

2021-2022 Center School District Professional Development Plan

Center Academy for Success

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 hold all students to high expectations by collaborating with each other.
2. Teachers will collaborate with school, district, and community members to address individual student needs
3. Teachers will focus on high-yield instructional strategies across all content areas.
4. Teachers will use best practices to mitigate behavior in order to foster a safe learning environment.

Professional Learning Goal #1: Teachers will hold all students to high expectations by collaborating with each other.

Semi-annual School Culture Typology survey taken by staff yielded the following results:

TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
3.5	4.4	13.2	27.5	34.5	35.1

Our goal is to shift numbers to the right by 10+ points by April 2022

Rationale: Collective inquiry by all staff will increase overall student achievement.

Aligns with District Goal #3

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Bi-weekly collaborative team meetings	All	All year	Alignment, improved collaborative culture	Bi-weekly agendas	\$0.00
Use of NWEA and mastery learning data to drive instruction	All	Sept, Jan, May Ongoing	Drive instructional focus areas. Guide interventions	NWEA reports	\$0.00
Continue to enhance and develop our PLC model	All	Aug →	Continual improvement	Guiding Coalition → Collaborative Team Meetings	\$0.00
Create co-taught courses	Teachers	All year	Increased collaboration and communication	Semi-annual school culture survey	\$0.00

Professional Learning Goal #2: Teachers will collaborate with school, district, and community members to address individual student needs.

CAS currently has 1 active community partner and 0 student career partners. Our goal is to increase both by 2 by May 2022

Rationale: Students at CAS present a variety of unique challenges. Collaboration between school and district personnel, as well as community and business leaders, will empower students to meet these challenges.

Aligns with District Goal #5

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
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Staff training on BIPs and accommodations/modifications (creation, rationale, implementation, documentation)	McPherson	Fall	Clarity of expectations	BIP docs from McPherson	\$0.00
Instructional strategies that speak to the needs of our SPED population	McPherson , Nevels	Ongoing	Kaegan, SPED teach strategies	Bi-weekly PD, observations	\$0.00
Increase Caring for Kids partnerships	Woolf, Gibson, CFK	Ongoing	Monthly CFK meetings, partnering with Cheryl Sipes	Only 1 consistent partner as of Fall 21	\$0.00
Restorative Practices Refresher Training from CCR	SW, Dean	11/16, 11/17	Continued reduction of ODRs using alternative behavior practices	Reduction of ODRs	District initiated
Create a career pathway for students with a local business/professional	Nevels	Ongoing	Career pathway	Post-graduation student employment	\$0.00

<p>Professional Learning Goal #3: Teachers will focus on high-yield instructional strategies across all content areas. Math EOC Scores will increase by 15% from '19 average of 12.3% to '22 minimum average of 27.3% ELA EOC Scores will increase by 15% from '19 average of 20.7% to '22 minimum average of 35.7%</p>					
<p>Rationale: Evidence shows that the classroom teacher has the greatest impact on student learning; therefore we will maximize the skill and efficiency of our classroom teachers. <i>Aligns with District Goal #3</i></p>					
Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Create intervention courses in response to NWEA data	Woolf, McGee	Fall thru EOY	Improved math and reading scores on	Increase in math scores from 2 months of Math Essentials	\$0.00

			NWEA		
Review, learn, and implement teacher-centered, then student-centered learning	Nevels	Ongoing	Improved teaching strategies	Bi-weekly PD agenda, classroom observation	\$0.00
Develop common look-fors in each classroom related to the 4 indicators	Muenks, Certified staff	Aug	Look-for document	Use of look-for doc in observations	\$0.00
Teacher goals with ongoing support and check-ins	Nevels	Ongoing	Improved teaching strategies	Bi-weekly PD agenda, classroom observation	\$0.00
Frequent informal and formal observations	Woolf, Nevels	Bi-Bi-weekly	Provide feedback to improve	TalentEd, Observation log	\$0.00
Co-taught courses built into the master schedule to allow teachers to collaborate daily	All	Ongoing	Increased teacher collaboration	Daily observations, daily co-planning, Bi-weekly collab meetings	\$0.00

Professional Learning Goal #4: Teachers will use best practices to mitigate behavior in order to foster a safe learning environment.

Average *major* ODRs per day:

SY 19-20 = 1.4

SY 20-21 = 0.4 (Hybrid → Virtual → 4-day week)

SY 21-22 = currently .73

Goal is to average less than 1 major ODR/day

Rationale: A psychologically and emotionally safe environment is most conducive to learning. Additionally, time spent out of class is antithetical to our learning goals.

Aligns with District Goal #4

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
PBIS Tier 1 implementation with fidelity	Moore, PBIS team	All year	Action Plan	Action plan currently being developed	\$0.00
4-step progressive classroom discipline + 5 common classroom rules	All	Ongoing	Consistency, clarity	Decrease in ODRs	\$0.00
Peer observations by teachers (both in building and CHS)	All certified staff	Fall, Winter, Spring	Observe and reflect	Testimonials at PD	\$0.00
Restorative Practices Refresher Training from CCR	SW, Dean	11/16, 11/17	Share strategies with staff	Reduction of ODRs for each staff	District initiated
Yondr Phone Pouches	Security, Admin	All year	Fewer disruptions, fewer ODRs	Reduction in ODRs	\$1,475