

Long Range Professional Development Plan

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Introduction

Professional development can be the difference between a school that has success with student improvement and job satisfaction and a school that stays complacent and simply pushes students through the school system. The three data driven goals that I have selected to base my long range professional development plan off of are in the area of reading, math and social/emotional development. The reading goal that I have created is that at least 70% of students will score a level three or four on the 2021 Kansas Assessment Program reading assessment. The math goal is that at Sunset Hill we will have 70% of students score a level 3 or 4 in KAP Math Assessments in 2021. The last goal is that at Sunset Hill at least 80% of our students will be in the low risk category in both externalizing and internalizing behaviors.

Analysis of Data—Kansas Assessment Program (Reading)

The reading goal was created based on data collected during the Kansas Assessment Program (KAP) Reading assessment. The reality at Sunset Hill is in 2017, 49.99% of students scored a level 3 or 4 on the KAP Reading Assessments. In 2019, 44.86% of students scored a level three or on the KAP Reading Assessments. (KSDE, 2020) The goal I have created is that at least 70% of students will score a level three or four on the 2021 Kansas Assessment Program reading assessment.

Professional development to assist in achieving this goal is done throughout the school year. At least once a month there will be a professional development activity based on the data driven goal. Some of the professional development includes: training on Dyslexia strategies, assessing Reading Street curriculum resource to assure equity, utilizing the Raz-Kids/Reading A-Z resource purchased, training on small group instruction and brainstorming of ideas to improve small group instruction and conversations based on data collected through progress monitoring, Raz-Kids/Reading A-Z, AimsWeb benchmarks and Kansas Assessment Program reading assessment scores.

Analysis of Data—Kansas Assessment Program (Math)

The second goal is in the area of math based on scores on the Kansas Assessment Program math assessment. Our reality at Sunset Hill is that in 2017, 52.56% of students score a level 3 or 4 on KAP Math Assessments and in 2019, 48.1% of students scored in a level 3 or 4 on KAP Math Assessments. (KSDE, 2020) The goal that I have created is goal at Sunset Hill we will have 70% of students score a level 3 or 4 in KAP Math Assessments in 2021.

Professional development will be conducted throughout the year. Staff will receive training on how to provide effective small group math instruction by the building learning coach, principal and given the opportunity to learn from their peers as well. When staff are given the opportunity to learn from colleagues, it will be in casual discussions with K-2 grade and 3-5 grade bands. This will allow teachers to discuss what has been working well, what areas still need improvement, and if there are any resources that staff feel like they need to continue to improve their small group instruction. Each grade level will also have collaboration time built into the professional development schedule to use the Culturally Relevant Resource rubric on the Math Expressions resource to assure that it is an equitable resource. This data will then be review by the Equity Team and Building Leadership Team to help decide if the resource is the best fit for Sunset Hill.

Analysis of Data—Student Risk Screening Scale (Internalizing and Externalizing)

The last goal was based off of data from our building's data on the Student Risk Screen Scale (SRSS) for internalizing and externalizing behaviors. The SRSS is completed by general education teachers every fall, winter and spring. General education teachers give each student a rating on different behaviors in the internalizing and externalizing categories. External behaviors include kicking, biting, hitting, yelling and other forms of physical and verbal aggression. (Lane, et al., 2020) Internal behaviors include withdrawn, lack of friends, stealing and crying. (Lane, et al., 2020) Teachers rank students on a scale that shows if the behavior is in the red, yellow or green tier. At Sunset Hill our reality is that, 72.67% of students are in the low risk category for externalizing behaviors. At Sunset Hill, 68.77% of students are in the low risk category for internalizing behaviors. The goal that I created is that at Sunset Hill at least 80% of our students will be in the low risk category in both externalizing and internalizing behaviors. Data will also be compiled on the building Ci3T plan and its implementation and effectiveness throughout the building.

