

Lee County Middle High School 2020-21 Professional Learning Plan

A clear statement of the school or district mission;	<p>Vision: Students will graduate from LCMHS with the knowledge and skills to be college and or career ready.</p> <p>Mission: All students will be provided with the necessary knowledge and skills needed to be successful in the 21st century.</p>
Evidence of representation of all persons affected by the professional development plan;	<p>Sign in from the Action plan meetings/discussions and CSIP process</p> <p>Oct. 4th sign in</p> <p>Sign In sheet to teacher PLCs</p>
A needs assessment analysis;	<p>Action Plan</p> <p>(Add any benchmark assessments and analysis)</p>
<p>Professional development objectives that are:</p> <ul style="list-style-type: none"> - focused on the school or district mission, derived from a needs assessment, - and that specify changes in educator practice needed to improve student achievement; and 	<p>Objective</p> <p>Provide Students with personalized learning that supports students achievement in all areas. Add Critical Initiative</p> <p>Critical Initiative</p> <p>Implement positive behavior interventions and supports. (PBIS)</p> <p>Critical Initiative</p> <p>Implement the seven strategies of assessment (Formative Assessment) for learning with fidelity.</p> <p>Critical Initiative</p> <p>Provide students with solid Tier I Instruction</p> <p>Objective</p> <p>Provide quality, research based training, support and feedback to teachers. Add Critical Initiative</p> <p>Critical Initiative</p> <p>Provide a professional learning structure that is on-going and job embedded.</p> <p>Objective</p> <p>Provide students with student centered classroom that ensure cognitive engagement. Add Critical Initiative</p> <p>Critical Initiative</p> <p>Implement high yield strategies in all classrooms.</p> <p>Critical Initiative</p>

implement strong questioning techniques in all classrooms.

4 PD Days	<ul style="list-style-type: none">• Thursday, July 30th - School Preparation Work Day• Tuesday, August 4th - 4hrs Trauma Informed Care and 2hrs PBIS - District Planned day• 2 PD days will be after school PLCs built around PL needs identified in the CSIPs and CDIP. See the PLC structure below for more information and the school PLC calendars for dates.
5 Work Days	<ul style="list-style-type: none">• Friday, July 31st - Ready Fest and Open House• Monday, August 3rd - Co-teaching (math)/Writing Plan (others), Curriculum review and identification of gaps/ Tier I Review with time to work on class profiles and then Tier II and Tier III review.• Friday, October 9th - Data Analysis Day• Monday, Jan. 4th - Data Analysis from 2nd benchmark assessment, Curriculum - Tier I• Thursday, May 27th - Curriculum - Tier I
PLCs	<p>Weekly PLCs will take place at each school. All PLCs will be focused on Tier I RTI (Core Instruction) and/or Formative assessment.</p> <ul style="list-style-type: none">■ Tier I RTI - Core instruction<ul style="list-style-type: none">• What do we want students to learn?<ul style="list-style-type: none">○ High Yield Strategies○ Differentiation○ Curriculum/Vertical Alignment/Social Studies PL○ PBIS/Trauma Informed Care○ Lesson Studies• How will we know if they have learned it?<ul style="list-style-type: none">○ Data Analysis and Next Steps○ Class Profiles• What will we do if they have not learned it?<ul style="list-style-type: none">○ 80% mastery○ Differentiation○ Plan interventions in bi-monthly PLCs• How will we provide extended learning opportunities for students who have mastered the content?■ Formative Assessment - Use FA results to:<ul style="list-style-type: none">• Identifying students who need additional time and support for learning• Identifying students who would benefit from enriched or extended learning• Identify and address areas of individual strengths or weaknesses in teaching based on evidence of student learning

	<table border="1"> <tr> <td data-bbox="680 110 917 472"></td><td data-bbox="917 110 1978 472"> <ul style="list-style-type: none"> • Identify areas where none of the team members were able to bring students to the desired level of proficiency <ul style="list-style-type: none"> ■ Topics that will support this work will include: <ul style="list-style-type: none"> • Data Analysis and Next Steps • High Yield Strategies • Differentiation • Curriculum/Vertical Alignment/Social Studies PL • PBIS/Trauma Informed Care • Lesson Studies • Flexible Date <p>○</p> </td></tr> </table>		<ul style="list-style-type: none"> • Identify areas where none of the team members were able to bring students to the desired level of proficiency <ul style="list-style-type: none"> ■ Topics that will support this work will include: <ul style="list-style-type: none"> • Data Analysis and Next Steps • High Yield Strategies • Differentiation • Curriculum/Vertical Alignment/Social Studies PL • PBIS/Trauma Informed Care • Lesson Studies • Flexible Date <p>○</p>
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<p>A process for evaluating impact on student learning and improving professional learning, using evaluation results.</p>	<ul style="list-style-type: none"> • Walkthrough documents will be developed to monitor implementation of professional learning. • Student achievement/impact will be monitored through benchmark assessment that will be given 3 times a year, as well as teacher created formative and summative assessment. • PLC work will be monitored and supported through documentation and feedback from stakeholders. 		