

Holden R-III Schools Professional Development Plan 2019-2020

I. Mission Statement

The mission for the Holden R-III School District is for all students, upon graduation, to have marketable skills or the basis to be eligible for post-secondary educational opportunities.

II. Rationale

It is critical that teachers keep abreast of new developments in the field of education and continuously work on refining their skills. Effective professional development programs are on-going and structured to give teachers an opportunity to learn instructional practices that relate to student achievement. Teachers need the opportunity to implement and evaluate new instructional strategies in order to grow professionally. The Missouri School Improvement Program requires districts to identify a set of instructional strategies that meet the assessed needs of its students. The MSIP standard for professional development states that districts provide professional development that is intensive, on-going that addresses curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement (Strategic) Plan.

III. Description of Planning Process

District administrators review professional development survey results, analyze teacher observation data, review teacher documentation and received input from building leadership teams to determine the professional development goals each year. The plan is reviewed by the district PD committee.

IV. Major Areas of Focus

- Technology
- Professional Learning Communities
- Missouri Model District (MMD) Focus Areas
- Team Collaboration on Curriculum Development
- Behavior Intervention Support Team

V. Evaluation of the Professional Development Plan

The district will review progress toward meeting the professional development objectives. Staff surveys are conducted after in-services to determine if the desired results were achieved. Staff survey responses are used to determine potential follow-up training or required additional support. Building leadership teams review survey results and will provide input on required staff support.

VI. Building Improvement Plans

Building administrators work with their leadership teams to develop major objectives for the year including research-based strategies to support the objectives. Action steps to achieve the objectives are outlined. Plans of how the objectives will be monitored are included. Building Improvement Plans must align to the district's Comprehensive School Improvement (Strategic) Plan. Building leadership teams are involved in planning some of the professional development based on survey results and building SMART goals.

VII. Professional Development Objectives

1. The district will provide training to staff members in the area of technology to enhance student learning.
2. The district will review the basic principles of Professional Learning Communities.
3. The district will provide training on the Missouri Model District (MMD) focus areas based on results of the Collaborative Work Implementation Survey (CWIS) and the Self-Assessment Practice Profile (SAPP) data. This may include training on collaborative teams, school-based implementation coaching, effective teaching/learning practices, common formative assessments, and data-based decision making.
4. The district will provide opportunities for grade level and vertical team collaboration for curriculum development.
5. The district will provide training and monthly support for Behavior Intervention Support Teams (BIST).

Objective #1- The district will provide training to staff members in the area of technology to enhance student learning.

Strategy:

1. All certified staff will become proficient at operating the district's technology

Action Steps:

1. Staff will be trained in small groups and by buildings
 - a. Technology PD will be included on in-service days, throughout the school year during PLC meeting times, during the school day, and before/after school.
 - b. Technology trainings are conducted with new staff during the Summer Institute.

Strategy:

2. Incorporate technology to enhance classroom instruction

Action Steps:

1. Students in grades K-1 will have access to iPads and students in grades 2-12 will be assigned Chromebooks.
2. Offer a variety of workshops and online training to teach staff how technology can be used to enhance their daily lessons.
 - a. Technology Coordinator/Instructional Coach meets with grade level/subject area teams
 - b. Technology Lead Teachers in each building will coordinate with the Technology Coordinator/Instructional Coach to develop a list of trainings offered monthly based on staff needs
 - c. Technology trainings are conducted with new staff during the Summer Institute.

Objective #2- The district will review the basic principles of Professional Learning Communities

Strategy:

1. Building Leadership Teams will review the basic principles of a PLC

Action Steps:

1. Leadership teams will provide training during in-service days and building faculty meetings on PLCs
2. Leadership teams will review agendas and minutes from PLC team meetings in the building
3. New staff will participate in a book study of Learning by Doing and A Repair Kit for Grading led by their building principals
4. Continue support for teachers on standards-based grading
 - a. District grading guidelines are included in the building faculty handbooks
 - b. Grading questions are addressed during faculty meetings, team meetings and with individual teachers
 - c. Provide assistance in designing and leveling assessments for Standards-Based Grading
 - d. Provide assistance correlating assessments to scoring guides

Strategy:

2. Response to Intervention (RtI) systems will be reviewed and revised as needed

Action Steps:

1. Data will be analyzed to determine the effect of building RtI systems
 - a. Common assessment data, iReady data, Diagnostic Reading Assessment (DRA) data, ACT data, AimsWeb data, and Evaluate data are some of the assessment data used as outlined in the District Assessment Plan.
2. Changes to the RtI process and the student support provided will be determined based on student data.
 - a. iReady will be used in grades K-8 in math and ELA. Vision Intervention Program (VIP) data may be utilized in grades K-8. Common assessments will be utilized in grades 9-12.
 - b. SOAR referrals, DRA, iReady, common assessments, MAP/EOC, are assessments used to determine changes in the RtI process.
3. Accountability systems will be established to maintain the fidelity of the RtI processes.
 - a. Classroom observations, SOAR referrals, assessment data, and fidelity checklists will be used to determine the fidelity of the RtI system in each building
4. Dyslexia training will be offered to district staff members.
 - a. Students will be screened in grades K-3 utilizing iReady. Students who are flagged for characteristics of dyslexia will be assessed utilizing the Wilson Assessment for Decoding and Encoding (WADE).
 - b. Students in K-3 showing characteristics of dyslexia will be provided interventions.

Objective #3- The district will provide training on research-based strategies and Missouri Model District focus areas

Strategy:

1. Training on various instructional strategies will be provided.

Action Steps:

1. Network for Educator Effectiveness (NEE) data will be analyzed to determine areas of need.
2. CWIS and SAPP data will be utilized to determine appropriate MMD training for staff members.
3. Pathways Training will continue to be provided for new elementary teachers.
4. Training on math strategies will be provided for high school teachers.
5. Literacy training will be provided for middle and high school teachers.
6. Out-of-District Professional Development opportunities will be offered to individual district staff members by request and approval through the PDC.

Objective #4- The district will provide opportunities for grade level and vertical team collaboration for curriculum development.

Strategy:

1. Leadership Teams will work with the administration to develop a plan for grade-level and vertical team collaboration times.
2. The district Curriculum Coordinator will provide support to the administration and teachers in the development of comprehensive curricular units.

Objective #5- The district will provide training and monthly support for Behavior Intervention Support Teams (BIST).

Strategy:

1. Elementary, Middle School, and selected high school staff (Kindergarten through 9th grade) will continue to be trained in using the BIST system.

Action Steps:

1. All new staff will have received the training prior to, or within, the contracted year.
2. Staff members will be offered extended training.
3. Provide on-going follow-up BIST training in district throughout the school year.
 - a. BIST consultants visit the district monthly throughout the school year.
Consultants meet with teams of teachers as well as individual teachers.
 - b. BIST consultants are available by phone throughout the school year.

VIII. Building Leadership Team Members:

Elementary Leadership Team:

Paige Farmer- Kindergarten
Kaila Walter- First Grade
Kristi Gudde- Second Grade
Laura Herman- Third Grade
Anita Callender- Fourth Grade
Carrie Christy- Fifth Grade
Trina Davidson- Title
Brittany Morgan- Specials
Mitti Manor- Special Education
Sarah Burks- Principal
Angela Grammer- Asst. Principal

Middle School Leadership Team:

Dustin Orton- Sixth Grade & Social Studies
Amy Fennewald- Seventh Grade & Math
Kyle Cahill- Eighth Grade & Social Studies
Tobi Chambers- Seventh Grade & ELA
Carly Ewing- Specials & Science
Sarah Watson- Special Education
Twila Cowden- Counselor
Chris Lake- Principal

High School Leadership Team:

Megan Gipfert- English
Emily Brockhaus- Science
Ryan Beenken- Guidance
Michelle Landrum- Foreign Language
Dana Scott- Special Education
Joe Parkhurst- Asst. Principal/AD
Ginger Jones- Principal
Rotation of Charlie Castle; Sally Burnett; Nathan Martin- Social Studies
Rotation of Ben Kiger; Spencer Gudde; John Jones- Math

Professional Development Committee Members:

Jamie Martin- Elementary
Carrie Christy- Elementary
Paige Farmer- Elementary
Amy Fennewald- Middle School
Carly Ewing- Middle School
Angie Smith- Middle School
Sally Burnett- High School
Stephanie Stewart- High School

Professional Development Calendar- The following is an outline of the professional development activities for staff during the 2019-2020 school year.

