Lansing USD 469

5 Year

Professional Development Plan

This district is a member of the Greenbush Professional Development Planning Toolbox Consortium and submits the enclosed plan to meet the requirements for the Kansas Staff Development Regulations 91-1-217-B3.

(Day Month, Year Approved)

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VISION:

We envision a community where every citizen values and maximizes their own education and commits to supporting the highest quality of learning opportunities for all children, youth, and adults.

MISSION:

The Lansing School District's mission is to provide all students with the opportunity to develop scholastic, technical, social, and lifelong learning skills essential for academic, occupational, and personal success as productive citizens.

Program Requirement 1.
Professional Development Program Alignment

How is the Professional Development program aligned with the mission, academic focus, and school improvement plan?

Individual Focus

All licensed staff members annually participate in a professional goal setting process. Individual goals are written or updated through collaboration with peers, the school administrator(s) and the school professional development council representative. The individual professional development goals of certified staff members align with the goals set forth by the school, district or consortium. The individual growth priorities flow from professional education teaching standards and research-based practices shown to improve student learning.

School Focus

School professional development plan goals are derived from school improvement plan data. The school focus should ensure that school personnel have the knowledge and skills necessary to successfully implement the school improvement plan and must be results-orientated. The data used to identify school improvement and in turn professional development planning may include:

- Formal student achievement data as measured by:
    - State Assessments,
    - District Quarterly Tests,
    - Criterion Referenced Tests,
    - ACT,
    - Early STAR Literacy,
    - STAR Reading,
    - STAR Math,
    - MAP,
- Informal student achievement data
- Anecdotal data
- Surveys

District Focus

The district professional development plan goals and plans flow directly from student achievement data collected through formal and informal assessments at the school level as well as teacher evaluations of professional development activities and surveying of professional growth needs through an annual needs assessments analysis. The district professional development plan supports the mission and academic goals set forth by the USD 469 Board of Education which include graduation requirements and exit outcomes.

Consortium Focus

The consortium priorities are derived from the identified needs of the consortium members.

Program Requirement 2.
Determination of Professional Development Focus

Who decides what the focus for staff development will be?

Individual Focus

The individual licensed professional determines his/her course for professional growth in collaboration with the designated supervisor. The building Professional Development Council Representative provides assistance as needed.

School Focus

Educators, administrators, parents and other representatives of the school community may determine the focus of professional growth activities offered for the school learning community. This focus may be identified through site council meetings, professional learning communities, and also school improvement team analysis of building data.

District Focus

The district professional development plan and results-based activities are determined by the Board of Education with input and direction provided by the District Professional Development Council and District Curriculum Leadership Team. Professional development planning is scheduled and revisited on an annual basis reflecting the changing needs of students, teachers, administrators and the community.

Consortium Focus

The consortium Advisory Committee made up of representatives from the member districts.

Program Requirement 3.
Professional Development in Schools

How is the focus of staff development determined at each level?

Individual Focus

Individual educators determine their annual focus for professional growth based on student achievement data, collaboration, personal reflection, and areas for improvement as identified by the professional employee evaluation process. Individuals seeking license renewal or the addition of license endorsements may also identify their focus plan and activities based on the outlined requirements for licensure as set by the Kansas Board of Education and State Department of Education.

School Focus

The analysis of student achievement data from the respective school will guide the planning and delivery of professional development. Student performance data will be

compared to performance targets in identifying achievement gaps of the school, grade levels, sub-group populations, and individual students.

Categories → Levels	Content "The What" Curriculum Subject Matter	Professional Education "The How" Instructional Strategies How we teach, how we deliver	Service to the Profession School Improvement, Committee Work Building, District, State, National

District Focus

The district focus is determined based on the analysis of student achievement data as well as data identifying each school's needs. Collaboration with school's staff, administration, and site councils will help identify the district focus.

Program Requirement 4.
Results-Based Professional Development Goals

How are the goals written to meet a results-based focus?

Individual Focus

Goals are written based on individual needs and professional teaching standards. Goals address three levels of learning: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

School Focus

Goals are aligned with identified student academic targets. Goals are statements of the desired professional skills necessary to facilitate student learning with respect to the stated targets. Results are measured according to the three levels of learning: knowledge, application, and impact.

District Focus

District goals are developed to support the identified standards of performance for students at each level. Additional goals are set at the district level to provide guidance on professional education standards.

Program Requirement 5.
Activities

What activities/actions are present at each level to accomplish staff development priorities?

