

2019-2020 Committee of Professional Learning Building Level Plans

Professional Learning Mission:

- Ensure student success through evidence based instructional practices
- Provide a strong instructional foundation for beginning teachers
- Provide a mentoring program that promotes new teachers and supports staff retention
- Promote techniques and strategies to ensure teachers meet the challenges and changes of the current academic community
- Support district initiatives and curriculum through ongoing professional learning aligned to professional growth plans

District Professional Learning C&I goals:

- Use instructional practices in mathematics that focus on conceptual understanding and fluency in order to improve student mathematical reasoning.
- Collaborate in Data Review Teams (DRT) to improve instructional practices and student learning.
- Understand student differences through cultural competency so we can better meet the diverse needs of all students.
- Include non-fiction reading and argumentative writing opportunities in all classes in order to improve students' reading and writing.
- Provide numerous high-level questions to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

Blue Ridge Total Allocation:

\$4540.00

Professional Learning Goal #1: Teachers will analyze student work, make instructional decisions, and determine results indicators through vertical and grade level teams as measured by formative assessments and student goals in writing.

Rationale: Aligns with Teacher Standard #7: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers collaboratively create rubrics for narrative, expository and explanatory writing with language priority standard imbedded.	CPL Leadership Team	Aug/Sept	To develop grade level rubrics aligned K-5 for narrative, expository and explanatory writing.	Rubrics	\$0
2) Give, Get, Grow- Professional learning opportunity on writing with an opportunity to plan and implement writer's workshop.	Certified Teachers	Aug	To establish expectations, structures and procedures for writer's workshop K-5.	Implementation plan	1.5 hours x 25 certified teachers= \$562.50
3) Quarterly vertical team meetings to align writing using rubrics based on student samples.	Certified Teachers	October 18, November 18, February 19, April 19	To analyze student writing K-5 using rubrics.	Student achievement data	\$0
3) Quarterly professional learning staff meetings to discuss overall	Certified Teachers	October 18, November 18, February 19, April 19	To refine writer's workshop based on walk-thru feedback.	Walk-thru data, Reflections based on feedback	\$0

Professional Learning Goal #2: Teachers will increase student engagement through classroom structures, cultural competence and differentiated instruction as measured by class visits and instructional planning.

Rationale: It is the teacher's responsibility to establish classroom routines and structures that allow students to take ownership of learning by setting and evaluating goals. By focusing on these areas, teachers are able to address the specific academic, social and emotional needs for students to make progress.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Give, Get, Grow : Teacher leaders will provide professional learning opportunities on classroom structures, cultural competence, differentiated instruction to engage students.	Certified Teachers	Second semester	Teachers will gain insight and understanding into engaging students who live in poverty or experience trauma.	Student achievement, Walk-thru data	1 opportunities x 1.5 hours x \$15 per hour x 25 teachers= \$562.50
2) Back to School Retreat	Certified Teachers	August 7	Teachers will learn how behaviors cause cultural and organizational barriers with students and adults.	Walk thru data, Behavior Data	\$100 x 25 Teachers= \$2500
3) Resources for Give, Get, Grow	Certified Teachers	November 18, January 2019, March 2019	Teachers will gain insight and understanding into engaging students who live in poverty or experience trauma.	Student achievement, Walk-thru data	\$115.00
4) CPL Planning Day	CPL Team	May 2020	Teachers will analyze data and plan for the next school year.	Implementation Plan	\$800.00

Central Middle School Total Allocation: \$8,400.00

Professional Learning Goal #1: Teacher Leadership

Rationale: Teacher Leadership has become a critical part of our teacher mentor and professional learning plan over the past few years. As we launch cohort 3 of Teacher Leaders it is our goal for this team to function as the leadership team for RCMS. In order to continue the work that we have begun, we will include 2 additional teacher leaders in addition to the 4 provided by the district for a complete leadership team. In order to do so we would like to include a stipend for two teachers. In addition to creating a more unique professional learning model that will allow teachers to have a variety of professional learning sessions throughout each semester, the Teacher Leader team will continue to develop and implement peer-to-peer observations and feedback, as well as the teacher mentor program for first year and all new teachers at RCMS.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Leadership Retreat for Leadership Team (day 1)	Leadership Team	August 2019	<ul style="list-style-type: none"> Develop professional learning sessions that incorporate instructional strategies aligning with our district goals of literacy. Specifically incorporating the close reading strategy in all content areas Develop professional learning sessions that will increase differentiation and the use of station teaching in the instructional setting Develop professional learning sessions that will lead to more rigorous lessons in the classroom 	completed 8/7/19	\$850.00
2) Leadership Retreat for Leadership Team (day 2)	Leadership Team	Spring 2020	<ul style="list-style-type: none"> Develop professional learning sessions that incorporate instructional strategies aligning with our district goals of literacy. Specifically incorporating the close reading strategy in all content areas Develop professional learning sessions that will increase differentiation and the use of station teaching in the instructional setting Develop professional learning sessions that will lead to more rigorous lessons in the classroom 		\$850.00

3) Teacher Leader Stipend	2 additional Teacher Leaders @ \$750 per person	19-20 SY	<ul style="list-style-type: none"> Development of best practice New Teacher Mentors Peer Coaching Professional Learning opportunities with staff during identified Building PD times 		\$1,500.00
4) Peer-to-peer Observation	All certificated staff	19-20 SY	- Deeper learning from within our current practitioners. - Feedback given and received from multiple perspectives (not just administrative).		\$1,500.00

Professional Learning Goal #2: Cultural Competency

Rationale: Continuing to develop our Cultural Competency as a staff is not only a district goal, but a priority at RCMS that began in the 16-17 school year. Our building would like to continue our work that began in the previous school year and go deeper with this area by conducting professional learning opportunities as developed by our team this summer that will allow our teachers to develop a deeper understanding of the student population that we have the privilege of working with each day.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Professional learning activities that will introduce teachers to various adversities that our students experience. (i.e. book study, and possibility of an outside speaker to present to our staff during the September 1/2 day PD session.)	All Staff	Fall PD Dates	develop deeper understanding of the students we serve, and how we can serve them best		\$400.00
2) Miscellaneous (If approved, this would only cover registration fee. The building/staff member will cover remaining costs to attend conference.)	All Staff	19-20 SY	Attendance at Professional Conferences		\$675.00
3) Stipend for building diversity team (be able to compensate a team of approximately 5 teachers to provide professional learning opportunities on a monthly/bi-monthly basis to our teachers and staff during faculty meetings and Wednesdays devoted to professional learning).	5 Certified Staff Members @ \$100 per person	19-20 SY	Build our collective cultural awareness and how we engage with students from various walks of life.		\$500.00

Professional Learning Goal #3: Deeper implementation of Data Review Teams and differentiated instructional strategies

Rationale: Teacher Leadership has become a critical part of our teacher mentor and professional learning plan over the past few years. It is our desire to keep the current team in tact to continue the work that we have begun. In order to do so we would like to include a stipend for two of the four teacher leaders to continue their work on this team. In addition, the Teacher Leader team will continue to develop and implement peer observation. We would like to do work with the Strengths Finder and coaching within one's strengths in the 19-20 school year to develop peer coaching as a model of professional learning at RCMS.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Differentiation and Teacher Leader Support	Certificated Staff	19-20 SY	<ul style="list-style-type: none"> Differentiation - Instructional practices Webinars Afterschool work sessions for teachers developed by Teacher Leaders 		\$500.00
2) Book Studies (Staff will have the option to choose one of two book studies that will be conducted each semester. All staff	All Staff	19-20 SY	<ul style="list-style-type: none"> Deeper understanding of trauma sensitive schools Ability to identify and recognize signs of trauma 		\$1,625.00

will be expected to participate in a minimum of one book study over the course of the school year.)			• Deeper understanding of differentiation and implementation of various strategies within a unit		
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Eastwood Hills Total Allocation:	\$5,425				
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Professional Learning Goal #1: Through Professional Learning Communities and Data Review Teams, teachers will support and strengthen their instructional practice resulting in increased student achievement.

