

Idaho Department of Education

Professional Development Plan Cover Sheet

This professional development plan encompasses **ALL** professional development provided by the district using **ANY** source of funds. **Plan is to be reviewed and updated annually.**

District: Legacy Charter School #478 Created Date: April 2013
 Review Date Nov. 4, 2021
 Phone: 208-467-0947
 Fax: _____ Email: admin@legacycharterschool.net

Planning Team Members and Titles:

The plan **must** be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Seth Stallcop, Administrator/MS Teacher</u>	
<u>Sandy Colbert, Harbor-Teacher-in-Residence</u>	
<u>Kyla Danziger, Sped Teacher</u>	<u>All parents, parapros and teachers – invited at</u>
<u>Gayle O’Donahue, Federal Programs Coordinator</u>	<u>beginning of school year in attendance note & at</u>
<u>Ashley McCain, Elem.Tchr/Assessment Coord.</u>	<u>Back-to-School Night/Federal programs mtg</u>
<u>Niki Crow-Clerk of the Board</u>	<u>to review & provide comment on PD plan.</u>
	<u>Copies of plan provided at B-to-S night & on file</u>
	<u>at front office.</u>

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

- Teachers self-identifying on annual evaluations areas they would like to strengthen & administrative review of information provided.
- Administrator daily/weekly classroom observations & documentation of those observations.
- Informal conversations between & among teachers and administration.
- Continuous review of student achievement outcome data.
- New requirements by SDE, SBOE.
- Review of above with planning team members.

b) What data was collected and analyzed to determine PD needs?

- Teacher responses on annual evaluations along with informal conversations among teachers and with administrator(s).
- Student achievement outcome & growth data derived from weekly concept tests, interim & annual SBAC testing.
- SDE & SBOE requirements and information surrounding such.

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c) What PD needs were identified?

- To further align and add to reading & writing programs to better present SBAC skills to students while teaching within Harbor Method framework.
- To further understand & implement RTI in the regular classroom
- To provide further math resources by using Khan Academy math and using it effectively within the Harbor Method framework to assist in strengthening SBAC math skills
- To increase knowledge and use of test outcomes analyses and ease of incorporating practical interventions
- To provide required administrator evaluation training
- To continue mentoring of new(er) teachers, teachers new to the Harbor Method, teachers new to an academic area
- To adopt required Title IX training
- To continue to provide required, annual training for federal program requirements

Section 2: Academic Progress

a) How was academic progress data analysis conducted?

- Through interim ISAT-SBAC assessments, administered in September and January, along with beginning-of-the-year assessments conducted by teachers.

b) What academic progress data was collected and analyzed?

- Test scores and individual student reports from ISAT- SBAC interim assessments, which identify areas of need for students or classes as a whole.

c) What academic progress needs were identified?

- To further align and add to reading & writing programs to better present SBAC skills to students while teaching within Harbor Method framework.
- To provide further math resources by using Khan Academy math and using it effectively within the Harbor Method framework to assist in strengthening SBAC math skills
- To increase use of analyzing student test outcome data to help drive instruction and create practical interventions

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List any private schools choosing to participate in your district's professional development funded under any ESEA programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

NA

Fill out the Professional Development Plan Template that follows, using as many or as few pages as needed.

Should you have any questions or concerns about this document please contact:

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Title II-A: Supporting Effective Instruction
Idaho State Department of Education
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- 1) To analyze literary and informative reading instruction and assessments in grades 3rd-8th in the three Nampa, Harbor School Districts (Liberty, Victory & Legacy) to insure they are highly challenging and meeting the needs of today's students. There is a need to collaborate with colleagues to study best practices which lead to college and career readiness and to align instruction throughout the grade levels.
- 2) To ensure each grade level is aligned with Common Core Standards.

NEED ONE:

- 1) 3rd – 8th grade teachers at the three schools/districts will analyze their current literature and informative texts for the following Common Core Standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and the Range of Reading and Level of Text Complexity. Through collaboration and the study of best practices, each grade level teacher at each school will add to their instruction and assessments to insure their Common Core grade level goals are being met.
- 2) To have grade-level documentation and reference on file at each of the Nampa Harbor School Districts showing the alignment of their curricula to Common Core.