Professional development will be conducted throughout the year. Before the start of the school year, staff will have a one hour session on how to provide behavior specific praise and use Eagle Bucks by the building leader. Staff will also receive training on de-escalation strategies by a district behavior consultant. These de-escalation strategies are based off of the MANDT program, but will be taught to all staff. A book study will also be conducted throughout the year by all staff including classified staff members. The book is *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them* by Ross Greene. Staff will also be trained on morning meetings that they will be expected to hold every day. Each primary grade level team will be provided a copy of *80 Morning Meeting Ideas for Grade K-2* by Susan Lattanzi Roser. Also, every intermediate grade level team will receive a copy of *80 Morning Meeting Ideas for Grade 3-6* by Carol Davis. Professional development will also be provided by the district mental health coordinator and Douglas County mental health team to provide strategies on assisting students with anxiety and internalizing behaviors and how to assist families in accessing community resources.

Reflection

There were several components of this long range professional development plan that made it much more difficult than I thought it would be. The first component was the difficulty of prioritizing or deciding which content, strategy or activity had the highest level of urgency or biggest impact on student achievement. This was difficult as all three goals are important for student improvement and growth. I chose to take a “speed dating” professional development approach for the beginning of the year to help give a brief introduction to the areas of focus for the coming year.

The second area I found difficult was assuring that the professional development and activities are relevant for and timely. This includes planning around breaks such as fall break, winter break, and spring break. I had to analyze to make sure that too much time didn’t pass between different activities and subject areas so that the information stays on the forefront of staff members instruction, planning and minds.

Another struggle I faced was assuring that professional development is meaningful for all staff including classified staff such as paraeducators and custodial staff, specials teachers and special education teachers. If staff do not find the

professional development meaningful, they will not be engaged which can lead to behavior that distracts other staff or may make staff feel that they are not a part of the school improvement plan and student success.

There was one area that I am extremely lucky that Lawrence has built into the school calendar. This is early release every Wednesday. This gives staff two hours a week to collaborate or have professional development. I relied heavily on the early release time each week to provide professional development for each of the three goals. Without the two hours of time on Wednesdays each week, I would not have been able to provide nearly as many different strategies and approaches for meeting each of the goals in the data driven action plan.

Conclusion

By having a continuous school improvement plan based on data, educational leaders are able to build a schedule of professional development that is meaningful for staff and will greatly impact student improvement and achievement. By utilizing data to create the professional development plan for the year, staff will be able to see direct connections to the school mission and vision. The more staff see the connections and feel the connections to student improvement, you will see a positive impact on the school culture and climate.

Professional Development Long-Range Plan 2020-2021

Trimester 1

AUGUST	Type of PD	Specifics
3,4,5,6	New Educator Training	District run professional development that includes training on: Danielson Evaluation model, Reading Street, Math Expressions, Benefits Enrollment, and other necessary training from district staff. <Building level action: secure 40 copies of <i>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</i> , secure 3 copies of <i>80 Morning Meeting Ideas for Grades K-2</i> , secure 3 copies of <i>80 Morning Meeting Ideas for Grade 3-6</i> , secure 2 copies of <i>Morning Meetings for Special Education Classrooms</i> , assure that Raz Kids app has been “pushed” on to every student iPad and all certified teachers have login information for Reading A-Z/Raz Kids>
4	Beginning of the year Building Leadership Team (BLT Meeting)	*Discuss Data Driven Action Plan & Draft Continuous Learning Plan with BLT Provide each BLT member the morning meeting book that applies to their grade level. (1 per grade level, 1 for resource special education teacher, 1 for specialized classroom teacher) *Create visualization posters for each goal to hang in both teacher work rooms K-1---Social Emotional Goal Posters