	↓	↓	↓	↓
Knowledge *"What do I know that I didn't know before?"*	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour	
Application *"What am I doing that I didn't do before?"*	2 × Knowledge-level points	2 × Knowledge-level points	No points awarded at this level	
Impact *"What results am I getting?"*	3 × Knowledge-level points (3 hours college credit max.)	3 × Knowledge-level points (3 hours college credit max.)	No points awarded at this level	

Program Requirement 6.
Measures of Impact

How are measures of the impact of staff development priorities at each level determined?

Measures of impact at each level include:
- Assessment of student academic performance on benchmark indicators,
- Analysis of student assessment data,
- Analysis of student behavioral data, and
- Analysis of effective instruction through teacher action research, reflection, surveys, observation, and evaluation procedures.

Program Requirement 7.
Professional Development Points

How are professional development points assigned?

There are no limits on the number of professional development points that may be awarded at any level for the purpose of professional license renewal.
> Level 1 (Knowledge): One hour of professional development equals one professional development point.
> Level 2 (Application): 2 X the number of knowledge points for the original activity
> Level 3 (Impact): 3 X the number of knowledge points for the original activity.

Lansing USD 469 Negotiated Agreement: Article IX Section B.
> Teachers shall progress across the salary schedule when the hours and points completed reach the minimum for that column. One (1) semester hour of college credit shall be equal to twenty (20) professional development points. All student impact points awarded by the Professional Development Council (PDC)

and in compliance with KAR 91-1-218 will be allowed for salary schedule movement. Knowledge and application points awarded by the PDC and in compliance with KAR 91-1-218 will be allowed for movement on the salary schedule when the teacher has paid for registration and time is outside the teacher's duty day.

4. Incoming teachers may use previous PDP points from other education agencies for salary schedule advancement, if said points were earned after July 1, 2003, and meet Lansing USD 469 criteria for earning PDP points.

5. Payment shall be made for PDP points as approved following procedures as adopted by the PDC. The criteria for payment shall include the following:

    a. Points earned from financial commitments made by USD 469 shall be excluded. Examples, but not limited to: Expenses paid by the district, Time release from contract.

    b. Payment made at the negotiated hourly rate for school improvement.

    c. Maximum payment for 15 points per year (July 1 to June 30).

    d. Payments shall be added to payroll at the end of the year.

Program Requirement 8.
Reporting of Professional Development Results

How are development results reported? To whom, when, and in what manner?

- Individual teachers will work cooperatively with their administrator in developing a plan for achieving application and impact points.
- Individual teachers document and provide evidence related to each level of professional development activity completed.
- Activity evaluations are completed by participants in school and district professional development activities and electronic data are shared with the appropriate building, district administrators and PDC. This data provides valuable feedback on the value and quality of the professional development as well as a tool for identifying additional needs for future activity planning. Ultimately, the results of professional development planning are evidenced in our annual student achievement data and anecdotal classroom data.

Program Requirement 9.
Professional Development Council Structure & Training

How has the PDC representation been chosen, what is the structure, and what training will they receive?

The Lansing USD 469 Professional Development Council (PDC) is representative of the licensed personnel. Each member shall be selected solely by the group they represent and serve a three year term. The terms run annually from May 15 through May 14. Outgoing members will serve as mentors at the planning meeting. Resignations should be submitted to the PDC chair. The composition is:

    Administrators   7 members

Itinerate SpEd	1 member
Lansing Education Association	1 member
Lansing Elementary School (K-2)	2 members
Lansing Elementary School (3-5)	2 members
Lansing High School	2 members
Lansing Middle School	2 members
New Beginnings	2 members

The PDC will meet a minimum of four times per year. These dates are determined prior to the academic year. All special meetings will have a minimum of one week prior notice to PDC members. Agendas will be distributed to all licensed personnel a minimum of three working days prior to each meeting. Minutes of each meeting will be distributed to all licensed personnel and board of education members a minimum of one week following each meeting.

The PDC will annually elect the following officers:
- ✓ Chairperson
  - o Preside at meetings
  - o Call special meetings/Appoint sub-committees
  - o Prepare/distribute meeting agenda
  - o Serve as ex-officio member of sub-committees
  - o Represent (or appoint member) PDC at public functions and Consortium meetings
  - o Establish PDC tasks and timelines
  - o Ensure IDP records are accurately completed and safely kept in a designated location.
  - o Carry out other necessary duties
- ✓ Vice-Chairperson
  - o Fulfill duties of Chairperson in his/her absence
  - o Carry out duties assigned by Chairperson
- ✓ Secretary
  - o Take minutes at PDC meetings
  - o Distribute minutes of all PDC meetings within a week following meeting
  - o Carry out duties assigned by Chairperson

The PDC will participate in annual training related to roles and responsibilities of council members, including implementing Kansas Professional Development Regulations. All members of the PDC must participate in the initial KSDE approved training session for PDC's.