GOAL ONE:

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-provided professional development.	Peer teacher trainer will conduct two, for-credit professional development courses through NNU for 3 rd -8 th grade teachers & other grade-level teachers as interested, entitled: “Aligning the Harbor Method’s Reading Instruction to Common Core Reading Standards for Literature” and “Aligning Social Studies & Science Texts	2013-2014	Victory 4 th grade teacher as peer teacher trainer. School’s co-administrators.	<u>Improving Teaching:</u> Documented peer teacher & administrators’ classroom observations/formal evaluations; students’ statewide testing outcomes.	\$3000: Salary to peer teacher trainer for spring prof. dev course. (2013-2014) \$2600: Course materials \$2280: Teachers’ reimbursement for pd course	Idaho State Professional Development Grant.

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	<p>to <i>Common Core Informative Reading Standards.</i>” Course completion will be documented & placed in teachers’ employee files. Course will be taught to Victory, Liberty & Legacy Charter School teachers.</p> <p>Peer teacher trainer documents w/teachers implementation activities, including: teachers’ completion of grade level Reading Concepts & Weekly Assessments (2013-2014); Common Core & Assessment alignment (2013-2014); classroom observations/feedback/cont. trng to evaluate effective use of concepts & assessments (2014-2015); co-administrators & peer teacher observations & final evaluations to document full implementation (2015-2016).</p>		<p>Victory 4th grade teacher as peer teacher trainer.</p> <p>School’s co-administrators.</p>	<p><u>Improving Student Learning:</u> spring 2014-2015 (and going forward) ISAT-SBAC growth outcomes in reading per student/grade level, weekly classroom assessments.</p> <p><u>Narrowing Student Achievement Gap:</u> 2014-2015 (and going forward) growth comparisons among student groups in statewide testing, RTI efforts, weekly classroom assessments.</p>	<p>completion.</p> <p>\$5000: Salary to peer teacher for Implementation activities oversight, assurance of Common Core Alignment per grade/school district, analysis reporting of student achievement outcomes to administrators at each school district. (2014-2016)</p>	<p>Idaho State Professional Development Grant</p>
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NEED TWO: To further align and add to the writing programs to better present SBAC skills to students while teaching within Harbor Method framework.

For teachers to discover ways to incorporate into their curriculum the three main text types, as outlined in the Common Core Anchor Standards, and create strategies for teaching argumentative, informative, and narrative texts through a spiraled, direct instruction approach.

GOAL ONE:

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-delivered professional development.	Peer teacher trainer will conduct a for-credit professional development course through NNU for 3 rd -8 th grade teachers & all other grade-level teachers as interested, entitled: <i>Writing to the Harbor Method</i> . Course completion will be documented & placed in teachers' employee files. Course will be taught to Victory, Liberty & Legacy Charter School teachers. Teachers will plot a	April 2016 – June 2016	Victory 4 th grade teacher as peer-trainer. School's administrators	<u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations; students' statewide interim & annual testing outcomes. <u>Improving Student Learning:</u> School year 2016-2017 on-ISAT-SBAC student growth outcomes in writing & weekly classroom assessments. <u>Narrowing Student</u>	\$0	NA

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	week-by-week writing plan for the 2016-2017 school year with lessons tied to the Common Core Standards.			<u>Achievement Gap:</u> 2016-2017 on-growth comparisons among student groups in statewide testing, RTI efforts, & weekly classroom assessments.		

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To further understand & implement RTI in the regular classroom

NEED THREE:

- 1) For classroom teachers to better understand integrating RTI in the Harbor Method-prescribed classroom.
- 2) For classroom teachers to learn how RTI can be used within the classroom at all 3 tier levels.
- 3) Align RTI practices with Harbor Method teaching strategies.

GOAL ONE:

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-delivered professional development	Peer teacher trainer will conduct a for-credit professional development course through NNU for all grade-level teachers entitled: <i>Overview & Implementing of RTI for the Classroom Teacher</i> . Course completion will be documented & placed in teachers' employee files. Course will be taught	June 2015 – Fall 2015	Victory's Special Education Director as peer trainer. School's administrators	<u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations; students' statewide interim & annual testing outcomes. <u>Improving Student Learning:</u> School year 2015-2016 on-ISAT-SBAC student growth outcomes & weekly classroom	\$5000 Teacher stipend for teaching class.	

