

Bellevue School District - Private School 2017-18








Title IIA Professional Development Plan

St. Madeleine Sophie School – 05/16/2017

Title IIA focuses particular attention on addressing the learning outcomes of students at highest risk of not meeting academic standards. When using Title IIA funds to support professional development schools have a responsibility to provide professional development that enables teachers and other educational professionals to:

- Teach and address the needs of students with different learning styles, particularly students with special learning needs (including students who are gifted and talented) in the core curriculum areas.
- Improve student behavior in the classroom and identify interventions to help students at risk.
- Understand and use data and assessment to improve classroom practice and student learning.

Identify which data collection process was used to identify the professional development needs for your school.

- ☐ Staff Surveys 
- ☐ School Improvement Plans
- ☐ Building Improvement Plans 
- ☐ Strategic Planning Process 
- ☐ Professional Development Teams 
- ☐ Data Review (other than student data)
- ☐ Leadership Teams 
- ☐ Other: Ongoing collaboration meetings.  Accreditation Self-Study 

1. Using the data from the above list, prioritize the professional development needs for 2017-18. (Top 3)

4	<i>Math</i>	3	<i>Reading/Language Arts</i>
5	<i>Science</i>	6	<i>Social Studies</i>
2	<i>Technology Integration</i>	1	<i>ELL or other: Students with Special Needs</i>

2. Describe how collaboration between teachers, paraprofessionals, and principal identified the relevant professional development activities to be carried out?

We continue to receive referrals into our program from other schools and agencies for placement of children with special needs. In addition to records we receive from previously attended schools, we administer the Iowa Test of Basic Skills as early in the fall term as possible to pin-point areas of greatest need and adjust the year's curriculum goals to give extra emphasis in the areas needing the most growth. Most importantly, the use of the STAR assessment package for Early Literacy, Reading and Math is instrumental in understanding placement and progress.

As part of our overall school design, we accept many students who are currently underserved in the eastside Catholic school community, including those students in need of specialized educational assistance.

Using the local assessment data, previous records, district-provided IEP's, locally created assessments and classroom teacher observations, we then draft the proposed strategy through a process of staff meetings and input requests - all informed by our

diocesan strategic framework. The strategy - in six year increments - is also heavily influenced by our school action plan developed through the process of survey and data collection required in completing our self-study for ongoing accreditation.

3. Describe how you plan to evaluate the effectiveness of professional development, and how you will measure the improvement on student academic achievement?

Measurement of the effectiveness of professional development is determined by the ongoing review of grade level mapping in curricular areas (e.g., Math, Reading) to enhance the efficacy of instruction in the core curriculum standards; continued upgrade of the reporting formats used to keep parents informed of student progress, incorporation of identified strategies into our long-range plan and student learning expectations; and the further development of the support systems needed for specialized student assistance, especially in the areas of ongoing diagnostic and monitoring assessment and the technology to assist in that data gathering.

Measurement of student achievement toward their individual goals as well as progress toward grade level expectations and graduate outcomes will be accomplished via performance on the ITBS, the STAR assessment package, regular trimester evaluations, outside professional observation (if applicable) and acceptance into secondary programs (if the student is graduating).

Measurable Objectives: *Based on the needs use quantity # or quality % to state the measurable objective.*
EXAMPLE: *By Spring of 2018, 70% of K-3 students will be at level _____ proficiency.*

1. By the June 2018 trimester report, all students in Grades PK-8 will have reached standard (3) in 85% of their skill areas or will have demonstrated at least one level of improvement toward that goal.
2. By June 2018, 95% of graduating 8th Graders will have successfully been enrolled in their 9th Grade school of choice.

Action Plan: *Name of conferences, trainings, or Bellevue SD Professional Development request.*

1. Continuing contract work with Hanna Bogen to provide class-related and individual teacher coaching for executive functioning and self-regulation strategies.
2. Continued use of specialists to assist in refining our curriculum maps with a focus on articulation with both our STAR assessment tool and the reporting format for parents. Specifically, we seek to develop linkages with newly developing diocesan, state and local standards.
3. Identified workshops or consultations identified through the above that would augment successful implementation.
4. Ongoing training in specific research-supported classroom strategies that would assist teachers in differentiating instruction for our identified students of need.
5. Assistance for attendance (as allowed by law and precedent) at NCEA and other professional organization-sponsored forums, symposiums and conventions.
6. Teachers may also access additional professional development as needed in any of the 14 core content areas (includes elem. curriculum), integrating technology into the curriculum, using data to improve and inform classroom practice, improving student behavior/classroom management, and training related to addressing the needs of students with different learning styles, disabilities and other special needs, gifted and training to help those students with limited English proficiency.

Target Group: *Identify staff at highest need of professional development (EXAMPLE: 2nd grade Teachers, paraprofessionals, principal)*

Classroom instructors, Grades PK-8 with a focus on those newly hired into the system. Instructional support personnel. Principal and administrative staff.