(Portions of this section are directly from Article II – F and Article IX – B7 of the Lansing USD 469 negotiated agreement)

Program Requirement 10.
Local Plan Adoption

When was the plan created by the PDC and sent to the BOE and subsequently adopted by the local BOE?

The 2015-2020 USD 469 Lansing Professional Development Plan was adopted by the Board of Education on _____.

_____

Board of Education President

_____

Superintendent

USD 469 District Professional Development Goals

The following provides an action plan for activities at the knowledge, application and impact level for each of the District Professional Development Goals.

District Professional Development Goals

1. **School Improvement**
   Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in school improvement.

2. **Curriculum and Instruction**
   Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction
   a. Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers, and meets the diverse needs of students. Curriculum development and Curriculum Mapping meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project –based learning activities for teaching reading and writing in the content, learning styles, higher level questions skills, brain research, TESA, cooperative learning, experiential learning differentiated instructional and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as diagnostic and evaluative tools. They will understand how to write valid and reliable instruments and base reporting and grading on the students' success in meeting predetermined standards.

3. **Technology Integration**
   Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in the use of technology as an educational tool.
   a. Students use technology as a resource tool to learn (to collect, analyze real life data, interpret results, communicate results, and manage information to improve student learning). Faculty demonstrates continual growth in the use of technology by staying abreast of current and emerging technologies and by using technology as a resource tool to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. (Technology Standard)

4. **Student Development**
   Lansing USD 469 will provide opportunities for educators to increase their knowledge and improve their skills in student development.
   a. Students achievement will improve through the use of collaboration during Professional Learning Communities work.

5. **Professionalism**
   Lansing USD 469 will provide opportunities for the development of professionalism.

USD 469 Building Professional Development Plans

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
3. Technology as an Educational Tool
4. Student Development
5. Development of Professionalism

District Goals:

1. The district supports staff development activities based on the consortium goals.

2. Technology Statement
Students use technology as a resource tool to learn (to collect, analyze real life data, interpret results, communicate results, and manage information to improve student learning). Faculty demonstrates continual growth in the use of technology by staying abreast of current and emerging technologies and by using technology as a resource tool to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. (Technology Standard)

3. Curriculum Integration, Instruction and Assessment Statement:
Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers, and meets the diverse needs of students. Curriculum development and Curriculum Mapping meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project-based learning activities for teaching reading and writing in the content, learning styles, higher level questioning skills, brain research, TESA, cooperative learning, experiential learning differentiated instructional and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as diagnostic and evaluative tools. They will understand how to write valid and reliable instruments and base reporting and grading on the students success in meeting predetermined standards.

4. Student Achievement Statement:
Student achievement will improve through the use of collaboration during Professional Learning Communities work.

School Goals: Lansing Elementary School

1. Reduce office referrals, Out of School Suspensions by 50% from the previous school year (2013-2014: 13 OSS and 131 Office referrals). In addition, teachers will set classroom goals of reducing student time in the safe seat and buddy room visits.
2. Ask and answer such questions as who, what where, when, and how to demonstrate understanding of key details in a text. On STAR Reading assessment, Fall 2014, 67% of second grade students were not meeting mastery. By the end of the school year 2014-2015, 85% of second students will be within or above mastery on STAR Reading assessment on indicator KS RI2.1.
3. The student collects, organizes, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations. On STAR Math assessment, Fall 2014, 100% of second grade students were not meeting mastery and Spring assessment 2014 71% were not meeting mastery. By the end of the school year 2015, 75% of second students will be within or above mastery on STAR Reading assessment for indicator 4.2.

School Administrator _____

PDC Chair _____*Jennifer Kolb*_____

Superintendent _____

School Board Approval _____

District Professional Development Plan Goals
FIVE YEAR (MULTI-YEAR)
PLAN
USD 469 Lansing Upper Elementary School 3-5

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
3. Technology as an Educational Tool

4. Student Development
5. Development of Professionalism

District Goals: (reflects Needs Assessment Analysis and District Mission/Beliefs)

1. The district supports staff development activities based on the consortium goals.
2. Technology Statement

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3. Curriculum Integration, Instruction and Assessment Statement

Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers, and meets the diverse needs of students. Curriculum development and Curriculum Mapping meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project -based learning activities for teaching

reading and writing in the content, learning styles, higher level questioning skills, brain research, TESA, cooperative learning, experiential learning differentiated instructional and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as diagnostic and evaluative tools. They will understand how to write valid and reliable instruments and base reporting and grading on the students success in meeting predetermined standards.

