Professional Learning Plan 2023-2024

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"There's a New View on the Horizon, Where Learning is Required"

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District Vision, Values, and Beliefs

VISION

Collaboratively educate and empower our scholars to thrive in challenging environments

RGSD VISION

RGSD will be a district where:

- **There are high expectations for all.**
- **There will be healthy, loving, empathetic and kind relationships.**
- **Students are at the center of our decisions.**
- **Supports are provided so students become grade-level ready.**
- **There is transparency, accountability, timely, clear communication, and high levels of customer service.**
- **All stakeholders have a voice.**
- **There is a focus on college and career readiness.**

RGSD VALUE STATEMENTS

STUDENT FOCUS

Students are at the forefront of all decisions.

MEETING THE NEEDS OF THE WHOLE STUDENT

A safe learning climate and caring staff are essential to meeting the social, emotional and academic needs of all students.

COLLABORATION

The school, families and community work together, supporting each other.

INTEGRITY

We demonstrate honesty, transparency, ethical behavior and trustworthiness in everything we do every day.

RGSD BELIEFS

The district vision and mission are guided by the following belief statements:

- **We believe** the district is accountable for educating all children.
- **We believe** parents are the first and primary educators in our students' lives.
- **We believe** that the Board of Education makes informed, student-centered decisions that are compliant with state statutes and sensitive to the needs of the community.
- **We believe** that student learning needs to be the focus of financial, business and instructional decisions.
- **We believe** the educational process is a shared effort demanding the involvement of parents, students, teachers, administrators, and the community.
- **We believe** that all students can learn and must be taught effectively with a diverse, challenging and differentiated curriculum supported by technology according to individual needs and differences.
- **We believe** that all people have dignity and worth, and must be treated with respect. Learning values and ethics are important parts of every student's education.
- **We believe** that understanding and acknowledging the value of cultural and individual diversity enriches the learning environment and is essential to a caring society.
- **We believe** that every individual has a right to a safe, healthy and disciplined learning environment where teaching, learning, and working take place.
- **We believe** that high expectations and accountability for each staff member and student will result in maximizing learning and success. All students must be afforded opportunities to express creativity, develop techniques for problem solving, and practice critical thinking skills.
- **We believe** the input and expertise of the entire community are vital to the development of our educational system.
- **We believe** that relevant professional development is essential for all staff to improve student achievement and district operations.
- **We believe** that our students benefit from a variety of learning opportunities to transition from school to adult life.
- **We believe** that students should be prepared to succeed in higher education and/ or career goals.
- **We believe** career education opportunities are vital for our students.
- **We believe** that to educate the child fully we must address the social, emotional, academic and physical needs of students.
- **We believe** that community commitment and ownership are essential for the success of the district.

District Background

The Riverview Gardens School District has engaged the services and support of Solution Tree, a school turnaround vendor, during the three year school improvement process (2022 - 2025) mandated by the state department of education. Through this partnership, a renewed focus on professional learning and job-embedded coaching has been set for the work of the district. While much of the work led through this collaboration is broadly aligned to the turnaround process, the district has maintained fidelity to planning the professional learning activities of educators based on the recommended processes of the Missouri Department of Elementary and Secondary Education.

The district services roughly 5,100 students, employs around 600 staff members to meet their needs, and is home to 9 elementary schools, 2 middle schools, 1 high school,. and an early childhood center. Riverview Gardens operations and professional learning is funded in part through Title programs as a result of servicing a community where 100% of students qualify for and are provided free lunch. Additionally, the district is operating with provisional accreditation and seeking to gain full accreditation by 2025 through a state supervised school improvement process and under the newly adopted MSIP 6 standards. Riverview Gardens has recently gained an increased number of points towards APR, improving its ranking in the state. However the road to full accreditation will require a continued path towards increasing the total points earned under the new system.

This professional development plan has been developed in part to meet the Missouri Professional Development Guidelines as outlined by the Missouri Department of Elementary and Secondary Education. It is a living document and also serves to keep district staff informed of the procedures and practices of the professional learning activities, goals, and purpose.

Missouri DESE Mission of Professional Learning and Mandates

The district professional learning program is developed according to the published Professional Learning Guidelines of the state of Missouri. According to the Department of Elementary and Secondary Education (DESE), "The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students." The state provides the following guidance on the development of professional learning programs in the district:

> "To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership." **(Missouri Department of Elementary and Secondary Education, 2020).**

The district also holds the responsibility of ensuring that through this collaborative work, precedence is given to research based practices and the support of implementation is well planned and funded. It is critical in the creation of professional learning planning, that building level performance data of both students and educations is used when making decisions. A sense of share responsibility for the success of all students and continuous support. DESE defines the following as a requirement for collaborative learning to become the culture of a district:

- time and opportunities for observing teaching and learning;
- practicing new ways of teaching;looking at student work;
- studying student data;
- learning new skills;
- sharing in and out of the classroom

In planning for professional learning as a district, avoiding activities or goals that are in isolation is essential. Thus the critical foundation of alignment and aligned support across departments and schools must be laid if professional learning is to become an essential resource. In a 2015 study, The New Teacher Project sought to quantify the impact of PD only to find that "despite enormous and admirable investments of time and money... most teachers we studied do not appear to be improving substantially from year to year." Nonetheless, according to the Education Next's 2018 research article, 18 billion dollars is spent annually on professional development for teachers in the United States. One culprit behind the lack of improvement despite the resources invested is the challenge of alignment. The following guiding questions have been utilized in the creation of the district professional development plan in an effort to align departments and schools across the district:

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Critical Questions for Professional Development Alignment

To align local professional development efforts with state guidelines,consider the following critical questions:
- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

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When creating the district professional development plan these guiding questions are utilized to assess the quality and effectiveness of the plan. These guiding questions are also utilized in the evaluation of the professional development program process .

The state of Missouri has provided statutory authority to school districts under the Outstanding Schools Act of 1993 to engage in the following activities as it relates to professional learning:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
  - Work with beginning and experienced teachers to identify instructional concerns and remedies
  - Serve as a confidential consultant upon a teacher'srequestAssess faculty needs and develop learning opportunities for staff
  - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching.(Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- Ensure that the PDC is elected by the teachers currently employed by the district.

- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff. SB 687 passed in 2018 provides that if less than 25% of the public school student transportation funding formula is funded by the state, a school board may vote to reduce its allocation of foundation formula money going to professional development from a minimum of 1% to a minimum of 0.5% (Section 160.530, RSMo).
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds.
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.

From enacted legislation, Missouri has developed an in-depth, organized, systemic approach to professional learning. Although all professional development must be tied to the objectives of the Comprehensive School Improvement Plan, focused needs assessments are still appropriate, particularly

The Riverview Gardens School District seeks to follow the mandates of the legislative body of Missouri and operate in compliance with the aforementioned responsibilities incumbent on school districts across the state.

Riverview Gardens School District Professional Development Mandates

Professional development activities, planning, and processes are governed by the Special Administrative Board of the Riverview Gardens School District. The board has adopted the following district policies to utilize as guidance for operating the district professional development program:

Policy GCL:

The Board of Education of the Riverview Gardens School District recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Missouri School Improvement Plan (MSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

In support of this commitment the superintendent will:

1. Establish Professional Development Committees (PDCs) that will create and implement Professional Development Plans (PDPs) based on the district's MSIP. The PDPs must be approved by the superintendent prior to implementation.

2. Allocate adequate funding for high-quality professional development activities as defined by law.

3. Provide leave for approved professional growth activities.

Professional Development for Teachers

The professional development program for teachers will:

1. Be ongoing and sustained over time.

2. Focus on specific content areas or instructional practices.

3. Support the collective learning of teachers.

4. Align with district, school and teacher goals.

5. Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE). Teachers are responsible for maintaining complete records of their own professional development activities.

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with the Missouri Leader standards and focus on support of classroom instruction.

Administrators will participate in the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders. Administrators are responsible for maintaining complete records of their own professional development activities.

Program Evaluation

The professional development will be evaluated pursuant to DESE guidelines to determine whether professional development is aligned with the district's MSIP and identified instructional priorities. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

Professional Development for Certification

Many certificated employees are required by state law to continue their professional development to maintain their certificates. The state-required professional development may include completion of additional college credit hours, district-provided or district-recognized professional development, and other training acceptable to DESE. In addition, the following activities will qualify for professional development hours for the purposes of maintaining a certificate in accordance with law:

1. The district may supervise a teacher in a local business externship for professional development hours. The externship must provide the teacher practical experience at a business in the local community in which the teacher is employed through observation and interaction with employers and employees who are working on issues related to subjects taught by the teacher (§ 168.024, RSMo.).

2. District-offered training on dyslexia and related disorders will count for up to two hours of professional development (§ 167.950, RSMo.).

Student and Educator Learning Needs Overview

The professional development program is guided by the district's Comprehensive School Improvement Plan (CSIP). Professional development activities are based upon a variety of data including:

- standardized test scores
- student attendance
- grades
- discipline
- observation and feedback data
- feedback survey data
- professional development needs assessment
- and other needs as identified by the Special Administrative Board, staff, parents, administrators, the district professional development committee, and directions from the Missouri Department of Elementary and Secondary Education.

Student Learning Needs

Student needs and performance data below has been taken directly from the District's CSIP adopted in August 2023:

1. Student Performance:

- Annual Performance LEA Report Summary
    - 2022 RGSD earned 62.4% of total points possible (112/180)
    - 2022 District MPI for ELA - 316.1
    - 2022 District MPI for Math - 248.7
    - 2022 District MPI for Science - 295.4
    - 2022 District MPI for Social Studies - 339.6
- Graduation Rate: 4 Year - 70.5%
    - 5 Year - 63.9%
    - 6 Year - 64.1%
    - 7 Year - 83.9%
- College and Career Ready:
    - Assessment - 20.5% of students are at or above state average.
    - Advanced Placement - 55.1% of students are at or above state average.
    - Post-Secondary Placement - 94.7% of students have a positive postsecondary placement

The District's APR depicts the majority of students score in the BASIC achievement level and thus possess the BASIC skills in the core content areas.

The percentage of students requiring academic support and interventions in the core content exceeds the typical MTSS suggested percentages for both Tier 2 and 3 based on local reading data and state assessments.

