Saraland City School System

Professional Development Plan FY17

The LEA Advisory Council for the Saraland City School System analyzed state mandated test data and data collected from system-wide (grades K-12) formative assessments to determine the following professional development needs: ***Grades K-12*** - reading, language arts/English, mathematics, science, social studies, technology, and using data and standards-based assessments to improve learning; ***Grades K-12*** - English as a Second Language.

Month	Professional Development Activities	Grade Level(s)
August	• MS/CO: August 1st – Universal Precautions Training • MS/CO: August 1st – CPR Training • ES/MS/HS/CO: August 1st – District Teacher Institute Day • ES: August 2nd – Chromebook Training • ES/MS/HS/CO: August 2nd – Dyslexia Training • HS/CO: August 2nd – Universal Precautions Training • ES/CO: August 3rd – CPR Training • MS: August 3rd – Project CARE Training • HS/CO: August 3rd – Compass Learning • ES: August 3rd – Universal Precautions Training • ES/MS/HS/CO: August 10th – Instructional Partners Training • HS: August 16th – CPR Training • MS/CO: August 22nd – Dyslexia Screening Training • MS: August 29th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators • 5-8, Administrators • All Employees • K-4, Administrators • K-12, Administrators • 9-12, Administrators • K-4, Administrators • 5-8, Administrators • 9-12, Administrators • K-4, Administrators • Administrators, IPs • 9-12, Administrators • 5-8, Administrators • 5-8, Administrators
September	• ES/MS/HS/CO: September 1st – Key Leaders Network (KLN) • ES/CO: September 2nd – Dyslexia Screening Training • HS: September 6th – Leadership Team Meeting • ES: September 7th – Instructional Rounds • HS: September 7th – Instructional Rounds Training • ES: September 8th – CPI Recertification • MS: September 8th – CPI Recertification • ES: September 8th – AMSTI Unit 1 & 2 Study • MS/CO: September 12th – Compass Learning • ES/CO: September 13th – Dyslexia Screening • ES: September 13th – AMSTI Unit 1 & 2 Study • ES: September 14th – AMSTI Unit 1 & 2 Study • ES: September 14th – Analyzing STAR Reading and Math Data to Guide Instruction • MS: September 14th – Instructional Rounds • ES/MS/HS: September 15th – Powerful Conversations Network (PCN) • ES: September 16th – AMSTI Unit 1 & 2 Study • ES/MS/CO: September 19th –20th – Instructional Partners Network Retreat • MS: September 19th – Analyzing Tier 2 & Tier 3 Student Data • HS/CO: September 19th – Compass Learning Webinar • ES: September 20th – AMSTI Unit 1 & 2 Study • HS/CO: September 21st –22nd – Instructional Partners Network Retreat • ES: September 27th – Liberty Legacy • ES: September 29th – Analyzing Tier 2 & Tier 3 Student Data • ES/MS/HS/CO: September 29th – ALSDE Attendance Workshop • ES/MS/HS/CO: September 30th – New Hire Compass Learning • MS/CO: September 30th – Using Compass Learning Science • ES: September 30th – Utilizing Components of Accelerated Reading and STAR • ES: September 30th – Utilizing Components of Accelerated Reading, STAR, ACT Periodic, and ACT Aspire	• Administrators • 1, 2, 4, Admin • Leadership Team • Admin, IPs, Teachers • 9-12, Admin, IP • K-4 SPED, Admin • 5-8, Administrators • 4 PLT • 5-8, Administrators • K-4, Administrators • 2 PLT • K PLT • K-4, Administrators • Admin, IPs, Teachers • Administrators, IPs • 1 PLT • Administrators, IPs • 5-8, Administrators • 9-12, Administrators • 3 PLT • Administrators, IP • 3, Administrators • K-4, Administrators • Admin, Counselors • 1, 2, 4, 5-12, Admin • 5-8, Administrators • K-2, Administrators • 3-4, Administrators