Rationale: To continue to refine and improve teacher instructional practice through collaboration focused on instructional strategies and success criteria and a cyclical response to data to inform instruction for the purposes of increasing student achievement.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Grade level teams will meet weekly in Professional Learning Communities for the purpose of evaluating student learning by data review and cyclical instructional planning with specific focus on strengthening instructional strategies and success criteria.	all instructional staff & administration	weekly August 2019- May 2020	improved instructional practice and student understanding of success criteria resulting in increased student achievement		\$0
2) Instructional Leadership Team	DRT Leaders	Monthly September 2019-May 2020	continued evaluation and refinement of PLC and focus on effective instructional practice resulting in increased student achievement		\$0
3) Administrator Walkthroughs & Feedback	all instructional staff and administration	weekly September 2019-May 2020	1:1 face to face feedback; improved instructional practice resulting in increased student achievement		\$0
4) Teacher Peer Observations, Teacher-Leader Modeling & Feedback (focused on Writing and Math instructional strategies) driven by the DRT process and identified instructional needs.	all instructional staff (including 26 classroom teachers) and administration	Fall semester and Spring semester	collaboration, feedback and modeling focused on instructional strategies to increase collective efficacy and instructional practice thus impacting student achievement in the areas of writing and mathematics.		8 full day subs total (27 total instructional staff; 1 sub can cover 6 teachers for 1hour observation) = \$800.
5) Classroom teachers will work in Vertical Teams to evaluate prioritized Writing standard to develop vertical alignment of success criteria. Additionally, teachers will work in Vertical Teams to collaborate re: instructional practice/strategies utilized to teach prioritized mathematics skills.	all instructional staff and administration	September 2018-May 2019 monthly as part of Wednesday PD	teachers will become proficient with prioritized writing standard and develop a comprehensive and vertical learning progression of skill expectation/success criteria related to the writing standard. Teachers will improve their instructional practice with writing and mathematics pedagogy through collaborative conversations re: high impact instructional strategies which will improve student achievement.		
6) Greg Tang KC Math Plus Conference	Erin Gutierrez, Amber Nieznajko, Rosemary Collins	July 9-11th, 2019	Increase instructional practice in the area of mathematics to increase student achievement		\$2,475

7) Greater Kansas City Writing Project Building Professional Development	All instructional staff	September 10, 2019	Teachers will participate in basic trait writing professional development, then work in vertical teams to develop vertical alignment of a) No Excuse Writing skills for students to be taught and learn by grade level, b) success criteria, and c) assessment criteria.	Added 8/20/19	\$1,000
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Professional Learning Goal #2: Eastwood Hills Elementary will be a safe and collaborative learning community.

Rationale: The school building and community must be safe to facilitate student and staff learning. A collaborative professional culture is essential to improve the practice of Professional Learning Communities and its effect on raising student achievement.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) PBIS Building-Wide Implementation & PBS Leadership Team	all building staff. PBS Leadership Team composed of one designee from each team (9 staff members)	August 2019-May 2020	Sustain effective implementation of PBIS systems to facilitate a safe learning community		\$0.00
2) 2019-20 Half-Day Retreat and continued Professional Development: Focused on teacher and team strengths through the Clifton Strengths finder Gallup research, vulnerability and shame resilient classrooms (cultural competency) and building-wide teambuilding.	instructional staff	August 7th, 2019	Teachers will continue to build a comprehensive understanding of their individual strengths as well as the strengths of their teammates and colleagues, continued work from the Strength finder assessment conducted in August of 2018. This understanding will strengthen community and lead to a professional environment focused on team strengths for the purpose of achieving collective efficacy to enhance student learning and achievement and building community.	August 7, 2019 completed. Revised on 8/20/19 to reflect attendance of only 23 staff members rather than 30	*Payment for staff attendance at retreat- (\$50 for 23 attending Certified half-day) = \$1,150 *Payment for guest speaker(s) (e.g. Marty Huitt/BIST) \$0
3) BIST	all building staff; BIST Consultant	August 2019-May 2020	sustain effective implementation of BIST philosophy to facilitate a safe learning community		\$0.00
4) Community Leadership Team	One designee from each team (9 staff members)	monthly September 2019-May 2020	Teacher leadership focused on unifying the school community for the purpose of professionalism, strengthening social-emotional and academic learning & increasing parent involvement.		\$0.00

Fleetridge Total Allocation:	\$4,900.00	\$250 (Specials PD), \$4,650 (Goals 1-2)	
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Professional Learning Goal #1: Standard #4: Critical Thinking
The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.
Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking.

Rationale: To increase student achievement by effectively modeling Greg Tang strategies to be utilized in whole group and small group.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers will be given instructional plan time where they will model the implementation of Greg Tang strategies embedded within Math Expressions to their team, observe other classroom teachers throughout the building, and make determinations of best practices for the manipulatives during math whole group and small group instruction. Facilitators: Stephanie Vickers (principal)	18 certificated staff members	Aug., Oct., Dec. 2019 March 2020	Teachers will watch, model, and implement Greg Tang, Calendar Math, and Math Expressions, in order to effectively utilize all curriculum resources, deliver quality and rigorous instruction, and increase student achievement.		18 X 50 = \$900 \$900 X 2 days = \$1800
2) Teachers will be provided with resources to help them identify what their specific strengths and skills are as an educator. In addition, they will be able to identify specific strengths found within their students in which to capitalize on during instructional time to increase students' critical thinking, problem solving and performance skills, which will lead to increased student achievement. Facilitators: Stephanie Vickers (principal)	18 certificated staff members	Ongoing	By knowing their own strengths, along with the strengths of their students, teachers will be able to select the best instructional strategies to meet the needs of their students and increase their achievement.		\$570.00

Potential Dates for Instructional Days: 1st round: Aug. 26th, 27th, 29th; Sept. 3rd, 5th, 9th; 2nd round: Sept. 30th, Oct. 1st, 3rd, 7th, 8th, 10th 3rd round: Dec. 3rd, 5th, 6th, 9th, 10th, 12th 4th round: Mar. 2nd, 3rd, 5th, 9th, 10th, 12th

Professional Learning Goal #2: Standard #1: Content knowledge, including varied perspectives, aligned with appropriate instruction
The teacher understand the central concepts, structures, and tools of inquiry of the disciplines and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
Quality Indicator 1: Content knowledge and academic language

Rationale: To increase student achievement by embedding Write Tools strategies within our writing instruction.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers will be given instructional plan time where they will determine how to incorporate Write Tools and other quality writing instructional resources within their Wonders writing time, create writing rubrics with their grade level teams for consistent assessing among teachers, and observe other classroom teachers during their ELA time and how they incorporate Write Tools within their classrooms currently.	18 certificated staff members	Aug., Oct., Dec. 2019 March 2020	Teachers will incorporate Write Tools and other quality writing instructional resources in order to effectively utilize all curriculum resources, deliver rigorous instruction, and increase student achievement.		18 X 50 = \$900 \$900 X 2 days = \$1800
2) Staff will have instructional writing resources available for implementation based on instructional needs, preferences and classroom needs for the school year. These resources will be the	18 certificated staff members	Ongoing	Teachers will have access to, read, and study professional learning resources geared towards enhancing and improving student achievement in writing. Teachers will read and share action steps taken in the classroom, as well as		\$480.00

ones modeled and discussed during instructional days.			successes and desired future professional development and/or next steps.		
Potential Dates for Instructional Days: 1st round: Aug. 26th, 27th, 29th; Sept. 3rd, 5th, 9th; 2nd round: Sept. 30th, Oct. 1st, 3rd, 7th, 8th, 10th 3rd round: Dec. 3rd, 5th, 6th, 9th, 10th, 12th 4th round: Mar. 2nd, 3rd, 5th, 9th, 10th, 12th					

Herndon Career Center Total Allocation:	\$3,435.00				
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Goal 3- Understand student differences through cultural competency so we can better meet the diverse needs of all students. Performance Standard 2: Student Learning Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) To have staff observe other staff to gain value in TLAC strategies being used in classroom	All staff	October or November	Improve Instruction	TBD	\$400.00
					100 x 4 days for sub.
PD at BTC to Collaborate with surrounding Career Centers to address student's needs.	All staff	Aug 6	Improve Instruction	Aug 6, 2019	240

Goal 2- Collaborate in Data Review Teams (DRT) to improve instructional practices and student learning. Performance Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Herndon BLT will continue to meet 9 times a year to ensure PD collaboration.	Herndon BLT	Once a month	Direction and planning for next steps at HCC	1/Month TBD	\$1,890.00

Goal 5- Provide numerous high-level questions to students in formats that encourage active participation in order to improve students' depth of thinking in all classes. Performance Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community member

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
CAPS Conference	2 CAPS instructors	Aug 1-2	Improve instruction	Aug 1st and 2ND	\$1,145.00

Laurel Hills Total Allocation:	\$5,250.00				
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Professional Learning Goal #1: Teachers will provide an engaging, rigorous, and instructionally supportive classroom environment to meet the needs of our learners in order to increase student achievement.