Local Reading Data (Elementary STAR Early Literacy & Reading Data)

The chart below represents the percentage of 1st-5th grade students reading on or above grade level.

Students Reading At/Above Grade Level

Grade	% At/Above Grade Level
Early Lit	21.5
1st grade	23.5
2nd grade	15
3rd grade	7.6
4th grade	13
5th grade	8.6
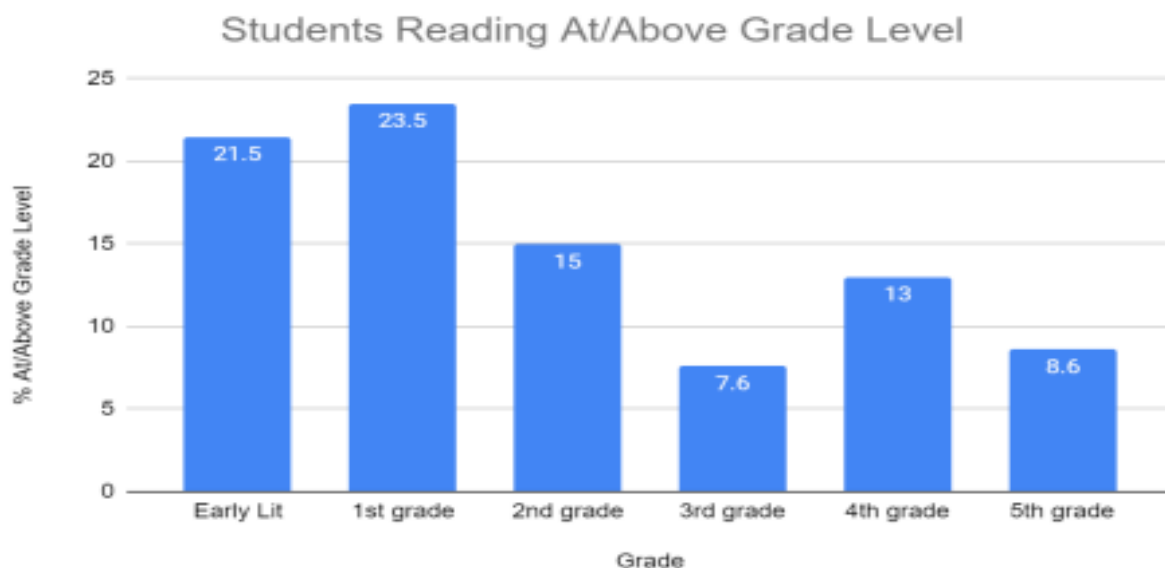
Educator Learning Needs

The educator learning needs data was compiled in March 2023 after administration of a districtwide summer needs assessment. As the professional learning program for the district is evaluated each year, this section will be updated to reflect the most up to date information regarding staff learning needs and perceptions. In addition, any other pertinent data collected during the needs assessment and evaluation of professional learning will also be included in this component of the plan.

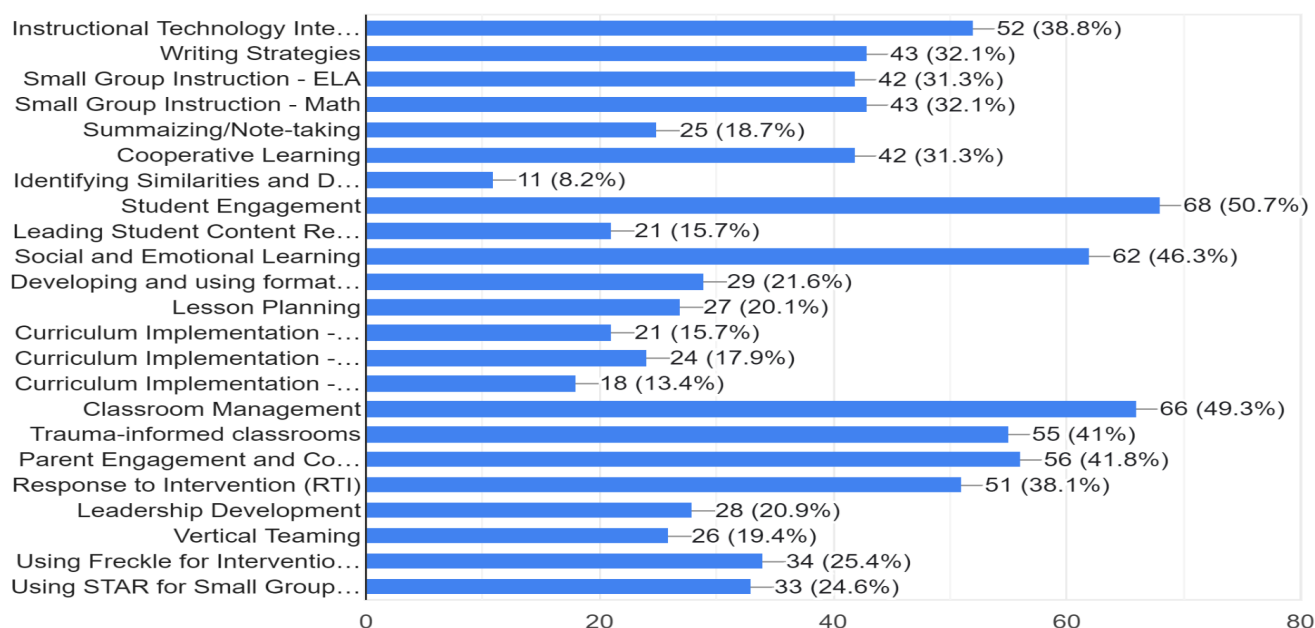The learning needs of the educators in the district are also comprised of selected district initiatives and strategies that support the Comprehensive School Improvement Plan (CSIP). It is the goal of the professional learning department to ensure that adequate training and development is provided to assist educators with meeting or exceeding the district and individual school based goals.

The educator learning needs as indicated from the survey are captured below:

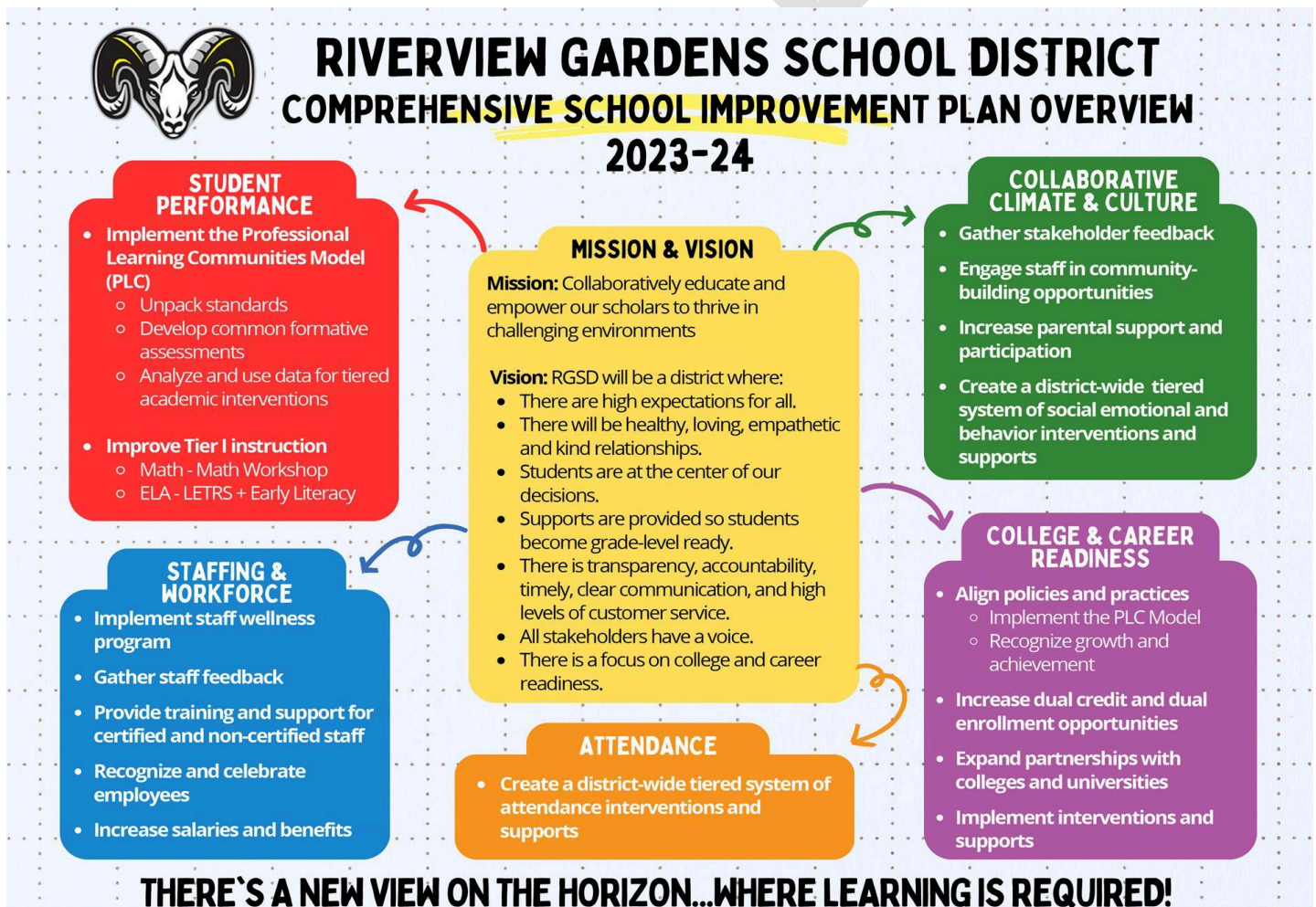| Category	Value
Instructional Technology Inte...	52 (38.8%)
Writing Strategies	43 (32.1%)
Small Group Instruction - ELA	42 (31.3%)
Small Group Instruction - Math	43 (32.1%)
Summaizing/Note-taking	25 (18.7%)
Cooperative Learning	42 (31.3%)
Identifying Similarities and D...	11 (8.2%)
Student Engagement	68 (50.7%)
Leading Student Content Re...	21 (15.7%)
Social and Emotional Learning	62 (46.3%)
Developing and using format...	29 (21.6%)
Lesson Planning	27 (20.1%)
Curriculum Implementation -...	21 (15.7%)
Curriculum Implementation -...	24 (17.9%)
Curriculum Implementation -...	18 (13.4%)
Classroom Management	66 (49.3%)
Trauma-informed classrooms	55 (41%)
Parent Engagement and Co...	56 (41.8%)
Response to Intervention (RTI)	51 (38.1%)
Leadership Development	28 (20.9%)
Vertical Teaming	26 (19.4%)
Using Freckle for Interventio...	34 (25.4%)
Using STAR for Small Group...	33 (24.6%)

The top priorities for teacher development interests are as follows:

- Student Engagement - 51%
- Classroom Management - 49%
- Curriculum Implementation (ELA, Math, Science) - 47%
- Social and Emotional Learning - 46%
- Parent Engagement and Communication - 42%

When planning for professional learning for the 2023-2025 school years, the expressed interest and learning needs of teachers are critical to consider. Research supports that transference of knowledge into practice for teachers is the most effective when the training provided is focused on a topic connected to the teacher's choice. Thus, input from teachers regarding their professional learning needs is essential to building an effective professional development program.