	• ES/CO: September 30th – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators
October	• HS: October 3rd – Homeless AwarenessTraining	• 9-12, Administrators
	• HS/CO: October 3rd – Chalkable Aspire Training	• 9-12, Administrators
	• ES: October 4th – AMSTI Unit 3 & 4 Study	• 4 PLT
	• ES: October 5th – AMSTI Unit 3 & 4 Study	• 1 PLT
	• MS: October 10th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: October 11th – AMSTI Unit 3 & 4 Study	• 3 PLT
	• ES: October 12th – AMSTI Unit 3 & 4 Study	• K PLT
	• HS: October 12th – Project CARE Training	• 9-12, Administrators
	• Strategic Plan Review: October 12th	• Admin, Teachers, Parents, Stakeholders
	• ES: October 13th – AMSTI Unit 3 & 4 Study	• 2 PLT
	• ES: October 17th – Homeless AwarenessTraining	• K-4, Administrators
	• ES: October 17th – Project CARE Training	• K-4, Administrators
	• MS/CO: October 18th – Chalkable Aspire Training	• 5-8, Administrators
	• HS/CO: October 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: October 19th – Chalkable Aspire Training	• 3-4, Administrators
	• ES/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• K-4, Administrators
	• MS/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• 5-8 SPED, Admin
	• ES/CO: October 25th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS/CO: October 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: October 27th – Key Leaders Network (KLN)	• Administrators
	• ES: October 28th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
November	• MS: November 1st – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: November 6th – 8th – ASAHPERD Conference	• PE Teacher
	• MS: November 7th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• MS: November 7th – Homeless Awareness Training	• 5-8, Administrators
	• HS: November 8th – Leadership Team Meeting	• Leadership Team
	• MS: November 9th – Instructional Rounds	• Admin, IPs, Teachers
	• HS/CO: November 10th – Project Lead The Way (PLTW)	• Admin, Teacher
	• ES/MS/HS/CO: November 14th – STAR Renaissance	• Admin, IPs, Counselors, Librarians
	• ES/MS/HS/CO: November 15th – STAR Renaissance	• K-10 Teachers, Administrators
	• ES/MS/HS: November 15th – Powerful Conversations Network (PCN)	• Admin, IPs
	• ES: November 16th – Instructional Rounds	• Admin, IPs, Teachers
	• ES/MS/HS/CO: November 16th –18th – Alabama Counselor Conference	• Counselors, Director
	• ES: November 17th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• HS: November 28th – Instructional Rounds	• Admin, IP, Teachers
	• ES: November 29th – AMSTI Unit 5 & 6 Study	• 4th PLT
	• ES/MS/HS/CO: November 29th – Teacher Mentor Training	• Liaison, IPs
	• ES: November 30th – AMSTI Unit 5 & 6 Study	• K PLT
December	• ES: December 2nd – AMSTI Unit 5 & 6 Study	• 3rd PLT
	• MS: December 5th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: December 6th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: December 6th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES/MS/HS/CO: December 7th –9th – Chalkable Annual Conference	• IPs, Registrars, Administrators
	• ES: December 7th – AMSTI Unit 5 & 6 Study	• 1st PLT
	• ES: December 8th – AMSTI Unit 5 & 6 Study	• 2nd PLT
	• HS: December 12th – Leadership Team Meeting	• Leadership Team
January	• ES: January 2nd – Learning Targets	• K-4, Administrators
	• ES: January 3rd – Elizabeth Sessions/Chromebooks	• K-4, Administrators
	• ES/CO: January 3rd – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators

