### **GES Plan Narrative**

**1. What is the school's mission?**

Through an engaging environment, we equip students with essential skills; empowering them to accomplish their goals.

**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 focus areas requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.**

Our number one priority is strengthening our Tier I core instruction.

Our second priority is continuingto develop and strengthen teachers' understanding of the purpose and collection of Tier I student data and how to apply that data to improve student learning outcomes.

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

**Priority #1: Tier I core instruction** In order to impact the greatest number of students, our focus is on designing and delivering highly effective, culturally responsive, evidence-based core instruction.

Through these three strategies, the administrative team will ensure implementation of best practices during Tier 1 instruction:

* Scheduled walkthroughs for implementation checks and teacher accountability
* Weekly Grade Level data driven PLCs
* Shared weekly Lesson Plans

**Priority #2: Student Data**

Our MTSS framework must be strong so that all students have effective and intentional supports in place that are structured, timely, and individualized. Through professional development, teachers will increase their ability to intentionally collect data and use that data to improve student success.

* Teachers are continuing to building their depth of knowledge of KAS to ensure instructional alignment.
* Teachers are strengthening their understanding of students and their instructional needs through the PLC process.

###### **4. For the first priority for professional development, complete the following:**

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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.**

Through ongoing, job-embedded professional development and PLC cycles we will focus on the Tier I implementation of the Workshop Model in all classrooms and across all content areas. Classroom teachers will experience PLC Consultant support and expert training for instructional resources in reading and math. Through collaborative PLC meetings, teachers will identify essential standards and clarify learning targets while adjusting locally developed pacing guides. This work will focus on a deeper understanding of KAS, learning targets, instructional alignment, and assessment.

**4b. What are the intended results as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)**

The intended result is a high-quality Tier I instructional model building-wide. This will include a fully aligned instruction and assessment system in the school as well as an ongoing improvement and refining process through PLCs. Once created, this system will ensure equitable access to high-quality Tier I instruction for all students.

**4c i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?**

**ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)**

**iii. How frequently will data be analyzed? (monthly, quarterly, etc.)**

We monitor this PD through the use of instructional walk-throughs and classroom observation data. Heather Rabe (Principal), Brandon Forshey (Assistant Principal), and Sara Teegarden (Instructional Coach) lead the work and will gather the data. Weekly PLCs and quarterly walkthroughs will allow for data analysis and observation of evidence of implementation. Professional development implementation will be evident if teachers are bringing student data to PLC and MTSS meetings that are aligned to essential standards.

**4d. 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. Please describe in detail.**

We will be able to determine success when :

* Teachers have identified essential standards at their grade level. They will use the R.E.A.L. (relevant, endurance, assessed, leverage) to determine if they are essential.
* Teachers have collaborated vertically to align all essential standards 6th grade through Kindergarten.
* Teachers have unpacked the essential standards at each grade level to determine learning targets, appropriate assessments and appropriate Tier 2 and Tier 3 skills based interventions.
* When the vertically aligned essential standards are identified and supporting standards have been added to the continuum under the appropriate essential standard.

If we successfully meet this objective, we predict an overall increase in teacher efficacy. In addition, we will see an increase in the number of students scoring proficient and distinguished in reading and math.

**4e. Who is the specific targeted audience for professional development?**

The target audience is general and special education teachers and instructional assistants. In addition, we will differentiate professional development based on individual teacher needs.

**4f. What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional development support from vendors, release time for professional learning, etc.)**

Protected PLC time; PLC at Work Solution Tree consultant; funding for teacher work on essential standards outside of school hours and funding for substitute teachers; funding to purchase a high quality Literacy resource; time and funding for training to implement the HQIR; time and funding for LETRS training

**4g. What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.**

Building level instructional coaches and building level administrators will work with teachers weekly to facilitate the PLC process. Ongoing training will be administered to teachers for the adopted Literacy HQIR. A KDE school-based literacy coach will join the school team at the end of the 23/24 school year and continue to support Tier 1 instruction throughout the 24/25 school year. Math and Literacy coaching cycles will be ongoing with teachers throughout the year.

Internal labs will occur in the spring and fall. The instructional coach will meet with both observation hosts and peers who are observing. She will facilitate reflective conversations through coaching cycles and provide feedback to address professional growth goals. In addition to our instructional coach, a representative from an approved providers will collaborate with administration to observe teachers, provide teacher feedback and reflect with teachers on Tier 1 instruction.

###### 5. For the second priority for professional development, complete the following:

**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.**

We will continue to strengthen the impact of our MTSS framework through the PLC process and professional development focused on essential standards and aligned data collection.

**5b. What are the intended results as related to the specific objectives in (a)?**

The intended results are that teachers will improve their knowledge of the MTSS process, which will lead to a deeper understanding of student needs. All students, regardless of academic achievement, will be monitored by the MTSS Team on a regular basis.

Our PLCs will be guided by the following questions:

* What do we want all students to know and be able to do?
* How will we know if they learn it?
* How will we respond when some students do not learn?
* How will we extend the learning for students who are already proficient?

**5c. How will the professional development be monitored for evidence of implementation?**

**i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?**

**ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)**

**iii. How frequently will data be analyzed? (monthly, quarterly, etc.)**

Student assessment data that is aligned to essential standards will be gathered and analyzed by teachers and shared during MTSS and PLC meetings. This will be monitored through the weekly PLC process and 6-8 weeks during MTSS meetings.

We will also monitor this PD through the use of instructional walk-throughs and classroom observation data. Heather Rabe (Principal), Brandon Forshey (Assistant Principal), and Sara Teegarden (Instructional Coach) lead the work and will gather the data.

 **5d. 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. Please describe in detail.**

Through the PLC process, teachers will be able to independently analyze and use the data collected to make decisions about Tier 1, Tier 2 and Tier 3 instruction and intervention. Our goal is that there is an overall increase in teacher efficacy and a deeper understanding of Tier 1 best practices and data analysis. Over time, we plan to see a decrease in the number of students requiring supplemental instruction through Tier 2 and Tier 3 services.

**5e. Who is the specific targeted audience for professional development?**

The target audience for this professional development is all general and special education teachers and instructional assistants.

**5f. What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional learning support from a vendor, release time for professional learning, etc.)**

Protected PLC time; PLC at Work Solution Tree consultant; funding for teacher work on essential standards outside of school hours and funding for substitute teachers; funding to purchase a high quality Literacy resource; time and funding for training to implement the HQIR; time and funding for LETRS training

In addition, our district-wide internal digital data tracking system is needed to support this ongoing professional development. All student success will be monitored using this system regardless of whether they are receiving an intervention or not. This resource will allow our team to conduct seamless transitions of students in and out of the MTSS system as data is collected and reviewed.

**5g. What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.**

The MTSS team will meet with teachers every 6-8 weeks during scheduled meetings to discuss student progress, analyze data and determine student intervention needs. Weekly PLC meetings will be utilized for teachers to continually reflect and gain a deeper understanding of essential standards and assessment data to drive instructional decisions.