**Clayton Middle School Professional Development Plan (PDP) 2021 - 2022**

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| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End Dates** |
| **Clayton School District** | **Clayton Middle School** | **Mr. Marvin Tucker** | **September 2021 – June 2022** |

**1: Professional Learning Goals**

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| **No.** | **Goal** | **Identified**  **Group** | **Rationale/Sources of Evidence** |
| **1** | Build capacity of teachers to address learning loss of students due to the Covid-19 pandemic. | All Teachers | * According to PLC’s and C&I meetings, teachers indicated a need for PD addressing the learning loss due to the Covid-19 pandemic. |
| **2** | Build capacity of teachers to address social-emotional learning (SEL) and mental health for students due to the Covid-19 pandemic. | All Teachers/Staff | * According to PLC’s and C&I meetings, teachers indicated a need for PD addressing social-emotional learning (SEL) and mental health for students due to the Covid-19 pandemic. |
| **3** | Participation in Professional Development that will foster the mental and emotional nurturing needed for the teachers/staff who have all been affected by Covid-19. | All Teachers/Staff | * According to the Needs Assessment conducted by the middle school departments, teachers indicated a need for peer interaction and a day to reconnect with their colleagues and to nurture the positive mental mindset and well being needed to proceed forward to deal with students’ needs during as well as post-Covid instruction as to release the overwhelming academic, mental and emotional stress that has incurred. |

**2: Professional Learning Activities**

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| **PL Goal**  **No.** | **Initial Activities** | **Follow-up Activities**  **(as appropriate)** |
| 1 | * Summer trainings * Reopening of schools – dedicated time for collaborative grade level/subject area articulation | * Collaborative planning meetings among teachers/staff * Identifying resources to help address learning loss due to Covid-19 pandemic * Writing plans for addressing learning loss – grade level/subject area articulation (identify standards and content that are prerequisites to future learning) * PLCs |
| 2 | * Summer trainings * Reopening of schools | * Collaborative planning meetings among teachers/staff * Identifying resources to help address SEL and student mental health due to Covid-19 pandemic * Having professionals in the field present * Writing plans for addressing SEL and mental health for students * PLCs |
| 3 | * Participation in Peer/Colleague Interaction | * Weather permitting, Walking PD. Each grade level or department goes out to the track and walks. Each group member will discuss one best practice they have developed during our Hybrid teaching this year. * Teacher Scavenger Hunt. The administration will create a Scavenger Hunt for the teachers to compete in. The searches could be physical in nature and/or could be a way to incorporate new technology like FlipGrid, NearPod, etc. * Kickball, dodgeball, softball, or some physical activity for the teachers. * 10 Reasons. Each teacher/grade/department will compile a list of 10 reasons to be proud of our school. The administration will compile and merge these lists. The 10 reasons will be signed by the admin and staff and displayed in the building and/or the school website for everyone to view. |

**3: Essential Resources**

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| **PL Goal**  **No.** | **Resources** | **Other Implementation Considerations** |
| **1** | * Content supervisors to provide training and follow-up support. * Teacher PD days dedicated to training and alignment work. * Dedicated time for collaborative teams to refine aligned lessons and assessments that address learning loss. | * The District continues to face the challenge of allocating time and funding for rigorous professional development training outside of the District as well as bringing in outside presenters. * Availability of grant monies. |
| **2** | * Content supervisors to provide training and follow-up support. * Teacher PD days dedicated to training and alignment work. * Dedicated time for collaborative teams to discuss strategies for addressing SEL and student mental health. | * The District continues to face the challenge of allocating time and funding for rigorous professional development training outside of the District as well as bringing in outside presenters. * Availability of grant monies. |
| **3** | * Professional Development for Mental/Emotional Well being of Teachers * Dedicated time for interacting with colleagues * Dedicated PD time to review the need for positive energy reinforcement | * District Calendar (Ample time to complete the Mental/Emotional and Reenergized Well Being of the Staff and Teachers) Professional Development |

**4: Progress Summary**

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| **PL Goal**  **No.** | **Notes on Plan Implementation** | **Notes on Goal Attainment** |
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| **2** |  |  |
| **3** |  |  |

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Signature Date**