Riverview Gardens School District CSIP Goals

The goals for the Riverview Gardens School District were created based on input from all stakeholders to include staff, students, families, board and community members. The adopted goals are a reflection of an intensive data collection and review process to identify the areas of interest and improvement from the stakeholders who participated in the robust and collaborative process. The district;s professional learning plan has been developed in support of the initiatives and goals listed in the district's Comprehensive School Improvement Plan. The district's CSIP goals are listed below:

RIVERVIEW GARDENS SCHOOL DISTRICT
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN OVERVIEW
2023-24

STUDENT PERFORMANCE
- Implement the Professional Learning Communities Model (PLC)
  - Unpack standards
  - Develop common formative assessments
  - Analyze and use data for tiered academic interventions
- Improve Tier I instruction
  - Math - Math Workshop
  - ELA - LETRS + Early Literacy

MISSION & VISION
Mission: Collaboratively educate and empower our scholars to thrive in challenging environments

Vision: RGSD will be a district where:
- There are high expectations for all.
- There will be healthy, loving, empathetic and kind relationships.
- Students are at the center of our decisions.
- Supports are provided so students become grade-level ready.
- There is transparency, accountability, timely, clear communication, and high levels of customer service.
- All stakeholders have a voice.
- There is a focus on college and career readiness.

COLLABORATIVE CLIMATE & CULTURE
- Gather stakeholder feedback
- Engage staff in community-building opportunities
- Increase parental support and participation
- Create a district-wide tiered system of social emotional and behavior interventions and supports

STAFFING & WORKFORCE
- Implement staff wellness program
- Gather staff feedback
- Provide training and support for certified and non-certified staff
- Recognize and celebrate employees
- Increase salaries and benefits

ATTENDANCE
- Create a district-wide tiered system of attendance interventions and supports

COLLEGE & CAREER READINESS
- Align policies and practices
  - Implement the PLC Model
  - Recognize growth and achievement
- Increase dual credit and dual enrollment opportunities
- Expand partnerships with colleges and universities
- Implement interventions and supports

THERE`S A NEW VIEW ON THE HORIZON...WHERE LEARNING IS REQUIRED!

Guiding Principles of the RGSD Professional Development Plan

Darling-Hammond, Hyler and Gardner(2017) define effective professional development as "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Through their review of research studies, seven elements of effective professional development were identified.

Elements of Effective Professional Development/Professional Learning

1. Is content focused

2. Incorporates active learning utilizing adult learning theory

3. Supports collaboration, typically in job-embedded contexts

4. Uses models and modeling of effective practice

5. Provides coaching and expert support

6. Offers opportunities for feedback and reflection

7. Is of sustained duration.

Effective professional learning is job-embedded, collaborative, and sustained over time. Research has found that it takes 49 or more hours of effective professional learning to see results for students. Learning Forward reports that the research about effective schools identifies two common characteristics that consistently appear in schools with substantial student learning gains – collaboration and professional learning.

Learning Forward's Professional Learning Standards

The following information is from Learning Forward's Standards for Professional Learning, 2011. To read the Standards for Professional Learning in its entirety, visit learningforward.org/standards/index.cfm.

The Standards for Professional Learning are based on a holistic view. The seven standards work in partnership to ensure effective professional learning. It is important for committee members to realize that focusing on some of the standards, while ignoring others, can lead to failure in achieving the desired outcomes from professional learning activities.

The Standards for Professional Learning each describe the context, processes and content for effective professional learning and the revised stem confirms and makes evident the direct tie between student learning and professional learning.

Embedded within the stem, are four core concepts:

1. *Educator* – means both professional and support staff who contribute to student learning.

2. *Effectiveness* – refers to educators' ability to meet performance expectations – utilize evidence-based strategies, create the conditions for learning and increase student learning.

3. *Results* – refers to all aspects of student learning and growth- academic, social and emotional.

4. *Students* – means "all" students regardless of where they come from and that "all" are the responsibility of the entire school faculty.

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement.

The Riverview Gardens School District has adopted the Standards for Professional Learning promulgated by Learning Forward and will ensure all PD supported by the district is aligned to these standards.The seven Learning Forward standards adopted by the State of Missouri Department of Education and the Riverview Gardens School District are listed below:

STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

The Missouri Department of Education has outlined the following processes to guide districts in planning for professional development:

1. District Protocols for Professional Learning
   a. Planning

- **District Needs Assessment:** Annually, the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavior data, survey of teacher needs, and other district data.

- **Generating a District-wide Professional Development Plan:** Based on professional learning needs identified through the educator evaluation system, the PDC, in collaboration with district leaders, generates a district-wide Professional Development Plan that is research and/or evidence based, specifies how the plan will be evaluated, and aligns with *Standards for Professional Learning*, identified student and educator learning needs, educators' level of development, School Improvement Plans, and other district performance indicators.

- **Research/Evidence Basis:** The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

- **Content Standards for Student Outcomes:** The district's professional learning supports implementing state-adopted content standards for student outcomes.

- **Integration of Initiatives:** Professional learning supports educators in addressing professional learning needs identified through educator evaluation integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

- **Leadership Development:** The district supports professional learning that develops, maintains, and improves the leadership competencies and skills of instructional leaders.

Missouri Professional Learning Guidelines for Student Success, 2020

District Professional Development

To create a community of learners, the Riverview Gardens School District provides time and autonomy for site-based decision-making as it relates to professional development at the school level. Late start Wednesday and building days provide time for the staff to implement the circular and instructional goals of the CSIP and to ensure that their School Improvement Plans are aligned to the goals of the Riverview Gardens School District. Essentially, school leaders will create structures that promote leader and teacher inquiry. Based on the alignment, autonomy is provided to leaders and certificated staff relative to implementing the needs of teachers and students.

Professional learning activities at the site level are designed to:

- Address gaps between student goals and performance
- Engage staff in personalized, job-embedded, on-going collaborative opportunities focused on results for students
- Are supported by multiple resources and organizational structures
- Are aligned with the district's Comprehensive School Improvement Plan

Learning Outcomes, Benchmarks, and Evidence of Change

This section is designed to capture the primary focus of the district's professional learning initiatives for the 2023-2025 school years. Listed below are areas in which significant resources from the professional learning budget are being utilized to support the effectiveness of the professional learning experiences.

Reading Instruction

Teachers in K-12 classrooms will engage in targeted professional learning in the Science of Reading as a strategy to support the district's ELA CSIP goal. This focus includes integrating reading instruction into all content areas.

Learning Outcomes	Benchmarks	Evidence of Change
Teachers in K-5 Classrooms, ELL Teachers, Reading Specialists, and Elementary Librarians will utilize the concepts learned during the district provided LETRS training to align their classroom instruction to the Science of Reading	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and feedback data aligned to the Science of Reading
Teachers in core content areas in 6th-12th grade classrooms will utilize the concepts learned during the district provided Aspire training to align their classroom instruction to the Science of Reading	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - PLC Student Work Analysis Protocol
Related Arts Teachers will engage in collaborative team meetings to	Each semester, related arts teachers will integrate reading	PLC Student Work Analysis Protocol

design instruction that incorporates reading standards into their units	standards into their instructional units.	

Mathematics Instruction

Teachers will engage in targeted professional learning in the Science of Reading as a strategy to support the district's ELA CSIP goal. Professional learning

Learning Outcomes	Benchmarks	Evidence of Change
Teachers in K-12 classrooms will incorporate Number Talks into their daily mathematics instructional practice.	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and Feedback Data aligned to Number Talks.
Teachers in K-12 classrooms will incorporate the CRA model to increase the use of manipulatives for mathematics instruction.	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and Feedback Data aligned to use of the CRA model.

Social Studies Instruction

Teachers will engage in targeted professional learning to assist with utilizing the newly adopted curriculum resource, Saavas - My World, for social studies instruction aligned to the Missouri standards.

Learning Outcomes	Benchmarks	Evidence of Change
Social Studies teachers in K-12 classrooms will utilize the Savaas, My World Curriculum resource to provide Missouri standards based instruction in classrooms.	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and Feedback Data aligned to usage of resources in classrooms.

Science Instruction

Teachers will engage in targeted professional learning in the 4E model for science inquiry-based instruction as well as the project lead the waySTEM curriculum resource that is being utilized in multiple locations across the district.

Learning Outcomes	Benchmarks	Evidence of Change
Science teachers in K-12 classrooms will utilize the 4-E model to provide instruction aligned to the standards.	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and Feedback Data Aligned to the 4E Model
Project Lead the Way teachers will be able to utilize the STEM curriculum to deliver high quality instruction.	See district CSIP for reporting timelines	- Evidence is determined by evidence indicators in the district CSIP. - Observation and Feedback Data Aligned to the PLTW curriculum.

Classroom Management Support

Teachers will engage in targeted professional learning in Classroom Management strategies aligned to the Missouri Department of Elementary and Secondary Education recommendations for teacher evaluations. Learning opportunities will be offered afterschool during the course of the school year. Teachers will also be provided with an opportunity to participate in a book study designed to incorporate an equity lens into our approach to classroom management.

