

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: Blackfoot School District #55 Created Date: June 15, 2017
 Phone: 208-785-8800 Review Date: June 27, 2017
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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.

Joy Mickelsen	Federal Programs Director
Brian Kress	Superintendent
David Case	Parent
Kay Moor	Capacity Builder
Christina Alvarez	Migrant Liaison
Rubi Bates	EL Para
Christine Silzly	Principal
Candice Kniffin	21 st Century Director
Jan Eddington	Principal Lillian Vallely School
Jodi Togiai	Lead Instructional Coach

Summary of Needs Analysis:

Section 1: Professional Development

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

Each year we conduct 4 surveys: 1) PTC: parent survey regarding parent concerns and areas of need and improvement at spring PTC, 2) ASP: After School Programming Survey of ASP employees, parents and students that address programming, in-service, attendance, and what interests the students have and what parent classes the parents would like for the following year, and 3) Needs Assessment Survey: Survey of all staff both certified and classified to address professional development needs and how they would like the PD to be delivered, what classes for credit teachers would like to see offered and what book studies they would be interested in. Finally, we incorporate our LEP/Migrant Survey to see what concerns are alike and different to make sure we are including our Migrant population concerns. In May, we take our assessment data and see if there is a correlation with our PD needs and what our data identifies as any instructional weaknesses.

ALL surveys were conducted through Google Forms this year and we were able to use our data efficiently. We have made our data available for all of our principals and Board Members to look at and give input.

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

Teacher Needs Assessment: Data and Answers are on the following link:

https://docs.google.com/a/d55.k12.id.us/forms/d/e/1FAIpQLSdHrBz975XUW9Gq5WqPB7NG0PPzMFAQFYZ_BkIWHQZtymJeWQ/viewanalytics

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ELL School Program Diagnostics

https://docs.google.com/a/d55.k12.id.us/forms/d/e/1FAIpQLSfp_ylYTJYgp_T-ETBCUesqeLmcxwMuf5nhp5uDtrD_DxLDxA/viewanalytics

Parent Title Programs Survey:

English

https://docs.google.com/a/d55.k12.id.us/forms/d/e/1FAIpQLSfp_ylYTJYgp_T-ETBCUesqeLmcxwMuf5nhp5uDtrD_DxLDxA/viewanalytics

Spanish:

<https://docs.google.com/a/d55.k12.id.us/forms/d/e/1FAIpQLSfeyL46zzxSUT2eKbypiv2IKVuzNRek3lcmB34rakQ-KSc11w/viewanalytics>

Math Survey:

https://docs.google.com/a/d55.k12.id.us/forms/d/e/1FAIpQLSdYiZ9xYrOZ3_OwQZ-4MyFi-vpmrEL5CwBGCW4nqgC_H7Bqmw/viewanalytics

Each link provides a copy of the survey along with the disaggregated results from each survey.

c) What PD needs were identified?

Our greatest areas of need from our survey results defined 3 specific areas as identified in detail in our plan. Math PD and working with our EL population by providing resources and strategies to help our EL learners and teachers are areas of concern. Last year we piloted 5 different math programs, and we decided to adopt enVision math K-12. The teachers are excited and anxious to use this program We need lots of PD to help with that implementation, Think Through Math (Imagine Math) and EL engagement strategies. Teachers would also like some professional development regarding Google Drive and the Google platform overall.

Teachers were not really fond of our Book Studies and preferred our “power hours,” which presented a more differentiated PD approach. Not everyone was assigned every PD, and they appreciated that.

We will be using the Digital Library this year to prepare for ISAT testing more effectively. We will plan PD around that need.

Section 2: Academic Progress

a) How was academic progress data analysis conducted?

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Blackfoot School District looked at longitudinal data as well as grade level data. We have updated our DATA Room and presented our data analysis to the Board. We looked at all standardized testing that is required grades K-12. We looked at our progress monitoring programs, such as Aims Web and STAR K-12, and we analyzed patterns or gaps that we saw emerge. Math continues to be our area of struggle. I wanted to provide a more explicit approach for our principals to look at the PD needs of our district so our plan is much more explicit with a "checklist" of steps to help with PD.

b) What academic progress data was collected and analyzed?

Our district takes all of our yearly data, and we discuss the results with all of our stakeholders, district PAC, administrators, School Board, and district leadership team. We discuss the results with teachers and ask for their input regarding results. This data is on our Federal Programs website and also located in our Data room. Teachers now see it as a talking point and not an area to cause them to be afraid of low test scores. Our coaches lead the teachers through the data discussion. All data that we looked at was listed above.

c) What academic progress needs were identified?

See Attached
Detailed Professional Development Plan

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.)

Lillian Valleley School will participate with us in all of our PD. We have supplied them with programs that we use in order to create an alignment for our district with theirs.

Professional Development Plan Cover Sheet

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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Professional Development Plan Template

NEED ONE: LEADERSHIP

Effective leadership must ensure that there is collective teacher *efficacy*-- a staff's shared belief that through collective action, they can positively influence student outcomes, including outcomes for students who are disengaged and/or disadvantaged (Hattie, 2009)

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>
See Attached	<ul style="list-style-type: none"> • Checklist completed • Walkthrough data • SMART goal in Annual Review Tool 	2017-2018 school year	<ul style="list-style-type: none"> • District Leadership Team • Principal • Instructional Coaches • School Leadership Teams • Teacher Teams 	<ul style="list-style-type: none"> • Walkthrough evaluations • Team meetings with SAM's • Student academic gains through progress monitoring 		Title I Title II EL Grant

GOAL 2: CURRICULUM

NEED TWO:

Curriculum is defined to include:

1. **Amount of instruction:** The amount of time scheduled and structured--including core, small group, intervention, and enrichment instruction--to meet the needs of all students. (RTI)
2. **Goals:** The benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed and Learning assessed (Curriculum Maps and assessments)

GOAL TWO:

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3. **Quality of Instruction:** The specific instructional methods for the teacher, often described in a teacher's edition. (Math will be the focus)

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>
<ul style="list-style-type: none"> • RTI Framework • Instructional Flowchart • Core • Small Group • Intervention • Enrichment • Quality of Instruction <p>Details attached</p>	<ul style="list-style-type: none"> • Walk to Intervention schedule • Curriculum Diamonds • Lesson Plans 	2017-2018 school year	<ul style="list-style-type: none"> • Teachers • Administrators • Instructional Coaches • District Leadership team • Special Ed Staff 	Through progress monitoring are students responding to the intervention? What is the fluidity of movement? Is the curriculum effective? How many students are in the RTI process?		Title I

GOAL 3: SCHOOL QUALITY AND SUCCESS

NEED THREE: _____

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Guaranteeing students have positive support systems that fortify a positive mindset and engagement in learning. Ensuring teachers have positive support systems that fortify a growth mindset and engagement in teaching and learning.

GOAL THREE:

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>
Student Attendance	<ul style="list-style-type: none"> Attendance and tardy records Truancy referrals 	2017-2018 school year	<ul style="list-style-type: none"> Principals Secretaries 	Do we see our attendance increasing and our truancy decreasing?		NA

Essential Building Blocks for Professional Development

The greatest struggle is not *learning* a new skill, but in *implementing* it—coined the implementation dip by Fuller (2001). In order to bridge the research-to-practice gap, professional development must be steered by leadership, grounded in the curriculum and instructional programming and materials teachers are using, aimed at improving student outcomes through high quality instruction, and building both positive student and teacher support systems. These building blocks ultimately ensure success for all students and teachers.

GOAL 1: LEADERSHIP

Effective leadership must ensure that there is collective teacher *efficacy*-- a staff's shared belief that through collective action, they can positively influence student outcomes, including outcomes for students who are disengaged and/or disadvantaged (Hattie, 2009)

Components	Needs Assessment	Next Steps
Administration	<ul style="list-style-type: none"> <input type="checkbox"/> Leaders use “quick wins” to create momentum, confidence, hope, and commitment within the educational environment <input type="checkbox"/> Leaders set measurable goals for academic improvement (SMART Goal included in CIP tool) <input type="checkbox"/> Leaders use data to identify and implement the targeted professional development needed to establish a school wide set of instruction strategies for improvement <input type="checkbox"/> Leaders use data to monitor progress towards goals for academic improvement, working closely with the school leadership and teacher teams to make changes that better meet student needs <input type="checkbox"/> Instructional walkthroughs are established as “a part of the daily routine” (Johnston, 2003) 	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> ● Developing and Implementing an Instructional Walkthrough System That Works ● Implementing a Continuous Improvement Cycle ● Powerful Action Planning <p>Key Resource(s)</p> <ul style="list-style-type: none"> ● <i>Instructional Walkthrough Form: Teacher Vitae</i> ● <i>Unmistakable Impact (Knight and Fullan, 2011)</i>