	• MS/CO: January 3rd – Compass Learning Training	• 5-8, Administrators
	• HS/CO: January 3rd – Compass Learning Training	• 9-12, Administrators
	• MS: January 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: January 18th – Instructional Rounds	• Admin, IPs, Teachers
	• MS/HS: January 18th –20th – Chalkable/Power School Annual Conference	• Registrars, IP
	• MS/CO: January 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: January 19th– Key Leaders Network (KLN)	• Administrators
	• HS: January 20th – Instructional Rounds	• Admin, IP, Teachers
	• MS: January 23rd – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS/CO: January 23rd – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: January 24th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES: January 26th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
February	• ES: February 1st – AMSTI Unit 7 & 8 Study	• K PLT
	• ES: February 2nd– AMSTI Unit 7 & 8 Study	• 4th PLT
	• ES: February 3rd – AMSTI Unit 7 & 8 Study	• 3rd PLT
	• CO: February 6th–7th – Instructional Partners Retreat for Central Office	• Administrators
	• ES: February 7th – AMSTI Unit 7 & 8 Study	• 1st PLT
	• ES: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• MS: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: February 8th – AMSTI Unit 7 & 8 Study	• 2nd PLT
	• MS: February 13th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: February 13th – Leadership Team Meeting	• Leadership Team
	• MS: February 15th – Instructional Rounds	• Admin, IP, Teachers
	• ES: February 22nd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• ES/MS/HS: February 23rd – Powerful Conversations Network (PCN)	• Admin, IPs
March	• ES: March 7th – Instructional Rounds	• Admin, IPs, Teachers
	• MS: March 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: March 20th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: March 20th – Leadership Team Meeting	• Leadership Team
	• ES: March 21st – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS/CO: March 21st – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: March 23rd – Key Leaders Network (KLN)	• Administrators
April	• HS/CO: April 17th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS: April 24th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES/CO: April 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
May	• ES/MS/HS/CO: May 2th–5th – Alabama Association of School Business Officials	• Bookkeepers, Central Office Staff
	• ES: May 3rd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: May 8th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: May 8th – Leadership Team Meeting	• Leadership Team
	• ES: May 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
June	• AMSTI Year 2 Science Training/New Teacher Training	• K-8, Administrators
	• District Improvement Plan (DIP) Review	• Admin, Teachers, Parents, Stakeholders
	• Administrative Retreat	• Administrative Staff
July	• New Teacher Institute	• K-12, Administrators

_____   12-2-16
Superintendent Signature   Date

Saraland City School System

Professional Development Plan FY17

The LEA Advisory Council for the Saraland City School System analyzed state mandated test data, standardized test data, and data collected from system-wide (grades K-12) quarterly assessments, to determine the following professional development needs: *Grades K-12*- reading, language arts/English, mathematics, technology, and using data and assessments, including standards-based assessments, to improve learning; *Grades K-5* - English as a Second Language.

Month	Professional Development Activities	Grade Level(s)/ Department(s)
July	• High School: July 29- New Teacher Institute	9-12
August	• High School: August 1- District Teacher Institute • High School: August 2- Dyslexia Training • High School: August 2- Universal Precautions • High School: August 3- Compass Learning • High School: August 10- Instructional Partners Meeting (IP)	• 9-12 • 9-12 • 9-12 • 9-12 • Admin; IP
September	• High School: September 1- Key Leaders Network #1 (KLN) • High School: September 6- Leadership Team Meeting • High School: September 7- Instructional Rounds Training • High School: September 15- Powerful Conversations Network (PCN) • High School: September 19- Compass Learning Webinar • High School: September 21- Instructional Partners Network	• Admin • 9-12; Admin • 9-12 • IP; Admin • 9-12 • IP; Admin
October	• High School: October 3- Homeless Presentation • High School: October 3- Chalkable/Aspire Training • High School: October 6- Instructional Partners Network (IPN) • High School: October 18- Leadership Team Meeting (aCIP) • High School: October 27- Key Leaders Network #2 (KLN)	• 9-12 • 9-12 • IP • 9-12; Admin • Admin
November	• High School: November 8- Leadership Team Meeting • High School: November 10- Project Lead The Way (PLTW) • High School: November 14- STAR Renaissance Training • High School: November 15- STAR Renaissance Training • High School: November 15- Powerful Conversations Network (PCN) • High School: November 16-18- Mega Conference • High School: November 28- Instructional Rounds • High School: November 29- Strategic Plan Committee	• 9-12; Admin • Admin • Admin • 9-12 • IP; Admin • Counselors • 9-12 • Admin
December	• High School: December 12- Leadership Team Meeting	• 9-12; Admin •
January	• High School: January 3- Compass Learning Training • High School: January 19- Key Leaders Network (KLN) • High School: January 20- Instructional Rounds • High School: January 23- Leadership Team Meeting	• 9-12 • Admin • 9-12 • 9-12; Admin
February	• High School: February 6- Instructional Partners Network (IPN) • High School: February 13- Leadership Team Meeting • High School: February 23- Powerful Conversations Network (PCN)	• IP • IP; Admin • IP; Admin