Rationale: Support teacher professional growth and further student achievement					
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Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Peer Observations - all teachers have the opportunity to observe and/or be observed throughout the year to further develop instructional prowess and engagement techniques	Teachers	September - May	Increase instructional practice and techniques to further student achievement	May 2020	10 days x \$100 = \$1000
2) Teacher Leader	Teacher	September - May	Support the development of professional growth by providing feedback and presenting to staff	May 2020	\$1,000
3) Math Strategies Professional Development - teachers participate in learning math strategies taught by Greg Tang to utilize in the classroom 30 minute sessions (pay the individuals who attend the sessions not to exceed \$376.5)	Math Specialist & Teachers	September - May	Improve math strategy instruction to further student achievement	May 2020	50 sessions x \$7.50 = \$376.5
4) Math Plus Conference - send 1 teachers to attend the conference to continue to grow our math instructional prowess	Teachers	July	Continue to develop math instruction within the building	July 2020	\$873.40 - Conference registration and parking

Professional Learning Goal #2: Teachers continue to develop their skills at collaboration by fully implementing the Data Review Team Cycle to increase professional practice and student achievement.

Rationale: Support teacher collaboration through the full implementation of the data team cycle

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) All certified staff participate in the "Strength Finder 2.0" book study by Tom Rath and strengths study. Collect the teacher's top 5 strengths and discuss how this impacts our daily interactions	Teachers & Administrator	August through May	Become aware of individual strengths and how they can positively impact the team for collaboration	May 2020	\$11.67 x 30 = \$350.10
2) Vertical Collaboration - teachers will have the opportunity to meet in vertical teams to discuss math action plan and reading/writing action plan throughout the year. The work would occur after school for 1 hour each session for a total of 3 times a year.	Teachers	November, January, March	Select and implement high yield instructional strategies and/or techniques to further the learning of students	May 2020	20 teachers x \$15 = \$300; \$300 x 3 times = \$900
3) Strength Finder Professional Development with Dr. Sondra Cave for staff. Discuss how each staff member's top 5 strengths impact our teams and our students.	Teachers & Administrator	September	Identify how each individual's strength works together to get the best from each other and our students.	September	2 1.5 hour sessions = \$375; \$375 x 2 = \$750

Professional Learning Goal #3: Teachers will provide an engaging and highly structured classroom environment through continued implementation of BIST and PBIS and Cultural Competency/Trauma awareness to meet the needs of our learners in order to increase student achievement

Rationale: Support the classroom environment to promote student achievement

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) BIST Consultant - monthly visits to LH to meet with teachers to work on creating shame aware classroom practices	Teachers	September - May	Increase classroom structure and student relationships	May 2020	\$0.00

Little Blue Total Allocation: \$4400.00

Professional Learning Goal #1: Increase teacher capacity through a collective vision through Teacher Leadership.

Rationale: Student achievement will grow as teacher capacity grows through peer leadership.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
4 Teacher leaders	Unger, Reed, Barzee, Crail, Schmidli	all year	Increased teacher capacity	19-20	District covers the cost of 2 - we will cover the cost of 2 at \$750 each=\$1500
Teacher leader plan day	Unger, Reed, Barzee, Crail, Schmidli	July 2019	Plan for the 19-20 school year		\$0
Teacher Leader Instructional Rounds	Unger, Reed, Barzee, Crail, Schmidli	once per semester	Assess effectiveness of PD and identify areas for growth	once per semester	\$100x6=\$600
Monthly meetings	Unger, Reed, Barzee, Crail, Schmidli	monthly	maintain a collective vision	Monthly	\$0

Professional Learning Goal #2: Increase the quality and rigor of questions in lessons.

Rationale: By increasing the quality and rigor of questions in lessons, student engagement and achievement will improve.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
Instructional Rounds/Peer Observation - 1, 1/2 day per semester	23 certified staff members	1x first semester, 1x second semester	Improve practice Opportunity to observe peers Increase accountability of implementation of professional development.	Once per semester	\$2,300.00
Quarterly PD	all staff	quarterly	Give teachers more ideas/tools to plan for questioning while writing lessons.	quarterly	\$0.00

Professional Learning Goal #3: Build cultural competency

Rationale: By building the staff's cultural competency, relationships will grow thereby increasing student achievement.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
PD from Dr. Campbell and/or Dr. Moore	Dr. Campbell, LB staff	3-4 times throughout the year.	Start conversations about cultural competency	September, December April	\$0.00
Book study (tbd by TLs)	all staff	1x per month	Continue conversations and build capacity	monthly	\$0.00

New Trails Total Allocation: \$3150.00

Professional Learning Goal #1: Understand student differences through Cultural competency so staff can meet the diverse needs of students

Rationale: Staff will participate in instructional rounds in order to increase student achievement. Rounds focus at first will be transitions. Our discipline data shows a need for tighter transitions. As we move to full day there will be even more transitions and a greater need to create tight transitions that support maximizing instructional minutes and decrease in behavior. We will focus first on to and from recess, and transition from Centers.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Instructional Rounds-	all staff	Oct. 29, Dec. 3; Feb.12	Decrease in student behaviors by creating tight transitions during the instructional day.		3 subs=300
Conscious Discipline, BIST, PBS, Cultural Competency	all staff	all year	Increase staff's implementation of Conscious Discipline in alignment with trauma, BIST, PBS and Cultural Competency strategies to meets student's needs by decreasing behavior referrals to recovery.		

Professional Learning Goal #2: Collaborate using DRT process to create positive learning and working environment.

Rationale: There are a lot of changes and new staff for 2019. Several years ago the staff did a book study on the 5 Dysfunctions of a Team. We created the 5 Functions of an Effective Team. With all the changes the instructional leadership team thought it would be good to revisit those Functions, everyone's role and how to use our Strengths from Strength Finder to build a collective team with a high sense of efficacy toward collaboration and student achievement.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) retreat planning	building instructional leadership team	summer 2019	Revisit staff's 5 Functions of an Effective Team and integrate with Strengths Finder. to ensure effective collaboration and high sense of staff efficacy.		5 staff for a full day at 100 each total 500
2) All staff retreat	all staff	1 1/2 days during work week			lunch for staff two days and light breakfast with snacks 760.00

Professional Learning Goal #3: Higher level questioning and Mathematical concepts to develop strategies for improving student number sense.

Rationale: Staff will participate in curriculum planning, in order to increase student achievement. New staff will attend HWOT training to improve their use of the small group PA resources for differentiated instruction and through meet student need and improve achievement. Small group instruction. Staff will collaborate to develop non-negotiables based on Greg Tang to improve teaching and student learning of number sense.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) book time- comprehension questions	teacher leaders, administrator, 3 additional staff	Summer 2019	Comprehensive scope and sequence to ensure teaching of standards for PreK literacy		3x 50= 150
book time comprehension questions	all staff	fall of 2019	Create comprehension questions that build in difficulty from basic to higher level		
Handwriting without Tears	new teachers	Sept. 27	New teachers will learn the development sequence and importance of the fine motor task of letter and numeral writing. They also will be trained in our small group resource-		subs 2x100+200 360x2= 720 total 920

Math	all staff	fall of 2019	Teachers will set nonnegotiable from Greg Tang for PreK to increase student's number sense.		15 staff at 15.00 2x =450 and 75 for snacks total 520
Professional Learning opportunities	all staff	fall and spring	offer two after school learning opportunities with Greg Tang an hour each		

Norfleet Total Allocation:	\$4,900.00				
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Professional Learning Goal #1: Teachers will increase their cultural competency and understanding students affected by poverty and trauma.

