Section 5 – Locally Required Plans

REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2022-23

- Offer ongoing professional growth opportunities designed to build instructional capacity of teachers, leaders, and support staff to increase student achievement and promote school improvement.
- Support district and school-wide initiatives through professional learning communities and tiered professional development opportunities.
- Facilitate the increased use of meaningful data collection and analysis through formative, summative, and diagnostic assessments that inform instructional decisions and ensure equitable access for all students.
- Support the use of a blended learning framework to ensure the alignment of instructional strategies and technology tools that enhance learner engagement and increase student achievement.
- Support increased teacher capacity for effective literacy instruction and implementation of specialized programs.
- Support schools in the development of K-12 STEM and CTAE programs that support future readiness.

ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED/LOCALLY FUNDED PROFESSIONAL DEVELOPMENT

*Complete the following analysis as it relates to the <u>effectiveness</u> of <u>school-based</u> professional development activities for the <u>**2021-22**</u> school year:*

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
Technology Tidbits – once a month training on a variety of educational websites, software, and apps that are applicable to preschool students.	Positive impact on early intervention & previewing/ preparation of students for entrance into Kindergarten	X		Work Sampling Online, Positive Behavioral Strategies, progress monitoring, PLC data, entrance/exit data.
Early Literacy Training	• To assist teachers in implementing best practices, in an effort to improve the literacy skills of three and four-year old students. • Assist students in improving overall mastery in the area of	X		Work Sampling Online, Positive Behavioral Strategies, progress monitoring, PLC data, entrance/exit data.

Section 5 – Locally Required Plans

ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED/LOCALLY FUNDED PROFESSIONAL DEVELOPMENT				
*Complete the following analysis as it relates to the <u>effectiveness</u> of <u>school-based</u> professional development activities for the <u>**2021-22**</u> school year:*				
Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
	literacy and help ensure mastery of our Language Arts SIP goal.			
Progress Tracking for Special Education Teachers	Positive Impact on instruction for special education students on IEP goals and objectives.		X	Professional Development is not needed as there is only one new special education teacher, who is receiving assistance and support in the use of this program by the Special Education Facilitator.
ABLLS Training for New Autism Teachers	Positive Impact on student behavior		X	Discontinue this school year, as there are no new Autism teachers.
Read it Once Again	Positive Impact on early literacy	X		Training and support to improve curriculum implementation and ultimately raise student achievement.

Section 5 – Locally Required Plans

DEVELOPMENT OF 2022-23 LOCALLY FUNDED PROFESSIONAL DEVELOPMENT PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN					
Complete the following chart for your school-based Professional Development Plan for the __2022-23__ school year. Keep in mind that a minimum of 85% of your SSD budget should be directly aligned with your School Improvement Plan goals and action steps.				*Total Local Budget:*	
Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost of Activity *(Should equal at least 85% of SSD budget)*
Technology training for teachers that focuses on the following areas: Excel, CANVA, Discovery Ed, Usage and Practices with new Promethean Panels	1 & 2	All teachers	August 2022- May 2023	Technology Specialist Support	0 – Trainings to occur afterschool
CCSD Cares Training and Support	1	All teachers	August 2022- May 2023	Sub costs for four lead CCSD Cares teachers to plan and provide staff trainings.	$150 x 4 = $600
Fundations Training/Support for New Teachers	1	All new teachers	August 2022 -	District certified Fundations/Wilson Presenter	
GELDS Training	1 & 2	All teachers	October 2022	N/A Utilizing Trainer from Bright from the Start	
					Total:
PD Unrelated to SIP Goals		Participant(s)	Timeline	Resources Needed	Cost of Activity *(Should not exceed 15% of SSD budget)*

Section 5 – Locally Required Plans

DEVELOPMENT OF 2022-23 LOCALLY FUNDED PROFESSIONAL DEVELOPMENT PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

*Complete the following chart for your school-based Professional Development Plan for the **2022-23** school year. Keep in mind that a minimum of 85% of your SSD budget should be directly aligned with your School Improvement Plan goals and action steps.* — *Total Local Budget:*

Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost of Activity *(Should equal at least 85% of SSD budget)*
					Total:

PROFESSIONAL LEARNING COMMUNITY IMPLEMENTATION PLAN

*Provide a summary of school-based Professional Learning Community activities planned for the **2022-23** school year (limited to 250 words):*

PLC improvements are an on-going focus. We will continue to streamline our groups, in order to build skill sets of the team line members. This year, we eliminated our Communicate (Teachers of Students with Autism) small group and merged those team members with the rest of our special education groups on each campus. This is an effort to build capacity and increase skill sets of all teachers, in order, to increase knowledge and skill levels.

GELDS training was discovered to be necessary. Although our general education teachers are quite familiar with teaching the GELDS (Georgia Early Learning Developmental Standards), which are the prescribed standards from DECAL/Bright from the Start, we determined that our Special Education teachers were not as familiar in how to implement these standards with fidelity and increase age level exposure. Some of the staff received training in the past, however it had been several years and a refresher was determined to be needed.

