



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

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Trigg County Middle School

Amy Breckel

206 Lafayette Street

Cadiz, Kentucky, 42211

United States of America

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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?

Trigg county Middle School will be a high performing school whereby each student is provided rigorous, engaging, relevant activities every day in an atmosphere that is conducive to learning. Each student will leave TCMS prepared 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?

Goal 1 Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-19 to 65.5 in 2021-2022 and math proficiency from 44.8 in 2018-19 to 52.3 by 2021-2022 as measured by the state assessment. Goal 2 Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 30% by 2022 according to the CASE 21 benchmark assessment in Reading and Math. PD Goals - 1. Full implementation at all grade levels of the EL reading/writing curriculum. All ELA teachers will participate in PD sessions from the EL curriculum. 2. Review of Math curriculum that was adopted in 2019-20 and ensure implementation with fidelity including assessment reviews. PD on a review of the implementation of the Pearson curriculum will be attended by all Math teachers.

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

The trainings should support the implementation of curriculum that will increase the growth of student performance as well as the overall proficiency indicator for the school in reading and math. The goals should help develop and support school wide practices in the area of writing such as a common graphic organizer for writing assignments as well as common reading strategies such as text analysis. In math the PD will support the review of the classroom assessments to look at the rigor of instruction being provided to 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.

Reading objective - Increase the proficiency in Reading for all students. 1. Implementation of EL curriculum at all grade levels (this will be limited in the 2020-21 school year due to virtual instruction) Every grade level will use at a minimum of two of the four modules. 2. Training provided by EL to increase Teacher knowledge of strategies used by the EL curriculum to increase proficiency in Reading 2. Development and review of a common writing graphic organizer to be implemented at the beginning of the 2021 school year as well as review of the school wide annotation strategy implemented during the 2019-20 school year

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

Increased knowledge of teaching strategies utilized by the EL curriculum. Implementation of the use of supplementary text in order to analyze more modern novels to teach reading and writing standards. Increase growth of student

performance towards proficiency in Reading as well as the overall increase in student proficiency in the area of Reading on the state assessment.

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.

1. The implementation of two modules in the EL curriculum at all grade levels starting by Jan. 2021 and completed by May 2021. 2. Completion of EL training by the end of July in 2021. 3. Review of school wide writing graphic organizer and schoolwide expectations of the use of the graphic organizer in all content areas developed by the end of July 2021. 3. Full implementation of EL curriculum in August of 2021. 4. Results of Formative and summative reading assessments to show growth and overall achievement in Reading

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

Teachers, Administrators, and Support Staff

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

Students, teachers, principals, and support staff

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

Funding - Title II PD money for training Staff - 6 ELA teachers, 4 SPED teachers, 3 possible support staff Materials - All modules of the EL curriculum will need to be provided to the teachers

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

Content Level PLCs will meet 3 times in the spring of 2021 and then monthly starting in August of 2021 to review implementation as well as review assessment data. Grade level PLCs that meet every Wednesday will utilize one of the monthly meetings to review the use of the writing and reading tool in other content areas.

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.

Classroom observations completed by administration monthly, findings presented to teachers during content PLC monthly meetings Teacher examples of use of annotation strategies with student work samples provided during PLCs Teachers sharing teaching strategies at weekly PLC meetings. Data analysis of formative assessments - STAR testing/CASE assessment (starting in Aug. 2021)

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.

Math objective - Increase the growth towards proficiency as well as the overall proficiency level of all students. Objective - Review of the use of the Envision curriculum that was originally implemented in 2019-20 Review assessment data from 2020-21 school year and determine needs for the 2021-22 school year due to any increased GAPS in learning as result of the COVID-19 pandemic. Training from Envision to help assess our teachers use of the Envision curriculum and we can better address the GAPS that have been identified.

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

1. Realignment of standards and units. 2. Update classroom assessments. 3. Identification of any missteps in the implementation of Envision Math. 4. Increased understanding and recommitment to the implementation of the Envision Math curriculum with fidelity. 5. Teacher recognition of GAPS in student learning in all grade levels and identification and use of intentional practices provided in the curriculum to reduce those GAPS.

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.

1. Math Content PLC will meet three times between Jan. of 2021 and May of 2021 to review assessment data. At each of these meetings the PLC will identify areas of emphasis as shown by lack of performance on the STAR test that was taken in March of 2020, September of 2020, January of 2021, and March of 2021. 2. Math PLC will create a comparison of implementation from the 2019-20 school year, to what they were able to accomplish in the 2020-21 school year. This list will be used in the PD session with an Envision trainer as to determine next steps for the 2021-22 school year in order to use the Envision Math program with fidelity. This will be completed by the end of May 2021. 3. PD training with an Envision Math

trainer by the end of July 2021. 4. Monthly Math PLC meetings to review implementation. 5. Results of Formative and summative Math assessments to show growth and overall achievement in Math.

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

Teachers, Administrators, and Support Staff

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

Students, teachers, principals, and support staff

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

Funding - Title II PD money for training Staff - 6 ELA teachers, 4 SPED teachers, 3 possible support staff Materials - Envision Math units and resources used in the classroom to teach the curriculum a.k.a student workbooks and online program.

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

Content Level PLCs will meet 3 times in the spring of 2021 and then monthly starting in August of 2021 to review implementation as well as review assessment data.

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.

lassroom observations completed by administration monthly, findings presented to teachers during content PLC monthly meetings Teacher examples of use of Envision materials with student work samples provided during PLCs Weekly lesson plans reviewed by principal Data analysis of formative assessments - STAR testing(2019-2022)/CASE assessment (starting in Aug. 2021)

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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