

Ferron Elementary

Staff Development Plan

2016-2017

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

School: Ferron Elementary Principal Brian Dawes

School Community Council Members: Melinda Meccariello, Kelly Perkins, Audrey Winn, Brian Dawes, Brindy Grange, Danielle Cornish, Alex Worwood, Corinne Worwood and Kristi Perez.

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.

Professional development (PD) for the 2016-2017 school year will be focused on proper implementation of the *Wonders Reading Program* that was adopted this school year. In the summer of 2016 a strategic planning meeting was held and the teachers indicated that the implementation of this new program was their top need related to PD. PD sessions will utilize the professional learning facilities (PLC'S) instructional format. PLCs utilize the skills and insights of the participants to assist the group in gaining a better understanding of their shared experience in implementing the new instructional program.

Faculty meetings are scheduled each Monday afternoon from 3:10-4:00. Two weeks a month will be dedicated to PLC discussions. Minimal time will be spent on emergency business items on these weeks. The priority of the PLC meetings is for the teachers to discuss successes, challenges, frustrations, tools, and discoveries made related to the Wonders Reading program. As the year progresses it may become necessary to expand our discussion to include the Go Math program that was adopted during the 2105-2016 school year.

If these two curriculums do not provide enough information for a year's worth of PLC material then the book *"Learning to Choose, Choosing to Learn"* by Mike Anderson (ASCD, 2016) will be included in our study sessions.

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

Staff development meetings are scheduled twice month. Each Monday we will meet for either Faculty or PLC discussions. These two meetings will alternate from week to week between faculty meetings and with PLC meetings.

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

We do not have a staff development budget. School personnel will be providing the staff development. Some money has been allocated in the 2016-2017 school landtrust plan.

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?

The effectiveness of this emphasis of Professional Development can be observed during the teacher's language arts instruction. The comfort level and quality in the implementation of the Wonders Language Arts curriculum will provide some subjective/qualitative data/analysis of the quality of the PLC sessions.

In addition holding Student Progress Staffing Meetings with each teacher will provide additional opportunities for administration, teachers, specialists, and paraprofessionals to discuss student progress. Participants in the meeting are Title I Coordinator, School Special Education Teacher, Administrator, each teacher, and the paraprofessional assigned to the classroom. During these meetings DIBLES test scores, and CORE test results are analyzed and compared to the Tier II and III interventions being used. The intervention being used is compared to the progress the students are showing with modified curriculum and goals developed to meet the needs of the students. Students that have not been identified but may need services are also discussed.

Our goal is to create a shared vision for student learning that utilizes research based instructional practices and caters to the student's individual needs. Quality implementation of the instructional tools provided in the new Wonders Reading basal will further assist our school in providing consistent LA instruction. The expected outcome of these efforts are; increased attention to the instruction of every child, improved use of Title I and Resource Aides, positive attitude and unity among faculty and staff, school wide goals and procedures, and progress in refining a standards based report card. A review of testing practices specific to IEP students will be conducted to ensure that their year-end testing results is in compliance with their IEP and state and federal guidelines.

Formal and informal assessment scores will be analyzed to determine student progress. Formative and summative test scores will be reviewed; instructional implementation of the new core during instruction will be used as an evaluation tools. The curriculum, the instructional strategies, and our attitudes are aligned with the Emery School District, Utah Core, and National Standards. Our efforts are to work endlessly to enrich, enhance, and enliven those frameworks so they become accessible to a wide range of student behaviors and learning styles. The resulting curriculum and instruction will meet the high standards we have set for our students and ourselves. It reflects our ongoing commitment to professional development.

The 2016 state school performance review program has graded Ferron Elementary as a "B" school. This is based on student's success on the end of school year CORE test scores. One contributing factor that has influenced this school grade is due to our emphasis on individual student growth. This success is attributed to the excellent effective teachers and intervention specialists. The frequent data and student performance evaluation meetings play a critical role in the instructional effectiveness found at Ferron Elementary.