

## Lee County Elementary 2020-21 Professional Learning Plan

<b>A clear statement of the school or district mission;</b>	<p><b><i>District Mission:</i></b>  <i>The mission of the Lee County School District is to foster trust, growth, and accountability in partnership with students, staff, parents, and the community.</i></p> <p><b><i>Vision:</i></b>  <i>Lee County Schools, creating a successful future one student at a time.</i></p>				
<b>Evidence of representation of all persons affected by the professional development plan;</b>	<p>SBDM Agendas for CSIP Review          Sign in sheets from professional development and workdays where teachers created action plans to determine CSIP goals.</p>				
<b>A needs assessment analysis;</b>	<p><a href="#"><b>Action Plan</b></a></p> <p>(Add any benchmark assessments and analysis)</p>				
<p><b>Professional development objectives that are:</b></p> <ul style="list-style-type: none"> <li>- <b>focused on the school or district mission, derived from a needs assessment,</b></li> <li>- <b>and that specify changes in educator practice needed to improve student achievement; and</b></li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>-Provide students with personalized learning that supports student achievement in all areas.               <ul style="list-style-type: none"> <li>-Implement the seven strategies of assessment (Formative Assessment) for learning with fidelity.</li> <li>-Provide students with solid Tier 1 instruction.</li> <li>-Implement positive behavior interventions and supports. (PBIS)</li> </ul> </li> <li>-Provide students with student centered classrooms that ensures cognitive engagement.               <ul style="list-style-type: none"> <li>-Implement high yield strategies in all classrooms.</li> <li>-Implement strong questioning techniques in all classrooms.</li> </ul> </li> <li>-Provide quality, research based training, support and feedback to teachers.               <ul style="list-style-type: none"> <li>-Provide a professional learning structure that is on-going and job embedded.</li> </ul> </li> </ul> <table border="1" data-bbox="632 1092 1934 1507"> <tr> <td data-bbox="632 1092 848 1338">4 PD Days</td><td data-bbox="848 1092 1934 1338"> <ul style="list-style-type: none"> <li>● October 9th - 4 hours Trauma Informed Care and 2 hours PBIS - District Planned day</li> <li>● 3- PD days will be after school PLCs built around PL needs identified in the CSIP and CDIP. See the PLC structure below for more information and the school PLC calendars for dates.</li> </ul> </td></tr> <tr> <td data-bbox="632 1338 848 1507">5 Work Days</td><td data-bbox="848 1338 1934 1507"> <ul style="list-style-type: none"> <li>● Monday, August 3rd - School Preparation Work Day</li> <li>● Friday, October 9th - Data Analysis Day</li> <li>● Monday, Jan. 4th - Data Analysis from 2nd benchmark assessment and Curriculum - Tier I</li> </ul> </td></tr> </table>	4 PD Days	<ul style="list-style-type: none"> <li>● October 9th - 4 hours Trauma Informed Care and 2 hours PBIS - District Planned day</li> <li>● 3- PD days will be after school PLCs built around PL needs identified in the CSIP and CDIP. See the PLC structure below for more information and the school PLC calendars for dates.</li> </ul>	5 Work Days	<ul style="list-style-type: none"> <li>● Monday, August 3rd - School Preparation Work Day</li> <li>● Friday, October 9th - Data Analysis Day</li> <li>● Monday, Jan. 4th - Data Analysis from 2nd benchmark assessment and Curriculum - Tier I</li> </ul>
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<p><b>A process for evaluating impact on student learning and improving professional learning, using evaluation results.</b></p>	<ul style="list-style-type: none"> <li>● Walkthrough documents will be developed to monitor implementation of professional learning.</li> <li>● Student achievement/impact will be monitored through benchmark assessment that will be given 3 times a year, as well as teacher created formative and summative assessment.</li> <li>● PLC work will be monitored and supported through documentation and feedback from stakeholders.</li> </ul>				

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