faculty and Staff</p> <p>Improve use of appropriate technology to increase student achievement.</p>	<p>August 2022-May 2023</p> <p>3 Hours</p>	\$0	
Improve the implementation of Thinking Strategies and Workshop Model. in order to increase proficiency, enhance growth, and close gap groups.	Thinking Strategies and Workshop Model Training	Teachers will visit model classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to	<p>EMS Faculty and Staff</p> <p>Improve the implementation of Thinking Strategies and Workshop Model. in order to increase proficiency, enhance growth, and close gap groups.</p>	<p>August 2022-May 2023</p> <p>3 Hours</p>	\$0	

<i>Increase the percentage of proficient/ distinguished students in the area of Reading from 75.9 to 79.2 by spring 2022.</i>	<p>Content-Focused Professional Development</p> <p>Kentucky's Core Academic Standards Professional Development Training</p>	<p>Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading.</p> <ul style="list-style-type: none"> - Teachers provided with additional 55 minute planning period per week to meet in CCPLC - Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas - All teachers promote reading for comprehension, pleasure and understanding. - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process 	<p>EMS Language Arts Department</p> <p><i>79.2 percent of students will achieve proficiency in the area of Reading on 2022 KPREP assessment.</i></p>	<p>August 2022-May 2023</p> <p>3 Hours</p>	\$0	
<i>Increase the combined percentage of Economically Disadvantaged students</i>	Content-Focused Professional Development	Teachers will work in core content	EMS Faculty and Staff	August 2022-May 2023	\$0	

<i>scoring proficient and distinguished in reading and math from 59.45% to 64.95% by Spring 2022.</i>	Kentucky's Core Academic Standards Professional Development Training	PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading.	<i>64.95 percent of Economically Disadvantaged students will achieve proficiency in the combined areas of reading and math on 2022 KPREP assessment.</i>	3 Hours		
Increase the percentage of proficient/ distinguished students in the area of math from 61.3 to 64.8 by spring 2022	Content-Focused Professional Development Kentucky's Core Academic Standards Professional Development Training	- Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math.	<i>65 percent of students will achieve proficiency in the area of Math on 2022 KPREP assessment.</i>	August 2022- May 2023 3 Hours	\$0	
<i>Increase the percentage of students with disabilities scoring proficient and distinguished in reading and math from 37.75% to 46.15% by Spring 2022.</i>	Content-Focused Professional Development Kentucky's Core Academic Standards Professional Development Training	Include ECE instructional coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the co-teaching model and in resource classes - Implement CASE test to identify standards not mastered	<i>43.5 percent of students with disabilities will achieve proficiency in the area of reading and math on 2022 KPREP assessment.</i>	August 2022- May 2023 3 Hours	\$0	

		<ul style="list-style-type: none">-Use CASE data to guide instructional process- Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group- Implement period to focus on math and reading interventions in general schedule.				
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