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	<input type="checkbox"/> Walkthrough data is used to paint a picture of the quality of instruction across a school to inform improvement efforts	
<p style="text-align: center;">School Leadership Team (SLT)</p>	<input type="checkbox"/> Meets at least monthly <input type="checkbox"/> Establishes and implements schedules and calendars (i.e., assessment, professional development, teacher team meetings, etc.) <input type="checkbox"/> Establishes goals for teachers and students <input type="checkbox"/> Monitors goals with student data <input type="checkbox"/> Monitors goals with teacher data <input type="checkbox"/> Plans needed support and PD based on student and teacher data	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> • Implementing a Continuous Improvement Cycle (Due to the District in October) • Powerful Action Planning • Developing SLT Meetings That are Empowering <p>Key Resource(s)</p> <ul style="list-style-type: none"> • <i>Idaho Comprehensive Literacy Plan</i> • <i>SLT Binder or Google Folder</i>
<p style="text-align: center;">Teacher Teams</p>	<input type="checkbox"/> Meetings are weekly <input type="checkbox"/> Meetings are driven by Professional Learning Community (PLC) four questions <input type="checkbox"/> Meetings are driven by data based decision making <input type="checkbox"/> Meetings focus on lesson planning based on data	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> • Implementing Effective Teacher Team Meetings • Building Strong Professional Learning Communities (PLCs) • Data Driven Decision Making • Steps for Powerful Lesson Planning <p>Key Resources</p> <ul style="list-style-type: none"> • <i>How Do I Plan and Teaching Reading Groups (Hunsaker, 2016)</i> • <i>Teacher Teams Binder (Digital is the way to go for some schools!)</i>
<p style="text-align: center;">Instructional Coach</p>	<input type="checkbox"/> Coach has clear job description and schedule <input type="checkbox"/> Coach differentiates coaching based on teacher and student data <input type="checkbox"/> Coach has clear systems in place to show effectiveness as a coach, including effectiveness in achieving school, student, and teacher goals	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> • Coaching Basics: Coaching role, coaching cycle, effective debriefing

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		<ul style="list-style-type: none"> Implementation Plans and Group Coaching Not sure what this means, can it be reworded Focused and Differentiated Coaching for Teacher Success Demonstrating Coaching Effectiveness and Success <p>Key Resources</p> <ul style="list-style-type: none"> <i>Coach's Handbook</i> (Hunsaker, 2016) <i>Blackfoot School District Coaching Handbook</i>
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GOAL 2: CURRICULUM

Curriculum is defined to include:

- Amount of instruction:** The amount of time scheduled and structured--including core, small group, intervention, and enrichment instruction--to meet the needs of all students. (RTI)
- Goals:** The benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed and Learning assessed (Curriculum Maps and assessments)
- Quality of Instruction:** The specific instructional methods for the teacher, often described in a teacher's edition. (Math will be the focus)

Amount of Instruction

Components	Needs Assessment	Next Steps
RTI Framework	Established Time and Schedule for: <ul style="list-style-type: none"> <input type="checkbox"/> Core Instruction <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Intervention Instruction <input type="checkbox"/> Enrichment Instruction 	# of checks _____ <p>Aligned PD:</p> <ul style="list-style-type: none"> Do we know our district RTI framework? Implementing Data-Driven Team Meetings Ensuring Fluid Grouping for Student Success <p>Key Resources</p> <ul style="list-style-type: none"> <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i> (Buffum, Mattos, and Weber, 2011)

