

DANVILLE



Public Schools
Innovative Learning Community

PROFESSIONAL DEVELOPMENT PLANNING DOCUMENT

2024-2025

Park Avenue Elementary



Professional Development Plan 2024-2025

This professional development plan encompasses all professional development provided by the school using **ANY** source of funds. Plan is to be reviewed and updated annually.

Federal funds awarded under Title II, Part A, support programs to increase academic achievement by increasing the number of qualified teachers in classrooms; increasing the number of qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding school divisions and schools accountable for improvements in student academic achievement. It is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is designed to ensure that low-income and minority students are not being taught at disproportionate rates by ineffective teachers. It is critical Danville Public Schools considers how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities for school divisions to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

Title II funds should support “high quality professional development.” Professional development includes, but is not limited to, activities that:

1. Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
2. Are an integral part of broad school-wide and districtwide educational improvement plans;
3. Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
4. Improve classroom management skills;
5. Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
6. Advance educators’ understanding of effective instruction and leadership strategies that are evidence-based in content knowledge and instructional practices;
7. Improve student achievement in the classroom, focus on closing achievement gaps (equity/diversity), and address the needs of students with different learning needs (students with disabilities, students who are gifted and talented, and students with limited English proficiency, etc.); and
8. Are developed with extensive participation of teachers, principals, parents, and administrators.

In addition to a formal needs assessment, an extensive list of stakeholders must be involved in the development of local plans, and their feedback must be considered during plan development. At a minimum, stakeholders must include:

- Teachers;
- Principals;
- Other school leaders;
- Paraprofessionals;
- Instructional support personnel;
- Parents; and
- Community partners

Plans must include:

- Description of how activities align with State academic standards;
- Description of the school division’s professional development system;
- How funds will be prioritized for comprehensive and targeted support schools, if applicable; and
- Description of how activities will address needs of students with disabilities, English learners, and gifted students.

Percent of Core Academic Subject Classes taught by Properly Licensed and Endorsed Teachers School-wide at the end of the 2024-2025 school year:

95%

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

Every department submitted a needs assessment (SPED, specialty teachers, and all grade levels).

b) What data was collected and analyzed to determine PD needs? Was data collected and analyzed to assess the learning needs of all students, including students with disabilities, English learners, and gifted students? Elaborate.

A data analyze was conducted from the following data points: Math iReady, PALS, and SOLs for all subgroups.

c) What PD needs were identified? Describe the high quality and ongoing professional development that will need to be implemented for teachers, principals, and/or paraprofessionals. Be sure to examine strategies for closing any achievement gaps.

We need professional development in the areas of Science of Reading and Numeracy.

- d) How will the proposed PD activities in the plan align with professional teaching and performance standards and Virginia SOLs? Describe.

Administration and Coaches will deliver professional development on the Science of Reading and Numbers on June 30th and 31st. This training will include how to properly use the HQIMs provided by the district and approved by the VDOE.

Section 2: Academic Progress

- a) How was academic progress data analysis conducted? Was data collected and analyzed to assess the learning needs of all students, including students with disabilities, English learners, and gifted students? Elaborate.

Data analysis took place throughout the year in weekly PLCs to include the following data points: unit assessments, benchmarks, PALS, SGAs, Foundations, and SOLs. On July 29th the leadership team will meet to review data from the entire school year based off of the end of the year results.

- b) What academic progress data was collected and analyzed?

PALS, Unit assessments, Benchmarks, SGAS, SOLS, Foundations assessments, iReady

- c) What academic progress needs were identified? Be sure to address any achievement gaps.

All of our data has been trending upwards for the past three years. We still need extra support in the areas of the Science of Reading, numeracy, and fact fluency.

Section 3: Teacher Qualifications

a) How was the teacher quality data analysis conducted? Describe.

Human resources and administration work with the VDOE to ensure teachers are licensed and/or develop a plan to get them a license.

b) What teacher quality data was collected and analyzed?

During the 2023-2024 school year, Park Avenue Elementary School had 21 classroom teachers. Of those teachers, 20 were fully licensed.

c) Which teacher quality needs were identified? Is professional development needed to obtain properly licensed and endorsed status in core academic classes being taught? Elaborate.

Human resources is working with a few teachers to move from provisional to fully licensed status.



d) Overall, does the school have large numbers of unlicensed teachers or improperly endorsed teachers? Is this a one-time occurrence or a trend over time? What factors may be contributing to this? Elaborate.

