

**2021-2022 Center School District Professional Development Plan
Boone Elementary**

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. Attendance Support- Teachers will support building-wide efforts to ensure regular student attendance. We will have at minimum 95% of students with at least 90% attendance rates.

2. Social-Emotional/Behavior Support- Teachers will implement BIST/PBIS structures, with fidelity. We will reduce the number of 21-22 Major Behavior Incidences (ODRs) from the first semester by 6% during the second semester.

3. Academic Support- Teachers will implement MTSS Structures (for Reading, Math, and Behavior) with fidelity. We will reduce the percentage of students scoring Basic/Below Basic on the State MAP Test by 6% on the 2022 assessment, as compared to the 2019 assessment (ELA 55% in 2019 to 49% in 2022 and Math 62.6% in 2019 to 56.6% in 2022).

4. Intervention Support- Forty percent of classroom teaching staff will participate in Structured Collaboration Time opportunities with specialized staff in addition to their weekly grade level team meetings. Teachers will collaborate with Support Staff (SPED, Tier 2/3 Teachers, ELL, SEL Team) to effectively create plans to meet the needs of all students.

Professional Learning Goal #1: Teachers will support building-wide efforts to ensure regular student attendance. We will have at minimum 95% of students with at least 90% attendance rates.

Rationale: Increasing time in class maximizes learning opportunities for all. Improving our emphasis, communication, and support for students and families impacts our attendance rates.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Development of Tiered Attendance Response, more consistent with MTSS practices	Attendance Team	Oct	Tiered Attendance Response	Attendance Response Document	
Provide attendance PD, for implementation of Tiered Attendance Response	Attend. Team	Oct-Nov	Staff Trained	Meeting Agendas	
Determine procedure for data gathering on Late Start and Early Out data	Neil/Joyce	ASAP	Data Tool, Process, Workflow	Attendance data- Late Start/Early Out	

Professional Learning Goal #2: Teachers will implement BIST/PBIS structures, with fidelity. We will reduce the number of 21-22 Major Behavior Incidences (ODRs) from the first semester by 6% during the second semester.

Rationale: Daily routines for students have been inconsistent during the pandemic. Refocusing on individual students, classroom environments, and building wide implementation supports the learning environment and supports staff in responding to disruptions to the environment.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Behavior Interventionist attend BIST Training	Beh Int	9/22-9/23	Trained	BIST Training Certificate	
BIST/PBIS Refresher Training for all staff	PBIS Tier 1 Team	Oct-Dec	All Staff Retrained/Refreshed	Meeting Agendas	
BIST/PBIS Fidelity Checks/Fidelity Surveys	Gdg Coalition, PBIS Team	Nov-Jan	Fidelity Check and/or Survey Developed	Fidelity Check and/or Survey	
BIST Consultant meet with staff/professional development	BIST Consultant	Monthly	Implement BIST and PBIS with fidelity	Agendas Feedback	

Professional Learning Goal #3: Teachers will implement MTSS Structures (for Reading, Math, and Behavior) with fidelity. We will reduce the percentage of students scoring Basic/Below Basic on the State MAP Test by 6% on the 2022 assessment, as compared to the 2019 assessment (ELA 55% in 2019 to 49% in 2022 and Math 62.6% in 2019 to 56.6% in 2022).

Rationale: Over 50% of students scored Basic/Below Basic in half of the assessed areas on the Spring 2019 MAP Test. This high number of students requires structured tier support to address areas of deficiency.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Effective Assessment Practices	Data Teams	Ongoing	Valid/Reliable Assessments	Assessment Data	
Effective Implementation of Data Teaming/PLC Processes (Data Gathering, Decision Making, Intervention, Progress Monitoring, Etc.)	Data Teams	Weekly	Effective processes	Meeting Agendas	
Implementation of MTSS Interventions for Reading, Math, and Behavior	Data Teams, Tier $\frac{2}{3}$ Teachers, SEL Team	Ongoing	Targeted support for identified students	Intervention tracking notes, Progress Monitoring	
Targeted support for Tier $\frac{2}{3}$ (Reading, Math, Behavior)	Tier $\frac{2}{3}$ Teachers, SEL Team	Ongoing	Targeted support for identified students	Intervention tracking notes, Progress Monitoring	
Effective implementation of Problem Solving Team processes	PST	Monthly	Targeted support for identified students	Intervention tracking notes, Progress Monitoring	

Professional Learning Goal #4: Forty percent of classroom teaching staff will participate in Structured Collaboration Time opportunities with specialized staff in addition to their weekly grade level team meetings. Teachers will collaborate with Support Staff (SPED, Tier $\frac{2}{3}$ Teachers, ELL, SEL Team) to effectively create plans to meet the needs of all students.

Rationale: Over 50% of students scored Basic/Below Basic in half of the assessed areas on the Spring 2019 MAP Test. Staff that work to provide specific support to students in Special Education, Tier 3, and ELL need opportunities to work collaboratively with Classroom Teachers in order to effectively support the teacher, support the student, support the family, and/or support each other.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Development of Structured Collaboration Time	Gdg Coalition	Oct/Nov	Implementation plan for Structured Collab	Plan	
Structured Collaboration Time for identified staff to create plans that address the identified Teams, Teachers, and Students	CRTs, SPED, Tier $\frac{2}{3}$, ELL, SEL Team	Nov-Apr	Structured Collab Meetings	Structured Collaboration Schedule	