Rationale: This goal promotes techniques and strategies to ensure teachers meet the challenges and changes of the current academic community to maintain a highly engaged learning environment.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Cultural Competency PD Sessions	All certified staff	September, November, January, and March, 2019-2020	Deepen our knowledge of the three dimensions of culturally responsive pedagogy.		\$0
2) Retreat	All certified staff	All certified staff	Share vision for school year, build teams, and provide PD sessions for staff to increase a supportive, highly structured, and engaged school environment		\$1,860
3) Cultural Competency Speaker	All certified staff	First Semester	Deepen our knowledge of the three dimensions of culturally responsive pedagogy.		\$100
4) Cultural Competency Caring for Kids Community partner	All certified staff	First Semester	Deepen our knowledge of the three dimensions of culturally responsive pedagogy.		\$0
5) Cultural Competency Team Book Study on "Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms"	Building Cultural Competency Team	September-March	Deepen our knowledge of the three dimensions of culturally responsive pedagogy.		\$0
6) Virtual bus tour planning	2 Certified Staff Members	July (filming and planning), September (delivery)	Understand student differences through cultural competency so we can better meet the diverse needs of all students.		\$75

Professional Learning Goal #2: Teachers will provide a supportive, highly structured and engaged school environment which meets the needs of our learners in order to increase student achievement.

Rationale: This goal supports district initiatives and curriculum through ongoing professional learning aligned to professional growth plans.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Peer Observations for new teachers to observe mentors, mentors to observe new teachers, and experienced teachers to observe peers both in the building and in the district	New Teachers Teacher Leaders	September - April	Increase structure, instruction, and engagement techniques.		\$530

2) Summer PD and planning session for Teacher Leaders	Teacher Leaders	August	Plan PD and retreat for teachers in order to support the staff to increase a supportive, highly structured, and engaged school environment		\$180
3) Stipend for Teacher Leader	Teacher Leaders	August-May	Provide PD for staff/mentors to increase a supportive, highly structured and engaging school environment		\$1,000
4) Monthly PD planning session for SEL leader	1 teacher	July-August	Plan and deliver PD for social emotional learning and community building time for teachers in order to increase a supportive, highly structured, and engaged school environment		\$405

Professional Learning Goal #3: Teachers will deepen their understanding of what students are to know and be able to do by including writing opportunities in all classes in order to increase student achievement.

Rationale: This goal supports increasing teacher knowledge of the Standards based on the prioritized Standards.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Committee Planning for the retreat to prepare staff for First 20 days of Writing, including a refresher/training on Write Tools resources	3 teachers	July-August	Plan PD for First 20 days of Writing and merging of Wonders and Write Tools PD sessions		\$750

Northwood Total Allocation:	\$3,200.00			
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Professional Learning Goal #1: Standard 9.2: Professional Collaboration: Collaborating to meet student needs. Teachers will collaborate in teams to improve instructional practices and increase student learning.

Rationale: To Increase Student Achievement

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1)NW Summer Retreat (NW Leadership)	5 teachers-1/2 day	July/August	Staff will make changes to current DRT process to increase collaboration.		\$262.50
2) NW Leadership Meeting	5 teachers	2 x a year	Assess progress towards building wide goals. If needed, develop plan to address areas of need.		\$150.00
3) Collaboration Time	8 teachers	Year round	Increase student learning through sharing ideas by allowing teachers the time to share specific strategies outside of our normal DRT groups in greater detail with the opportunity for staff to assist in		\$600.00

			training each other in these new strategies.		
4) New Teacher Observations and Collaboration	5 teachers	Year round	Required New Teacher Mentor/Mentee observations and collaboration to increase student learning through sharing ideas and specific strategies		\$200.00
Professional Learning Goal #2: Standard 2.3 Student Learning, Growth and Development					
Implement research based interventions to create a safe and positive learning environment that increases student learning.					
Rationale: To Increase Student Achievement					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) NW Summer Retreat (NWSA-Trauma)	7 teachers-1/2 day	July/August	Staff will increase their knowledge on Trauma and how it impacts student learning/behaviors.		\$367.50
2) Collaboration Time	8 Teachers	Year round	Decrease student behavior through sharing ideas by allowing teachers the time to share specific strategies outside of our normal DRT groups in greater detail with the opportunity for staff to assist in training each other in these new strategies.		\$600.00
3) Professional Learning Opportunities	1 Teacher	June 2020	Trauma Informed Conf.		\$910.00
4) Snacks for PD					\$110.00

Raytown High School Total Allocation:	\$16,275.00				
Professional Learning Goal #1: Professional Learning Goal #1:QUESTIONING, CRITICAL THINKING, and ARGUMENTATIVE WRITING: RHS faculty will advance instructional quality and rigor with an emphasis on questioning, critical thinking skills, and argumentative writing					
Rationale: For the past 6 years RHS, through the leadership of the BLT, CPL committee, and the Teacher Leaders have focused on developing critical thinking skills in our students through the argumentative writing process. This process will continue in the 2019-2020 school year. Teachers will use the DRT process to engage in an ongoing process focused on argumentative writing. This will require teachers to reflect, collaborative, review formative and summative data while develop, implementing, and assessing rigorous lessons and student work aligned with the district curriculum in all content areas. This effort in aligned with research indicating that students who have strong argumentative writing skills show an increased ability to be college and career ready.					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Critical Thinking & Technical Literacy Curriculum Writing Teachers will utilize funds to meet outside of contract time to develop higher level, abstract problems for students to decode, solve and conceptualize standards (8 hours total)	8 teachers	July 2019 to May 2020	Improved implementation of high quality instructional practices. Collaborative Sessions to provide higher level technical argumentative writing.		960
2) STATE ACT Conference Educators will come together to discuss the diverse needs of today's learners and learn a variety of	8 staff	Friday September 13th, 2019	Continued use of ACT materials in everyday instruction. In addition help		2160

methods to address these needs. They'll learn about key education and workforce initiatives to help foster positive change throughout our school community. Networking opportunities will provide time to get to know one another and discuss best practices in preparing all learners for college and career success.			our College and Career Prep Teacher.		
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Professional Learning Goal #2: RAYTOWN CURRICULUM & INSTRUCTION: RHS faculty will continue to identify and implement instructional methods and strategies that develop students' skills and knowledge that highly relate to developing critical thinking skills that are beneficial to students in and beyond the high school setting.

Rationale: We will continue implementation of revised district curriculum and accompanying learning/ teaching strategies. Teachers will continue to identify and implement instructional methods and strategies that develop students' skills and knowledge that highly relate to developing critical thinking skills for students. This will include work to infuse ACT identified skills that link directly to student post-secondary success. Efforts will focus on developing teachers in strategies to include more informational texts into daily instructional practices and methods for fostering the students' ability to read text, develop positions that are supported in the text, and to dialogue with peers about text based argumentation and analysis. Additionally, professional learning efforts will support technology integration in association with high-quality curriculum implementation.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
<u>TEACHER LEADERS</u> Funds will support 1 additional members for the RHS Teacher Leaders program.	Teacher Leaders	Sept. 2019 to May 2020	Support to RHS staff	Observations, implementation of teacher leader program, support to new teachers	\$750.00
<u>MENTORING/BUILDING ACCLIMATION</u> Teacher Leaders will also continue to serve as mentors for new staff members. Teacher Leaders will hold after school sessions for new teachers focused on timely topics to aid in new teacher acclimation to Raytown. We plan for seven (7) meetings throughout the school year. They will also facilitate a variety of collaborative observations. This will require the use of substitutes to allow for release time to conduct the observations and collaborative sessions. Funds will be used to: (1) Compensate teachers for attendance/participation outside of the school day.[7 meetings] (2) Use of substitutes to observe and provide collaborative coaching. (3) 3 full day of substitute per new teacher	Teacher Leaders and new staff members (new to RHS this year and/or 0-3 years of teaching experience)	Aug. 2019 to May 2020	New teachers will gain a greater ability to meet RHS and RQS instructional and operational expectations	Observations Peer coaching review	\$1,000.00
<u>Class Within a Class Pair Work</u> As a result from our PD Survey from the 2018-2019 school year, regular classroom teachers need the opportunity to work with their respective co-teacher. These funds would allow for 2 days, staggered throughout the school year, for the SPED teacher to collaborate and lesson plan with their co-teacher.	CWC Co-Teachers	Sept. 2019 to May 2020	This will help teachers work collaboratively with their co-teacher and strengthen curriculum work within the pair.		\$4,000