Section 5 – Locally Required Plans

TECHNOLOGY DRIVEN PROFESSIONAL DEVELOPMENT ACTIVITIES AND PLAN

Provide a summary of school-based, technology-focused Professional Development activities planned for the __2022-23__ school year with the following considerations (<u>limit response to 250 words</u>): Needs of audience type (administrators, teachers, clerical, etc.); action plan to address needs; planned training times/schedule for training; and include numbers trained as MIE and/or Apple Vanguard (included number of certified in the program)

- We plan to utilize our Technology Specialist at least once per month, in providing general overviews and specific training on the Discovery Education Program. Discovery Education is a new technology program, which our staff is not familiar with.
- Monthly "Technology Tidbits" will occur, where our Technology Specialist will be available to deliver technology announcements, new information, and answer questions.
- We are setting aside time for our new staff members to have one-on-one instructional sessions with our Technology Specialist.

DIGITAL CITIZENSHIP EDUCATION PLAN

LEA's that receive federal funds are required to actively deliver digital citizenship education to all students. In CCSD, we all use these funds in the form of ERATE discounts which offset our costs for Internet Services. Please describe activities within your school that support this. Include details of (limit response to 1000 words):

A.   how is the course delivered to students;
B.   how much time is committed;
C.   how often and how many/which students (and at which grade levels) they receive this instruction; and
D.   what resources are used within the course (include links e.g., Common Sense Media, Learning.Com, sample lesson plan)?

We are continuing to teach students how to utilize technology in a safe and effective manner, as appropriate for three and four year old students. Teachers are constantly reminding students of safety, care, and appropriate use of digital resources including but not limited to the Promethean Panel, desktop computers and Ipads. Many of the students at our Preschool Centers come from home environments without access to technology. As such, early exposure in our classrooms will help prepare the students for school aged readiness in this area.

Section 5 – Locally Required Plans

ENHANCING OF DIGITAL LEARNING PLAN

Identify current teaching practices or those in development for your school that are designed to enhance the digital learning opportunities and technology skills and knowledge of students. Provide insight on the effectiveness/shortfalls of these practices (limit response to 500 words).

In conjunction with the Department of Special Education and outside sponsors, we were able to purchase Discovery Education licenses for every students at our stand alone preschool, Ralph Bunche Center. Early exposure to this resource will preview material, in order to build readiness skills for Kindergarten. Additionally, with many of our students having developmental delays or disorders, opportunities for multiple exposures are crucial. Finally, one of our SIP goals is improving student mastery in the area of Language Arts. The Discovery Education program has many prek units that build literacy skills for preschool aged students.

INNOVATION ZONE GOAL

Each school in the Cherokee Innovation Zone will improve the Median Growth Percentile for students in at least one subgroup (ED, EL, or SWD) in English Language Arts (ELA) by 3 percent. The school's targeted subgroup will be determined by each school's individual data.

Section 5 – Locally Required Plans

WELL-ROUNDED EDUCATION PLAN (INCLUDING CARES GOAL AND ACTION PLAN)

Part 1: *In support of providing a well-rounded education, what programs and/or services are offered at the school? Please include details that (limit response to 250 words)*:
- *Describe activities/programs related to ASP, extracurricular events and/or clubs.*
- *Describe how character education is addressed by the school.*
- *Describe activities/classes that provide enrichment/accelerated curriculum (ES/MS/HS) and/or Advanced Placement (HS).*

- Early intervention
- Exposure to "school" skills, in order to prepare students for entrance into elementary school
- Explicit instruction and exposure in the Five Pillars of Reading
- Explicit instruction in utilizing behavioral strategies, self-regulation skills, and improving inter-personal relationships with other children and adults.

Part 2: *CARES Goal and Action Plan*
- *In collaboration with the District's CARES Plan, create a goal and action steps that support the Social Emotional needs of students and staff members in the school.*
- *Considerations:*
  - *Current CARES Initiatives can be included in goals and action steps.*
  - *Both qualitative and quantitative goals are appropriate for this plan.*

CARES Goal:	CCSD Preschool will increase the growth of 3 and 4-year-old students' self-awareness and relationship skill outcomes to 70% Proficient or Exceeds level for Students with Disabilities and 95% Proficient or Exceeds level for Students without Disabilities.

CARES Action Plan (supports implementation of CARES Goal):

CARES Action Step 1	CARES Action Step 2	CARES Action Step 3
Implementation of Positive Behavioral Strategies • Use positive behavioral strategies across all classrooms and centers, as a focus on social-emotional development skills	Service Learning • Preschool will continue to participate in Bulb Planting and Earth Day Scavenger Hunts at each preschool center. • Canned good donations to Must Ministries for Thanksgiving for Families in Need	Staff SEL Focus • Team Building Activities and Motivational Videos will be shown at monthly faculty meetings. • Partnerships with various community stake holders have been established, in order to

Section 5 – Locally Required Plans

• Implement a district wide SEL curriculum and allow SEL leaders to mentor/support staff. • Use First/Then cards, visual cues, in order to help all students' understand directions, to improve social skills		assist the school in funding "feel good" opportunities for staff (donation of gift cards, staff breakfasts, lunches, and snack baskets • Recognition of teachers doing "Great Things" will be featured in our weekly Preschool Highlights.