



Brought to you by Greenbush, Southeast Kansas Educational Service Center

School Improvement And Results-Based Staff Development Plan

Note: This is one section of a school improvement & Results-based staff development plan for Grades ____.

*This is because the school needs of students and teachers at these different levels are not the same.

Target: (Reading, math, etc)

Grades: ____

Academic Year: 2019-2020

| | | | | | |
|--|---------------|---------------------|--|---|--|
| USD | #609 | | | Date Submitted | |
| Name of school | Greenbush ESC | Building Grade Span | | Date of local board approval: Including funding, personnel, materials, time | |
| {Reading} TARGET COMMITTEE MEMBERS: | | | | | |
| <ul style="list-style-type: none"> • Administrators • Teachers | | | <ul style="list-style-type: none"> • Curriculum Director • Specialists (Special education, ESOL, etc.) | | |
| CURRENT LEVEL OF PERFORMANCE ON STATE ASSESSMENTS | | | | | |
| <ul style="list-style-type: none"> • ___% of students at Level 1 | | | | | |

- ___% of students at Level 2
- ___% of students at Level 3
- ___% of students at level 4
- _____ is the weakest area of {reading} content area
- {subgroups such as ELL, SPED, Free and Reduced} Score _____

{READING} GOALS BASED ON WEAKNESSES IDENTIFIED IN NEEDS ASSESSMENT:

- *Must be specific, measurable, attainable, based on needs, and fit within a specified timeframe.*

- By _____, there will be a significant improvement in all students' reading performance on the Kansas State Reading Assessment.
 - 70% of students will perform at or above Level 2 on the Kansas State Reading Assessment at all grades in which the assessment is given.
- All student groups will be represented in these gains and in particular that there will be a significant reduction in the achievement gap of students identified for free and reduced lunches and ELL students.
 - Specifically, at least 65% of Free and Reduced population will be at or above Level 2
 - At least 60% of ELL students will score at or above Level 2.

SELECTED STUDENT LEARNING STRATEGIES FOR {GRADE OR CONTENT}

| Description: | Timeline: | Person Responsible: | Resources: |
|---|------------------|----------------------------|--|
| What instructional strategies will improve student performance as indicated in your goal? | 2019-2020 | | Can link to teacher resources or classroom resources, such as technology, etc. |

ADDITIONAL SUPPORT FOR STUDENTS IDENTIFIED AS BELOW APPROPRIATE LEVELS ON STATE READING STANDARDS, (BASED ON ANALYSIS OF MULTIPLE FORMATIVE ASSESSMENTS)

| Description: | Timeline: | Person Responsible: | Resources: |
|---|-----------------------------------|----------------------------|-------------------|
| MTSS, reteaching strategies, additional resources, family support, etc. | Progress monitoring schedule, SIT | | |

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| | schedule, etc. | | |
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| RESULTS BASED STAFF DEVELOPMENT | | | | | |
|--|------------------------------|------------------------------|---------------------------------|---|----------------------------------|
| Staff Development Goals for staff | Staff Development Strategies | Timeline | Person Responsible | Resources | Evaluation |
| Knowledge Level: Teachers will know and understand the reading strategies: cues, | Attend workshop | Aug 8 | Mrs. Admin | Greenbush SIS | pre/ post assessment of workshop |
| | Participate in study groups | First Tuesday of every month | Mr. Counselor Ms. Curriculum | Copies of the book Access to study group | Reading logs |

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| questioning, and graphic organizers | | | Director | materials | |
| Application Level: Teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning | Teachers use strategies from the workshop and readings | Sept-May | Mrs. Teacher Mr. Teacher | Teacher Resources: - Time to observe other teachers - Peer observation forms - Appropriate student texts | - Feedback from observations at least 2 times during each semester |
| | Teachers use predicting and summarizing | Sept-May | Mrs. Teacher Mr. Teacher | | |
| | Teachers use Advance Organizers | Begin the first 9 weeks | Mrs. Teacher Mr. Teacher | | |
| Impact Level: Teachers will be able to demonstrate that students' knowledge and skills related to reading comprehension have improved as evidenced by formative and summative assessments | Timely collaborative analysis of students' formative assessments administered at least once every nine weeks and analyzed by teachers to determine any correlations between use of strategies and student learning | 1st formative assessments administered Sept 16, and once every 9 weeks throughout the school year | Mr. Admin Ms. Curriculum Director Mrs. Teacher | Time for collaboration of assessment results | Multiple assessments disaggregated by race, gender, ELL, Disability, Migrant status |
| | Timely collaborative analysis of annual summative assessments | State Reading Assessments, | Mr. Admin Ms. Curriculum Director Mrs. Teacher | Appropriate assessments | |
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