No, we only had one teacher last year. She came on board in January and has applied to receive her license through the VDOE.

e) Are there grade levels and/or grade-spans with large numbers of unlicensed teachers or improperly endorsed teachers? Is this a one-time occurrence or a trend over time? What factors may be contributing to this? Elaborate.

No, my one teacher was a kindergarten teach.

f) Which content areas have the largest numbers of licensure/endorsement concerns? Is this a one-time occurrence or a trend over time? What factors may be contributing to this? Elaborate.

None.

g) What strategies may be most beneficial in addressing teacher qualifications issues in the timeliest manner? Elaborate.

Human Resources has enrolled teachers in the iTeach program.

Section 4: Experience

- a) Are there large numbers of inexperienced teachers? Are there large numbers of inexperienced teachers at specific grade levels or by content areas? Is this a one-time occurrence or a trend over time? What factors may be contributing to inexperience? Elaborate.

I had one teacher with 0 years of teaching experience that started in January. Everyone else had 3 or more years of teaching experience.

- b) What supports or training may be needed/ helpful to assist new teachers in understanding specific poverty or cultural differences? How did you come to this conclusion?

I believe that we can all seek to learn more about poverty and/or cultural differences. My available teachers will be taking either part 1 or part 2 of Responsive Classroom training in July 2024.

Section 5: Effectiveness

- a) Do teacher evaluation data reflect student/school performance? How do you know? How does the number of exemplary and/or proficient rates (etc.) for teacher evaluation compare to school performance? Elaborate. (Use data points)

Yes. I know because I use student data and the rubric to rate teachers each year. The teachers that were rated exemplary and/or proficient met the school improvement goals for their classroom students.

b) Which performance standard(s) need the most focus? How do you know? Elaborate. (Use data points)

Though we have made significant gains in the past three years, we are not where we want to be with Standard 8/student performance.

We will be fully accredited for the 2024-2025 school year based off of the growth model. However, our goal is that all students reach the proficient level.

c) What factors are contributing to either increased or decreased effectiveness?

The factors contributing to the increased in scores are as follows: walkthroughs, effective PLCs, high expectations, data analysis, small group intervention, and after school tutoring.

d) What supports are needed for the school principal(s) to effectively implement teacher evaluations to encourage growth?

None at this time.

e) What opportunities for growth and school leadership are needed for the teachers, school principal(s) and other school leaders? Elaborate.

The focus this year will be the effective use of the "high quality instructional materials" provided by the district and approved by the VDOE.

Section 6: Equity of Educational Opportunities-Poverty and /or Minority Status

Title II is designed to ensure that low-income and minority students are not being taught at disproportionate rates by improperly licensed, ineffective and/or inexperienced teachers.

- a) What data issues or trends are evident currently or over the past few years regarding student poverty and/or minority populations within the school? What are the projections for the next school year? Provide information specific to student expectations, biases (cultural, social, economic, racial, etc.) student learning outcomes/performance?

Based on the SOL data from Spring 2024, our GAP group that is achieving at a lower rate than the rest of the school are our Students with Disabilities.

- b) How can the administrator(s) and teachers (including other instructional staff) be supported to best understand these factors within the classroom? Elaborate.

Next school year, we will have a faculty meeting to review how to accommodate students in the classroom based off of their IEP.

- c) Are there grade levels and/or grade-spans with disproportionate number of unlicensed teachers or improperly endorsed teachers teaching low-income and/or minority students? Is this a one-time occurrence or a trend over time? What factors may be contributing to this? Elaborate.

No.



d) Are there grade levels and/or grade-spans with disproportionate number of inexperienced teachers (0-3 years or novice to content area) teaching low-income and/or minority students? Is this a one-time occurrence or a trend over time? What factors may be contributing to this? Elaborate.

No. The only teacher at Park Avenue with less than three years experience started in January and taught kindergarten.

e) What are some strategies that are used to promote equitable access to qualified, experienced, and effective teachers? (Check or highlights all that apply.)

- Heterogeneous classroom groupings
- New teachers equitably distributed among classrooms (identified classrooms and students should have an equal or lower percentage of new teachers)
- High quality mentoring for new teachers with documentation of support and follow-up
- Active participation/input in recruitment efforts
- Placement through contractual agreements
- Incentives for voluntary transfers
- Site-based professional development focused on equity-related topics (e.g., diversity, poverty, etc.)
- Other-Describe below:

f) How are teacher evaluation data sources analyzed to ensure equitable distribution of effective teachers across the school division?

