



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Christian County 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?

Christian County Middle School will provide a challenging and relevant environment that inspires academic excellence, instills personal integrity, and builds opportunities for student success so they may create a positive legacy for the future.

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?

The top two priorities for professional development based on our needs assessment include improving math achievement by increasing the number of students scoring proficient or distinguished and closing the achievement gap in reading.

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

The top two priorities are directly aligned with our 2020-21 school goals. We have a school goal to increase the number of students scoring proficient or distinguished in math. Additionally, we need to improve our use of Tier I and II math interventions in order to help us reach that goal. We also have a school goal to increase the number of African-American and the number of special education students scoring proficient or distinguished in reading. Closing the achievement gap is important to the overall success of CCMS.

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.

Priority Need One: Increase the number of students scoring proficient or distinguished in Math. CCMS will increase the number of students scoring proficient or above on KPREP in Math from 29.7% to 31.68% by 2021.

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

All CCMS teachers believe that students will make growth on the MAP math assessment. CCMS students will become for eloquent at expressing math in words, instead of using abbreviations, shortened words, or writing like they speak. Students will make math literacy skills a habit. Students will complete math assignments on paper and digitally/interactively on the computer. Teachers will continue to use the gradual release model in math (I Do, We Do, You Do) so students can apply their skills independently. Math teachers are working on strengthening their questioning skills and use of wait time. When Covid restrictions allow, teachers will have small guided math lessons during math rotations.

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.

When teachers and leadership analyze the MAP growth reports, they will compare NAPD RIT ranges and identify students who made growth in RIT and students who

made enough growth to move from one achievement category to the next. Teachers will use the NWEA growth reports to determine projected proficiency and utilize reports to share with students and parents.

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

The targeted audience are math teachers, special education teachers who collaborate in math classrooms, and leadership.

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

Students, teachers and leadership are most impacted by this component of professional development.

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

The resource needed to support math professional development is technology based. Students and teachers need an online interactive math program that is similar to KPREP. Students need practice using math tools, writing math ERQ's and SA's, and solving problems in an online math program. This program should allow students independent practice and application on a daily or weekly basis and allow teachers to development online assessments that are similar to the KPREP platform.

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

CCMS will offer support through coaching on the school level and district support. We will continue to share instructional strategies and ideas among staff and collaborate with other schools in the district, analyze and share data through professional learning communities, and offer support sessions from the portable classroom project teachers, especially in Canvas. If a strong online math program is purchases, we will offer professional training for teachers in order to become proficient in use of the program.

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.

CCMS students will take fall, winter, and spring MAP assessments to monitor their growth in math. Teachers will analyze MAP, common assessment, and formative assessment data for trends in growth and to identify areas of concern. Teachers and leadership will use the data to plan strategic actions to improve achievement.

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.

Priority Need Two: Closing the Achievement Gap in the area of Reading. CCMS will increase the number of African American students scoring proficient or above in Reading from 39.4% to 40.7% by June of 2021 as measured by the state accountability assessment. Our latest KPREP data show that 51% of all students scored proficient or distinguished on Reading. ***On Fall MAP, 34% of our African-American students who took the MAP test scored proficient or distinguished in Reading. We would like to see an increase of at least 5% P/D by the Winter 2020 assessment. CCMS will increase the number of Special Education students scoring proficient or above in Reading from 14.8 to 15.29% by June 2021 as measured by the state accountability assessment. ***On Fall MAP, 6% of our Special Education students who took the MAP test scored proficient in Reading. We would like to see an increase of least 2% on the Winter 2020 assessment.

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

All CCMS teacher believe that students will make growth on the MAP reading assessment. CCMS students should have opportunities to read grade level text and opportunities to read at their instructional lexile level every day. CCMS teachers believe reading and writing should be blended and taught together. Vocabulary should be taught as an investigative approach (looking for word parts, using context, etc.). Students will have opportunities in all classes to analyze various forms of text throughout the school day. The result will be all students improving in the area of reading achievement and gaps in reading achievement will be decrease.

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.

When teachers and leadership analyze the MAP growth reports, they will compare NAPD RIT ranges and identify students who made growth in RIT and students who made enough growth to move from one achievement level to the next. Teachers will use the NWEA growth report to determine projected proficiency and utilize reports

to share with students and parents. On Fall MAP, 34% of our African-American students who took the MAP test scored proficient or distinguished in Reading. We would like to see an increase of at least 5% P/D by the Winter 2020 assessment. On Fall MAP, 6% of our Special Education students who took the MAP test scored proficient in Reading. We would like to see an increase of least 2% on the Winter 2020 assessment.

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

The targeted audience are ELA teachers, special education teachers who collaborate in ELA classrooms, and leadership.

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

Students and teachers are most impacted by this component of professional development.

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

The resources needed to support closing the gap in Reading would be continued technology and assessment software that is similar to KPREP. More examples or models of school-wide literacy per content, grammar resources, and strong writing models are some materials needed for instruction. We need to spend time in all contents to align LDC modules with pacing of standards.

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

CCMS will offer coaching on the school level and from district support. We will continue to share instructional strategies and ideas among staff and collaborate with other schools in the district, analyze and share data through professional learning communities, and offer support sessions from the portable classroom project teachers. We will continue to share literacy and writing strategies across all contents. We will still need support, especially for new teachers, with LDC work.

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.

CCMS students will take fall, winter, and spring MAP assessments to monitor their growth in Reading. Teachers will analyze MAP, common assessment, and formative assessment data for trends in growth and to identify areas of concern. Data will be disaggregated by demographic groups and other categories such as special education and free and reduced students to look at gaps. Teachers and leadership will use the data to plan strategic actions to improve achievement.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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