[The co-teacher would take a 1/2 day & SPED would take a full as most teachers have two co-teachers]					
INDIVIDUALIZED CONTENT SUPPORT RHS will provide support for teachers who don't regularly receive professional development throughout the school year. Teachers can receive Professional Learning that applies to their specific content. (1) There three scheduled events: Fine arts portfolio professional development, Missouri Council of Social Studies Conference, and additional teachers to attend Write to Learn (2) Remaining Funds will provide support for unanticipated professional learning needs associated with curriculum and instruction	All RHS Staff	Sept. 2019 to May 2020	This will help address specific early requests of professional development and those that come up during the school year.		\$4,405
Professional Learning Goal #3: POSITIVE, PRODUCTIVE, AND SAFE SCHOOL CULTURE AND CLIMATE: RHS faculty will work to create a positive, productive, and safe school culture and climate that is: respectful of a diverse student population, well ordered and disciplined, complementary to student academic development, and works to create a sense of belonging for students, staff, parents, and patrons.					
Rationale: A sound education is best achieved in a positive environment that is productive and safe. Each student, teacher, parent, and patron that is a part of our community should be able to come of RHS to find an orderly learning environment that shows care and compassion. They should expect to see fair, firm, and consistent discipline as well as grace, compassion, and understanding. They should be free of prejudice, bias, and any other form of discriminatory practice. We should create an environment that fosters pride and ensures that the academic tasks are not derailed by any such form of distraction.					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
SEL COMMITTEE This committee will meet to develop lessons and plans for staff to deal with a variety of student behaviors. This group will meet during the school year to look at discipline data and discuss the continued use of PBIS/BIST strategies.	SEL Committee members (8 staff members) and whole staff	Aug. 2019 to May 2020	We would like to have a guest speaker come in and lead professional development for the entire staff.		\$2,000.00
CULTURAL COMPETENCY/CULTURAL AWARENESS The RHS Cultural Awareness/Competency Team will work to engage the faculty in learning opportunities throughout the year to raise awareness of issues of concerns and methods to address such concerns. Funds will be used to: Pay members of the committee who will meet monthly to develop curriculum/lessons for Advisory and staff meetings. Purchase learning supplies (posters, video creations, color copies, etc)	Cultural Competency Committee members (7 staff members) and whole faculty	Aug. 2019 to May 2020	Improvement in cultural awareness and response	Observation	\$1,000.00

Raytown Middle School Total Allocation:		\$11,200.00			
Professional Learning Goal #1: Teachers will incorporate Teach Like a Champion, Cultural Competency, MLS Implementation and Support, Technology Integration to increase the Quality and Rigor of their instruction while differentiating for individual students.					
Rationale: Teachers will plan and align their lessons with content standards, evaluate student application to real-world situations and adapt instruction to address individual student needs. This will be evidenced by quality of planning during collaboration including the use of a standardized meeting protocol format while demonstrating teamwork during the process.					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Summer PD Retreat for Teacher Leaders to plan instructional presentations to model the TLAC strategies and the DRT process for teachers, "Train the Trainer" by First Hand Foundation. (Also aligns to PLG #3)	Leadership Team	Aug. 7	To plan professional development, new teacher training and social/emotional program implementation.		\$900
2) Summer PD Retreat Food	Leadership Team	Aug 7	To provide food for our Leadership team during Summer PD Retreat		\$300
3) Funding for a full day sub for teacher leaders and their new teacher mentees, two times a year, to facilitate observations, instructional rounds with feedback and meetings for all teachers and other supports, as needed, to ensure fidelity to the process.	Teacher Leaders/New Teachers	Ongoing: September through May	To support and provide feedback to teachers to ensure instructional goals are met.		\$3,800
4) Learnings Walks to provide teachers with the opportunity to observe other teachers to improve their practice and pedagogy.	Various teachers	4 times a year.	To provide teachers with an opportunity to observe others, get feedback, and improve their pedagogy and practice.		\$1,200
5) Community tours - Utilizing busses to take teachers around the district to show them the community of our students.	All teachers	Sept. 10, 2019	To provide teachers an opportunity to visit the communities of the students we are serving to improve their cultural competency.		\$400
<u>Professional Learning Goal #2: Continued focus on Professional Learning Committees and Data Review Teams as a building team. Data Review will be focused on instructional improvement and collaborative planning with curriculum alignment and providing differentiated instruction to support all students.</u>					
Rationale: DRT Process: Given resources, material and training on DRT process, teachers will use data to inform instruction and building practices. Data Analysis: teachers will use data to analyze assessment results by department with assessment rubrics provided. From this data, teachers will apply this information to make informed instructional decisions. Data (including STAR Assessments) will be used and to assist with implementation of differentiated instructional strategies as well as students self-monitoring of their own progress. Data Review Teams will promote meaningful dialogue regarding current instructional practices, resulting in decisions that ensure an effective learning environment. Evidence will show their instructional objective is selected through DRT discussions, (SMART goal data) and during building professional learning sessions, content area collaboration meetings, and walk through data/feedback.					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Funding for four teacher leaders in ELA, Practical Arts/Explo, & Social Studies	Jennifer Daleo, Jennifer Ernst, & Jenna Adkins	2019-2020	To support building and district curriculum goals, DRT/TLAC process, and Cultural Responsive Teaching		\$2,250.00
2) Math 360 Observation	Math Department	August	Teachers will observe Math 360 classroom and speak with an educator who works in the Math 360 environment to help with setup and management.		\$0.00
3) Ancillary: Additional PDs and refreshments	Building Staff	August through May	Additional teacher PD/training throughout the year.		\$1,550.00

Professional Learning Goal #3: Teachers will practice consistent implementation of BIST/PBIS. The emphasis will be on fidelity during the process. Social and emotional learning will also set the tone for a culture that provides emotional supports for a trauma sensitive platform.

Rationale: In order to instruct and effectively care for the various social/emotional needs of our students, teachers will receive the necessary training and support based on program implementation guidelines. Behavior management, model and practice a standardized process using BIST and PBS resources and the First Hand Foundation, Second Step Curriculum.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Fostering Resilient Learners - Book replacement	New Building Staff	September	Teachers will receive training on the specific needs of students in low socioeconomic situations.		\$300.00
2) De-escalation and Procedures Practice PD	Building Staff	August 9	Teachers will receive training on building wide procedures and building strong classroom management with consistency		\$0.00
3) Anthony Butler: The 4-D Experience...Addressing The Disengaged-Disruptive-Disrespectful-Defiant with A Plan That Works!	Building Staff	August 21 & December 18	Teachers will receive training from Anthony Butler to give new ideas, formulate a plan, for dealing with students who are disengaged, disruptive, disrespectful and/or defiant.		\$500.00

Robinson Total Allocation: \$5425.00

Professional Learning Goal #1: Teachers will set instructional goals and increase student engagement through effective questioning, academic conversations, differentiated instructional strategies, and implementation of technology. Teachers will also gain knowledge of various cultures and how to diversify for all student success.

