

**2021-2022 Center School District Professional Development Plan  
Indian Creek Elementary School**

**Center School District Strategic Plan Goals:**

- GOAL 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real-World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.
- GOAL 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.
- GOAL 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.
- GOAL 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.
- GOAL 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.
- GOAL 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

**Academic Priorities:**

- Provide an intentional and explicit Tier 1 instructional framework that supports effective components of teaching and learning, use of instructional resources, and collection of data to support student growth.
- Utilize academic literacy and language scaffolds to support students attaining and demonstrating the critical thinking, reading, writing, speaking and listening skills that are necessary for successful communication in an academic environment.
- Support student digital literacy skills demonstrating the communication, collaboration, creativity and critical thinking skills that are necessary for successful learning in a digital world.
- Ensure all students have authentic access to a rigorous and relevant academic experience grounded in schools and a district that are culturally responsive.
- Infuse curriculum with more project-based learning and exposure to real-world examples that will assist students in the development of interpersonal and intellectual skills in high demand by employers.

**Building Professional Learning Goals:**

1. Teachers will implement a math and reading RTI group with fidelity to support students in Tier 2.
2. Teachers and staff will participate in a book study on race and equity to eliminate systemic biases and practices that affect the equitable access to education and social-emotional support.
3. Teachers and staff will implement positive behavior supports with fidelity to positively impact student achievement and behavior.
4. Teachers will purposefully collaborate with resource teachers to support students with IEP goals, receive ELL, Title I, & Tier III

support.

5. Teachers will implement strategic writing techniques to improve student writing.

**Professional Learning Goal #1:** Teachers will implement a math and reading RTI group with fidelity to support students in Tier 2.

- Our goal is to increase our ELA performance by 2.0% from 33.1% (2019 Proficient/Advanced %) to 35.1% by spring 2022.
- Our goal is to increase our Math performance by 2.6% from 20.4% (2019 Proficient/Advanced %) to 23% by spring 2022.
- Our goal is to increase achievement in our sub-groups. IEP growth was at 0% for both ELA and Math (2019 Proficient/Advanced).
  - Our goal is to increase ELA growth performance to 3.7%.
  - Our goal is to increase Math growth performance to 4.2%.

Rationale:

Our MAP scores from 2019 data showed that only 33.1% of students scored proficient/advanced on the ELA MAP assessment and only 20.4% of students scored proficient/advanced on the Math MAP assessment.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Reorganize intervention groups and implement an “all hands on deck” approach.	Teachers Assigned Staff TLC Principal	Monthly-Oct.-April	Decrease # of students in bottom two levels and increase # of students in the top two levels.	PD Agendas/Minutes, Observations, and student data	
Provide training for staff on the reading and math intervention programs for Tier 2/Tier 3 learning. *MTSS Website	TLC Principal	Oct.-Jan.	Increased staff knowledge of MTSS & student learning and achievement.	Classroom Observations, Progress Monitoring, & Common Assessment Data	
Implement intervention programs and monitor fidelity of usage	Teachers TLC Principal	Oct.-April	Decrease # of students in bottom to levels and increase # of students in the top	Classroom Observations, Progress Monitoring, & Common	

			two levels.	Assessment Data	
Monitor established intervention groups and review student data	Teachers TLC Principal	Oct.-April	Decrease # of students in bottom two levels and increase # of students in the top two levels.	Progress Monitoring Data	

<p><b>Professional Learning Goal #2:</b> By the end of the school year, all Indian Creek teachers and staff will have participated in a book study on race and equity.</p> <p>Our goal is to explore and uncover our unconscious biases and practices that affect equitable access to education and social emotional support for students. 100% of our teachers/staff will participate in a book study.</p> <p>Rationale: We understand the importance of increasing our knowledge and understanding in this area; however, it is critical that we first analyze our own biases and approach this topic with care and urgency to best impact our professional learning community and the impact it has on our scholars.</p>					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Purchase books for book study groups for professional development.	Principal	November -May	Provide options for staff to select from. Improve knowledge and understanding of race and equity.	Book options	TBD
Organize book study groups for staff to participate in. Teachers and staff will be given an option to select a book study group.	Leadership Team	Nov.-May	Provide choice of book study groups to participate in.	A Google Sign-Up Document shared with all teachers & staff.	
Organize a share out session for all book study groups to share their learning by the end of the school year.	Leadership Team	Nov.-May	Provide time for review, reflection, and planning of next steps for learning and growth.	Professional Development Sessions, Agendas/Minutes , & Classroom	

			Uncover and eliminate practices that promote racism and inequities.	Observations.	
Teachers and staff will participate in an equity audit.	Principal	By the end of 1st semester	Assess our race/equity climate and current reality in our building.	Audit Documentation	

**Professional Learning Goal #3:** Teachers and staff will implement positive behavior support with fidelity to positively impact student achievement and behavior. The SWISS data will demonstrate that 80% of our students are receptive to Tier I behavior support.

