



Bellevue Middle / High School

Professional Development Plan for Schools

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 the needs assessment data, we will be focusing on two priorities for the 26-27 school year: Effective Engagement Strategies in a Tier 1 setting, and continuing our work around a guaranteed and viable curriculum that aligns formative and summative assessments to essential standards, along with learning targets and success criteria in daily lessons aligned to the appropriate grade level standards.

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

These professional development priorities directly support the school's CSIP goals by strengthening Tier 1 instruction, improving student engagement and behavior through effective instructional design, and ensuring consistent implementation of a guaranteed and viable curriculum aligned to grade level standards. These actions support improved student achievement outcomes in reading, mathematics, and other content areas. These priorities also support teachers' ability to use formative and summative assessment data during PLCs to

determine next instructional steps and identify students who need Tier 2 and/or Tier 3 interventions.

- a. Evidence based strategies for engagement
 - i. Designing instructional experiences to manage student behavior
- b. Examining and interpreting student progress on grade level standards during PLC's.
 - i. Reviewing formative and summative assessment data to determine the next steps in Tier 1 instruction and possible Tier 2 and Tier 3 interventions.

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

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.

Our focus will be teachers using effective engagement strategies in their daily instruction to increase student engagement and discourse in their lessons. This will include specific strategies to use for different parts of the lesson including group work and reflection.

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

Increased and effective use of engagement strategies will result in improved student discourse, increased task completion rates, higher formative assessment performance, and growth on district assessments.

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 will use walkthrough and observation data to observe the progress in the use of effective engagement strategies in the tier 1 setting. This will be done by the Principal and the Assistant Principal. The data will be analyzed on a monthly basis with teachers during PLC meetings.

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.

Indicators of success would include the observation of specific engagement structures during walkthroughs or observations. Another indicator of success would be the observation of more student discourse in the lessons and more student ownership of the lesson as opposed to the teacher leading everything.

Indicators of success will include:

- consistent observation of specific engagement structures during walkthroughs
- increased student-to-student academic discourse
- increased student ownership and participation during lessons
- reduction in teacher-directed instruction as the sole instructional model
- improved student performance on formative assessments
- increased classroom on-task behavior and participation rates

Success will be measured through monthly walkthrough trends and quarterly review of student achievement data.

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

Our certified teaching staff is the target audience for this PD.

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.)

The PD on effective engagement structures in the Tier 1 setting will be delivered by the District Assistant Superintendent and the District Curriculum Specialist. They will also come back to do walkthroughs and a debrief with the building administrative team to provide feedback and next steps.

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.

NKCES will come back and do walkthroughs with the building administrative team to provide feedback and next steps. Either NKCES or the District Curriculum Specialist will do once a month PD's for our teachers to either introduce a new strategy or to clear up confusion or points of frustration on a strategy that we are currently working on.

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 are working on building a guaranteed viable curriculum for Grades 6-12 in all core content areas. Our teachers will need to spend time aligning their unit plans, lesson plans, assessments, and daily learning targets/success criteria to the essential grade level standards.

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

The intended result would be that each core content class has a built out yearly plan that includes their unit plan, lesson plan, assessments, and learning targets/success criteria all aligned to their identified grade level standards.

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.)

Teachers will use a district approved organizational document to build their unit plans and lesson plans. The document includes the standard being covered, the unit being taught, the daily activities, the learning target/success criteria for the lesson, and the summative or formative assessment being used. This information will be monitored and reviewed by the Principal, Assistant Principal, and the District Curriculum Specialist.

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.

The indicator of success will be the built out document that includes all of the information listed above. Another indicator will be seeing the lessons effectively implemented in the tier 1 setting. This will be done through walkthroughs by the Principal, Assistant Principal, and the District Curriculum Specialist.

Indicators of success will include:

- completed curriculum documents for each core content course
- alignment between daily instruction and grade-level standards
- clear learning targets and success criteria visible in lessons
- evidence of standards-aligned formative and summative assessments
- consistent implementation across classrooms as observed during walkthroughs
- improved student performance on common assessments and benchmark measures

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

The intended audience would be our entire certified teaching staff.

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.)

Teachers will need time to properly plan and clear direction on how we are going to build out each content area document. Some funding may be needed to pay teachers for their time to complete this work outside of normal PD time.

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 District Curriculum Specialist will review the curriculum documents and do bi-monthly walkthroughs with the building administrative team to offer feedback and support for teachers. PLC time will also be used for vertical and horizontal alignment discussions and analysis of assessment data.