

**Title II Part A: Improving Teacher Quality**  
**Private Schools Needs Assessment / Professional Development Plan**  
**2017-2018 School Year**

Private School Name: Our Lady of the Lake Parish School

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**I. Data collection process used to identify professional development needs for your school:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Staff Surveys                         | <input type="checkbox"/> School Improvement Plans                  |
| <input checked="" type="checkbox"/> Strategic Planning Process            | <input checked="" type="checkbox"/> Professional Development Teams |
| <input checked="" type="checkbox"/> Data Review (other than student data) | <input checked="" type="checkbox"/> Leadership Teams               |
| <input type="checkbox"/> Other (please list) <u>MAP</u>                   |  |

**II. Using data gathered from the identified source above, prioritize your school's professional development needs:**

**Core Subject Area(s): select all applicable areas**

- ☒ English
- ☒ Reading/Language Arts
- ☒ Mathematics
- ☒ Science
- ☐ Foreign Languages
- ☒ Civics & Government
- ☒ Economics
- ☐ Arts (dance, music, theater, visual)
- ☒ History
- ☒ Geography

**Other Areas of Need: select all applicable areas**

- ☒ 1. Integrating technology into the curriculum
- ☒ 2. Differentiation, including students with disabilities, limited English proficiency and who are gifted/talented
- ☒ 3. Improving student behavior
- ☒ 4. Data & assessments to improve student outcomes
- ☒ 5. Leadership development to improve classroom instruction (via parent involvement or areas 1-4 above)

**III. What is your targeted grade level? (Check all that apply.)**

- |                                       |                                       |                             |
|---------------------------------------|---------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 9  |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 7 | <input type="checkbox"/> 11 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 12 |
| <input checked="" type="checkbox"/> 4 |                                       |                             |

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

1. OLL Staff and administrators use assessment data at least three times a year to determine the needs of individual students, adjust the curriculum, make recommendations for materials, and communicate with parents and lead to collaborative decisions around meaningful professional development based on this data. Data from MAP fall/spring scores, Developing Writer's Assessment, Developmental Spelling Assessment (DSA), and DIBELS next, all provide rich data that can be disaggregated to drive curricular decisions.
  - I. Continue developing highly qualified teachers of language arts through training in the Slingerland® Approach to Language Arts
  - II. Continue developing highly qualified teachers of Reading through training in the effective Reading strategies, especially Readers Workshop
  - III. Continue the integration of Writer's Workshop through coaching, mentoring, and professional development and the development and application of a benchmark-normed assessment system.
  - IV. Staff should engage in high level professional develop in the new Common Core Standards and ensure they are reflected in our curriculum, math in particular.
  - V. Staff should engage in high level of professional development in instructional technology that supports teacher's instruction and assessment of students, especially in the areas of math, writing, and reading.
  - VI. Intermediate grade teachers will engage in math training to develop ongoing assessments, strategies for working with students at a variety of levels, and the implementation of curriculum materials for the school year 2017-2018
  - VII. Teachers, especially those in primary grades, will engage in math training to develop ongoing assessment skills, strategies for working with students at a variety of levels, and the implementation of curriculum materials for the school year 2017-2018.
  - VIII. Staff will engage in professional development in using classroom benchmark systems and the Measure of Academic Progress (MAP) to drive classroom instruction, identify students at risk, and design appropriate interventions.

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

Student scores on MAP, DIBELS Next, Developmental Spelling Assessment, Developing Writers Assessment  
Student performance on curriculum based testing  
Student progress on informal teacher developed assessments  
Student portfolio  
Teacher satisfaction  
Teacher performance  
Teacher evaluation  
Parent survey

**VI. Measurable objectives: Based on the needs use quantity # or quality % to state the measurable objective. EXAMPLE: By spring of 2015, 70% of k-3 students will be at level \_\_\_ proficiency.**

- *By spring of 2018 80% of K-8 students will meet established grade level benchmarks for writing as measured on the Developing Writer's Assessment.*
- *By spring of 2018 90% of K-6 grade students will meet end of year benchmarks as determined by DIBELS Next Assessment as measured on the DIBELS Next assessment*
- *By spring of 2018 75% of students will be at or above benchmark spelling expectations as measured on the Developmental Spelling Assessment*

**VII. Action Plan: Name of conferences, trainings, or Seattle School District professional development request(s).**

- I. Enroll K-5 grade teachers in Slingerland® Approach comprehensive training, years 1 and 2
- II. Contract with Christie McLean Kesler, M Ed for professional development for Writer's Workshop- coaching, WW assessment strategies
- III. Pursue professional development for Common Core instruction and assessment in Mathematics
- IV. 4<sup>th</sup> – 8<sup>th</sup> grade staff will continue to develop their expertise in the implementation of Reader's Workshop
- V. Staff will engage in professional development in common core standards-based math instruction and assessment
- VI. Pursue professional development in instructional use of technology.
- VII. Staff will continue to develop skills in the use of benchmark assessments.
- VIII. Staff will attend appropriate workshops and conferences to solidify and extend their knowledge and practice in the areas of reading, writing and math. (International Dyslexia Association, Bridges Mathematics, and Eureka Math and Wit and Wisdom curriculums from Great Minds, etc.)

**VIII. Target group: Identify staff at highest need of professional development (*EXAMPLE: 2<sup>nd</sup> grade teachers, paraprofessionals, principal*).**

- I. Math teachers K-8
- II. Reader's Workshop, 4<sup>th</sup> – 8<sup>th</sup> grade teachers
- III. Slingerland: any new K-5 staff member
- IV. Common Core Standards: all teaching staff
- V. Writer's Workshop: K-8 teachers of Writing
- VI. All teachers who use instructional technology
- VII. Great Minds Wit and Wisdom gr. 6-8 lit and language arts teachers