

**2020-2021 Center School District Professional Development Plan  
Center Middle School**

Professional Learning Mission Goals:

- **[Implementation]** provide high-quality, data-driven, research-based professional development that is circular in nature in that every new learning experience provides teachers the opportunity to return to the field, implement the new learning, and return again to reflect, analyze, and revise [in preparation for block scheduling 2021 - 2022 SY]
- **[PLCs]** increased collaboration and learning in professional learning communities with the result being the empowerment of teachers to decide the best instruction for their particular students.
- **[Culture & Climate]** provide opportunities to model and promote positive and healthy school culture and climate as evidenced by high quality learning environments and demonstrations of effective teaching and learning

District Professional Learning Goals:

- A. Student Achievement
- B. Subgroup Achievement
- C. Positive Climate and Culture
- D. Professional Learning Communities

**Building Professional Learning Goals:**

1. Teachers will be able to return to the classroom following a professional development opportunity, implement the new learning, and reflect, analyze, and revise their thinking to showcase ademic achievement in the classroom by scholars
2. Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Teams
3. Teachers will create high quality learning environments (behavior/academic) and demonstrations of effective teaching and learning utilizing the strategies introduced through professional development opportunities, regularly monitored for fidelity by the TLC and Administrative Team
4. Teachers will model and promote positive and healthy school culture (resilience/teamwork) and climate (safe/procedural) through routine and regular collegial interactions with one another

**Budgeted Allocation:** \$1,000

**Professional Learning Goal #1:** Teachers will be able to return to the classroom following a professional development opportunity, implement the new learning, and reflect, analyze, and revise their thinking to showcase ademic achievement in the classroom by scholars

Rationale: [TLAC]

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Setting High Expectations	TLC/Admin	Aug - Sept Ongoing	<ul style="list-style-type: none"> <li>- high expectations for students</li> <li>- provide tasks that are engaging and of high interest</li> </ul>	<ul style="list-style-type: none"> <li>- improve academic performance</li> </ul>	None (Text <a href="#">Link</a> to Resource)
Planning that Ensures Academic Achievement	TLC/Admin	Oct Ongoing	<ul style="list-style-type: none"> <li>- Effective planning (PLC)</li> </ul>	<ul style="list-style-type: none"> <li>- Backward lesson/unit design</li> <li>- SMART goals in Data Teams</li> <li>- Posted Objective</li> <li>- 90 minute lessons (in preparation for Block Scheduling 2021 - 22 SY)</li> <li>- Engaging Learning Environments</li> <li>- Environments that support the learning</li> </ul>	
Structuring and Delivering Your Lesson	Dept. Chair/TLC	Nov. Ongoing	<ul style="list-style-type: none"> <li>- gradual release of responsibility</li> <li>- purposeful shifts of the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner</li> </ul>	<ul style="list-style-type: none"> <li>- acquire knowledge/skill through teaching</li> <li>- permanent change in behavior</li> <li>- increase in the amount of response rules and concepts in the memory of an intelligent system.</li> </ul>	
Engaging Students in Your Lessons	Dept. Chair/TLC	Dec/Jan Ongoing	<ul style="list-style-type: none"> <li>- Student engagement</li> <li>- Focused involvement in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- students are consistently drawn into the work of class</li> <li>- students are</li> </ul>	

				focused on learning	
Creating a Strong Classroom Culture	Dept. Chair/TLC	Feb Ongoing	- Strong Classroom Culture	- students work hard, behave, model strong character, and do their best	
Setting and Maintaining High Behavioral Expectations	Dept. Chair/TLC	Mar Ongoing	- Non-Negotiable behavioral environment (supporting BIST/PBIS/MTSS) (CFU by the staff)	- orderly and respectful interactions that are sufficient to protect all students' right to learn	
Building Character and Trust	Dept. Chair/TLC	Apr Ongoing	- Non-Negotiable behavioral environment (supporting BIST/PBIS/MTSS & MAP Prep) (CFU by the staff)	- orderly and respectful interactions that are sufficient to protect all students' right to learn	
Challenging Students to Think Critically: Additional Techniques for Questioning and Responding to Students	Admin/TLC	May	- Maintain a Positive Climate for Thinking (MAP Prep) - Ensuring Students; Willingness to Respond to Questions -Plan for Higher Level Questions	- Frequent CFUs	