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	<p>to Victory, Liberty & Legacy Charter School teachers.</p> <p>Teachers will create RTI class list of targeted students from previous year and create a binder to track RTI data along with skills or concepts that need interventions with explanation of how those interventions will be provided in the classroom.</p>			<p>assessments.</p> <p><u>Narrowing Student Achievement Gap:</u> 2015-2016 on-growth comparisons among student groups in statewide testing, RTI efforts, & weekly classroom assessments.</p>		
Peer-delivered professional development	<p>Peer teacher trainer will conduct a follow-on, for-credit professional development course through NNU for all grade-level teachers entitled: <i>RTI: Interpreting Data</i>.</p> <p>Course completion will be documented & placed in teachers' employee files. Course will be taught to Victory, Liberty & Legacy Charter School teachers.</p>	August – October 2017	<p>Special Education Director as peer trainer.</p> <p>School's administrators</p>	<p><u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations; students' statewide interim & annual testing outcomes.</p> <p><u>Improving Student Learning:</u> School year 2017-2018 on-ISAT-SBAC student growth outcomes & weekly classroom assessments.</p> <p><u>Narrowing Student Achievement Gap:</u> 2017-2018 on-growth comparisons among student</p>	\$0	NA

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				groups in statewide testing, RTI efforts, & weekly classroom assessments.		
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NEED FOUR: To provide math resources using Khan Academy math within the Harbor Method framework to assist in strengthening SBAC math skills

GOAL ONE: To further align and add to the math programs at all grade levels to better represent SBAC skills

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-delivered professional development	<p>Peer teacher trainer will conduct a for-credit professional development course through NNU for all grade-level teachers entitled: <i>Using Khan Academy within the Harbor Method to improve SBAC Math Outcomes.</i></p> <p>Course completion will be documented & placed in teachers' employee files. Course will be taught to Victory, Liberty &</p>	August 2016- March 2017	<p>Liberty's High School Math Teacher as peer trainer.</p> <p>School's administrators</p>	<p><u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations; students' statewide interim & annual testing outcomes.</p> <p><u>Improving Student Learning:</u> School year 2016-2017 on-ISAT-SBAC interim & annual student growth outcomes & weekly classroom assessments.</p>	<p>\$5000 – salary to peer teacher trainer for development & teaching of pd course. (victory)</p> <p>\$2600 – course equipment (TI-84-CE calculators). (victory & liberty)</p> <p>\$3330: Teachers' reimbursement for pd course completion. (\$2300 – Legacy)</p>	Title IIA

	<p>Legacy Charter School teachers.</p> <p>Teachers will develop lesson plans incorporating Khan Academy lessons tied to Common Core Standards.</p>			<p><u>Narrowing Student Achievement Gap:</u> 2016-2017 on-growth comparisons among student groups in statewide testing, RTI efforts, & weekly classroom assessments.</p>		

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PROFESSIONAL DEVELOPMENT PLAN

NEED FIVE: Provide administrators with training that certifies them for evaluating teachers per State requirements.

To ensure administrators are properly trained in Harbor Method teacher evaluations so that they stay true to Harbor Method absolutes and essential for educators, but also ensure admins are properly certified to meet State-required evaluation certification

GOAL ONE:

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-delivered professional development	Harbor Method Founder and long-time Harbor administrator to present/conduct a for-credit professional development course through NNU for all administrators at three, Nampa-area Harbor schools, entitled: <i>Harbor Method Teacher Evaluation. EDIN53362.1</i> Course completion will be documented & placed in administrators'	February to May 2017	Harbor Method Founder/Liberty administrator.	<u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations.	\$360 – Legacy \$180 – Victory \$360 – Liberty Teacher course credit costs through NNU.	Professional Development Funds

	<p>employee files. Course will be taught to Victory, Liberty & Legacy Charter School admins.</p>					
Peer-delivered professional development	<p>Harbor Method Founder and long-time Harbor administrator will continue to present/conduct for-credit professional development courses through NNU for all administrators at three, Nampa-area Harbor schools. This next course is entitled: <i>*Evaluations: Using Effective Observation Skills to Ensure Interrater Reliability & Calibration.</i> <i>EDPD52341.1</i></p> <p>Course completion will be documented & placed in administrators' employee files. Course will be taught to Victory, Liberty & Legacy Charter School admins.</p>	Oct. 1-Nov. 9, 2018	Harbor Method Founder/Liberty administrator.	<p><u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations to ensure interrater reliability and calibration of teacher evaluations. Admins will be observed using effective observation and evaluation practices in conjunction with the Harbor Framework Evaluation Rubric.</p>	\$120 NNU course credits for admins.	Title IIA