Student data is analyzed at the end of every school year to determine best placement for teachers and students.

g) What supports are needed to assist the school in addressing inequities? Elaborate.

I would like teachers to have a mentor for the first three years of teaching (instead of only the first year).

Evaluation of 2023-2024 Professional Development Opportunities

Upon the completion of reviewing the school's professional development data and needs assessment(s),

- a) Measure the fidelity of implementation. On a scale of 1-10 (with 10 being the highest level of implementation), how would you rate your school's implementation of strategies gleaned from professional development offerings and/or last year's PD plan. *Use quantitative data based on observations, if possible.
- b) Measure the impact of this year's professional development initiatives on student outcomes. How did the professional development activities in the plan align with professional teaching and performance standards and Virginia SOLs?*Use quantitative data based on student outcomes, if possible
- c) Evaluate the impact and make recommendations for continuation or modification of the strategy or professional development initiative. How was data tracked to determine progress or impact of funded activities?
- d) Has the school met or made progress for each objective included in its PD plan and/or Continuous School Improvement Plan (CSIP) from the last 2-3 years?
- e) Which objective(s) have resulted in the most success? Will the activities continue to be funded? If so, will any changes be made to ensure continued progress?
- f) Which objective(s) have been the most challenging to meet? Will the activities continue to be funded? If so, what additional steps will be taken to make improvements for the next year?

- A) 7
- B) We had a significant increase in both SOL and PALS scores, leading to Park Avenue being fully accredited for the 2024-2025 school year.
- C) The professional development initiatives this year will be ensuring teachers are using the High Quality Instructional Materials provided by the district and approved by the VDOE. These will be tracked through the following data points: VALLSS, SOLs, SGAs, CFAs, Unit assessments, Foundation assessments, and benchmarks.

Next Steps: Complete the Professional Development Plan Template that follows, using as many or as few pages as needed. Title I schools do not need to go beyond this page.

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SCHOOL: _____

PRINCIPAL'S SIGNATURE & _____

DATE: _____

Please indicate in **bold** those activities addressing academic progress, equity and/or teacher quality issues.

IDENTIFIED NEED 	GOAL 	STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented? How do activities in the plan align with professional teaching and performance standards and Virginia SOLs?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to student learning, and to narrow the achievement gap?</i>

NEXT: Complete the 2022-2023 Budget Implication form on page 16

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NEXT: Complete of 2022-2023 Budget Implication form on page 16

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BUDGET IMPLICATION (S)

- a) Were any of the activities currently funded from Title II, Part A, funded from a different source in the last three years? If so, to what degree?

- b) Would the funded activities, services, staff, etc., be funded in the absence of Title II, Part A? If so, how?

- c) What professional development activities are funded from state and local funds? How will the school ensure that Title II, Part A funds supplement the state- or locally-funded professional development activities?

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Checklist for Allowable Uses of Funds

Activities outlined in the Title II, Part A, plan support one or more of the allowable uses under Title II, Part A, guidelines. (See ESEA Section 2103(b) (3) (A-P) for full description of each allowable activity.)

- Check all that apply:
 - Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide –
 - i) Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - ii) New teacher, principal, or other school leader induction and mentoring programs that are designed to-
 - a. Improve classroom instruction and student learning and achievement; and
 - b. Increase the retention of effective teachers, principals, or other school leaders;
 - iii) The development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
 - Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to-
 - i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under Section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”)(20 U.S.C. 1232g) and State and local policies and laws in the use of such data;

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- iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
- iv) help all students develop the skills essential for learning readiness and academic success;
- v) develop policy with school, local educational agency, community, or State leaders; and
- vi) participate in opportunities for experiential learning through observation;
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- Providing programs and activities to increase:
 - i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- Providing training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- Carrying out in-service training for school personnel in-
 - i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as...
 - i) early entrance to kindergarten;
 - ii) enrichment, acceleration, and curriculum compacting activities; and
 - iii) dual or concurrent enrollment programs in secondary school and postsecondary education.
- Supporting the instructional services provided by effective school library programs;
- Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

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- Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- Providing high quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce;
- Other:** Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. **DESCRIBE:**

Guiding Question

- If “Other” was selected as a funded activity in the list above, describe each activity and how they meet the purpose of the Title II, Part A, program.