### **BMHS 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.**

Based on current data, we will focus on evidence-based strategies for engagement and developing and maintaining an MTSS system where teachers are examining and interpreting formative and summative academic and behavior data to determine priorities for individual student success. Our leadership team believes that focusing on these two areas will result in the greatest possible impact on the maximum number of students.

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

1. Evidence based strategies for engagement
   1. Designing instructional experiences to manage student behavior
2. Examining and interpreting academic and behavior data
   1. Identifying essential standards (in PLCs)
   2. Aligning assessments to essential standards
   3. Identifying essential academic and social skills (to be taught in a Tier 1 setting)

We know implementing evidence based strategies for engagement and learning how to examine student data will result in higher achievement in all content areas across all grade levels.

**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.**

The objective is for teachers to be exposed to, learn about, and implement daily evidence-based strategies for engagement in all classes.

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

We hope that through this, teachers will utilize these strategies and plan for them on a daily basis in all classes. As a result, students will increase their engagement in the content and learning and develop an intrinsic motivation that can be applied in life. In addition, we believe that increasing student engagement will decrease disruptive and disrespectful behaviors throughout the school.

**4cHow 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.)**

We monitor this PD through the use of instructional walk-throughs and classroom observation data. Tiffany Hicks (Principal), Angie Young (Assistant Principal), and Nic Skaggs (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.

**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.**

1. All teachers engage in professional development.

2. All teachers reflect on professional development and create a plan for implementation.

3. Teachers implement plan and reflect on what is working well and what needs improvement.

In addition, if this implementation plan is successful we believe that we will see a decrease in student behavior referrals.

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

Teachers of all content areas in the middle and high school

**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.)**

Funding has yet to be determined but will be needed to pay for potential outside service providers. We will potentially need funding to pay for stipends for ongoing work outside of the school day. The leadership team will be utilizing the Kentucky Framework for teaching during observation debriefs to tie evidence back to 3c: engaging students in learning and/or 2a: creating an environment of trust and respect. This does not include the time the administrators spend coming up with the plan.

**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.**

All teachers will be involved in coaching cycles with the instructional coach and observation debriefs with principal/assistant principal. The district and school walk-throughs and implementation monitoring will be tied back to professional development.

**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.**

This year, our second priority will be directed towards developing and maintaining a system where teachers are examining and interpreting formative and summative academic and behavior data to determine priorities for individual student success. Our goal is to solidify our MTSS guiding coalition in early fall and lean on this leadership team to guide the work moving forward. More members of the team will be sent to the RTI at Work conference in October 2024.

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

We hope that through this, educators further solidify how to interpret not only academic data, but also behavior data and use this data to drive instructional decisions. Once we have identified the essential academic and social skills, we will begin to teach and implement these across the Tier 1 classroom. This will be a shift in practice for our teachers as they are not all explicitly teaching these skills.

**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.)**

We monitor this PD through the use of instructional walk-throughs and observation data. Tiffany Hicks (Principal), Angie Young (Assistant Principal), and Nic Skaggs (Instructional Coach) lead the work. In addition, student surveys and behavior referral data will be collected to analyze in PLC meetings.

**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.**

1. A weekly PLC schedule is created and established by the guiding coalition.
2. All teachers utilize PLC time once a week.
3. Students receive Tier 1 behavior support and small groups (Tier 2) and individual needs (Tier 3) are determined based on the behavior data.
4. A decrease in disruptive and disrespectful behavior referrals.

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

Teachers of all content areas in middle/high school.

**5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)** Currently, all building level personnel, from principals to teachers, are involved with this work. Administrators work directly with teachers during PLC time. As a result of the work, students will achieve at higher levels. When students achieve at higher levels, the entire community is impacted.

**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.)**

There is minimal funding needed for this professional development. The time required is approximately an hour per week for PLCs. Conference attendance will be funded through grant sources.

**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.**

All teachers will be involved in coaching cycles with the instructional coach and observation debriefs with principal/assistant principal. The PLCs themselves will act as a support for all teachers.