Learning Outcomes	Benchmarks	Evidence of Change
Teachers will be able to utilize classroom management strategies aligned to Teach Like a Champion to effectively manage their classrooms.	Monthly review of professional learning feedback data	Instructional coaching observations
Teachers will be able to utilize feedback during their practice sessions to improve their implementation of the strategies learned.	Monthly classroom management practice clinic	

Teachers will be able to effectively describe and utilize the equity based concepts to manage their classrooms.	Quarterly bookclub meetings	● Evidence sharing protocols during book club meetings

Solution Tree Partnership

The Riverview Gardens School District has partnered with Solution Tree as it's Turnaround vendor to provide job-embedded support with school improvement work across the district. The state identified turnaround schools are receiving targeted support through grant funding while the RGSD Special Administrative Board has contracted with the vendor to provide a comparable level of professional learning support to all district schools. This work is more intensive and the professional planning for this effort is led by the Executive Director of Continuous Improvement.

Riverview Gardens School District Solution Tree: Scope of Services and Professional Meeting Calendar for 2023-2024		
Services	**Description of Services**	**Contact/Additional Information**
Service 1: Resources	The included resources are related to the topics that will be covered in coaching sessions. They will strengthen the schools' foundational knowledge and help teams go deeper with the content. Additionally, these resources will help support the teams and keep the work going between coaching visits. Resources will provide a reference for addressing obstacles teams may encounter along the way.	$ 2,000.00 per school
Service 2: Priority Schools in a PLC at Work® Progress Report (2 day per school)	The Progress Report is conducted at the school site by a Priority Schools in a PLC at Work Associate. It is designed to provide the school with an updated building level review and is comprised of onsite interviews and observations to obtain information and gather input to be used as a benchmark for growth. It is also used for a data review. It serves as a tool to help identify the school's Strengths as well as opportunities for improvement. Leaders will receive a report that will be used to guide the work throughout the second year.	Target Target Date: August/September 2023
Service 3: Project Planning Part I (1 day per school)	This planning day is led by the Project Lead and Coach, and is designed to solidify benchmarks and timelines for the project. Other coordination items include: ● Understanding the general needs of the school ● A review and update of the previous 30-60-90 day plan ● Planning for the successful implementation of the PLC at Work	Target Date(s): Fall 2023 Associate(s): Project Lead/Coach Number of Participants: varies Participants: Site based

	The PLC Coach will attend in person or virtually for the full day and the Project Lead will attend virtually for a portion of the day.	
Service 4: Project Planning Part II (1 day per school)	This planning day is led by the Project Lead and Coach, and is designed as a midpoint check into review progress and to determine next steps. Other items for discussion may include: ● Artifacts generated by the school ● Reviewing progress against established goals and benchmarks ● Adjusting and realigning goals as needed The PLC Coach will attend in person or virtually for the full day and the Project Lead will attend virtually for a portion of the day.	Target Date(s): Winter/Spring 2024 Associate(s): Project Lead/Coach Number of Participants: varies Participant Demographics: school leadership team
Service 5: Leadership Coaching (4 days per school)	These days are designed to deepen the leadership teams' understanding of the concepts and practical application of the priority Schools in a PLC at Work process. Participants gain the knowledge, skills, and tools they need to lead other educators within their schools as they work collaboratively to improve their individual and collective capacity to achieve better results for the students they serve. Key concepts and activities provide teams with practical strategies to build shared knowledge with the entire school staff.	
Service 6: Priority Schools in a PLC at Work® Embedded Coaching (13 days per school)	Each school is assigned a Priority Schools in a PLC at Work Coach who will support and guide the principal, teacher teams, and guided coalition. Site visits are typically 2 consecutive days. The Priority Schools in a PLC at Work Coach will work side-by-side with the principal for all embedded coaching days. Together, they will facilitate, lead, coach, mentor, and support school staff by: ● Leading the development and implementation of the PLC at Work process ● Creating and implementing systematic change that results in a focus on student learning ● Providing ongoing support that addresses current challenges	Solution Tree Associates
Service 7: Content embedded coaching	The content specific days will be determined by the Priority Schools in a PLC at Work Coach and school leadership using the findings of the Progress Report as a guide. Site visits are typically 2 consecutive days. The associates will work with teams to improve practices in specific areas and to integrate those practices. Potential content include: ● Assessment ● Behavior ● Mathematics ● School Culture ● RTI at Work	

Targeted Professional Development		
Date (s)	Activity	Description of Activity
August 9-10	Site-Based PD: Identify priority standards, instructional tools, and develop a plan for instructional priorities for the first 90 days of school. Throughout the year, the coach will work with teams to ensure the success of the planning. Teams will also develop common formative assessments.	All sites; In cases where a coach is assigned to multiple schools, coach support will rotate on a half day schedule. For example, if the coach provides support to School A in the morning. The next day the coach will provide support to School A in the afternoon. The Solution Tree will collaborate to assign alternate learning tasks for the other portion of the

International Teacher Cohort Programming

This school year, in coordination with the Human Resources department, the Riverview Gardens School District will employ and professionally develop international teachers to successfully acclimate to the educational environment of our students. In an effort to support this unique group of educators, the following learning opportunities are provided:

1. New Teacher Orientation Programming
2. Monthly Cohort Trainings afterschool
3. Mentor support provided by the Instructional Coaches at the building level
4. Google Classroom and Book study of Teach Like a Champion

New Teacher Mentor Programming

The 1985 Missouri Excellence in Education Act (5 CSR 80-800.010) requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. According to law, school districts in Missouri must provide a professional development plan for each teacher who has no experience. This "beginning teacher support system" must include an entry-year mentor induction and mentoring program.

The Missouri Department of Elementary and Secondary Education refers to induction as the overall process of new teacher development of which new teacher orientation, mentoring, and the beginning teacher process. Induction is a highly organized and comprehensive form of staff development, involving many people and components, which typically continues as a sustained process for the first two to five years of a teacher's career. In turn, mentoring is characterized by multiple attributes. In mentoring, one colleague supports the skill and knowledge development of another, provides guidance to that individual based on his or her own experiences and understanding of best practices (Hudson, 2012). According to the Missouri Department of Elementary and Secondary Education (DESE) mentoring is often a component of the induction process and includes:

1. Making determinations about an educator's performance using research-based expectations and targets
2. Using differentiated, developmental, and discrete levels of performance
3. Including a process to offer intensive support guiding the development of the novice educator during the probationary period
4. Using measures of growth in student learning as a significant contributing factor when determining an educator's effectiveness

5. Developing and using strategies for providing regular and meaningful feedback
6. Providing initial and periodic training for evaluators as well as those being evaluated

A study of the literature regarding new teachers reveals some discouraging trends: nationwide, approximately 15 percent of new teachers leave after their first year, and 40 to 50 percent of those entering the teaching profession will leave during the first seven years. A highly effective induction and mentor program increases the likelihood that a teacher will experience a positive introduction into teaching. It can be an effective way to help new teachers ease into their professional roles.

The Professional Development Committee and the supervisor of the mentoring program intends this handbook to be a positive, workable, and effective instrument that will help produce an induction and mentoring program that provides meaningful assistance and encouragement for the beginning teacher in the Riverview Gardens School District.

The following are essentials of the New Teacher Induction and Mentoring Program for the Riverview Gardens School District:

New Teacher Orientation

New Teacher Orientation is held prior to the start of each school year. The orientation is scheduled for (3) days and provides opportunities for newly hired staff to engage in a variety of experiences, which prepare them for a successful transition into the district. The purpose of these learning opportunities is to accomplish the following:

- Introduce new staff to key leaders and various functions of key departments
- Equip new hires with an understanding of various Board Policies
- Provide opportunities for new hires to acquire additional information regarding the culture of the district, to include school visits, tours of the district.
- Provide new teachers with an overview of the curriculum they will teach.
- Help new teachers acquire techniques and strategies for student engagement and establish a culture for teaching and learning.
- Engage new teachers in developing an understanding of the Teaching and Learning Model, including the role of Professional Learning Communities.
- Provide strategies to create equitable classrooms.

Professional Development Plan

New teachers are required to write a professional development plan each year they participate in the district's mentoring program. In addition, a professional development plan is required for each teacher in the school district as determined by DESE and the district's administration. The systematic plan of professional growth activities should include clearly stated goals for improvement and enrichment. The goals must be measurable and specific. The teacher should periodically refine the plan based upon individual needs. As a teacher gains experience and confidence his/her goals will change and the plan should reflect these changes.

Documentation of a goal that is met or not met may be required to be turned in to district administrators. The District PDC, Program Supervisor, and the Mentor teacher will assist the new teacher with the development and implementation of the plan. The original plan, and all subsequent revisions, should be filed

in the teacher's building where it will be available for review and updating. Another copy will be kept in their mentoring program file.

All teachers and certified staff are required to develop a professional growth plan yearly. This requirement is necessary to maintain certification status. (See pg12 for Required Professional Development Hours: Total Required Hours Per Certification.

Beginning Teacher Assistance Program (BTAP)

Teachers new to the profession and are in possession of **an initial certification are required** to complete a Beginning Teacher Assistance Program (BTAP) to ensure appropriate Missouri certification. DESE recommends that a minimum of (18) hours be dedicated to this training. New teachers are extended this opportunity to new teachers, who possess their initial certification (IPC); however, additional options are provided via local universities and scholarly programs throughout the metropolitan area. These programs include a series of topics, but not be limited to:

Classroom Environment

- Classroom management Techniques
- Time, space. Transition and activities management; and
- Awareness of diverse classroom, school, and community cultures

Student Engagement and Motivation

- Effective Instruction;
- Clear learning targets and/or objectives
- Student voice and choice; and
- Teaching and learning activities with high student engagement

Professional Communication

- Effective communication with parents, students, mentors, and colleagues
- Verbal and nonverbal communication techniques; and
- Effective use of technology and approved social media for communication; and

Education-Related Law

- Certification requirements
- Professional rights and responsibilities; and
- Self-assessment and professional learning.

