



2020-21 TKS Professional Development

2020-21 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

1. What is the school's mission?

T. K. Stone Middle School mission and vision statements were revised and approved by our SBDM. Mission: Moving Every Student Forward, Everyday. Vision: We envision a future at TKS where students, both individually and collectively, show continuous academic growth as measured by a combination of pre and post assessments, as well as formative assessments throughout the year. A school where all students feel secure, supported, accepted, valued, and inspired as evidenced by: decreased discipline, increased attendance, participation in classroom and extracurricular activities, increased participation in reward activities, increased library circulation. In the future, T.K. Stone is a school where parents and community members are enriching the lives of students as evidenced by parental involvement in the classroom and community partnership.

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 are taken from KCWP 6- Learning culture and environment 1) The first priority is to improve student/staff relationships by incorporating implicit bias training for all staff members. 2) The second priority is to continue to inform staff on trauma informed care (TIC) so staff can develop a better understanding of how TIC presents in students, how it affects students, and how to effectively deal with TIC in the classroom. Implicit bias and trauma informed care go hand in hand with discipline referrals and student engagement. These are cyclical in nature.

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

These priorities relate to school goals by improving student/staff relationships. These professional developments will help staff better understand students' background and needs This understanding will improve instruction/delivery and build positive relationships.

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.

Improved Student Staff Relationships / Continue to improve the culture and climate of staff and students through a deeper understanding of implicit bias and building positive relationships. As the school demographics continue to change, now more than ever, it's important to foster relationships and model positive examples for students.

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

The intended results are: improved relationships of staff and students. These improved relationships will be reflected in classroom performance and engagement for students and staff. Staff members will become more adept at identifying and learning about their own personal bias to prevent those biases from entering into the classroom.

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.

Reduction of behavior referrals, increased student participation of PBIS/Paw Mart, and improved results from the Impact Survey. In addition, staff can identify personal triggers and effectively deal with them before it impacts student relationships.

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

All certified and classified staff

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

All stakeholders (parents, students, and staff)

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

The resource(s) needed would be to have Implicit Bias/TIC presenters deliver this information. For example, having local community members, tied to the school system, present personal testimonies on how implicit bias has affected them. Regular incorporation of Second Steps so students will help gain a better understanding of relationships and positive imagery.

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

Staff follow up reflections during faculty, PLC, and planning period meetings.

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.

Reduction of behavior referrals, increased student participation of PBIS/Paw Mart, and improved results from the Impact Survey will be monitored. In addition, grades, monthly RtB meetings, attendance and participation will increase. During bi-weekly faculty meetings, staff will reflect on implicit bias training.

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.

Improved Student Staff Relationships / Continue to improve the culture and climate of staff and students through a deeper understanding of trauma informed care. As the school demographics continue to change, now more than ever, it's important to foster relationships and model positive examples for students.

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

The intended results are: improved relationships of staff and students. These improved relationships will be reflected in classroom performance and engagement for students and staff. Staff members will become more adept at identifying and learning about trauma informed care and how to better understand and assist students with TIC

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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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