March	• High School: March 20- Leadership Team Meeting • High School: March 23- Key Leaders Network (KLN)	• 9-12;Admin • Admin
April	• High School: April 17- Leadership Team Meeting	• 9-12; Admin
May	High School: May 8- Leadership Team Meeting	9-12; Admin

AdvancED™

Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date __10/31__ School __SHS__ City _____ State or Province _____ Country _____ Grade Level __9, 10__

Time In __12:50__ Time Out __1:07__ Check ALL that apply: Lesson Beg. ____ Lesson Middle ____ Lesson End __✓__ Subject Observed ████████ Observer Name __Apondike__

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	(4)	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	(3)	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	(4)	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	(2)	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	(4)	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	(4)	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	(4)	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	(3)	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	(4)	3	2	1
2. Demonstrates positive attitude about the classroom and learning	(4)	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	(3)	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	(3)	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	(3)	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	(3)	2	1
2. Makes connections from content to real-life experiences	4	3	(2)	1
3. Is actively engaged in the learning activities	(4)	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	(4)	3	2	1
2. Responds to teacher feedback to improve understanding	(4)	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	(4)	3	2	1
4. Understands how her/his work is assessed	(4)	3	2	1
5. Has opportunities to revise/improve work based on feedback	(4)	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	(4)	3	2	1
2. Follows classroom rules and works well with others	(4)	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	(1)
5. Knows classroom routines, behavioral expectations and consequences	(4)	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	(3)	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	(1)
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	(1)

NOTES:

Teacher is at front of room solving problem by asking probing questions. A word problem is on the Smart-board. A student volunteers to go to board to work problem. All students are engaged in lesson. Teacher continuously checks for understanding by asking questions that encourage students to apply previously learned material. Reminds students of acronyms previously learned (FOIL) first, outside, inside, last.
example

> Professional Learning Plan

Home

Logout

Help

Reports

Print Options

Self Assessment
Blank PLP
PLP
Evidence
Full Report

State Department of Education Links

Educator Effectiveness
Online Education Directory (EDDir)
Alabama State Department of Education (SDE)

State Fiscal Stabilization Fund (ARRA)
·Alabama does not link student achievement data to teacher or leader evaluation

Current Professional Learning Plan (PLP)

Last Name: ███████
Middle Name: ███████
First Name: ███████
Primary Evaluator: Spondike, Beverly
Secondary Evaluator: Spondike, Beverly

Prep Program:
Local Education Agency: Saraland City Schools:
  Saraland High School

Step 6: Professional Learning Plan - Complete by 10/19/2016   [-]

Step 6 Video - **Detailed Directions (PDF)** - **FAQ** - **Example PLP**

Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click EDUCATOR LEARNING (Bottom right of each indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development*, and their specific impact on student learning and achievement.

PLP Indicator(s): The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

Proposed Actions and Strategies:

- Educator Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
  - Estimated Timeframe for Educator Learning: approximate when professional learning will/may occur.
- Implementation of Educator Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
  - Estimated Timeframe for Implementation of Educator Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

PLP Anticipated/Expected Evidence: What ongoing evidence will/may be documented throughout the year?
PLP Anticipated/Expected Impact: What is the expected impact of educator actions on student achievement and/or student behavior at the end of the year?

3.7

Identifies and integrates available emerging technologies into the teaching of all content areas

Proposed Actions and Strategies

Professional Learning:	Implementation of Professional Learning:
Teacher will:	• Utilize webquests to not only engage students, but place them as leaders in their own learning. Using webquests along with the strategies like the jigsaw method creates collaboration and interdependence among peers. When done correctly, webquests serve as interactive and scaffolded learning structures for students.
• Acquire and utilize innovative teaching techniques through emerging technologies so that the content is engaging and relevant for students.	
• Learn more about how to effectively integrate technologies like Compass Learning into instruction, so students are provided with reinforcement activities and re-teaching based off their individual learning needs.	• Integrate Compass Learning into instruction, so students are provided with reinforcement and re-teaching based off their individual needs.