**Professional Learning Goal #2:** Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Teams

Rationale: [Mattos/Muhammad]

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Following the PLC Institute Aug. 12 - 13, 2020, CMS will use the materials presented, in addition to information presented at the Solution Tree Conference in Des Moines, IA to create a comprehensive plan that supports the district initiative	TLC/Admin	Aug - Sept Ongoing	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	<ul style="list-style-type: none"> <li>- forming the right teams that share learning outcomes</li> <li>- providing dedicated time to collaborate</li> <li>- collaborating professionally.</li> </ul>	<p>Are We a Group or a Team? Moving From Coordination to Collaboration in a PLC at Work</p> <p>\$175</p>
[Mattos/Muhammad]	TLC/Admin	Oct Ongoing	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	<ul style="list-style-type: none"> <li>- forming the right teams that share learning outcomes</li> <li>- providing dedicated time to collaborate</li> <li>- collaborating professionally.</li> </ul>	
[Mattos/Muhammad]	Dept. Chair/TLC	Nov Ongoing	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	<ul style="list-style-type: none"> <li>- forming the right teams that share learning outcomes</li> <li>- providing dedicated time to collaborate</li> <li>- collaborating professionally.</li> </ul>	
[Mattos/Muhammad]	Dept. Chair/TLC	Dec/Jan Ongoing	Teachers will effectively participate in PLCs with the result being the empowerment of	<ul style="list-style-type: none"> <li>- forming the right teams that share learning outcomes</li> <li>- providing dedicated time to collaborate</li> </ul>	

			teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	- collaborating professionally.	
[Mattos/Muhammad]	Dept. Chair/TLC	Feb	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	- forming the right teams that share learning outcomes - providing dedicated time to collaborate - collaborating professionally.	
[Mattos/Muhammad]	Dept. Chair/TLC	Mar	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	- forming the right teams that share learning outcomes - providing dedicated time to collaborate - collaborating professionally.	
[Mattos/Muhammad]	Dept. Chair/TLC	Apr	Teachers will effectively participate in PLCs with the result being the empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	- forming the right teams that share learning outcomes - providing dedicated time to collaborate - collaborating professionally.	
[Mattos/Muhammad]	Admin/TLC	May	Teachers will effectively participate in PLCs with the result being the	- forming the right teams that share learning outcomes - providing dedicated time to collaborate	

			empowerment of teachers to decide the best instruction for their particular students after completing the data cycle through Data Team	- collaborating professionally.	
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**Professional Learning Goal #3:** Teachers will create high quality learning environments (behavior/academic) and demonstrations of effective teaching and learning utilizing the strategies introduced through professional development opportunities, regularly monitored for fidelity by the TLC and Administrative Team

Rationale: [BIST/PBIS/MTSS]

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
1. Tier 1: PBIS team leads implementation of CARES points for positive character traits, which kids can “spend” at a weekly rewards cart	Steffes, Storrer, Griffin, Grither, Partridge, Boyd, Black, Cobb (teachers, counselor, administrator, PBIS coach)	Monthly meetings to review discipline data and plan incentives for students as well as teacher appreciation	Students know specific character traits and what demonstration of those traits look like at school (work).	Students have CARES points to “spend”  Tier 1 coach’s observation data.	
1. Tier 1: Common Rules / Expectations for every classroom.	Teachers and admin. collaborated on a plan to teach and reinforce the expectations in every classroom.	August November January April	Every student knows the rules	Teachers google classroom teaching materials; posters in classrooms; lesson plans with	

