

## **2021-2022 Center School District Professional Development Plan Yellowjacket Early Learning Center**

### **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 effectively utilize best practice early childhood strategies to engage students in content.
2. Teachers will use instructional strategies that lead students to problem solve and think critically.
3. Teachers will use disciplinary research and inquiry methodologies, and teach the tools of inquiry.
4. Teachers will use strategies that promote kindness and social competence among students and adults in the classroom community.

**Professional Learning Goal #1:** Teachers will effectively utilize best practice early childhood strategies to engage students in content and move from a 71% average fall rating on the TalentEd Standard 1, Indicator 1.2 to an 85% average rating on that same standard in the spring (see attachment). Students will demonstrate growth in content engagement by moving from a baseline 21% grade level mastery on DRDP measure SED-2, social-emotional understanding in October, 2021 to a 40% grade level mastery on the same measure in May, 2022 as well as moving from a baseline 28% grade level mastery on DRDP measure LLD-6, comprehension of age-appropriate text,, to a 50% grade level mastery on the same measure in May, 2022.

Rationale: The guiding principles of the Project Construct curriculum support preschool student engagement in a developmentally appropriate and effective manner.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Participation in Project Construct 2.0 Professional Development Training.	teachers, paraprofessionals, other staff as available	9/24/21	learning experiences align to the DRDP assessment tool and the Project Construct fidelity model, increasing student engagement	lesson plans, Project Construct fidelity model, informal and formal walkthroughs	\$2017.50, Head Start training funds
Project Construct Institute (10 virtual modules), new staff	Melissa Eagan, new paraprofessional	virtual training, October -January, 2021	full training in Project Construct	certificate	\$1000.00, Head Start Training funds
Desired Results Developmental Training, new staff	Melissa Eagan, new paraprofessional	9/1/21 9/2/21	increased understanding of student assessment aligned with the MELS and Project Construct	DRDP entries in the Learning Genie platform	\$0
PLC small group work, detailing commitments to be made in implementing Project Construct	teachers, paraprofessionals led by Wendy	ongoing monthly collaboration	Increased collaboration and intentional planning on curriculum	lesson plans, Project Construct fidelity model, informal and formal walkthroughs	\$0

	Maupin		implementation		
Guiding Coalition book study, <u>the Great Disconnect</u>	Guiding Coalition members	monthly	refined understanding of Project Construct guiding principles, especially in regard to literacy	dissemination to staff in building PD	\$149.70

**Professional Learning Goal #2:** Teachers will use instructional strategies that lead students to problem solve and think critically and move from a 65% average fall rating on the TalentEd Standard 4, Indicator 4.1 to a 75% average rating on that same standard in the spring (see attachment). Students will demonstrate growth in problem solving and critical thinking by moving from a baseline 41% grade level mastery on DRDP measure Cog-9, comprehension of age-appropriate text, to a 50% grade level mastery on the same measure in May, 2022.

Rationale: Inquiry and Project Work build language, critical thinking, vocabulary, social emotional skills, and student interest.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Teachers will incorporate inquiry based instruction into daily, weekly, and ongoing plans	teachers	daily, weekly, and long-range planning	based on the actual projects/investigations and aligned to DRDP growth	lesson plans, student engagement, student work	\$0
CLASS training	Melissa Eagan Mary Fleming Alex Saper Alicia Boots	12/7/21	increasing the effectiveness of classroom interactions in supporting growth across the developmental domains	CLASS scores, informal and formal walkthroughs	\$0
Participation in Project Construct 2.0 Professional Development Training.	teachers, paraprofessionals,	9/24/21	learning experiences increase opportunities for	lesson plans, Project Construct fidelity model,	noted above

	other staff as available		inquiry and the documentation of inquiry	informal and formal walkthroughs, PLC collaborations	
Project Construct Institute (10 virtual modules), new staff	Melissa Eagan, new paraprofessional	virtual training, October -January, 2021	increased classroom implementation of inquiry experiences	formal and informal walk-throughs, paraprofessional TalentEd discussions	noted above

**Professional Learning Goal #3:** Teachers will use disciplinary research and inquiry methodologies, and teach the tools of inquiry and move from a 54% average fall rating on the TalentEd Standard 1, Indicator 1.3 to a 70% average rating on that same standard in the spring (see attachment). Students will demonstrate growth in research and inquiry by moving from a baseline 41% grade level mastery on DRDP measure Cog-9, comprehension of age-appropriate text, to a 50% grade level mastery on the same measure in May, 2022.

Rationale: Real World Learning Opportunities in the natural world and about everyday preschooler experiences enhance cognitive engagement and growth across all developmental domains.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
The Project Approach Young Investigators Institute  Project Approach collaborations during PLC	Mary Jane Baker Maggie Burton Elizabeth Belt  all teachers/	1/12/22, 1/13/22, 4/22/22	implementation of at least 1 'Project Approach' project in each classroom	documentation of implementation of the 3 phases of the Project Approach, lesson plans, formal and informal walkthroughs,	\$0

	paraprofessionals PLC collaborations			PLC discussions	
Nature Explore Professional Development Experience	all staff	August, 2021	planning of the YELC outdoor classroom to align with standards of inquiry and building toward a 'nature explore-approved' outdoor classroom	lesson plans, walkthroughs during outdoor learning experiences, student representations of outdoor learning experiences	\$4,500.00
Desired Results Developmental Training, new staff (noted above)	Melissa Eagan	9/1/21 9/2/21	understanding of cognitive and representational learning targets	fidelity in assessing learning that occurs during inquiry experiences	

**Professional Learning Goal #4:** Teachers will use strategies that promote kindness and social competence among students and adults in the classroom community and move from a 75% average fall rating on the TalentEd Standard 5, Indicator 5.3 to an 85% average rating on that same standard in the spring (see attachment). Students will demonstrate growth in building a positive classroom culture by moving from a baseline 21% grade level mastery on DRDP measure SED-2, social-emotional understanding in October, 2021 to a 40% grade level mastery on the same measure in May, 2022.

Rationale: Positive classroom and building climate impact staff self-care and work satisfaction and impact the quality of learning opportunities for children

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
family orientations that include family needs assessment and a social-emotional screening	Angela Castro, Brandi Halterman, Ebonie Hunter, Emily Kellerman	ongoing	understanding of student and family needs	staffing meetings, DECA scores	\$0
Training in Tier 1 Social Emotional Strategies: <ul style="list-style-type: none"> <li>● Trauma Smart Training for new staff</li> <li>● Trauma Smart 'booster' for all staff</li> <li>● Trauma Smart Academy for coach and social worker</li> </ul>	Initial: Mary Jane Baker Maggie Burton Elizabeth Belt Mary Fleming Kaitlyn Smith Alex Saper Alicia Boots Melissa Eagan Emily Kellerman Booster: all YELC staff; Academy: Wendy Maupin & Emily Kellerman	10/15/21 2/18/22 2/22/22 3/17/22  10/8/21  10/11/21- 10/15/21	student success in behaviors and in working through emotions	lesson plans, formal and informal walkthroughs, CLASS scores	\$0
Tier 1 & Tier 2 PBIS Procedures	all YELC staff	ongoing	student success in behaviors and in working through emotions	lesson plans, PBS checklist, office referrals	
Missouri Literacy Grant Year 1: collection and dissemination of children's literature that supports diversity and equity	Wendy Maupin	ongoing	promoting children's racial, cultural, and linguistic diversity	lesson plans, formal and informal walkthroughs, PLC collaborations	\$1,400 Head Start funds & \$800 Missouri Literacy grant funds

			and equity in the classroom		
--	--	--	-----------------------------------	--	--