● Riverview Gardens School District teachers who required by the state department of education to complete a BTAP will utilize an external course provider to meet this requirement. A list of programs for the 2023-2024 school year are provided below:

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RGSD Mentor Program

A two-year mentoring program **is required by DESE** to meet certification requirements for any teacher with an Initial Professional Certificate (IPC). This mentoring must be documented by our district before a teacher is eligible for a certificate upgrade. Your principal will assign your mentor. If you do not have a mentor assigned within the first 15 days of school, please speak to your building principal. If no mentor has been assigned within 15 days of employment, you are asked to send an email to your principal or contact Dr. Tiffany Patton, Professional Development Coordinator for support at tiffany.patton@rgsd.k12.mo.us.

Key components of the RGSD Mentoring Program vary based on the needs of each new hire but may include classroom observations, the completion of a checklist to identify interactions with mentor as determined by the new hire and the mentor, professional development, and the completion of various surveys and assessments.

Professional Learning Opportunities

Summer Learning
Summer Learning Opportunity #1
Topic: Build Math Fluency with the CRA (Concrete Representational Abstract) Approach/Hands-on Math Workshop for Elementary Teachers
Facilitator: Katie Quinn with Education Plus
Target Audience: Elementary Teachers but available for Middle and High School Math Teachers
Attendance Target: 50 participants
When: Tuesday, June 13, 2023
Time: 8:30am - 11:30am
Location: Westview Middle School Library
Session Details:
CRA is a three-step instructional approach that is highly effective in teaching math concepts. The first step is called the concrete stage. The "doing" stage involves physically manipulating objects to solve a math problem. The representational (semi-concrete) stage is the next step. The representational or "seeing" stage involves using images to represent objects to solve a math problem. The final step in this approach is called the abstract stage. It is known as the "symbolic" stage and involves using only numbers and symbols to solve a math problem. CRA is a gradual, systematic approach. Each stage builds on to the previous stage and must be taught in a sequence. This approach is most commonly used in elementary grades but can also be used in middle and high school classrooms.
The Math Fluency with the CRA Approach workshop will include hands-on interactive learning with manipulatives and math drawings to support conceptual understanding and mathematical fluency.

Summer Learning Opportunity #2
Topic: Level Up Learning for ALL: Accelerate to Educate Institute

Facilitator: Sponsored by Solution Tree; Keynote Speakers are Anisa Baker-Busby, Joe Cuddemi, Sharon Kramer, Sarah Schuhl, Jeanne Spiller
Target Audience: District leaders, building leaders, instructional coaches, and teachers
Attendance Target: 70 participants to register. Includes one team per school building and district leadership team members
When: Tuesday, July 11, 2023 - Thursday, July 13, 2023
Time: 8:00am - 4:00pm
Location: Hilton St. Louis Ballpark
Session Details:
Level Up Learning for All
Detailed Session Agendas

The unique Level Up Learning For ALL institute is designed to speed up learning for all students to grade level and beyond by focusing collaborative team actions in a Professional Learning Community at Work® and teacher instructional practices in the classroom. This institute is led by renowned authors, thought leaders, and practitioners with proven track records of results in closing the achievement gap.

Many articles, blogs, books, podcasts, and webinars have been written and shared for the purpose of reiterating the need to close student achievement gaps—and yet, the process and progress in closing these gaps has been out of reach. Closing achievement gaps is multifaceted and requires specific actions focused on acceleration and leveling up strategies to grow student learning to grade level proficiency or beyond. Rather than remediation, which goes backward before moving forward, acceleration is the pathway to finally closing the achievement gap.

You will discover how to erase inequities in student learning while building hope and confidence in both teachers and students. This is equity in action. Establish next steps for your leadership and collaborative teams and receive customized practical answers to your curriculum, instruction, assessment, interventions, and behavioral how-to questions.

- Understand the rationale for shifting from remediation to an acceleration model for ALL students.
- Examine ways to build a learning-centered culture of collaboration.
- Build a strengths-based response to teaching and learning.
- Learn how to apply the four critical questions of a PLC to improve daily planning and teaching through the acceleration practices of embedding prerequisite concepts in current content, assessment methods that lead the way to more learning, and interventions that target the cause or problem that is getting in the way of learning.
- Examine teacher teams' actions that lead to significant increases in achievement.
- Use tools to unpack standards, deeply understand and create learning progressions, and use higher-level cognitive demand tasks in class every day.
- Ensure a multitiered system of support exists for all students with intentional and targeted outcomes in all three tiers.
- Create a learning/leadership team of teachers that supports and leads the way to increased learning outcomes.
- Learn how to best enhance teacher effectiveness in a systemized manner that is differentiated utilizing microbursts of learning.
- Create a network of new colleagues and acquire new ideas and promising practices that work.
- Leave with newfound hope and a sense of collective efficacy that shouts, "We can do this."

Summer Learning Opportunity #3
Topic: Equity in Action Conference
Facilitators:
Sponsored by Riverview Gardens School District;
Keynote Speakers: Dr. Sonya Murray, Dr. Deanna Granger and Dr. Jenna Knight
Presenters: Dr. Ted Huff, Ms. Tanya Garcia, Dr. Tiffany Patton, Ms. Lisa Thompson
Target Audience: District leaders, building leaders, instructional coaches, and teachers
Attendance Target: 75- 100; 100 maximum
When: Tuesday, July 18, 2023 - Wednesday, July 19, 2023
Time: 8:30am - 3:30pm
Location: Westview Middle School
Session Details:
Detailed Session Agenda

Day One Topics:
- **Classroom Management Techniques to Build Positive Classroom Environments** - Dr. Tiffany Patton
- **Using an Equity Mindset to Actively Engage Learners** - Ms. Lisa Thompson
- **Managing Conflict and Engaging Parents through Relationship Building and Effective Communication** - Dr. Ted Huff
- **Low-Prep Cognitive Strategies to Increase Student Engagement** - Ms. Tanya Garcia
- **Serving Educational Equity: Disrupting the Status Quo** - Dr. Sonya Murray

Day Two Topics:
- **Prioritizing Individual Wellness** - Dr. Deanna Granger
- **Stress Management** - Dr. Jenna Knight
- **Supporting Educators/Staff through Systems and Structures** - Dr. Deanna Granger
- **Crucial Conversations** - Dr. Jenna Knight
- **Managing the Realities of Working in Post Pandemic Schools** - Dr. Deanna Granger and Dr. Jenna Knight

District Professional Development Days for 2023-2024: August 8, 9,10, 14, 16, 17; September 22nd, January 12th, April 22nd
Agenda for August 9th

Focus Content Area - Mathematics

8:00 – Sign in
8:30 – Welcome from the Principal
    Principals will use this time for building purposes
9:00 – Welcome from the Associate
    Overview of the day (establish the why)
    Establish Norms
    Review Goals to be accomplished
    - Work together to understand key components of a learning plan
    - Create at least one unit or learning cycle for the start of the first nine weeks of instruction

If there is time, you can certainly complete more than one learning cycle

9:30 – 11:30 – The work process for the day

- Review district curriculum for the first quarter of the school year
- Determine Math topics to be addressed in the first quarter of the school year
- Decide on Essential Standards to be taught for each week of the nine weeks
- Break standards into learning targets
- Create a daily check for understanding (exit ticket, small assessment)
- Determine Common Formative Assessment for the week

11:30 – 12:30 – Lunch – (Please i be back on time)

12:30 – 3:30
- Continue Morning Work
- Add Strategies to the Learning Plan, if time

Agenda for August 10th

Focus Content Area - Literacy

8:00 – Sign in
8:30 – Welcome from the Principal
    Principals will use this time for building purposes
9:00 – Welcome from the Associate
    Review from previous day oop
    Review Norms
    Review Goals to be accomplished
    - Work together to understand key components of a learning plan
    - Create at least one unit or learning cycle for the start of the first nine weeks of instruction
        If there is time, you can certainly complete more than one learning cycle

9:30 – 11:30 – The work process for the day
- Review district curriculum for the first quarter of the school year
- Determine Literacy topics to be addressed in the first quarter of the school year
- Decide on Essential Standards to be taught for each week of the nine weeks
- Break standards into learning targets
- Create a daily check for understanding (exit ticket, small assessment)
- Determine Common Formative Assessment for the week

11:30 – 12:30 – Lunch – (Please be back on time)

12:30 – 3:30

Date: August 16, 2023					
Group	*Session Title*	**Location**	**Materials to Bring**	**Time**	**Facilitator**
PreK	*STAR Renaissance - Early Literacy*	Michelle Obama - Online		8:30am - 11:30am	Star Renaissance Consultant
K-2	*Social Studies Activation*	Westview Middle School Auditorium	Teachers edition and charged laptops	8:30am - 11:30am	Saavas Consultant - Debbie Jones
3-5	*Dyslexia/Renaissance*	Meadows Elementary School	Charged laptops	8:30am - 11:30am	Barbara Wright - STAR Renaissance
6-8-Math	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
6-8-Science	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
6-8-ELA	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
6-8-Social Studies	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
9-12-Math	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
9-12-Science	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
9-12-ELA	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
9-12-Social Studies	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	8:30am - 11:30am	Megan Smith -Aspire Kickoff Link
K-5-Music	*Team Collaboration Time*	Danforth Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team
6-8-Music	*Team Collaboration Time*	Danforth Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team
9-12-Music	*Team Collaboration Time*	Danforth Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team
K-5 Physical Education	*Team Collaboration Time*	Gibson Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team
6-8 Physical Education	*Team Collaboration Time*	Gibson Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team
9-12 Physical Education	*Team Collaboration Time*	Gibson Library	Laptops and chargers	8:30am - 11:30am	Department heads and C&I team