4. Student Achievement Statement

Student achievement will improve through the use of collaboration during Professional Learning Communities work.

English Language Arts Students in 3rd & 4th grades will improve their skills of comparing and contrasting the point of view from which different stories are narrated, including the difference between first- and third-person narrations.(RL 6)

Students in 4th & 5th will improve their skills of explaining how an author uses reason and evidence to support particular points in a text, identify which reasons and evidence support which point (RI 8).

Students in 4th & 5th will improve their skills of explaining how an author uses reasons and evidence to support particular points in a text. (RI 8)

Math: Math Standard 9: Students in 3rd, 4th, and 5th grades will improve their geometric measurement skills in volume, conversion of measurements from a larger unit to a smaller unit, and in the concepts of area.

Math Standard 6: Students in 4th and 5th grades will improve their application skills and understanding of multiplying and dividing fractions.

All students in 3rd, 4th, and 5th grades need to improve their basic math skills as related to the Math Kansas College and Career Readiness Standards.

Technology: Students in grades 3rd, 4th, and 5th will use ipads to play and compose basic music compositions as related to their developmental level.

*We will incorporate the BIST model into all instructional practices.

School Administrator _Vickie Kelly_

PDC Chair _Jennifer Kolb_

Superintendent _____

School Board Approval _____

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
3. Technology as an Educational Tool
4. Student Development
5. Development of Professionalism

District Goals:

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4. Student Achievement Statement:
Student achievement will improve through the use of collaboration during Professional Learning Communities work.

School Goals: **Lansing Middle School**

1. We will increase the rate of student achievement based on our individual SMART goals.
2. We will increase the percentage of students scoring at or above the established proficiency level on local, state, and national assessments in all areas.
3. We will incorporate the BIST model into all instructional practices.

School Administrator _____

PDC Chair ___*Jennifer Kolb*_____

Superintendent _____

School Board Approval _____

District Professional Development Plan Goals FIVE YEAR (MULTI-YEAR) PLAN USD 469 School

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
3. Technology as an Educational Tool
4. Student Development
5. Development of Professionalism

District Goals:

1. The district supports staff development activities based on the consortium goals.

2. Technology Statement

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4. Student Achievement Statement:

Student achievement will improve through the use of collaboration during Professional Learning Communities work.

School Goals: Lansing High School

1. LHS supports staff development activities based on the consortium and district goals.
2. Students will be evaluated using multiple instructional measures that assess student growth across the curriculum.
3. Faculty will utilize instructional strategies, accommodations, and modifications to support individualized student growth that are inclusive of the needs of diverse and SPED populations, including the development of leadership and self-advocacy skills.
4. Students will develop skills as College and Career Ready 21st Century Learners through Kansas Standards-based instructional activities across the curriculum, including emphasis on Speaking and Listening Skills.

School Administrator _____

PDC Chair _____ *Jennifer Kolb* _____

Superintendent _____

School Board Approval _____

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
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District Goals:

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4. Student Achievement Statement:

Student achievement will improve through the use of collaboration during Professional Learning Communities work.

School Goals: Early Childhood

1. Improve positive socio-emotional skills (including social relationships) through intentional practices to help students acquire and use developmentally appropriate knowledge and skills
2. Enhance early childhood special education services by aligning and incorporating The Kansas Early Learning Standards with Lansing Early Childhood Standards

School Administrator _Mary Alice Schroeger_

PDC Chair _Jennifer Kolb_

Superintendent _____

School Board Approval _____

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

1. School Improvement
2. Curriculum and Instruction
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4. Student Achievement Statement:

Student achievement will improve through the use of collaboration during Professional Learning Communities work.

School Goals: **New Beginnings School**

1. We will incorporate the BIST model into all instructional practices.
2. We will increase integration of technology into our instructional practices.
3. We will attend PD on the new Skyward IEP and apply the information learned into our IEP's as they are updated.
4. We will increase the rate of student achievement based on our individual SMART goals.

School Administrator _____

PDC Chair _____*Jennifer Kolb*_____

Superintendent _____

School Board Approval _____