Rationale: Teachers will provide engaging learning opportunities adapted to and supportive of the diverse needs of our students. Learning will meet the intellectual, social, and personal development of all students.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Peer Observations for new teachers to observe mentors, mentors to observe new teachers, and experienced teachers to observe building and district peers/building observation rounds	Teacher Leaders, New and Veteran Teachers	September-May	Foster structure and management, instruction and engagement techniques	Completed by May 2020	1400
2) Art, Library, Music and P.E. teachers will be given opportunities to attend professional development outside the district in order to address specific state and district standards.	4 Certified Staff Members	As requested	Professional development will support the standards of the specials content area	Completed by May 2020	300
3) Coordinator collaboration with grade levels, new teachers	Coordinators	August-April	Increase teacher knowledge of DRT and RTI processes utilizing standards	On going	0
3) Greg Tang Summer 2020	2 Certified Staff members	July	Professional development on math strategies in the classroom and in small groups	July 2020	1435
4) Teacher Collaboration	Certified Staff	Fall/Spring	Collaboration based on data to inform instruction	Completed by May 2020	900
5) Teacher Leader Stipend	Certified Staff	Fall/Spring	Provide mentorship, leadership and support to staff and students at Robinson	Completed by May 2020	750

6) DRT and Collaboration	Certified Staff	Ongoing	Teachers use this time to set goals for achievement, enhance teaching strategies and engagement. This time is also spent making instructional decisions based on data	Completed by May 2020	0
Professional Learning Goal #2: Teachers will use an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. Teachers will be able to recognize how social emotional learning can positively impact behavior and academics data.					
Rationale: Rationale: Decreasing student behaviors within a structured and positive environment will increase student engagement and performance in the instructional setting.					
Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Book Study:	Certified Staff (Teacher Leaders and Cultural Competency Committee guide learning)	- Sept-Nov - Feb-April Wednesdays intermittent	Increase awareness of the diverse population and sensitive needs of students	Agendas, Notes, Lesson Plans, Observations	\$640.00
2) Tier 2 Team meets to create action plans for 2019-2020 school year and to determine the purpose of the Tier 1 and Tier 2 Structure Teams throughout the year.	Tier 2	On going	Continued Implementation of SWPBS	Behavior Data, Action Plans, CARE Team Meetings	\$0.00
3) BIST Consultant quarterly meetings with grade levels/new teachers	BIST Consultant	On going	Tight Structures, fewer ODRs, Coping Strategies	Meeting Notes, Behavior Data	\$0.00
3) Character Traits	Teacher Committee	Aug-May	To implement character traits and review lesson planning	Lessons, Observation, Agenda, Notes	\$0.00

Raytown Success Academy Total Allocation: \$2650.00

Professional Learning Goal #1: RSA staff will support students in maintaining positive behavior

Rationale: Teachers will engage in professional development that encourages the regular implementation of PBIS, BIST, Conflict Resolution, Resiliency curriculum, Why Try and bullying prevention.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
Implementation of Why Try and Resiliency curriculum	All Staff	August 2019 - May 2020	Staffs will learn and use the appropriate social emotional skills and life skills through a series of ten visual analogies	Curriculum Pre and Post Assessment	\$498.00
2) Implementation of Restorative Justice - Center for Conflict Resolution	All Staff	August 2019 - Dec 2020	Staff will be trained in, what is restorative justice and the three tier approach to it in education.	Decrease in behavior data, Care Team Meetings	\$360.00

Professional Learning Goal #2: RSA will become more culturally competent.

Rationale: We believe that it is in student's best interest that all staff are sensitive to the difference in student experiences that impact academic, behavioral, and emotional growth.

Action Step	Personnel	Timeline	Outcomes	Date of Action (Date activity was completed or revised)	Budget Amount
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1) Develop a culturally diverse student library for each classroom. And staff continue the book study - Stay Where You Are, but Don't Stay There	All staff	August 2019 - Dec 2020	RSA will advance on the cultural proficiency continuum in order to increase student and staff success.	Pre/post reflection survey, end of school survey, cultural responsive lesson plans, culturally responsive library for students	\$500.00
2) Monthly focus on Cultural Competency, guest speakers, and articles	All staff	August 2019 - Dec 2020	Monthly focus on Cultural Competency	Guest speakers and articles	\$200.00

Professional Learning Goal #3: Teachers will study and implement close-reading and differentiated strategies to improve student STAR Reading/ Math scores.

Rationale: The teachers will use a variety of sources to help increase student academic success.

Action Step	All staff	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) PD and collaboration to develop lessons and activities that will improve student achievement. Book study using - Differentiation in Middle and High School. Differentiation in the Elementary Grades. Reading Strategies Book and Falling in Love with Close Reading.	Certified Staff	August 2019- May 2020	Staff will utilize new literacy strategies, differentiated instruction, guest speakers, etc.	STAR, EOC, MAP scores. DRT results	\$622.00
2) Elementary teachers will implement additional guided practice times on Wednesday based on students' needs for reading and math. Middle and high school teachers will implement target tutoring. We will implement school wide reading initiative (DEAR time) for 30 minutes.	Certified Staff	August 2019- May 2020	Analyze and utilize data from a variety of sources to guide instruction and maximize student achievement.	(STAR, EOC, MAP scores and a variety of formative assessments) effective feedback	\$500.00

South High School Total Allocation: \$13,284.00

Professional Learning Goal #1: Raytown South High School teachers will demonstrate effective development of current research-based instructional strategies to increase the quality and rigor of instruction in the classroom.

Rationale: Teachers should engage in professional development that encourages the regular implementation of up-to-date, evidence-based practices in education. Such learning opportunities enhance instruction in the classroom, thus promoting academic excellence and independent thinking. In addition, teacher engagement and morale are enhanced through opportunities for collaboration and growth. (SHS Mission #1: Educate independent thinkers.)

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Participate in Professional Learning Communities that are committed to continuous improvement, as well as in Data Review Teams to analyze data from a variety of sources and utilize that data to guide instruction to maximize student achievement	Building Staff	August 2019 - May 2020 Wed PLC/DRT	Staff members will increase the use of: literacy strategies, technology, collaborative skills, cross-curricular lessons, differentiated instruction, and content-specific strategies *Increased student achievement		\$0.00
2) Collaborate with Teacher Leaders to create an environment that encourages professional learning to develop quality instruction within the building *Subs for new teacher and/or peer observations (2 floating subs once per semester)	Teacher Leaders, 1st and 2nd year teachers, Building Staff as needed	August 2019 - May 2020 Peer Observation, Building PD, Wed PLCs	Staff members will increase the use of: TLAC strategies, literacy strategies, technology, differentiated instruction, peer coaching and feedback, personal reflection, and goal setting		\$400.00
3) Teacher Leader Team (add 1 certificated staff @ \$750 stipend)	1 Teacher Leader (Glasgow)	August 2019- May 2020	TLT members will assist new teachers, attend teacher leader meetings throughout the year, and facilitate professional development of		\$750.00

			instructional strategies selected by the district		
4) Facilitate and/or participate in various in-district professional development Workshops and Conferences for DRT (\$15/hour for prep to facilitate building PD = \$500); Attend various out-of-district (but in State) Workshops and Conferences to be determined by CPL Committee (BLT); selection prioritized based on district and building Mission/Vision/Goals (Ancillary Expenses for opportunities that arise throughout the school year \$1000)	Teacher Leaders, BLT, Building Staff	August 2019 - May 2020 Wed PLCs, Building PD, Various out-of-district conferences	Staff members will increase the use of: literacy strategies, technology, TLAC strategies, content-specific strategies, PGP, STAR data, Actively Learn, Standards Referenced Grading, Effective Feedback, and Growth Mindset/Social and Emotional Learning		\$1,500.00
5) Utilize Instructional Resources that will increase professional learning in conjunction with data teams, cross-curricular collaboration, and instructional quality and rigor [Titles TBD by CPL Committee (BLT)]	BLT, PLC/DRT, Building Staff	August 2019 - May 2020 BLT Meetings, Wed PLCs, Building PD	Staff members will increase the use of evidence-based instructional strategies		\$2,000.00
6) Building Leadership Team (BLT) Summer Retreat (7 certificated staff: 7 hours @ \$15/hour + 1 counselor who is on contract time)	BLT	August 6, 2019	BLT members will strategize and plan professional development for the 2019-2020 school year using the building mission/vision/goals; participate in team-building activities		\$735.00
7) Building Leadership Team (BLT) Spring Retreat (8 certificated staff: 7 subs \$700; meeting space \$250; Food \$200)	BLT	April 2020	BLT members will develop CPL Plan for 2020-2021; complete remaining agenda items, participate in team-building activities		\$1,150.00
8) ACT Workshop at Westin Crown Center in Kansas City (3 certificated staff: registration \$510 + 3 subs \$300)	Sean Nunn, Austin Steeley, + Building Staff	September 13, 2019	ACT Team will attend workshop and present information to building staff		\$540.00
9) Achieve MO DESE workshop: Building Classroom Assessment Tasks at RSECC (1 certificated staff: sub for 3 days @\$100/day)	Caitlin Davis	September 10-12, 2019	Participants will learn how to use Achieve's EQUIP Task Evaluation Tool for Science tool and corresponding student work protocol to develop classroom science assessment tasks		\$300.00

Professional Learning Goal #2: Raytown South High School teachers will demonstrate effective use of instructional strategies and activities to provide our students with the learning, literacy, and life skills necessary for post-secondary success in the Information Age.