				“Teach expectations.”	
1. Tier 1: 4-step consequences for every classroom	Teachers and admin. collaborated on a plan to teach and reinforce the consequences in every classroom.	August November January April	Every student who violates rules receives the consequences described.	Teachers google classroom teaching materials; posters in classrooms; lesson plans with “Teach consequences.”  4-step referrals in iCampus  Tier 1 coach’s observation data	
1. Tier 2: BIST seat movement for 10% to 15% of students who need more support with behavior. (Includes plan for students to be with a familiar teacher when another teacher has a substitute.)	Teachers identify chronic students and their missing life skills. Admin. helps coach and support buddy room boundaries.	Aug. - Sept. ongoing teacher learning and practice	Tier 2 students can stay in classes even with a missing life skill.	iCampus behavior data  BIST movement and intervention data (shared docs)	
1. Tier 2: Triage implementation	Teachers identify students for triage and practice this intervention  Problem-solving team helps facilitate the logistics and processing required by the plan	Sept. - Oct. ongoing teacher learning and practice	Tier 2 students can stay in classes even with missing life skills.	iCampus behavior data  BIST movement and intervention data (shared docs)	
1. Tier 2: Intrusive Success Plan with daily monitor sheet for demonstration of life	Teachers identify students for Success	Nov. - Jan. ongoing	Tier 2 students can	iCampus behavior data	

skills	Plan and practice this intervention  Problem-solving team helps facilitate the logistics and processing required by the plan	teacher learning and practice	stay in classes even with missing life skills.	BIST movement and intervention data (shared docs)  Daily monitor sheets and summaries	
1. Tier 3: Team Focus (shut down with one teacher to learn and practice missing life skill) - year-long commitment to individual students (1% to 5% of population)	Teachers collaborate with the admin. on individual intervention plans for each student.  Problem-solving team helps facilitate the logistics and processing required by the plan	Nov. - Mar. Ongoing teacher learning and practice	Tier 3 students can stay in school even with several missing life skills and can begin to earn back time in scheduled classes	iCampus behavior data  PLP notations for failing plan  Daily monitor sheets and summaries.	

<b>Professional Learning Goal #4:</b> Teachers will model and promote positive and healthy school culture (resilience/teamwork) and climate (safe/procedural) through routine and regular collegial interactions with one another					
Rationale: [Covey]					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount



The 7 Habits of Highly Effective People: Habit 1	Dept. Chair	Aug - Sept	The surfacing lesson in this <b>chapter</b> is that the key to achieving goals that are out of reach is to win from within. We must first focus on the things that we can control. Painful problems are usually fruits of our actions, and actions are a fruit of our character.	Proactive people, however, recognize they have responsibility -- or "response-ability," which Covey defines as the ability to choose how you will respond to a given stimulus or situation.	Online PDF
Habit 2	Dept. Chair	Oct	Habit 2 suggests that, in everything we do, we should begin with the end in mind. Start with a clear destination. That way, we can make sure the steps we're taking are in the right direction.	we should strive to be principle-centered. We should identify the timeless, unchanging principles by which we must live our lives. This will give us the guidance that we need to align our behaviors with our beliefs and values.	
Habit 3	Dept. Chair	Nov	In order to maintain the discipline and the focus to stay on track toward our goals, we need to have the willpower to do something when we don't want to do it. We need to act according to our values rather than our desires or impulses at any given moment.	We should always maintain a primary focus on relationships and results, and a secondary focus on time	
Habit 4	Dept. Chair	Dec/Jan	In order to establish effective interdependent relationships, we must commit to creating Win-Win situations that are mutually beneficial and satisfying to each party.	maintaining an Abundance Mentality, or the belief that there's plenty out there for everyone	
Habit 5	Dept. Chair	Feb	Habit 5 says that we must seek	To listen empathically	

			first to understand, then to be understood. In order to seek to understand, we must learn to listen.	requires a fundamental paradigm shift. We typically seek first to be understood. Most people listen with the intent to <i>reply</i> , not to <i>understand</i> . At any given moment, they're either speaking or preparing to speak.	
Habit 6	Dept. Chair	Mar	By understanding and valuing the differences in another person's perspective, we have the opportunity to create synergy, which allows us to uncover new possibilities through openness and creativity.	- Value the differences in other people as a way to expand your perspective - Sidestep negative energy and look for the good in others - Exercise courage in interdependent situations to be open and encourage others to be open - Catalyze creativity and find a solution that will be better for everyone by looking for a third alternative	
Habit 7	Dept. Chair	Apr	To be effective, we must devote the time to renewing ourselves physically, spiritually, mentally, and socially. Continuous renewal allows us to synergistically increase our ability to practice each habit.	preserving and enhancing your greatest asset -- yourself	

Culminating Check for Understanding	Staff	May	Culminating Check for Understanding	Demonstrate Competencies	
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