Timeframe: 9/12/2016 To: 5/25/2017

Anticipated/Expected Evidence

- Webquests, Compass Learning, Edmodo, and other emerging technologies will be used to increase student engagement, motivation, and performance in the classroom.

Anticipated/Expected IMPACT

- Increased student achievement
- Increased instructional effectiveness and student engagement

Educator Learning

4.10

Designs learning experiences that engage all learning styles and multiple intelligences

Proposed Actions and Strategies

Professional Learning:	Implementation of Professional Learning:

Teacher will:

- Learn and acquire activities and strategies that support and engage all students.

- Hold high expectations for each learner and differentiate and scaffold instructional practices to move all learners forward in their growth and development.

- Design and implement lessons that engage an array of learning styles and multiple intelligences.

Timeframe: 9/12/2016 To: 5/25/2017

- Evaluate students' needs and differentiate and scaffold instruction accordingly.

- Utilize graphic organizers, guided notes, presentations with multimedia, audio, and manipulatives to engage and reach diverse learning styles.

- Provide students with a choice and voice in their learning through project choices, topic selections, etc.

Anticipated/Expected Evidence

- The utilization of graphic organizers, guided notes, presentations with multimedia, and manipulatives will help aid students with diverse learning styles.
- Providing students with a choice and voice in their learning through project choices and topic selections will engage and motivate students.

Anticipated/Expected IMPACT

- Increased student achievement
- Increased instructional effectiveness and student engagement

Educator Learning

Evaluatee Signature	~~Baldwin, Charles Smith (UNA)~~
Evaluator Signature	Spondike, Beverly Jane 9/13/2016

**Educator/Instructional Leader signatures signify that this
completed PLP was developed and agreed during the initial
Dialogue held between the Educator (Evaluatee) and
Instructional Leader (Evaluator). Signatures indicate that the
Dialogue was based upon the Educator's completed
Self-Assessment and other data sources.
NOTE: WHEN BOTH SIGNATURES ARE APPLIED, THE PLP MAY
NOT BE RE-OPENED.**

STANDARD 3: TEACHING AND ASSESSING for LEARNING

Students

No student data for 3.11

Parents

No parent data for 3.11

Staff

Average Score Charts

average score
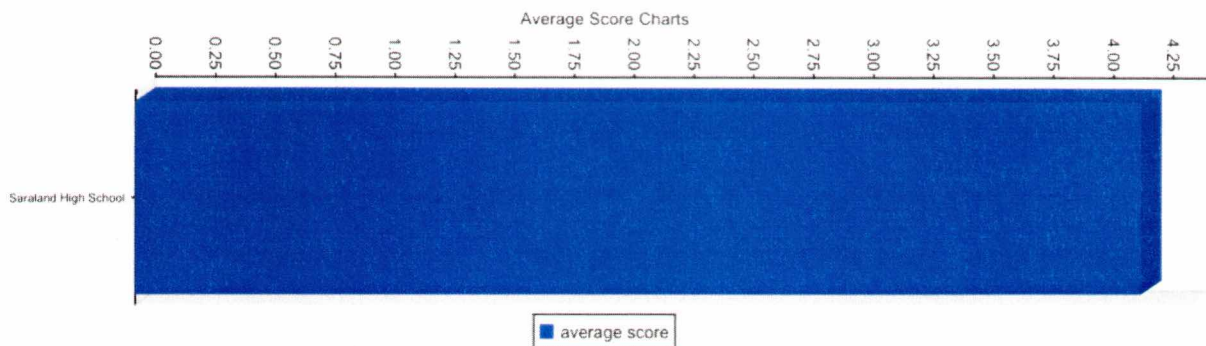
3.11 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.11, SHS's staff members participate in a continuous program of professional learning. According to the staff survey results, the average score for this indicator was 4.25 in May 2016 and maintained to an average score of 4.25 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.