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		<ul style="list-style-type: none"> Institute of Education Sciences (IES) Practice Guides: <i>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (2009)</i>
<p>Instructional Flowchart</p>	<p>Entrance and Exit Criteria for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core Instruction <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Intervention Instruction <input type="checkbox"/> Enrichment Instruction 	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> Developing and Implementing an Instructional Flowchart for Tiered Instruction (Follow the district procedure) <p>Key Resources</p> <ul style="list-style-type: none"> BFSD RTI handbook
<p>Instructional Programming, Materials, and Assessments</p>		
<p>Components</p>	<p>Needs Assessment</p>	<p>Next Steps</p>
<p>Core</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The resources, instructional programming and materials, and assessments align with the standards and grade level outcome/goals <input type="checkbox"/> Teacher understand the alignment between the resources and the standards <input type="checkbox"/> Teachers understand the alignment between the assessments and the grade level outcomes/goals 	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> Beginning and Advanced Core Program Training (in the school and/or district adopted core program. Our focus will be enVision Math this year. Aligning Program Assessment to the Common Core State Standards (CCSS) <i>Use your curriculum maps!</i>

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	<input type="checkbox"/> Teachers have evidence that the resources meet the needs of the majority of students (Annual Review Tool, SLO's) <input type="checkbox"/> Teachers have ongoing support in using the resources	Key Resources <ul style="list-style-type: none"> • Common Core State Standards (2010) • Adopted Curriculum Maps. (available on website with common assessments) • <i>Core Teaching Reading Sourcebook, CCSS Edition</i> (Honig, Diamond, Gutlohn, 2011) • <i>Institute of Education Sciences (IES) Practice Guides (2010-2016)</i>
Small Groups	<input type="checkbox"/> The resources, instructional programming and materials, and assessments align with the standards and grade level outcome/goals <input type="checkbox"/> Teachers understand how to use the resources for differentiated instruction to support teaching and learning in meeting the goals <input type="checkbox"/> Teachers understand how to use the assessments to show student progress toward meeting the goals <input type="checkbox"/> Teachers have evidence that the resources meet the needs of all students <input type="checkbox"/> Teachers have ongoing support in using the resources	# of checks _____ Aligned PD: Walk to Intervention: <ul style="list-style-type: none"> • How to Plan and Teaching Reading Groups • Intervention for Struggling Readers • Helping ELLs Excel Key Resources <ul style="list-style-type: none"> • <i>How Do I Plan and Teaching Reading Groups</i> (Hunsaker, 2016) • <i>Core Teaching Reading Sourcebook, CCSS Edition</i> (Honig, Diamond, Gutlohn, 2011) • <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i> (Buffum, Mattos, and Weber, 2011) • <i>Institute of Education Sciences (IES) Practice Guides: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i> (2009)
Intervention	<input type="checkbox"/> The resources, instructional programming and materials, and assessments demonstrate evidence of working with similar student populations <input type="checkbox"/> Teachers utilize intervention assessment to show progress with intervention programs <input type="checkbox"/> Teachers utilize assessments to show student progress toward meeting the goals/outcomes <input type="checkbox"/> Teachers have evidence that the resources meet the needs of our most struggling students <input type="checkbox"/> Teachers have ongoing support in using the resources <input type="checkbox"/> Teachers an interventionists have ongoing support in collaborating and using data-based decision making	
Enrichment	<input type="checkbox"/> The resources include differentiated instruction to enhance and extend the outcomes of the curriculum	

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	<input type="checkbox"/> Teachers utilize enrichment assessments to show student progress in exceeding curriculum outcomes <input type="checkbox"/> Teachers have evidence that the resources meet the needs of our higher achieving students <input type="checkbox"/> Teachers have ongoing support in using the resources	
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Quality of Instruction

"A teacher can design a perfect lesson plan, but if this plan is delivered in a manner that fails to involve or engage students, learning will not occur."
 —Anita Archer, 2011

Components	Needs Assessment	Next Steps
<p>Lesson Planning</p>	<input type="checkbox"/> Teachers work collaboratively to plan lessons based on data <input type="checkbox"/> Teachers continually analyze progress towards meeting goals/outcomes <input type="checkbox"/> Teachers work together to utilize instructional programming, materials, and assessments to meet the needs of all students <input type="checkbox"/> Teachers plan lessons that let students know where they have been, where they are, and where they are headed with learning intentions and success criteria <input type="checkbox"/> Teachers involve students in setting goals and owning their learning <input type="checkbox"/> Teachers plan and deliver explicit initial instruction that is clear and explicit, ensuring content is accessible for all students <input type="checkbox"/> Teachers take time to add the second layer of lesson planning—i.e., active engagement to ensure all students are actively engaged with the content	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> Lesson Planning: Focusing on Lesson Content and Lesson Delivery (with explicit connections to curriculum and instructional programming and materials) Are we aligned to standards!! <p>Key Resources</p> <ul style="list-style-type: none"> <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer and Hughes, 2010) <i>How Do I Plan and Teaching Reading Groups</i> (Hunsaker, 2016)