Rationale: Teachers should engage in professional development and collaboration to create lessons that ensure students develop innovative solutions, problem solving, and the ability to work and communicate across diverse teams. In this way, our classrooms provide the structure and support necessary to empower successful and productive citizens. (SHS Mission #2: Empower productive citizens.)

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Advisory Team to assist teachers with implementation of social, emotional and academic supports for students (\$15/hour for curriculum writing, workshop prep, and one-one support)	Advisory Team, Building Staff	August 2019 - May 2020	Teachers will implement strategies to support the development of academic and life skills for success in high school and beyond; Students will demonstrate growth in social emotional learning as well as preparedness for post-secondary success		\$1,095.00
2) Literacy Team to assist teachers with implementation of literacy strategies and related technology in the classroom (\$15/hour for curriculum writing, workshop prep, and one-one support)	Literacy Team, Building Staff	August 2019 - May 2020	Teachers will implement strategies to support mathematical reasoning, non-fiction reading, argumentative writing, effective questioning, vocab instruction, and other important literacy strategies; Students will demonstrate growth in critical		\$500.00

			thinking, creativity, collaboration, and communication (reading, writing, and speaking) as well as proficiency interacting with media and technology		
3) Participate in 2020 Write to Learn Conference (Tan-Tar-A) to acquire new teaching strategies and build new professional connections; facilitate related PD at South High following conference [4 certificated staff: Registration (\$1172 - \$293 each), Hotel (\$500), Mileage (\$342), and subs (\$800) for 4 certificated staff]	Building Staff	February 2020	Staff members will develop and apply literacy strategies to support student learning		\$2,814.00

Professional Learning Goal #3: Raytown South High School teachers will demonstrate cultural competency to build positive relationships and meet the diverse needs of all students.

Rationale: Promoting authentic engagement and rigor among culturally and linguistically diverse students can dramatically improve student outcomes and accelerate student learning. Culturally responsive teaching has the power to close achievement gaps. Educators with the skills, knowledge and attitudes to challenge and motivate diverse student populations will be more effective at lowering barriers to success and supporting all students. (SHS Mission #3: Inspire life-long learners.)

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Cultural Competency Committee (CCC) to develop and facilitate professional development and collaboration to improve instruction and relationships in the classroom; empower teachers and students to celebrate diversity and develop greater cultural awareness and inclusiveness (4 certificated staff: 10 hours x \$15)	CCC, Building Staff	August 2019-May 2020	Improved school climate, student engagement and motivation, conflict resolution & behavior, academic achievement		\$500.00
2) Utilize Cultural Competency Resources that will increase professional learning in conjunction with data teams, cross-curricular collaboration, and instructional quality and rigor [Culturally Responsive Teaching & The Brain (all faculty); Crucial Conversations (x3 = \$27) and White Fragility (x3 = \$33) (CCC members) and other titles TBD by CCC]	CCC, Administrators	August 2019-May 2020	Staff members will increase use of: culturally responsive teaching for improved student outcomes		\$1,000.00

South Middle School Total Allocation: \$7,700.00

Professional Learning Goal #1: Increase prowess amongst staff in the areas of: Future Ready School, Elements of Standards Based Grading, and Promoting Critical Thinking and Inquiry Based Instruction

Rationale: We have moved our building indicator to 4.1 - critical thinking. Inquiry based learning and future ready school practices will push student thinking to increased levels of rigor. Standards based teaching/grading practices will help us better assess what our students know and are able to do and better situate us to adjust instruction accordingly.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Self-selected learning cadres: Teachers will self-select into an area of interest. Future Ready Schools (Tech integration), Elements of standards based instruction, Promoting Critical Thinking/Inquiry Based Instruction. This cadre will then develop a plan for professional learning that may include a central text & book study, outside speaker, lit. circle, and or relevant conferences. Cadres will submit plans for learning which will include requests for guiding texts or necessary resources by Sept.	Teacher Groups of 6-10	Aug - April	Teachers will increase effectiveness in their areas of study and positively promote and present best practice to the entire staff resulting in improved student learning as evidenced by STAR, failing grades, unit assessments, and GLAs		\$1,800.00

13. Cadres will also be responsible for presenting to staff at two different points throughout the year.					
2) Ancillary Expenses to Support Instructional Priorities: Future Ready Schools, Inquiry Based Learning, Elements of Standards Based Grading	STAFF	Aug - May	Promote continued PD and reflection about beliefs and practices needed to become a Culturally Competent and Trauma Informed School		\$1,050.00

Professional Learning Goal #2: Increase staff understanding and awareness of trauma informed care and culturally responsive practices and ensure that this understanding is reflected in individual and collective practice.

Rationale: We need to continue to connect with students and this means understanding them, where they are developmentally, and what they bring with them to the classroom. Trauma informed care has been a critical component of our success in reaching and connecting with students these past couple of years. Our building data is indicating that we have work to do around culturally responsive pedagogy and practices and PD from this committee will be a major component of that work.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) 1) Self-selected learning cadres: Teachers will self-select into an area of interest: Trauma Informed Care and Culturally Responsive Pedagogy. This cadre will then develop a plan for professional learning that may include a central text & book study, outside speaker, lit. circle, and or relevant conferences. Cadres will submit plans for learning which will include requests for guiding texts or necessary resources by Sept. 13. Cadres will also be responsible for presenting to staff at four different times through the year.	Teacher Groups of 6-10	Aug-April	Teachers will increase effectiveness in their areas of study and positively promote and present best practice to the entire staff resulting in increased student efficacy as measured by the student climate survey and a more equitable distribution of discipline events.		\$1,900.00
2) Ancillary Expenses to Support CC & SEL Development Among Staff	STAFF	Aug - May	Promote continued PD and reflection about beliefs and practices needed to become a Culturally Competent and Trauma Informed School		\$1,050.00
<u>Professional Learning Goal #3: Leadership, Collaboration, Observation</u>					

Rationale: Department leaders will collaborate to create professional development opportunities for staff and this will provide some of the necessary work time to plan and create those events.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Building Leadership Team Summer Retreat	12 BLT members	July 31st	Create/Plan/Schedule PD Calendar for 1st Semester. Review 19/20 Building Data.		\$400.00
2. Subs for teacher observations	3 new teacher/3 mentors	Aug-April	Help new teachers increase classroom management strategies as well as instructional prowess.		\$1,000.00
3. Shadow a Student Challenge	5 teachers	March	Glean insight into the lived experiences of students' days		\$500.00

Southwood Total Allocation:	\$4,900.00				
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**Professional Learning Goal #1:
To plan and prepare units of instruction and lessons within those units with the understanding that a relationship exists between teacher planning and decision making and student achievement.**

Rationale: Planning and preparing for lessons and units with appropriate attention to content standards (MLS); use of materials and technology; and special needs of students.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Peer Coaching and Observations, Teacher Leader Mentoring	Certified Staff (29)	Sept-April	Collaborative feedback and modeling focused on instructional strategies to increase student achievement		\$1,500
2) Grade Level Planning (Full Day or 2 half days per semester)	Certified Staff (16)	Sept-April	Teachers will become proficient with prioritized writing and math standards and develop a comprehensive and vertical learning progression of skill expectation /success criteria related to the writing standard and one math progression. Teachers will improve their instructional practice with writing and mathematics pedagogy through collaborative conversations regarding high impact instructional strategies to improve student learning.		\$1,600
3) Additional Teacher Leader	1 Certified Teacher	Aug-May	Increase leadership capacity within the building through district professional learning.		\$750

Professional Learning Goal #2:
To engage in specific activities that create a positive environment that fosters teachers' development and ultimately correlates with student achievement.