Group	Session Title	Location		Time	Facilitator
K-5 Art	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom	Laptops and chargers	**8:30am - 11:30am**	Department heads and C&I team
6-8-Art	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom	Laptops and chargers	**8:30am - 11:30am**	Department heads and C&I team
9-12-Visual and Performing Arts	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom	Laptops and chargers	**8:30am - 11:30am**	Department heads and C&I team
6-12 Librarians	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	**8:30am - 11:30am**	Megan Smith -Aspire Kickoff Link
K-5 Librarians	*Library Management*	School Sites	Laptops and chargers		
Reading Specialists	*Dyslexia*	Meadows Elementary School	Laptops and chargers	**8:30am - 11:30am**	Barbara Wright - Star Renaissance
SSD Teachers K-12	*Aspire Professional Learning Kickoff 8:30am - 9:00am Dyslexia 9:00am - 11:30am*	School Site- Online		**8:30am - 11:30am**	Megan Smith -Aspire Kickoff Link
ELL Teachers	*Dyslexia*	Meadows Elementary School	Laptops and chargers	**8:30am - 11:30am**	Barbara Wright - Star Renaissance
Gifted Teachers	*Dyslexia*	Meadows Elementary School	Laptops and chargers	**8:30am - 11:30am**	Barbara Wright - Star Renaissance
CTE Teachers	*Team Collaboration Time*	Riverview Gardens High School - Room 936	Laptops and chargers	**8:30am - 11:30am**	Pamela Falls - CTE Department Chair
Counselors, Social Workers, Home School Coordinators, Social Emotional Interventionist	*Attendance Practices and Processes Social/Emotional Interventionist: Curriculum Training and Lesson Planning*	Koch Library		**8:30am - 11:30am**	Dr. Tanya Patton and Deirdre Liddell
Attendance Secretaries	*Attendance Practices and Processes*	Koch Library		**8:30am - 11:30am**	Dr. Tanya Patton and Deirdre Liddell
Group	*Session Title*	**Location**		**Time**	**Facilitator**
PreK	*First Aid/CPR Training*	Michelle Obama		**12:30pm - 3:30pm**	
K-2	*Dyslexia*	Meadows Elementary School	Laptops and chargers	**12:30pm - 3:30pm**	Barbara Wright - STAR Consultant
3-5	*Social Studies Activation*	Westview Middle Auditorium	Teachers edition and charged laptops	**12:30pm - 3:30pm**	Saavas Consultant - Debbie Jones

6-8-Math	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
6-8-Science	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
6-8-ELA	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
6-8-Social Studies	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-Math	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-Science	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-ELA	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-Social Studies	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
K-5-Music	*Team Collaboration Time*	Danforth Library		12:30pm - 3:30pm	Department heads and C&I team
6-8-Music	*Team Collaboration Time*	Danforth Library		12:30pm - 3:30pm	Department heads and C&I team
9-12-Music	*Team Collaboration Time*	Danforth Library		12:30pm - 3:30pm	Department heads and C&I team
K-5 Physical Education	*Team Collaboration Time*	Gibson Library		12:30pm - 3:30pm	Department heads and C&I team
6-8 Physical Education	*Team Collaboration Time*	Gibson Library		12:30pm - 3:30pm	Department heads and C&I team
9-12 Physical Education	*Team Collaboration Time*	Gibson Library		12:30pm - 3:30pm	Department heads and C&I team
K-5 Art	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom		12:30pm - 3:30pm	Department heads and C&I team
6-8-Art	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom		12:30pm - 3:30pm	Department heads and C&I team
9-12-Visual and Performing Arts	*Team Collaboration Time*	Glasgow Elementary - Ms. Deaks Classroom		12:30pm - 3:30pm	Department heads and C&I team
6- 12 Librarians	*Aspire Professional Learning*	School Site- Online		12:30pm - 3:30pm	Online Modules
K-5 Librarians	*Library Management*	School Sites			
Reading Specialists	*Planning Time*			12:30pm - 3:30pm	

Group	Session Title	Location	Materials to Bring	Time	Facilitator
SSD Teachers K - 12	*SSD Orientation Kickoff*	Online - link to be sent by SSD staff		12:30pm - 3:30pm	Dr. Chad Lent, Director of Special Education
ELL Teachers	*Planning Time*			12:30pm - 3:30pm	
Gifted Teachers	*Planning Time*			12:30pm - 3:30pm	
CTE Teachers	*Team Collaboration Time*	Riverview Gardens High School - Room 936	Laptops and chargers	12:30pm - 3:30pm	Pamela Falls - CTE Department Chair
Reading 180 Teachers	*HMH - Reading 180 Program Training*	Individual Classrooms Join Zoom Meeting https://hmhco.zoom.us/j/82373999098?pwd=RU5kdy9KTGdKZGdGRXpSQVFpc3FQZz09		1:00pm - 3:00pm	Leona Gray - HMH Instructional Coach
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Attendance Practices and Processes* *Social/Emotional Interventionist: Curriculum Training and Lesson Planning*	Koch Library		12:30pm - 3:30pm	Dr. Tanya Patton and Deirdre Liddell
Attendance Secretaries	*Attendance Practices and Processes*	Koch Library		12:30pm - 3:30pm	Dr. Tanya Patton and Deirdre Liddell

Date: August 17, 2023

Group	Session Title	Location	Materials to Bring	Time	Facilitator
PreK	*Conscious Discipline Training*	Michelle Obama		8:30am - 11:30am	
K-2	*LETRS*	Cohort 1: K - Meadows Library Cohort 2: 1 - Central Middle Library Cohort 3: 2 - Westview Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger
3-5	*LETRS*	Cohort 4: 3 and 5 - Moline Library Cohort 5: 4 and 5 - Riverview High School Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	*CRA and Number Talks*	Gibson Elementary Library		8:30am - 11:30am	Education Plus Consultant - Katie Quinn

6-8-Science	*Science Curriculum and Instructional Best Practices*	LeMasters Elementary Library		8:30am - 11:30am	Science Coordinator - Dr. Tiffany Hunter
6-8-ELA	*NewsELA*	Danforth Library	Laptops and chargers	8:30am - 11:30am	Newsela Consultant - Alyssa Lipuma
6-8-Social Studies	*Social Studies Activation*	Westview: Room 410	Teachers edition and charged laptops	8:30am - 11:30am	Saavas Consultant
9-12-Math	*CRA and Number Talks*	Gibson Elementary Library	Laptops and chargers	8:30am - 11:30am	Education Plus Consultant - Katie Quinn
9-12-Science	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
9-12-ELA	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
9-12-Social Studies	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
K-5-Music	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
6-8-Music	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
9-12-Music	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
K-5 Physical Education	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
6-8 Physical Education	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
9-12 Physical Education	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
K-5 Art	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
6-8-Art	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
9-12-Visual and Performing Arts	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules
6-12 Librarians	*Dyslexia*	School Site - Online	Laptops and chargers	8:30am - 11:30am	Online Modules

Group	Session Title	Location		Time	Facilitator
K-5 Librarians	*LETRS*	Cohort 4: 3 and 5 - Moline Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 4: Stephanie Tuck
Reading Specialists	*LETRS*	Cohort 3: Westview Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 3: Patti Stenger
SSD K-5	*LETRS*	Cohort 2: Central Middle	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 2: Kimm O'Connor
SSD 6-12	*Aspire Profesional Learning*	School Site- Online			Online Modules
ELL Teachers	*LETRS*	Cohort 4: 3 and 5 - Moline Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 4: Beverly Columbo
Gifted Teachers	*LETRS*	Cohort 5: 4 and 5 - Riverview High School Library	Charged Laptop Lexia LETRS Volume 1 Guide	8:30am - 11:30am	Cohort 5: Stephanie Tuck
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Crisis Prevention Intervention*	Koch Library		8:30am - 11:30am	EdPlus
Group	*Session Title*	Location		Time	Facilitator
PreK	*Conscious Discipline Training*	Michelle Obama		12:30pm - 3:30pm	
K-2	*LETRS*	Cohort 1: K - Meadows Library Cohort 2: 1 - Central Middle Library Cohort 3: 2 - Westview Library	Charged Laptop Lexia LETRS Volume 1 Guide	12:30pm - 3:30pm	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger
3-5	*LETRS*	Cohort 4: 3 and 5 - Moline Library Cohort 5: 4 and 5 - Riverview High School Library	Charged Laptop Lexia LETRS Volume 1 Guide	12:30pm - 3:30pm	Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	*Dyslexia*	School Site - Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
6-8-Science	*Dyslexia*	School Site - Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules

6-8-ELA	*Newsela and Newsela Office Hours*	Danforth Library	Laptops and chargers	12:30pm - 3:30pm	Newsela Consultant - Alyssa Lipuma
6-8-ELA	*Dyslexia*	School Site - Online	Laptops and chargers	1:30pm - 3:30pm	Online Modules
6-8-Social Studies	*Dyslexia*	School Site - Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-Math	*Dyslexia*	School Site - Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
9-12-Science	*Best Instructional Practices for Teaching Science*	Riverview Gardens High School Classroom, Room 330	Laptops and chargers	12:30pm - 3:30pm	Science Coordinator - Dr. Tiffany Hunter
9-12-ELA	*Gateway Writing*	Riverview Gardens High School Classroom, Room 203	Laptops and chargers	12:30pm - 3:30pm	Jen Maddock and Cheryl Osby - Show Me Literacies Collaborative Consultants
9-12-Social Studies	*Social Studies Activation*	Westview: Room 410	Teachers edition and charged laptops	12:30pm - 3:30pm	Saavas Consultant - Debbie Jones
K-5-Music	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
6-8-Music	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
9-12-Music	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
K-5 Physical Education	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
6-8 Physical Education	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
9-12 Physical Education	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
K-5 Art	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
6-8-Art	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon

Group	Session Title	Location	Materials	Time	Facilitator
9-12-Visual and Performing Arts	*Curriculum - Standards/Kim Brandon*	Lewis and Clark Library	Charged laptops	12:30pm - 3:30pm	McTighe and Associates - Kim Brandon
6-12 Librarians	*Ozobot*	Highland Library		12:30pm - 1:30pm	Ozobot Consultant - Chris Cullan
	Library Management	School Sites		1:30pm - 3:30pm	
K-5 Librarians	*LETRS*	Cohort 4: 3 and 5 - Moline Library	LETRS manual	12:30pm - 3:30pm	Cohort 4: Stephanie Tuck
Reading Specialists	*LETRS*	Cohort 3: Westview Library	LETRS manual	12:30pm - 3:30pm	Cohort 3: Patti Stenger
SSD K-5	*LETRS*	Cohort 2: Central Middle	LETRS manual	12:30pm - 3:30pm	Cohort 2: Kimm O'Connor
SSD 6-12	*Aspire Professional Learning*	School Site- Online	Laptops and chargers	12:30pm - 3:30pm	Online Modules
ELL Teachers	*LETRS*	Cohort 4: 3 and 5 - Moline Library	LETRS manual	12:30pm - 3:30pm	Cohort 4: Beverly Columbo
Gifted Teachers	*LETRS*	Cohort 5: 4 and 5 - Riverview High School Library	LETRS manual	12:30pm - 3:30pm	Cohort 5: Stephanie Tuck
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Crisis Prevention Intervention*	Koch Library		12:30pm - 3:30pm	Ed Plus Consultant

