



2021-22 TMS Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

Tichenor Middle School
Marvin Cooley
305 Bartlett Avenue
Erlanger, Kentucky, 41018
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

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?

It is the mission of Tichenor Middle School to embrace and attend to the individual needs of our students, regardless of the obstacles.

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. Literacy 2. Kagan Cooperative Learning

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

The Comprehensive School improvement focuses on increasing proficient and distinguished readers and decreasing novice and proficient readers. The goal is to continue grow student literacy through monitoring student reading diagnostic scores and summative assessments.

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. Specific objective is to grow student reading scores. 2. Tteachers will work with reading specialist from Northern Kentucky University to learn teaching strategies to increase literacy in all content areas.

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

Intended results are to increase student growth in reading.

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 will be MAP growth and KPREP scores. Map reading diagnostic test will occur in the winter of 2022, spring of 2022 and fall of 2022. Student reading KPREP results will also be used as indicators of growth.

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

All TMS teachers.

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

Students and teachers will be impacted by this PD plan.

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

TMS will be using Northern Kentucky University reading specialist to help facilitate our Professional Development. Both specialist are middle grades NKU professors and both teach the Northern Kentucky Adolescent Literacy Project which trains teachers on methods and strategies to bring literacy into all content teachers' classrooms.

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

We have several PD days scheduled throughout the year. We will also use the teacher evaluation process to offer coaching and feedback specific to literacy instruction. We will also use department meetings to discuss the implementation of literacy in content areas and lastly teachers will be able to plan and receive feedback from peers, admin and the instructional coach.

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.

Evidence to support the PD implementation will be collected through lesson plans, walkthroughs, pre and post evaluation conferences.

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. Specific objective is to grow student reading scores. 2. Teachers will implement Kagan cooperative learning strategies into daily instruction. Kagan strategies will support literacy as students develop their speaking and listening skills while using strategies to learn from one another.

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

Intended results are to increase student literacy.

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.

Indicators will be MAP growth and KPREP scores. Map reading diagnostic test will occur in the winter of 2022, spring of 2022 and fall of 2022. Student reading KPREP results will also be used as indicators of growth.

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

All TMS teachers.

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

Students and teachers will be impacted by this PD plan.

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

Teachers will continue to participate in school-wide professional development facilitated by Kagan trainers. Teachers will also have the ability to purchase Kagan materials to support classroom implementation. PD days will be dedicated to this as well as ESSER funds.

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

We have several PD days scheduled throughout the year. We will also use the teacher evaluation process to offer coaching and feedback specific to literacy instruction. We will also use department meetings to discuss the implementation of literacy in content areas and lastly teachers will be able to plan and receive feedback from peers, admin and the instructional coach.

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.

Evidence to support the PD implementation will be collected through lesson plans, walkthroughs, pre and post evaluation conferences.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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