Rationale: According to the 2021 Cycle 4 Advance Questionnaire by Certificated Faculty, 87.1% of teachers, Strongly Agree/Agree that Educators in our school respond to inappropriate behaviors quickly and effectively. Although the percentage is high, we feel that this result is subjective. We want to quantify this finding based on more substantial data, i.e., proactive actions and interventions and SWISS data reports.

During the 2019-2020 school year, there were 318 behavior referrals. Our goal is to reduce the number of major behavior referrals by 3%.

In addition, we will increase the usage of Class Dojo as measured by the number of points given to students for demonstrating expected behaviors (3 B's-Safe, Responsible, & Respectful), comparing the 20-21 and 21-22 school years.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
PBIS Tier I Team will provide professional development and feedback to teachers and staff.	PBIS Team Leader PBIS Tier I Team	Aug-May	Improve teachers & staff understanding of ICE's Positive Behaviors Supports,	SWISS, Big 5 Data Reports, School & Classroom Observations, & PD Agendas-Minutes, & Academic Data	

			Practices, & Protocols.		
ICE Teachers & staff will implement PBIS strategies with fidelity and use common PBIS language	Teachers & Staff PBIS Team	Aug.-May	Common Language & Practices	SWISS, Big 5 Data Reports, School & Classroom Observations, Signage, & PD Agendas-Minutes, & Academic Data	
All Teachers & staff will participate in Trauma Smart training by the end of the school year.	Teachers & Staff Principal	Aug.-May	Increase knowledge of Trauma and the impact it has on adults & students. Implement best practices to support the entire learning community.	PD Agendas/Minutes, Observations, & SAEBRS data	

**Professional Learning Goal #4:** Teachers will purposefully collaborate with resource teachers to support students with IEP goals and receive ELL, Title I, & Tier III supports.

Our goal is to increase the percentage of teachers that agree/strongly agree that there is adequate collaboration between special education staff and classroom teachers in our school by 3 % from 42% to 45%.

Rationale: Based on the Cycle 4 Advance Questionnaire for Certified Faculty, 42% of teachers strongly agree/agree that there is adequate collaboration between special education staff and classroom teachers. Additionally, the rate for neutral/disagree/strongly disagree was at 58.1%. Our goal is to decrease this range and increase the higher range (strongly agree/agree).

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Organize schedules so that resource (special education, ELL, Title I, & Tier III) and classroom teachers can analyze data and plan for instruction.	Classroom Teachers Resource Teachers TLC Principal	Oct.-May	Enhance impact in learning for students receiving resource supports	Schedules, PD Agendas/Minutes , Data Team Documentation, & Common Assessment Data.	
Provide classroom teachers with professional development on differentiated instruction.	Leadership Team TLC Principal	October	Increase student learning and achievement for students receiving resource supports.	PD Agendas/Minutes , Observations, and Common Assessment Data.	
Teachers will implement Teach Like a Champion Techniques during instruction to impact all learners.	TLC Principal	October-April	Improve effective teaching practices & student learning.	PD Agendas/Minutes , Classroom Observations, & Common Assessment Data	
Survey to staff about what PD they need to feel more successful	Leadership Team	October	Assess current professional development needs.	Survey	

**Professional Learning Goal #5:** Teachers will implement strategic writing techniques to improve student writing. 100% of K-5 and Resource Teachers will be trained in Step Up to Writing.

Rationale: Writing instruction and learner practice was a challenge during the last year and half. We believe that students need rich experiences and systematic techniques and practices to improve their skills.

100% of K-5 & Resource teachers will be trained in Step Up to Writing.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
K-5 teachers will develop a smart goal to target identified weak areas.	K-5 Classroom Teachers TLC Principal	Oct.-Nov.	Gather baseline data, unpack identified standards, create smart goals, implement strategic techniques & practices to impact student performance.	Smart Goals, Common Assessments, Lesson Plans, Data Team Minutes, & Classroom Observations	
Smart goals will be monitored throughout the school year.	K-5 Classroom Teachers TLC Principal	Nov.-May	Student writing will improve prove and meet/exceed grade level standards.	Smart Goals, Common Assessments, Lesson Plans, Data Team Minutes, & Classroom Observations.	
Step Up to Writing materials will be purchased (if needed)	TLC Principal	October	All teachers will receive updated	Inventory Data	Estimated: \$2,000

			materials needed.		
Step Up to Writing training will be provided for teachers.	Trainer TLC Principal	October-February	Teachers will receive professional development on Step Up to Writing Technique.	Purchase Order	Approx. \$1500