Group	Session Title	Location	Time	Facilitator
PreK	*Project Construct Training*	Michelle Obama	8:30am - 11:30am	
K-5	*LETRS*	Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	8:30am - 11:30am	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	*CRA and Number Talks*	Gibson Elementary Library	8:30am - 11:30am	Katie Quinn

6-8-Science	*Integrating ELA into Science and Social Studies*	Central Middle Cafeteria	8:30am - 11:30am	Brittanica Education
6-8-ELA	*Successmaker*	Central Middle Library	8:30am - 11:30am	Saavas
6-8-Social Studies	*Intergrating ELA into Science and Social Studies*	Central Middle Cafeteria	8:30am - 11:30am	Brittanica Education
9-12-Math	*CRA and Number Talks*	Gibson Elementary Library	8:30am - 11:30am	Katie Quinn
9-12-Science	*Aspire Professional Learning*	School Site- Online	8:30am - 11:30am	Brittanica Education
9-12-ELA	*My Perspectives*	Riverview Gardens High School Classroom, Room 203	8:30am - 11:30am	Saavas
9-12-Social Studies	*Aspire Professional Learning*	School Site- Online	8:30am - 11:30am	Brittanica Education
K-5-Music	*Professional Learning Community Work*	Danforth Library	8:30am - 11:30am	Department Chair
6-8-Music	*Professional Learning Community Work*	Danforth Library	8:30am - 11:30am	Department Chair
9-12-Music	*Professional Learning Community Work*	Danforth Library	8:30am - 11:30am	Department Chair
K-5 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	8:30am - 11:30am	Department Chair
6-8 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	8:30am - 11:30am	Department Chair
9-12 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	8:30am - 11:30am	Department Chair
K-5 Art	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	8:30am - 11:30am	Department Chair
6-8-Art	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	8:30am - 11:30am	Department Chair
9-12-Visual and Performing Arts	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	8:30am - 11:30am	Department Chair

Group	Session Title	Location	Time	Facilitator
6-12 Librarians	*Library Management*	Individual School Sites	8:30am - 11:30am	Tonya Ross, ELA Coordinator
K-5 Librarians	*LETRS*	Cohort 4: Moline Library	8:30am - 11:30am	Cohort 4: Beverly Columbo
Reading Specialists	*LETRS*	Cohort 3: Westview Library	8:30am - 11:30am	Cohort 3: Patti Stenger
SSD	*LETRS*	Cohort 2: Central Middle Library	8:30am - 11:30am	Cohort 2: Kimm O'Connor
ELL Teachers	*LETRS*	Cohort 4: Moline Library	8:30am - 11:30am	Cohort 4: Beverly Columbo
Gifted Teachers	*LETRS*	Cohort 5: Riverview High School Library	8:30am - 11:30am	Cohort 5: Stephanie Tuck
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Human Trafficking*	Koch Library	8:30am - 11:30am	Keaton Strong
Elem Principals and Instructional Coaches	*LETRS for Administrators*	Highland Library	8:30am - 11:30am	Megan Smith
Group	*Session Title*	**Location**	**Time**	**Facilitator**
PreK	*SSD Partnership*	Michelle Obama	12:30pm - 3:30pm	
K-5	*LETRS*	Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	12:30pm - 3:30pm	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Self-Paced Modules
6-8-Science	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Self-Paced Modules
6-8-ELA	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Self-Paced Modules
6-8-Social Studies	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Self-Paced Modules
9-12-Math	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Self-Paced Modules

9-12-Science	*Intergrating ELA into Science and Social Studies*	School Site- Online	12:30pm - 3:30pm	Brittanica Education
9-12-ELA	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	
9-12-Social Studies	*Intergrating ELA into Science and Social Studies*	School Site- Online	12:30pm - 3:30pm	Brittanica Education
K-5-Music	*Professional Learning Community Work*	Danforth Library	12:30pm - 3:30pm	Department Chair
6-8-Music	*Professional Learning Community Work*	Danforth Library	12:30pm - 3:30pm	Department Chair
9-12-Music	*Professional Learning Community Work*	Danforth Library	12:30pm - 3:30pm	Department Chair
K-5 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	12:30pm - 3:30pm	Department Chair
6-8 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	12:30pm - 3:30pm	Department Chair
9-12 Physical Education	*Professional Learning Community Work*	Gibson Classrrom	12:30pm - 3:30pm	Department Chair
K-5 Art	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	12:30pm - 3:30pm	Department Chair
6-8-Art	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	12:30pm - 3:30pm	Department Chair
9-12-Visual and Performing Arts	*Professional Learning Community Work*	Glasgow Elementary - Ms. Deaks Classroom	12:30pm - 3:30pm	Department Chair
6-12 Librarians	*Library Management*	Individual School Sites	12:30pm - 3:30pm	Tonya Ross, ELA Coordinator
K-5 Librarians	*LETRS*	Cohort 4: Moline Library		Cohort 4: Beverly Columbo
Reading Specialists	*LETRS*	Cohort 3: Westview Library	12:30pm - 3:30pm	Cohort 3: Patti Stenger
SSD	*LETRS*	Cohort 2: Koch Library	12:30pm - 3:30pm	Cohort 2: Kimm O'Connor
ELL Teachers	*LETRS*	Cohort 4: Moline Library	12:30pm -	Cohort 4: Beverly Columbo

Group	Session Title	Location	Time	Facilitator
			3:30pm	
Gifted Teachers	*LETRS*	Cohort 5: Glasgow Library	12:30pm - 3:30pm	Cohort 5: Stephanie Tuck
Reading 180 Teachers	*HMH - Reading 180 Program Training*	School Sites - Online	1:00pm - 3:30pm	
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Therapeutic Resources*	Koch Library	12:30pm - 3:30pm	Deirdre Liddell
Elem Principals and Instructional Coaches	*LETRS for Administrators*	Highland Library	12:30pm - 3:30pm	Megan Smith

Date: January 12, 2024				
Group	**Session Title**	**Location**	**Time**	**Facilitator**
PreK	Conscious Discipline	Michelle Obama	8:30am - 11:30am	Loving Guidance Consultant
K-5 K-5 Librarians ELL Teachers Reading Specialists Gifted Teachers Elem SSD Teachers	LETRS	Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	8:30am - 11:30am	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	CRA and Number Talks	Gibson Elementary Library	8:30am - 11:30am	Katie Quinn
6-8-Science	Aspire Professional Learning	School Site- Online	8:30am - 11:30am	Online Learning Modules
6-8-ELA	Successmaker	Central Middle Library	8:30am - 11:30am	Saavas Consultant
6-8-Social Studies	Aspire Professional Learning	School Site- Online	8:30am - 11:30am	Online Learning Modules
9-12-Math	CRA and Number Talks	Gibson Elementary Library	8:30am - 11:30am	Katie Quinn
9-12-Science	Aspire Professional Learning	School Site- Online	8:30am - 11:30am	Online Learning Modules
9-12-ELA	Aspire Professional Learning	School Site- Online	8:30am - 11:30am	Online Learning Modules

Group	Session Title	Location	Time	Facilitator
9-12-Social Studies	Aspire Professional Learning	School Site- Online	8:30am - 11:30am	Online Learning Modules
K-12 Music	Professional Learning Community Work	Danforth Library	8:30am - 11:30am	Stephanie Engelmeyer and Craig Nowden, Department Chairs
K-12 Physical Education	Professional Learning Community Work	Gibson Library	8:30am - 11:30am	Chandra Webb and Cetina Banks, Department Chairs
K-12 Art	Professional Learning Community Work	Glasgow Classroom	8:30am - 11:30am	Diana Deak and Stormi Irwin, Department Chair
CTE Teachers	Professional Learning Community Work	RGHS Classroom	8:30am - 11:30am	Pamela Falls, Department Chair
Secondary Librarians	*Library Management*	School Sites	8:30am - 11:30am	
Secondary SSD Teachers	***Aspire Professional Learning***	School Site- Online	8:30am - 11:30am	Online Learning Modules
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	Restorative Practices Training	Koch Library	8:30am - 11:30am	Deirdre Liddell and Eric Butler
Elem Principals and Instructional Coaches	***LETRS for Administrators***	Riverview High School Library	8:30am - 11:30am	Megan Smith
Group	**Session Title**	**Location**	**Time**	**Facilitator**
PreK	Conscious Discipline	Michelle Obama	12:30pm - 3:30pm	Loving Guidance
K-5 K-5 Librarians ELL Teachers Reading Specialists Gifted Teachers Elem SSD Teachers	LETRS	Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	8:30am - 11:30am	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-8-Math	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
6-8-Science	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
6-8-ELA	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules

6-8-Social Studies	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
9-12-Math	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
9-12-Science	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
9-12-ELA	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
9-12-Social Studies	Aspire Professional Learning	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
K-12-Music	Professional Learning Community Work	Danforth Library	12:30pm - 3:30pm	Stephanie Engelmeyer and Craig Nowden, Department Chairs
K-12 Physical Education	Professional Learning Community Work	Gibson Library	12:30pm - 3:30pm	Chandra Webb and Cetina Banks, Department Chairs
K-12 Art	Professional Learning Community Work	Glasgow Classroom	12:30pm - 3:30pm	Diana Deak and Stormi Irwin, Department Chair
CTE Teachers	Professional Learning Community Work	RGHS Classroom	12:30pm - 3:30pm	Pamela Falls, Department Chair
Secondary Librarians	Library Management	School Sites	12:30pm - 3:30pm	
Secondary SSD	*Aspire Professional Learning*	School Site- Online	12:30pm - 3:30pm	Online Learning Modules
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	Restorative Practices Training	Koch Library	12:30pm - 3:30pm	Deirdre Liddell and Eric Butler
Elem Principals and Instructional Coaches	*LETRS for Administrators*	Riverview High School Library	12:30pm - 3:30pm	Megan Smith

