Professional Development Action Steps

Evidence-based Strategy	Action Steps
District Data Team Review Protocols	• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels. • Create and consistently implement data review protocols at Grades 7-8 levels. • Create and consistently implement data review protocols at Grades 9-12 levels.
K-12 Common Assessments	• Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.
Differentiated Instruction	• Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.
Positive Behavioral Interventions and Supports (PBIS) K-12	• Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6 • Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12
Multi-tiered Systems of Support (MTSS) K-12	• Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6 • Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12
Differentiated professional development for professional & support staff	• Create a differentiated framework for staff development that offers meaningful professional development to professional & support staff
Student Mentorship & Leadership Programs	• Develop programs that promote student-to-student mentoring and leadership skills

Professional Development Activities

Data Review Protocols						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels. • Create and consistently implement data review protocols at Grades 7-8 levels. • Create and consistently implement data review protocols at Grades 9-12 levels.	K-6 teachers and non-instructional professional staff	Principles of using performance data, data analysis protocols, understanding guiding questions, determining root causes, goal setting,	Consistent use of protocols at K-6 level	Director of Curriculum & Instruction	08/23/2022	06/06/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly	• 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

K-12 Common Assessments

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.	Designated K-12 teachers	Core curriculum, scope & sequence, mapping of big ideas, standards alignment, unit and lesson planning, tiered interventions and supplemental resources for struggling learners	Board-approved curriculum and common assessments, student performance data	Assistant Superintendent	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Quarterly	• 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Differentiated Instruction Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.	K-12 instructional staff	Differentiated instruction	Application of strategies within the instructional setting, increased student achievement, decreased failure rates	Director of Curriculum & Instruction	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	• 3e: Demonstrating Flexibility and Responsiveness • 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

Positive Behavioral Interventions and Supports (PBIS) K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6 • Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12	Designated K-12 staff	PBIS framework, teaming structure, school-wide expectations and commitment, guidelines and rules, reinforcement system, discipline procedures, classroom planning, data entry and analysis	Increased positive behaviors and decreased inappropriate behaviors/discipline data	Director of Curriculum & Instruction	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly--Quarterly--Annually	• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

Multi-tiered Systems of Support (MTSS) K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6 • Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12	Designated K-12 staff	MTSS framework, screenings, multi-level prevention system (tiers 1, 2 and 3), progress monitoring, data analysis and decision-making criteria, instructional adjustments and interventions	Increased student academic performance, improved attendance and graduation rate, and decreased course/grade level failure and school dropout rate	Director of Curriculum & Instruction	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly--Quarterly--Annually	• 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

Differentiated Professional Development for Staff

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Create a differentiated framework for staff development that offers meaningful professional development to professional & support staff	District staff	Differentiated educational/student-related topics that provide meaningful professional learning for professional and support staff	Evaluation feedback from professional development	Director of Curriculum & Instruction	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Student Mentorship & Leadership Programs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop programs that promote student-to-student mentoring and leadership skills	Students in grades 5-12 (Landis Run Intermediate, Middle School, High School)	Student-to-student mentoring program, High School Student Leadership Academy	Feedback from students via surveys, interviews, and/or other forums	Assistant Superintendent	08/23/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly--quarterly--annually	• 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting