

**2020-2021 Center School District Professional Development Plan  
Boone Elementary**

<p>Professional Learning Mission Goals:</p> <ul style="list-style-type: none"> <li>● Professional Learning Communities</li> <li>● Instructional Prowess</li> <li>● Academic and Behavior Intervention/Support</li> </ul>
<p>District Professional Learning Goals:</p> <ul style="list-style-type: none"> <li>A. Student Achievement</li> <li>B. Subgroup Achievement</li> <li>C. Positive Climate and Culture</li> <li>D. Professional Learning Communities</li> </ul>
<p><b>Building Professional Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Collaboration between special education and regular education staff to support special education students' IEP goals.</li> <li>2. Identify, sequence and assess essential content.</li> <li>3. Implement protocols/strategies to promote active student learning.</li> <li>4. Strengthen intervention practices for academics and behaviors.</li> </ol>

<b>Budgeted Allocation:</b> \$1,000					
<b>Professional Learning Goal #1:</b> Collaboration between special education and regular education staff to support special education students' IEP goals.					
Rationale: The needs assessment given May 2019 identified that more than 40% of the staff feel there is inadequate collaboration and professional development for teachers working with special education students.					
Action Steps	Personnel	Dates	Outcomes	Evidence	Budget Amount
Identify specific strategies on how to utilize special education staff	Classroom Teachers, SPED Teachers, TLC, Principal	Aug- Sept	Increase the collaboration between SPED and Reg Ed Staff for planning/instruction	Agenda	
Provide collaboration time between the special	SPED Teachers,	ongoing	development of co-	Planning	sub time

education and general ed teachers.	Classroom Teachers		teaching plans, 2 days/sem per team	Documents	
Continue pilot of push in model between general education teachers and special education teachers.	SPED Teachers, Classroom Teachers	ongoing	Utilize co-teaching model in targeted classrooms	Observations, reflection/ feedback	

<b>Professional Learning Goal #2:</b> Identify, sequence and assess essential content.					
Rationale: The needs assessment given May 2019 identified that more than 40% of the staff feel there is inadequate instructional time to address essential content in an organized and sequenced way.					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Utilize the professional learning community to connect curriculum standards and identify effective instructional strategies.	Classroom Teachers, SPED Teachers, TLC, Principal	ongoing	Determine priority standards, develop assessment plans, implement Data Team Process	PLC Documentation	
Utilize the professional learning community to evaluate, create and implement common formative assessments.	Classroom Teachers, SPED Teachers, TLC, Principal	ongoing	create, revise CFAs for pre/post assessment	CFAs	

<b>Professional Learning Goal #3:</b> Implement protocols/strategies to promote active student learning.					
Rationale: More than 20% of the staff identified a need to improve student engagement.					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Continue with implementation of PBIS	All Staff	ongoing	Strengthen TIER 1 PBIS Practices, Improve TIER 2	PBIS Documentation	

			PBIS Practices		
Utilize data to create/revise ongoing plans to eliminate off task behaviors and promote active student learning.	All Instructional Staff, TLC, Principal	ongoing	Increase engagement during instruction	Walkthroughs, Observations	
Partner with Prep-KC Consultants to provide ongoing Professional Development and feedback, to promote and strengthen the engagement of students in learning	All Instructional Staff, TLC, Principal, Prep-KC	ongoing	Increase engagement during instruction	Walkthroughs, Observations	TBD

<b>Professional Learning Goal #4:</b> Strengthen intervention practices for academics and behaviors.					
Rationale: Look at AIMSweb data					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Utilize the professional learning community to evaluate, create and implement intervention plans for identified students.	All Instructional Staff, TLC, Principal	ongoing	identify students at risk or requiring intervention, develop instruction plans	Intervention Plans	
Select, implement, and progress monitor intervention strategies	All Instructional Staff	ongoing	Utilize data, identify student needs, select appropriate intervention, monitor	Intervention Plans	
Utilize Problem Solving Process to provide for the needs of students	Problem Solving Team, Classroom Teachers, SPED Teachers	ongoing	specific/ targeted instructional strategies to address the individual needs of identified students	Student Success Plans	