Date: April 22, 2024				
Group	*Session Title*	**Location**	**Time**	**Facilitator**
PreK	*Professional Learning Communities*	Michelle Obama	8:30am - 11:30am	Solution Tree Consultant
K-5 **K-5 Librarians** **ELL Teachers** **Reading Specialists** **Gifted Teachers** **Elem SSD Teachers**	LETRS	Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	8:30am - 11:30am	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-12-Math	*CRA and Number Talks*	Gibson Elementary Library	8:30am - 11:30am	Katie Quinn
6-12-Science	*Aspire Professional Learning*	School Site - Online	8:30am - 11:30am	Online Learning Modules
6-12-ELA	*Aspire Professional Learning*	School Site - Online	8:30am - 11:30am	Online Learning Modules
6-12-Social Studies	*Aspire Professional Learning*	School Site - Online	8:30am - 11:30am	Online Learning Modules
K-12-Music	*Professional Learning Community Work*	Danforth Library	8:30am - 11:30am	Stephanie Engelmeyer and Craig Nowden, Department Chairs
K-12 Physical Education	*Professional Learning Community Work*	Gibson Library	8:30am - 11:30am	Chandra Webb and Cetina Banks, Department Chairs
K-12 Art	*Professional Learning Community Work*	Glasgow Classroom	8:30am - 11:30am	Diana Deak and Stormi Irwin, Department Chair
CTE Teachers	*Professional Learning Community Work*	RGHS Classroom	8:30am - 11:30am	Pamela Falls, Department Chair
6-12 Librarians	*Library Management*		8:30am - 11:30am	
Secondary SSD Teachers	*LETRS*	Cohort 2: Central Middle	8:30am - 11:30am	Cohort 2: Kimm O'Connor
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Selfcare and Mental Health Needs*		8:30am - 11:30am	Deirdre Liddell

Group	Session Title	Location	Time	Facilitator
PreK	*SSD Partnership*	Michelle Obama	12:30pm - 3:30pm	SSD Staff
K-5 K-5 Librarians ELL Teachers Reading Specialists Gifted Teachers Elem SSD Teachers LETRS		Cohort 1: Meadows Library Cohort 2: Central Middle Library Cohort 3: Westview Library Cohort 4: Moline Library Cohort 5: Riverview High School Library	12:30pm - 3:30pm	Cohort 1: Jessica Hall Cohort 2: Kimm O'Connor Cohort 3: Patti Stenger Cohort 4: Beverly Columbo Cohort 5: Stephanie Tuck
6-12-Math	*Aspire Professional Learning*	School Site - Online	12:30pm - 3:30pm	Online Learning Modules
6-12 Science	*Aspire Professional Learning*	School Site - Online	12:30pm - 3:30pm	Online Learning Modules
6-12 ELA	*Aspire Professional Learning*	School Site - Online	12:30pm - 3:30pm	Online Learning Modules
6-12 Social Studies	*Aspire Professional Learning*	School Site - Online	12:30pm - 3:30pm	Online Learning Modules
K-12-Music	*Professional Learning Community Work*	Danforth Library	12:30pm - 3:30pm	Stephanie Engelmeyer and Craig Nowden, Department Chairs
K-12 Physical Education	*Professional Learning Community Work*	Gibson Library	12:30pm - 3:30pm	Chandra Webb and Cetina Banks, Department Chairs
K-12 Art	*Professional Learning Community Work*	Glasgow Classroom	12:30pm - 3:30pm	Diana Deak and Stormi Irwin, Department Chair
CTE Teachers	*Professional Learning Community Work*	RGHS Classroom	12:30pm - 3:30pm	Pamela Falls, Department Chair
Secondary Librarians	*Library Management*	School Sites	12:30pm - 3:30pm	
Secondary SSD Teachers	*Aspire Professional Learning*	School Site - Online	12:30pm - 3:30pm	Online Learning Modules
Counselors, Social Workers, Home School Cooordinators, Social Emotional Interventionist	*Selfcare and Mental Health Needs*	Koch Library	12:30pm - 3:30pm	Deirdre Liddell

Evaluation of Professional Development

The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires:

- Missouri Professional Learning Guidelines for Student Success
- Time and opportunities for observing teaching and learning;
- Practicing new ways of teaching;
- Examining at student work;
- Studying student data;
- Learning new skills
- Sharing in and out of the classroom.

Evaluation of Professional Development Evaluating professional development requires that the assessment includes an analysis of five critical levels, including the participants' reactions, their learning, the organization's support of the learning: participants' use of knowledge and skills and student learning outcomes (Guskey, 2000). The district will be using the rubric of five critical levels developed by Tom Guskey, a nationally recognized professional development researcher. The assessment of the professional development will include the following:

- Evidence of the knowledge and skills in classroom instructional rounds by administrators and instructional coaches;
- Data and improvement based on our District scorecard: student achievement, student & staff attendance, etc;
- Surveys conducted post-professional development sessions regarding the value of professional development.

Checklist for District Professional Learning Opportunities

Prior to and during professional learning program planning:

☐ Become knowledgeable about the district's Comprehensive School Improvement Plan (CSIP), annual goals, and professional learning needs related to the CSIP.

☐ Become acquainted with Missouri School Improvement Program (MSIP) Standards and professional learning needs related to the MSIP Standards.

☐ Identify appropriate outcomes or objectives for all potential participants based on the alignment of the MSIP, CSIP, and DPDP/ BPDP goals and budget alignment. 108 Missouri Professional Learning Guidelines for Student Success

☐ Consider various research-based delivery systems for professional growth, such as case studies, ongoing development on selected strategies, workshops, whole faculty study groups, instructional rounds, coaching, expert videos, in-house teacher-led professional learning, virtual communities, on-line learning opportunities, action research, reflection logs, etc.

- ☐ Include adequate and varied professional development models for sustained implementation over time.
- ☐ Plan professional learning activities that involve active learning processes with adult learning theory in mind.
- ☐ Offer participants a repertoire of skill development opportunities sustained over time.
- ☐ Focus all planning on student performance needs.
- ☐ Collect data to be used before, during, and after program planning.

Ongoing Evaluation Process:

The districts professional development committee has formed a subcommittee for the 2023-2024 school year to focus solely on designing an evaluation process for professional learning in the district that will accomplish the following goals:

- ● provide input and perspective from various stakeholder
- ● collect feedback unique to the demands of a variety of teaching roles
- ● conduct an ongoing analysis of professional learning feedback and assist with reaching the target goal of 50% or higher feedback survey completion rate
- ● utilize a variety of research-based data collection methods to improve the quality of feedback and analysis completed.
- ● incorporates the guidance from the Missouri Department of Elementary and Secondary Education's guidelines.

As the evaluation process is designed and tested, this document will be updated to reflect the work of the Needs Assessment and Evaluation subcommittee of the RGSD PDC.

Professional Development Committee Budget 2023-2024

*Below are anticipated professional learning expenses for the 2023-2024 based on projects requested and planned to address the district's professional learning goals and needs. These expenditures are funded through the state mandated PD 1% account and ESSER 3 Funds.

Project Title	Total Cost
LETRS	$176,000.00 ($88,000.00 will be reimbursed)
Aspire Professional Learning	$97,000.00
LETRS for Administrators	$25,000.00
LLI Observation Feedback Training	$17,250.00
Individual School Allocations for Professional Learning	$140,000.00
District Leader PD Allocation	$30,000.00
Curriculum Writing	$65,000.00
Level Up Institute Stipend Pay	$4,500.00
Equity in Action Summer Conference	$42,800.00
Teacher Mentor Stipends	$17,100.00
PDC Stipends	$17,100.00
Teacher Mentor Support	$23,000.00
Education Plus Learning Credits	$10,000.00
Social Studies PD Saavas	$16,600.00
STEMPACT	$5,000.00
PTLW	$6,500.00
Newsela	$3,600.00
Related Arts Standards Based PD - 8/17	$1,500.00
STAR Renaissance	$8,200.00
Kickup Renewal	$25,000.00
Training for International Teachers	$5,200.00
Britannica Education PD - Social Studies and Science	$7,000.00
SAVAAS PD - ELA Training	$11,000.00
Gateway Writing PD	$2,500.00
Classroom Management Clinic	$30,000.00
Total	**$698,850.00**

Professional Development Committee Members 2023-2024

Staff Name	Location	Committee Role
Dr. Tjuannia Seals **Ms. Leontyne Miller**	Central Middle	Building PD Rep
Dr. Deretha Epps	Danforth Elementary	Building PD Rep
Ms. Melissa Griffon	Gibson Elementary	Building PD Rep
Ms. Diana Deak	Glasgow Elementary	Committee Chair
Ms. Valerie Turner	Highland Elementary	Building PD Rep
Ms. Kimberly Ney	Koch Elementary	Committee Secretary
Ms. Leshia Sams	Lemasters Elementary	Building PD Rep
Ms. Charmell Williams	Lewis and Clark Elementary	Building PD Rep
Ms. Gail Thomas	Meadows Elementary	Building PD Rep
Ms. Patti Madonna	Michelle Obama	Building PD Rep
Ms. Jacquelyn Sharp	Moline Elementary	Building PD Rep
Mr. Matthew White **Ms. Kimberly Kellerkern**	RGHS	Building PD Rep Building PD Rep
Ms. Yakasi Penny **Ms. Tammy Ray**	Westview Middle	Building PD Rep Building PD Rep
Dr. Tiffany Patton	Central Services	District Administrator

Sub-Committees

Teacher of the Year	Support Staff Member	Needs Assessment and Program Evaluation	Mentor and Mentee Programming
Tammy Ray, Dr. Epps, Gail Thomas, Melissa Griffin	Charmell Williams, Patti MaDonna, Leshia Sams, Yakasi Penny	Kimberly Kellerkern, Kim Ney, Valerie Turner, Diana Deak, Tiffany Patton	Matthew White, Jacquelyn Sharp, Tjuannia Seals, Leontyne Miller

Professional Development Resources:

[LETRS Resource Sheet](#)

[Aspire Resource Sheet](#)

[DESE Professional Learning Guidelines](#)

[Teacher Induction and Mentoring Handbook](#)

[Teacher Mentor Program Forms and Activities 2023-2024](#)

[RGSD PD Processes 2023-2024](#)

[Kickup Manual](#)