		2-3---Reading Goal Posters 4-5---Math Goal Posters
12	Building PD	*Discuss Continuous School Improvement Plans Give staff 5 sticky notes. Staff write what resources or training they personally need to meet the goal on the poster. Staff will then stick the note around the poster. *" Speed Dating PD" 1 Hour Rotations Intro to Dyslexia Strategies (Learning Coach) De-escalation Strategies (Behavior Consultant) How to Provide Behavior Specific Praise & Use Eagle Bucks (Principal)
14	District PD (1/2 Day) Building PD (1/2 Day)	District PD: Grade level sessions on small group, tier 2 instruction. Special education receiving training on IEP guidelines from district SPED staff. Specials teachers receive training from specials coordinator. Building PD: Morning Meeting Implementation (Learning Coach & Principal) -Presentation on how morning meetings look, what the purpose is, what the expectation is, what challenges can be presented, how to be inclusive in morning meetings Staff given times to work with their grade level team to plan two full weeks of morning meetings using everyone in the group and the books provided to BLT members. Learning coach & principal will be navigating the room to assist. All morning meetings will be documented and shared in the Google template in the staff shared Google Team Drive.
19	Early Release	First day of school. Will be used for reflection, celebrations and a time for staff to bond. No direct PD tied to this day.
26	Early Release	Introduction of the Culturally Relevant Resources rubric. Staff will use the rubric to check the relevance of popular children picture books. Explain the tie in to assessing the culturally relevance of Reading Street and Math Expressions. <led by Equity Team>
SEPTEMBER		
1	Monthly BLT Meeting	- Discussion and outline Ci3T (PBIS) accountability process 1) Ask students & staff what the 3 B's are (Be respectful, be responsible and be ready to learn) 2) Ask staff roughly when the last time they gave an Eagle Buck (not punitive) 3) Ask students when the last time is that they earned an Eagle Buck <HW: Members ask three different staff members and 6 different students and bring the data back to the October meeting>

2	Early Release	Book Study Introduction (All Classified & Certified Staff) Discuss emphasis placement on trauma informed classrooms and interacting with students that have challenging behaviors <Homework: Read pages 1-54, chapters 1 & 2>
9	Early Release	Learning coach conducts presentation on how to Raz Kids/Reading A-Z -How to create a classroom -How to assign student levels and books/quizzes/assignments -How to conduct progress monitoring and initial assessments
15	Equity Team Meeting	Planning of early release PD on the 23 -Each grade level needs to bring a student or teacher Reading Street textbook -Each team will use the Culturally Relevant Resource rubric to assess the relevance of the resource
16	Early Release	An intermediate teacher and a primary teacher will present on how they run morning meetings (learning coach and principal will assist with facilitation)
23	Early Release	- Each grade level needs to bring a student or teacher Reading Street textbook - Each team will use the Culturally Relevant Resource rubric to assess the relevance of the resource - Rubrics will be collected to evaluate the resource
30	Early Release	- Complete SRSS data - Document AimsWeb & MAP scores in the provided classroom Google data sheet

OCTOBER

6	BLT Meeting	Discuss Ci3T accountability data -Were the numbers surprising? -What areas were strong? -What are areas of weaknesses? -How can we improve?
7	Early Release	Book Study (All Classified & Certified Staff) Have grade level teams create a visual representation over what they learned in the homework reading Kagan Hand up, Pair up, Share Up of what was the most impactful of the homework reading • <Homework: Read pages 54-120, chapters 3 & 4>
14	Early Release	Training from learning coach on Dyslexia strategies for tier 1 & tier 2 students and how to incorporate them into small group reading <HW: Teachers need to implement one strategy into small group reading rotations for two weeks and have pre-& post- data to discuss at the Nov 18 early release>
20	Equity Team Meeting	Discuss rubrics over Reading Street resource -What was the overall general score? -What were the areas that had the highest scores? -What were the lowest scoring areas? -Is the resource a best fit for the building demographics?

		<HW: Brainstorm how Reading Street can be supplemented to best support student demographics.>
21	Early Release	• An intermediate teacher and a primary teacher will facilitate a discussion on small group instruction (learning coach and principal will assist with facilitation) -What has been working in small group math? -What are some areas of improvement? -Are there any resources outside of Math Expressions that you find helpful? • Anchor chart paper that has each of the above questions on them will be hung around the library, staff will write their answer to each question on each of the papers
22	Full Day PD	• Professional development on internalizing behaviors and strategies to help students with anxiety led by district Mental Health Coordinator • Training from Douglas County team on assisting families to access community resources such as food banks, community shelter and the county mental health facilities
30		End of first trimester

KSDE. (2020). Building Report Card. Retrieved July 29, 2020, from https://ksreportcard.ksde.org/home.aspx?org_no=D0497

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2020, February 27). Systematic Screening " ci3t.org. Retrieved July 29, 2020, from <http://www.ci3t.org/screening>