**Optional School Professional Development Plan (PDP) Template**

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| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End Dates** |
| Clayton | Herma S. Simmons | Scott G. Uribe | August 2021-June 2022 |

**1: Professional Learning Goals**

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| **No.** | **Goal** | **Identified****Group** | **Rationale/Sources of Evidence** |
| **1** | Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being. | All Staff | As indicated through informal surveys along with feedback informally shared with teachers and administration, there is a continued need for additional professional development with regard to Social Emotional Learning competencies. The transition back to in-person learning and modeling of Social Emotional Learning standards will be of high importance for our school community and in our daily communication with staff and students. |
| **2** | Identify and address unfinished learning and the most significant areas of learning loss.  | All Staff | As a result of the Covid-19 pandemic, current remote and in-person instruction teachers have identified and have grave concerns about the wellbeing and progress of students who have not engaged. In this regard, teachers will need to versus uncovered curriculum; readiness for learning of typical students and for students with disabilities who participated in learning; readiness for learning progress of typical students and for students with disabilities with inconsistent or no engagement with learning. These considerations are included with specific descriptions of the data to be used in decision-making. Considerations will consider adjustments to core curriculum and instruction as well as evidence-based approaches to intervention for gap closing. |
| **3** |  |  |  |

**2: Professional Learning Activities**

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| **PL Goal****No.** | **Initial Activities** | **Follow-up Activities****(as appropriate)** |
| 1 | - Survey staff on the amount of mindfulness practices used in each classroom - Review of SEL competencies -Conduct parent/guardian information sessions to expand understanding of social emotional learning practices and further engage families in school-wide practices-Work as grade level teams to successfully transitioning Cyber School students back into the building- Explicit examples of infusion of strategies during day to day interactions with students - Providing time in each period to check in on students (mindfulness, calm moment, etc.) | -Using survey data, make targeted advances towards increasing the mindfulness practices across all grade levels-Provide opportunities for staff to engage in relevant SEL practices |
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| 2 | -Work closely with *Catch Up Team* to review data from Link It and F&P Assessments-Work as grade level teams to successfully determine the areas with the largest learning gaps as well as analyzing and determining where curriculum ended for both remote and in-person learners-Best practices to support educator development with primary focus on assisting students to meet learning standards and close gaps-Conduct parent/guardian information sessions to expand understanding of “Key Skills For a Smooth Start” as well as additional areas of parental concern | -On-going feedback from teachers-Literacy Specialist and administrators will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction-Teachers will reflect on the needs of their learners and make appropriate adjustments in instructional strategies |
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**3: Essential Resources**

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| **PL Goal****No.** | **Resources** |  **Other Implementation Considerations** |
| **1** | -Professional books, journals, articles, etc. to share with staff on SEL Workshop/PD opportunities for staff to turnkey-Staff Resources; CCC, Supervisors, Literacy Specialist, Administrators | -School-wide book study |
| **2** | -Professional books, journals, articles, etc. to share with staff on student differentiation -Workshop/PD opportunities for staff to turnkey-Set articulation time to meet with previous and future grade levels-Staff Resources; Supervisors, Literacy Specialist, Administrators |  |
| **3** |  |  |

 **4: Progress Summary**

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| **PL Goal****No.** | **Notes on Plan Implementation** |  **Notes on Goal Attainment** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Principal Signature Date**