<p>Peer-Delivered Professional Development</p>	<p>Harbor Method Founder and long-time Harbor administrator continues to present/conduct for-credit professional development courses through NNU for all administrators at three, Nampa-area Harbor schools. This next course is: <i>*Evaluations: Assisting Teachers in SMART goals for IPLP development & Appropriate Portfolio & Assessment Artifacts EDPD52346</i></p> <p>Course completion will be documented & placed in administrators' employee files. Course will be taught to Victory, Liberty & Legacy Charter School admins.</p>	<p>Feb. 11-March 13, 2019</p>	<p>Harbor Method Founder/Liberty administrator.</p>	<p><u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations. See NNU course description</p>	<p>\$120 NNU course credits for admins.</p>	<p>Title IIA</p>
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<p>Peer-Delivered Professional Development</p>	<p>Harbor Method Founder and long-time Harbor administrator continues to present/conduct for-credit professional development courses through NNU for all administrators at three, Nampa-area Harbor schools. This next course is: <i>*Evaluations: Strengthening Teachers' Abilities in using the IPLP Process, Portfolio & Assessment Literacy for Alignment w/SDE-approved Evaluation Processes. EDAS52314</i></p> <p>Course completion will be documented & placed in administrators' employee files. Course will be taught to Victory, Liberty & Legacy Charter School admins.</p> <p>*These courses are recognized by the Idaho OSBE and SDE as meeting the administrator certification requirement in Evaluations.</p>	<p>April 9-30, 2019</p>	<p>Harbor Method Founder/Liberty administrator.</p>	<p><u>Improving Teaching:</u> Documented administrators' classroom observations/formal evaluations.</p> <p>See NNU Course description</p>	<p>\$1,080</p> <p>NNU course credits for admins and teachers.</p>	<p>Title IIA</p>
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NEED SIX: TO CONTINUE TO DEVELOP TEACHERS’ SKILLS IN analyzing and assessing standardized testing data in order to look for areas needing individual and group intervention.

- Teachers/students will analyze ISAT by SBAC data for the purpose of targeted intervention
- Teachers/students will independently and collaboratively identify math intervention tools for targeted intervention
- Teachers/students will independently and collaboratively identify language arts intervention tools for targeted intervention

GOALS:

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Peer-delivered professional development	Peer teacher trainers will conduct a for-credit professional development course through NNU for all grade-level teachers entitled: <i>Practical Intervention</i> .	August 21-October 31, 2018	7 th & 8 th grade Victory Teachers Renschler & Cedergreen as peer trainers to Liberty, Victory, Legacy teachers. School’s administrators.	Improve teaching/improve student learning/narrow student achievement gap by teachers completing following course requirements: -Participants will attend class sessions -Participants will analyze ISAT by SBAC data in math and language arts -Participants will identify individual students and/or or whole-group items for targeted	NNU course credits by schools for teachers. \$840 - Legacy \$840 - Victory \$ 840 - Liberty	Title IIA

				intervention -Participants will complete the Khan Academy Professional Development course - Participants will set up a ReadWorks account and identify useful material for intervention		

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PROFESSIONAL DEVELOPMENT PLAN

NEED SEVEN: TO CONTINUALLY PROVIDE STATE- & FEDERAL TRAINING PER SCHOOL POLICY TO ENSURE TEACHERS (AND STAFF AS APPROPRIATE) ARE APPROPRIATELY PREPARED & KNOWLEDGEABLE IN REQUIRED AREAS.

GOALS:

- Teachers/staff will know how best to respond to & report homeless situations
- Teachers/staff will know how best to respond to & report Title IX issues
- Teachers/staff will know how best to respond to safety issues
- Teachers/staff will know how best to implement Covid-19 Back-to-School Plan & respond to health issues

STRATEGY/ACTIVITY: Federal Programs Coordinator annual teacher & staff training in homelessness/students-in-transition, Title IX, Covid-19 safety protocols/back-to-school plan.

EVIDENCE OF IMPLEMENTATION:

Homeless Youth/Youth-in-Transition: Signed Attendance sheets documenting attendance at annual training. Record kept with Federal Programs Coordinator. Training held prior to start of school/beginning of school year/no later than October of each year.

Title IX Annual Training: Signed Attendance sheets documenting attendance at annual training. Record kept with Federal Programs Coordinator. Fall or spring training.

2020-2021/going forward Title IX Team Training: Copies of Certificates of Attendance to each team member's required training in their respective personnel file and with Title IX Coordinator. As required. Completed trainings posted to school website/Title IX website.

2020-2021 & 2021-2022 Covid-19 Training: Initial training/prior to school reopening and going forward
2020-2021:

1. Signed Attendance sheets documenting attendance at fall Covid-19 training prior to start of school year.
2. All safety protocols in place prior to start of the school year in each area of the school as evidenced by administrator.
3. On-going teacher evaluation by administrator and assistant principals of safety protocols remaining in place throughout school year during their daily/weekly classroom observations.
4. Analysis of Covid-19 rates in the school.

