

Ferron Elementary

Staff Development Plan

2020-21

Utah Code 53A-3-701 - School Staff Development Plans

School: Ferron Elementary **Principal** Heather Behling
School Community Council Members: Melinda Meccariello, Heather Behling, Chrystella Lake, Jessica Greenhalgh, Brindy Grange and Kim Behling.

1) Describe the school's plan for staff development including what strategies, programs, practices, materials and other resources the school will use to best address the staff development needs of the school. Also outline how the plan coordinates with the following components outlined in Utah Code 53A-3-701.

Ferron Elementary will continue to advance staff development through regularly scheduled PLC meetings. Each month every teacher will participate in a District wide grade-level PLC meeting in which teams will work together to strengthen student skill development through ongoing data analysis and participate in comparison data to enhance instructional practices. Teachers will also participate in at least one monthly school level vertical team PLC. These consist of grades K-2nd and 3rd-5th in which teachers will identify practices of focus and develop collaborative learning pathways for students to scaffold their skill building in all areas of learning.

Newly implemented at all ECSD elementary schools is Early Release Wednesdays in which students will be dismissed from Ferron Elementary at 1 p.m. every Wednesday to allow teachers and support staff time for professional development, PLC meetings, intensive instruction, progress monitoring, grading and any additional needed prep. With these tools in place teachers will be able to collect better student performance data and have comparative data purposes. The utilization of this data could then help teachers have quality discussions about instructional effectiveness.

Programs and practices utilized include School City common assessment data collection for District grade-level PLC teams for quarterly benchmarks. Other staff development will include professional development of the "*Developing Assessment of Capable and Visible Learners*" program by Nancy Frey, John Hattie and Douglas Fisher (2018) and the Really Great Reading Program to provide targeted intensive instruction to identified students. Additional funding provided by the CARES Fund Act will support additional programs and materials needed as student gaps from the Spring 2020 soft closure are identified.

2) Outline the timetable and/or schedule for plan implementation.

Staff development meetings are scheduled every Wednesday from 1-3:30 p.m. Each Wednesday will be dedicated to either District grade-level PLCs, school-based PLCs, faculty and staff meetings, professional development, intensive student instruction, data dives, progress monitoring, grading and teacher preparation. Technology trainings are also scheduled as part of the PLC or Faculty Meeting training meetings.

3) Describe what financial resources are available and how they will be used to implement the school staff development Plan.

Financial resources to support all staff development include allocated funds from the 2020-21 School Lands Trust fund, the CARES Act fund and in-house District personnel providing professional development.

4) Explain how success will be measured and evaluated. How will results of plan implementation be reported to the School Community Council, parents, School District Administration and Board of Education?

Ferron Elementary staff will collect Beginning-of-Year (BOY) data using Acadience: DIBELS, GoMath and Wonders pre-assessments, School City essential standards benchmarks and classroom reading inventory assessments. The BOY data will be reviewed to identify student gaps in learning and determine an action plan to address those student needs. This data will be reviewed during a student staffing meeting in which the Principal, general and special education teachers, Title I coordinator and any relevant support staff (paraprofessionals, speech therapist) will review each class' data and make a collaborative decision in creating the student's action plan. Ongoing progress monitoring will be done utilizing School City benchmark assessments, Acadience: DIBELS and any other relevant classroom assessments at least twice per month during District grade-level and school level PLC meetings. Another student staffing meeting including all team members will be held after Middle-of-Year (MOY) is collected and instructional adjustments will be made as student needs shift. Ongoing social-emotional data will also be collected through school counselor surveys and anecdotal notes. All generalized school data will be available for Community Council, parents, School District Administration and School Board members for review to meet the overall needs of the school to meet goals.