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<p>Engagement and Active Participation</p>	<p><i>"Increased engaged time has a positive impact on student learning. However, it is when students are both engaged and successful that they learn the most." --Anita Archer, 2011</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers agree on the difference between compliance and engagement and active participation <input type="checkbox"/> Teachers use physical, verbal, and visual prompts to engage students <input type="checkbox"/> Teachers use prompts as formative assessment to scaffold and adjust instruction to ensure successful practice for all students 	<p># of checks _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> • Getting Them Engaged: Instructional Delivery Methods that Increase Student Engagement and Achievement (using routine/cue cards, with clear connections to curriculum and instructional programming and materials) • Coaching for Success, including classroom modeling of active engagement and explicit instruction <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer and Hughes, 2010) • <i>Active Engagement Routine Cards</i>
<p>Explicit Instruction</p>	<p><i>"Teachers deliver the closing of the lesson to review critical content, preview the content of the next lesson, and assign independent partner, or group work." -- Anita Archer, 2011</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers deliver lessons in small steps, checking for understanding, and achieve active and successful participation by all students <input type="checkbox"/> Teachers deliver an opening of the lesson to gain student's attention, then review and preview any information including learning intentions and success criteria <input type="checkbox"/> Teachers deliver the body of the lesson with I DO (clear, consistent, and concise models), WE DO (prompted or guided practice by telling, asking, or reminding), YOU DO (unprompted practice to check student's understanding) <input type="checkbox"/> Teachers close the lesson with connection to learning intension and success criteria 	
<p>Embedded Formative Assessment with</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers begin the lesson with clearly defined learning targets and/or goals 	<p># of checks _____</p> <p>Aligned PD:</p>

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<p>Targeted Feedback</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers intentionally plan formative assessment opportunities throughout the lesson <input type="checkbox"/> Teachers use formative assessment results to adapt instruction, making changes and improvements that will yield immediate benefits to student learning. <input type="checkbox"/> Teachers provide valuable and descriptive feedback for students while the learning process is taking place, helping students to answer the following questions: Where am I going? Where am I now? How can I close the gap? <input type="checkbox"/> Students are able to analyze evidence of their current progress to actively manage and adjust their own learning. (Stiggins, Arter, Chappuis, & Chappuis, 2006) <input type="checkbox"/> Teachers use prompts as formative assessment to scaffold and adjust instruction to ensure successful practice for all students 	<ul style="list-style-type: none"> • Getting Them Engaged: Instructional Delivery Methods that Increase Student Engagement and Achievement (using routine/cue cards, with clear connections to curriculum and instructional programming and materials) • Coaching for Success, including classroom modeling of active engagement and explicit instruction • Using Edify for test delivery <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Embedding Formative Assessment</i> (William and Leahy, 2015) • <i>Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence</i> (Institute of Education Sciences, by Klute, Apthorp, and Reale, 2017. Retrieved from http://ies.ed.gov/ncee/edlabs)
<p>GOAL 3: SCHOOL QUALITY AND SUCCESS</p> <p>Guaranteeing students have positive support systems that fortify a positive mindset and engagement in learning. Ensuring teachers have positive support systems that fortify a growth mindset and engagement in teaching and learning.</p>		
<p>Student Attendance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School has a focus on the importance of attendance for student learning and success <input type="checkbox"/> School has a plan for improving attendance for student learning and success <input type="checkbox"/> Staff implement the plan 	<p># of checks: _____</p> <p>Aligned PD:</p> <ul style="list-style-type: none"> • <i>Creating an Attendance Plan (delivered to School Leadership Team with CIP tool in October)</i> <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Absenteeism and Truancy: Interventions & Universal Procedures</i> (Jenson, Sprick, Sprick, Maiszak, Phosal, 2013)