Rationale: Promote a positive environment through positive interactions with colleagues and students; exchange of ideas and strategies; and adhering to district and school rules and procedures.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Increase understanding of Trauma Informed Schools; Growth Mindset	Certified Staff and interested Classified Staff	Aug-May	Continue awareness of the effects of trauma on students; the possibilities of creating a growth mindset in students		\$350.00
2) Observe Trauma Sensitive School	Teacher Leaders (3)	Aug-May	Observe the possibilities of creating a growth mindset in students; and understanding of culture and the impact on classroom dynamics and instruction, and out of district observation		\$300.00

Professional Learning Goal #3:
To understand in theory and implement in practice the concept that classroom strategies and behaviors have a direct effect on student achievement.

Rationale: To provide clear learning goals and to measure these goals to track student progress for the purpose of increasing student achievement.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Tier II-III Academic/Behavior Interventions CARE team	Administration, Classroom teachers, interventionist, counselor	October and April	Analyze student academic and behavior data; Monitor progress to determine response to interventions and then provide teachers with specific intervention strategies		\$400.00

Spring Valley Total Allocation: \$5,075.00

Professional Learning Goal #1: Data Driven Instruction

Rationale: Utilize strategies, resources, and curriculum to increase student engagement, critical thinking, motivation, and time on task 100% to improve student achievement levels for all.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Differentiated Instructional Strategies	Staff	10/2019-3/2020	Provide PD, collaboration, and planning around small group instructional resources and tools		\$300
2) New Teacher Peer Observation	Staff	8/2019-4/2020	Provide new teachers the opportunity to observe instruction in specific content areas and/or behavioral structures in which they can utilize and implement within their own classroom		\$400.00
3) SV Peer Planning	Staff	8/2019-4/2020	To have a group of teachers who are working to plan, organize and lead best practices as a grade level to better align themselves to ELA and Math curriculum. Created to have grade level teams have a extended amount of planning, discussion, and implementation time to ensure priority standards are taught and mastered.		\$800.00
4) SV Teacher Leaders	Staff	8/2019	To have a group of teachers who are working to plan, organize and lead best practices as a grade level to better align themselves to ELA and Math curriculum. Created to have grade level teams have a extended amount of planning, discussion, and implementation time to ensure priority standards are taught and mastered.		\$1,525.00

Professional Learning Goal #2:Collective Efficacy/Community Building/PBS/BIST

Rationale: To encourage dialogue around various social, emotional, societal, and behavioral topics enables better communication, stronger relationships, while outlining equitable opportunities around the same goal of students' academic and behavioral success.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Shadow A Student	Teacher Leaders	9/2019-12/2019	To improve the student experience at our school by better understanding student perspectives, challenges, and needs.		\$500.00
2)BIST Consultant Monthly Visits/Data Review & Observations	Gail Tolbert & Administration	8/2019-5/2020	Increase student engagement and decrease student behaviors that result in out of classroom time and supports		\$0.00
3) Strengthsfinder PD session by Dr. Shondra Cave 3-4 sessions	Dr. Shondra Cave	8/1/2019-5/2020	Review identified staff specific areas of strengths and outline how strengths transfer into collective efficacy		\$950.00

Professional Learning Goal #3:Cultural Competence/Trauma Informed Schools

Rationale: Equip staff with understanding and utilizing effective strategies and tools to support students who are part of trauma informed classrooms, while also connecting this to the culture and community relating to the students we serve.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Staff Community Bus Tour/Retreat	Administration and staff	8/2019	Provide perspective and insight on community and students in which buiding serves. Determine specific goals towards being a trauma informed school		\$600.00
2) Cultural Competence Leadership	SV Staff	8/1/2019	Implement plans of being culturally competent Increase student engagement and decrease student behaviors that result in out of classroom time and supports		\$0

Three Trails Total Allocation:	\$1,800.00			
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Professional Learning Goal #1: Provide numerous high-level questions to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

Rationale: Provide PRK students quality and rigorous ELA Comprehension lessons and be able to determine mastery for each unit. Increase Teachers' understanding and competency of teaching reading comprehension.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers additional duty for planning	All teachers	19/20 School Year	Increase new teachers' ability to collaborate and plan with veteran teachers.		12 teachers x 2 hours x \$15 = \$360
2) Sub pay for new teachers additional planning	New teachers	19/20 School Year	Allow new teachers time to collaborate and reflect on effective lesson planning and implementation		4 teachers x \$100 sub pay = \$400
2) Monthly teacher book study	Teachers	Monthly	Apply and implement research-based comprehension strategies		\$15/hour x 7 times 8 teachers = \$840

Professional Learning Goal #2: Provide numerous high-level questions to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

Rationale: Increase teacher level of knowledge about comprehension strategies by receiving and provided feedback from their peers.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Peer Observations	Teachers	2 times a year	Teachers will observe new implementations from book study		100 x 2 days = \$200

Professional Learning Goal #3: Understand student differences through cultural competency so we can better meet the diverse needs of all students.

Rationale: By learning about cultural competency, teachers will be able to tailor instruction to meet individual student needs

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Book Study	Teacher	Bi-Monthly	Increase teachers' understanding of student differences through cultural competency		\$0.00

Westridge Total Allocation: \$5,280.00

Professional Learning Goal #1: Teachers will develop and deliver quality instruction using rigorous strategies, instructional prowess, and engagement techniques that contribute to a highly structured and cohesive learning environment that promotes academic growth.

Rationale: A continued focus on instructional practices will result in quality instruction and positive outcomes in the classroom.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers will be provided a half-day professional development time to collaborate with a district coaches or building specialists to integrate instructional strategies with their grade level team.	Teachers, Intern, Principal, District Coaches, Math or Reading Specialists	Three per semester per grade level (16 teachers)	Teachers develop a greater understanding of instructional strategies and content and implement said strategies with rigor and relevance. Implementation is measured by evidence in DRT and observations.		\$4,800

2) New teaching staff will observe mentor teachers for half day per semester. Mentor teachers will observe new teachers half day per semester	2 new teachers	Once a semester per teacher	New teachers will observe instructional practices and receive feedback regarding application of practices in the classroom.	Once per semester	\$400
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Professional Learning Goal #2: Teachers will analyze and utilize data to make instructional decisions to increase student achievement.

Rationale: Analysis of student data ensures rigorous expectations for students and increased understanding of content and student needs and effectiveness of instructional practices.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers will identify their instructional impact by documentation of effective instructional practices within the DRT cycle	Teachers, principal, intern	Every Tues and 2-3 Wed per month.	Teachers will explicitly identify impact of instructional practices within the classroom through assessment data and student artifacts.		\$0.00
2) Teachers will increase their skills and knowledge of vertical teams to improve their understanding of academic standards, assessment practices, and implementation of quality instructional practices in the classroom. The ELA Writing team will focus on nonfiction writing and math team will focus on introducing strategies through concrete models and integration of number talks. The ELA Comp Team will first focus on the effective use of running records to assess student progress in reading for small group instruction, then transition to systematic delivery of comprehension strategies.	All staff	2-3 Wed or Thurs per month.	Teachers meet in content vertical teams (ELA Writing, Math, and ELA Comp) to review standards, scaffold expectations, discuss student artifacts, review assessment and instructional practices.		\$0.00

Professional Learning Goal #3: Teachers will identify, support, and present professional development that addresses the specific needs identified in DRT and Vertical Teams.

Rationale: Through Vertical Teams and professional learning, teacher efficacy and collaboration will increase resulting in quality instructional practices and positive student outcomes.

Action Step	Personnel	Timeline	Outcomes (What goal do you want to achieve?)	Date of Action (Date activity was completed or revised)	Budget Amount
1) Teachers will identify their instructional impact by documentation of effective instructional practices within the DRT cycle.	Teachers, principal, intern	Every Tues and 2-3 Wed per month.	Teachers will explicitly identify impact of instructional practices within the classroom through assessment data and student artifacts.		\$0.00

<p>2) Four new to Westridge teachers will take the Strengths Finder survey to continue our focus on building teams around our strengths. This process will provide an opportunity to strengthen relationships by better understanding ourselves and our coworkers, and provide an opportunity to discuss how our strengths limit and strengthen collaboration. This increased level of understanding will improve communication and collaboration.</p>	<p>SLP Challenge Kindergarten Third Grade</p>	<p>Take survey and meet with Matt 2-3 times during the school year.</p>	<p>Staff gaining a better understanding of each other improving communication, collaboration, and overall building climate and morale.</p>		<p>\$80.00</p>
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