2021-2022:

1. Teacher review of updated Back-to-School Plan prior to beginning of school year and as plan is updated throughout the year.
2. On-going teacher evaluation by administrator and assistant principals of current safety protocols in place per current Back-to-School Plan throughout school year during their daily/weekly classroom observations.
3. Continued low counts of Covid-19 infections at school.

TIMELINE: Each area's timeline described above

PERSON RESPONSIBLE: Federal Programs Coordinator & Administrator, assistant principals

EVALUATION: Teachers/staff able to carry out protocols when youth-in-transition issues are present; teachers/staff & Title IX team able to carry out appropriate and required protocols when an alleged Title IX issue is brought forward; Success in keeping Covid-19 rates to below 5% annually at the school.

ESTIMATED COSTS:

Homeless Youth/Youth-in-Transition Annual Trainin: \$0

Title IX Staff & Team Trainings: \$3,000 (SDE/NNU-provided training/Instructional Compliance Solutions, bi-annual school attorney training)

Covid-19: \$2,500 (NNU 1-credit professional development and trainer salary)

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ON-GOING USES FOR PROFESSIONAL DEVELOPMENT FUNDS: In addition to peer-delivered courses provided for PD credit through Northwest Nazarene University, professional development funds are also used to support teachers' attendance at academic conferences, workshops and classes specific to their academic and/or grade-specific areas, teacher mentors, and teachers who improve subject curriculum and/or approaches.

Therefore, 2020-2021 Professional Development Funds were used as follows:

- 4th grade teacher/website manager continuing education on website management
- Teacher mentor for 7th grade teacher
- Sped Teacher certification
- IRI/ISAT lead teacher on-going training with Legacy teachers for analyzing students outcomes
- Teacher mentor for remediation teacher
- 2nd grade teacher/Harbor-Teacher-in-Residence on-going training/mentoring of Harbor practices with Legacy teachers.

Upcoming 2022-2023 Professional Development:

- End of February to mid-March (before spring break): 1-credit PD through NNU for teachers and administrators taught by Legacy Charter School Title IA/School Test Coordinator to address and incorporate new State requirements regarding dyslexia. Course development and completed PD credits for teachers paid for through professional development funds.
- End of March to May: 3-credit Literacy PD class taught by Harbor School peer teachers, course development and PD credits for teachers paid through literacy funds.

At-a-glance recap of PD from 2013-Present: The collaborative effort by Liberty Charter School District #458, Victory Charter School District #451, and Legacy Charter School District #478 to provide Peer-Delivered, Professional Development Courses through NNU to continue these Harbor Schools' consistency and effectiveness in upholding Harbor educational practices and expectations while adhering to State and Federal requirements/guidelines has yielded 10 years' worth of continued professional development.

Courses **completed** by Liberty, Victory, and Legacy Teachers and/or Administrators through NNU:

2020-2021:

EDPD51388-Covid, Classrooms, & Harbor in '20-'21

2019-2020:

EDPD58005-Time Management and Homework

2018-2019:

ED#-Practical Intervention

EDPD52341.1- Evaluations 1-Using Effective Observation Skills to Ensure Interrater Reliability & Calibration

EDPD52346.1- Evaluations 2- Assisting Teachers in SMART Goals for IPLP Development & Appropriate Portfolio & Assessment Artifacts

EDAS52314.1- Evaluations 3-Strengthening Teachers' Abilities in Using the IPLP Process, Portfolio & Assessment Literacy

2017-2018:

ED#-RTI: Interpreting Data

2016-2017:

ED#-Using Khan Academy within the Harbor Method to improve SBAC Math Outcomes

EDIN53362.-Harbor Method Teacher Evaluations

2015-2016:

ED#-Writing to the Harbor Method

ED#-Smarter Balance Assessment Interpreting and Using Data from the Smarter Balanced Assessment Consortium

2014-2015:

ED# - Overview and Implementing of Response to Intervention RTI for the classroom teacher

2013-2014:

ED#-Aligning the Harbor Method's Reading Instruction to Common Core Reading Standards for Literature

ED#-Aligning Social Studies & Science Texts to Common Core Informative Reading Standards

2011-2012:

ED#-MTI K-3

EDST57901-Spalding Class

2010-2011:

ED#-Harbor Method Class