



# 21-22 TCMS Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

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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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Mission: TCMS staff will uphold high academic, behavioral, and social expectations as well as work collaboratively to ensure all students succeed at the next level

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?

1. Student Engagement 2. Formative Assessment (tier 1 interventions) & Feedback

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

TCMS currently has goals for math, science, and our ECE populations. Both of our identified priorities for professional development relate to each of our goals. For our first priority of engagement, our math teams are focused on incorporating cooperative learning opportunities, frontloading design (fundamental skills), and big picture learning projects. Science teams are focused on ADI (argument driven inquiry) learning and implementing high-yield strategies for content delivery. For our second priority of tier 1 interventions and feedback, our math/science teams have been focused on specific 'pull list' for interventions & WIN classes. Furthermore, both math/science teams are working collaboratively to tailor lessons for specific ability groups within classes and provide quality feedback for students.

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.

1. Implementation of high-yield strategies across Unit/Lesson plans 2. Implementation of cooperative learning opportunities across Unit/Lesson plans (Kagan Structures) 3. Implementation of big picture learning projects across Unit/Lesson plans (PBL/ADI)

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

TCMS faculty & staff believe that every student, given the right supports can learn and grow to be a successful student. Intended results include the following: more students will perform at the proficiency level on common assessments, and more students will perform at the proficiency level on benchmarking assessments (MAP)

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.

Indicators of success will include the following: common assessment data, MAP data, KSA data, student grades, PLC's (grade cam/longitudinal data, plus/deltas), and survey data

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

All teachers across every content will be targeted for professional development. Intervention teachers and support staff will also be included in select training. Intervention teachers and support staff will also be included in select training. School level administrators will also be involved with all aspects of the professional development to ensure effectiveness and work alongside teachers and staff.

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

By focusing our professional development on all of our teachers and content, we want our students to be impacted the most. While the students and their growth are the focus, teachers will also be impacted by professional development. Teachers will be impacted through becoming more versed in engagement/assessment resources, re-teaching methods, and daily lesson effectiveness.

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

1. Time- teachers will have district and PD days at the beginning of the year to collaborate/plan with colleagues to ensure successful delivery of instruction & assessment. 2. Staff- department chairs and Kagan coaches will be utilized to provide guidance for planning 3. Materials- professional books will be purchased to reference for staff 4. Technology- interactive slates, continued practice in IXL & Study Island 5. Funding- SBDM monies for professional learning books, interactive slates, ADI resources, & math resources

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

1. Coaching throughout the year & feedback 2. Guided planning to review specific data or plans 3. PLC's 4. School Committees 5. Teacher Induction Plan 6. PGP's 7. Walkthroughs & Observations feedback

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.

Professional Development effectiveness will be monitored through common assessments projected in monthly PLC's, student work samples produced in monthly walkthroughs, classroom observations each semester, monthly walkthroughs by admin teams, plus/deltas w/ students at the end of each unit, and student grades at each quarter.

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.

1. Improve feedback/modeling in the classroom (learning activities, formative assessments, assignments, etc.) 2. Improve tier 1 interventions in the classroom (what do we do when students aren't mastering the content?)

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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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