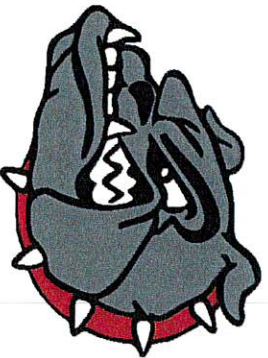


2016-2017 Professional Development Plan
Le Mars Community Elementary



LE MARS
COMMUNITY

Presented to the Le Mars Community School Board
October 10, 2016



2016-2017 Elementary PROFESSIONAL DEVELOPMENT PLAN

Math

District Math Goal	In the spring of 2016, 93.98% of students in grades 3 through 5 were at or above proficient on the Iowa Assessment. By spring of 2017, we will increase that percentage to meet or exceed the previous 3-year average.
Building Target to Reach District Goal:	87.38%
Action Plan to Meet Building Target	Using the PLC process and Characteristics of Effective Instruction, teachers will develop and implement common formative assessments designed to match quarterly pacing guides. Data from the assessments will be used to help design lessons and interventions that meet the needs of the students. The PLC process, pacing guides, and formative assessments support the implementation of the Iowa Core Curriculum in the area of mathematics. Teachers will also implement quarterly math assessments.
Research Base	Characteristics of Effective Instructions, Learning by Doing, Iowa Core Curriculum Reading
District Reading Goal	K-5 Goal: In the spring of 2016, 70.82% of students in grades K through 5 were at or above proficient on the FAST CBM reading assessment. By spring of 2017 we will increase the percentage of students proficient on the FAST CBM reading assessment by 5%. 3-5 Goal: In the spring of 2016, 80.76% of students in grades 3 through 5 were proficient on the Iowa Assessment. By the spring of 2017, we will increase that percentage to meet or exceed the previous 3-year average.
Building Target to Reach District Goal:	K-5 FAST CBM Reading Target: 75.82% 3-5 Iowa Assessment Target: 82.48%
Action Plan to Meet Building Target:	Teachers will utilize the Characteristics of Effective Instruction as a basis for implementing <i>The Daily Five</i> , <i>The Daily Café</i> , <i>Guided Reading</i> , and phonemic awareness (kindergarten level). All grades will implement the F.A.S.T. assessment. Grade levels will use results for the F.A.S.T. assessment to gather literacy data. The data will be used to identify students who are not proficient. Using the PLC process teachers will design interventions to help students reach the proficiency levels established on the F.A.S.T. assessment. Teachers will be unpacking the Iowa Core Literacy Standards, identifying essential learning, developing quarterly pacing guides, and develop common formative assessments. These strategies support the implementation of the Iowa Core Curriculum in the area of literacy.
Research Base	Literacy strategies based on the books, <i>Daily 5</i> , <i>The Café Book</i> by Gail Boushey and Joan Moser. Phonemic Awareness in Young Children by Marilyn Jager Adams, Barbara Foosman, Ingvær Lundberg and Terri Beeler. Characteristics of Effective Instruction. Iowa Tier/F.A.S.T., Iowa Core Curriculum, Florida Center for Reading Research, PRESS

Science

District Science Goal	In the spring of 2016 89.01% of students grades 3 through 5 were at or above proficient on the Iowa Assessment. By spring of 2017, we increase that percentage to meet or exceed the previous 3-year average.
Building Target to Reach District Goal:	88.84%
Action Plan to Meet Building Target:	Teachers will utilize the Characteristics of Effective Instruction as a basis for implementing The Daily Five, The Daily Café, Guided Reading. These strategies support the implementation of the Iowa Core Curriculum in the area of science through the use of non-fiction Guided Reading texts. Improved reading comprehension will allow for more in-depth understanding of science text and scientific inquiry.
Research Base	<i>Daily 5, The Café Book, Phonemic Awareness in Young Children, Characteristics of Effective Instruction, Iowa Core Curriculum</i>

IN-SERVICE DESIGN WILL CONSIST OF THE FOLLOWING BEST PRACTICE FRAMEWORK

Collaborative Design	Teachers will spend 18 hours of PD time in collaborative teams. These meetings will take place within individual buildings and as grade level teams across the district. Teachers will create formative assessments, examine data from locally designed/standardized assessments, develop interventions to meet the needs of all students.
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MONITORING OF IMPLEMENTATION PLAN

Teachers will submit results of the quarterly assessments to building principals. Principals will monitor grade level team progress through the use of Google Docs. Support will be provided to the grade level teams throughout the process by the principals, CIA Team, and Instructional Coaches.

EVALUATION OF STUDENT LEARNING

Formative Assessment	<p>Reading: Teachers will use the F.A.S.T. Assessment to monitor students' proficiency levels throughout the school year. Progress monitoring will be submitted using the F.A.S.T. assessment three times throughout the year. Math: Teachers will implement formative assessments throughout the quarter and implement targeted interventions. Results of the formative assessments will be shared with grade level teams and the principals throughout the year.</p>
Summative Assessment	<p>Grades 3-5 will take the Iowa Assessments. Grades K-5 will give quarterly math assessments. Grades K-5 will take the F.A.S.T. Assessment. Results from the quarterly math assessments, and other summative assessments, will be shared and discussed at building PD times throughout the year.</p>

IN-SERVICE

DATES

Sept. 7 & 28
Oct. 12 & 26
Nov. 9 & 30
Dec. 7 & 21
Jan. 11 & 25
Feb. 8 & 22
March 1, 8 & 22
April 5 & 19
May 3