

**LeMars Community High School
Building Professional Development Plan**

**LeMars Community District Goal
September 2009**

The percentage of students considered proficient in reading, language, math, and science at grades 4, 8, and 11, as measured by the ITBS/ITED will exceed the ten-year baseline average (1996-97 to 2005-06) by June 1, 2010

Building Goals/Indicators

•Students will exceed the 10 year baseline average (1996-2006) in Reading (78.0), Language (77.2), Math (83.9) and Science (80.8) as measured by the ITEDS.

Special focus shall be directed towards:

- Differentiated Instruction especially in connection with reading comprehension.
- Improving writing skills including technical writing
- Increased implementation of the LCHS writing manual and critical vocabulary instruction in the classroom.
- Improving incorporation of critical thinking skills in the departmental areas including but not limited to Quadrant D activities.
- Implementation of Iowa Core Curriculum including 21st Century Skills
- Analyzing assessment practices

Building data

- Reading scores for the 9th and 10th grade levels are noted to be below the trajectory levels of 79.3 according to the NCLB guidelines. 9th grade = 69.1% proficient and 10th grade = 69.2% proficient
- Reading scores for the 9th and 10th grade are noted to be below the 10 year average of 78% of students being proficient. 9th grade = 69.1%, 10th grade = 69.2% proficient
- Language scores for the 9th and 10th grade are noted to be below the 10 year average of 77.2% of students being proficient- 9th grade = 69.7%, 10th grade = 69.2% proficient.
- Math scores for the 9th and 10th grade are noted to be below the 10 year average of 83.9% of students being proficient- 9th grade = 82.2%, 10th grade = 79.5% proficient
- Science scores for the 9th grade are noted to be below the 10 year average of 80.8% of students being proficient- 79.6%

Building professional development target for 09-10 school year:

Increase each class to state trajectory level of 79.3 or higher as measured by the Iowa Tests of Educational Development.

PD Content: Instruction that incorporates the essential concepts of the Iowa Core Curriculum, writing skills improvement/writing manual, critical thinking skills/quadrant D activities and differentiated instruction within the content area. Special attention needs to be given to reading comprehension and raising students to above proficient in reading across all areas.

Research Base: Iowa Core Curriculum. Willard Daggett's studies have indicated that the rigor and relevance of instruction is enhanced with the increase of quadrant D activities in classroom teachers' instruction. ASCD, Tomlinson and Marzano have studied the implementation of their strategies and have found them to positively impact student achievement in all subject areas.

All Site Personnel: High school personnel will implement reading comprehension, testing, writing strategies which may include implementation of the LCHS writing manual and critical thinking/quadrant D activities in the classroom. High school personnel will continue to implement differentiated instruction techniques.

Design for 09-10: In-service training on the vocabulary and content reading strategies. In-service time will be allowed for study and modification of assessment and assessment tools, Iowa Core Curriculum implementation in all areas, development of critical thinking strategies, differentiated instruction, further development of quadrant D activities, and writing and reading comprehension strategies. Teachers will meet to discuss, select, implement and reflect on procedures. Teachers through their departments will assess and report the success of strategies to their departments and Mr. Johnson.

August 17-19 In-service training on the connection between ITED results, the building professional development plan, teachers' career development plans, and implementation of learning strategies. Select assessment committee or committees (ITED,Local).

August 17 -August 21 Departments meet to schedule 7 hours of extra meetings. Departments need to address assessment concerns (ITED and local assessment) specific to their department.

August 17 – September 16 Reading sample test will be administered in the Language Arts classrooms for baseline score. Teachers begin to implement career development plans using reading strategies and collect data. Teachers will document use of writing activities, differentiated instruction and/or critical thinking skills. Departments continue inclusion of ITED shortfalls

- September 16* Implementation of reading section from ITED, score and give results
 Explain NCLB watch list, and possible ramifications/remediations
 Rhonda explain instructional practices and SINA. Explain selection of reading/learning strategy and implementation of strategy
 Revisit Iowa Core Curriculum needs and plans to incorporate.
 Assessment committee report
- September 16 –November 18* Administer 2nd reading assessment to language arts classes to measure progress.
 Implement/modify strategies used.
 Document use of writing activities, differentiated instruction and/or critical thinking skills.
 Departments discuss implementation of Iowa Core Curriculum including 21st Century skills
 Assessment committee meets to discuss/determine changes.
 Departments continue inclusion of ITED shortfalls
- November 18* Analyze results from reading assessment, reflect on strategy implementation.
 Pam Hirschman and Erin Ohrlund present strategies successful in FAME.
 Assessment committee report findings, receive suggestions.
 Continue implementation of Iowa Core Curriculum including 21st Century Skills.
- November 18 – January 20* Administer 3rd reading assessment to language arts classes to measure progress.
 Implement/modify strategies used.
 Document use of writing activities, differentiated instruction and/or critical thinking skills.
 Departments implement of Iowa Core Curriculum including 21st Century skills
 Assessment committee meets to discuss/determine changes.
 Departments continue inclusion of ITED shortfalls
- January 20* Analyze results from 3rd reading assessment
 Reflect on reading strategy used
 Discuss/Plan ITED scheduling and motivation.
 Determine final changes to assessments for ITEDs and Local assessments
 Continue implementation of Iowa Core Curriculum

January 20 –March 24 Administer 4th reading assessment to language arts classes to measure progress.
Implement/modify strategies used.
Document use of writing activities, differentiated instruction and/or critical thinking skills.
Departments implement Iowa Core Curriculum including 21st Century skills
Departments continue inclusion of ITED shortfalls
ITED Motivation/Test Administration

March 24 Reflect on reading strategies used.
Reflect use of writing activities, differentiated instruction and/or critical thinking skills.
Departments discuss implementation of Iowa Core Curriculum including 21st Century skills
Assessment committee implements changes to local assessments.
Discuss changes of ITED implementation
Local assessments prepared, ready to go and in Mr. Johnson's possession

March24-May 12 Implement/ modify strategies used
Junior Assessment Administration
Departments conduct item analysis of ITEDs
Departments implement Iowa Core Curriculum including 21st Century skills

May 12 Meet in whole/small group to discuss implementation of strategies and assess strategy success.
Discuss Local Assessment results
Assess building plan success.
Staff Input of future staff professional development plans

Collaborative work between full-group sessions: departments will organize collaborative departmental teams. Teachers will meet for a total of 7 hours in one-hour increments outside of the school day throughout the school year. Focus of these meetings will be discussion and documentation of strategies in each subject area and work toward building/district goals especially including improvement reading score.

Implementation Plan: Mr. Johnson and CSIP will provide staff development. Practice reading assessments will be given to measure student improvement. Reading techniques will be implemented, evaluated and revisited during meetings. Assessment committee will meet, report and implement suggested changes. All areas will be evaluated and assessed by building administration.

Monitoring of Implementation: Each department will submit evaluations of hourly meetings describing implementation of techniques with committee reports. Teachers are asked to specifically address departmental incorporation of reading strategies, writing techniques, differentiated instruction and critical thinking strategies. Committees will submit reports with recommendations for consideration concerning focus areas. Implementation of the Professional Development Plan will be monitored by building administration. Administrators will conduct regular walkthroughs to stay apprised of implementation of strategies and development plans.

Evaluation: Formative- Each staff member will incorporate reading, writing and thinking strategies, differentiated instruction strategies, Quadrant D philosophy and the LCHS writing manual. Administration will analyze departmental minutes, and logs to determine levels of implementation. Summative Building-level summative evaluation will assess student measures of reading comprehension, including achievement of 9th, 10th and 11th grade classes.