Date	Professional Development Plans
Jul. 30, 31, Aug. 1	New Teacher Summer Institute (Technology, PLC, Cooperative Learning)
Monday, Aug. 5 (New Staff Only)	8:00 a.m. – Arrive in District 8:30 a.m. - New Staff/Administration Team Breakfast (MS Library) 8:45 a.m. - Benefits Meeting (MS Library) 12:00 p.m. - Luncheon with first year mentors/partners (MS Library) 1:00 p.m. - 3:30 p.m. - Work in Classrooms
Tuesday, Aug. 6 (New Staff Only)	8:00 a.m. – Arrive in District 9:00 a.m. - New teachers SISK12 Training (High School Library) 12:00 p.m. - Luncheon with building administrators (Building Office) 1:00 p.m. - New teachers meet with building administrators (Bldg. Conf. Rooms) 3:30 p.m. - Dismissal New teachers may work in classrooms when not in meetings.
Wednesday, Aug. 7	7:30 a.m. - All Staff Breakfast (HS Gym) 8:00 a.m. - Band plays/New staff introductions (HS Gym) 8:15 a.m. - Staff Pictures (HS Gym) 9:00 a.m. – Keynote Speaker (HS Gym) 11:30 – 1:00 p.m. Lunch Provided by Mike Keith Insurance (HS Gym) 1:00 – 3:30 p.m. Team Activity on Poverty
Thursday, Aug. 8	Elementary: 8:00-12:00 Building Faculty Meeting (ES Library) 12:00-1:00 Lunch (provided by building) 1:00-2:00 Safety Training (ES Library) 2:00-3:00 504/IEP/BOE Policies (ES Library) Middle School: 8:00-11:00 Building Faculty Meeting (MS Library) 11:00-12:00 Safety Training (MS Library) 12:00-1:00 Lunch (provided by building) 1:00-2:00 504/IEP/BOE Policies Training (MS Library) 2:00-3:30 Building Faculty Meeting (MS Library) High School: 8:00-12:00 Building Faculty Meeting (HS Library) 12:00-1:00 Lunch (provided by building) 1:00-2:00 504/IEP/BOE Policies Training (MS Library) 2:15-3:15 Safety Training (HS Library) <i>Kindergarten Back-to-School Night 5:00 -6:00 p.m.</i>
Friday, Aug. 9	Morning: Dyslexia Training Suicide Awareness Training Afternoon- Missouri School Board Association Online Policy Training – Staff members may leave at noon if training is complete prior to August 9th.
Monday, Aug. 12	Teacher Workday- Time to work in classrooms preparing for Back-to-School night. 1:30 to 3:30 p.m. – Special Education Meeting <i>4:30 - 6:30 p.m. – Back-to-School Night</i> <i>6:30 p.m.- Meet the Eagles</i>

Tuesday, Aug. 13	Building Specific Professional Development TBD
Friday, Sept. 13	9 a.m. – 12:00 p.m. – Trauma-Informed Schools – Dr. Bryan Pearlman Building Specific Professional Development TBD
Monday, October 28	Vertical Team Meetings/Curriculum Work Building Specific Professional Development TBD
Friday, Dec. 20	½ Teacher Workday
Thursday, Jan. 2	Building Specific Professional Development TBD
Friday, Jan. 3	Teacher Workday
Thursday, Feb. 13	Building Specific Professional Development TBD
Friday, May 15	Teacher Workday

On Friday, August 9th, staff will be given the afternoon to view a series of training videos provided by Missouri United School Insurance Council (MUSIC) and SafeSchools Training on the topics listed below. These are topics designated in Board policy that are required trainings for school personnel.

- A. Common Illness Prevention
- B. Copyright Infringement
- C. Discrimination Awareness in the Workplace
- D. Disruptive Student Behavior
- E. Diversity Awareness: Staff-to-Student
- F. FERPA: Confidentiality of Records
- G. General Ethics in the Workplace
- H. General Safety Orientation
- I. Health Emergencies: Life-Threatening Allergies
- J. Youth Suicide: Awareness and Prevention (MUSIC)
- K. Restraint and Seclusion
- L. School Violence: Identifying & Addressing
- M. Sexual Harassment: Staff-to-Staff
- N. Student Drug & Alcohol Abuse
- O. Student Mental Health
- P. Workplace Bullying: Awareness and Prevention
- Q. Bullying: Recognition & Response (MUSIC)
- R. Establishing Healthy Boundaries (MUSIC)
- S. Smarter Adults Safer Children (MUSIC)