



Private School Name

2020–21 Professional Learning Plan

Title II School Allocation: \$TBD

Your 21-22 Professional Learning Plan will need to be completed after FLDOE approval of the Leon County Title II Plan. This Needs Assessment will guide that plan.

1. How are **student needs identified** and how are they **matched** to teacher instructional practice concerns?

Example: Our site will determine needs of students using student performance and achievement data as well as discipline data. Teacher needs for instructional practice as correlated to student performance will come from evaluation data, teacher deliberate practice plans, and individual achievement data for students in a teacher’s class.

Other data examples: Specific program data (STAR or I-ready, On-site PD surveys; faculty needs assessments or surveys)

2. How are the decisions about the services & delivery of services determined?

Example: Our site utilizes a site-based professional development decision-making process where a professional learning team composed of the campus professional learning advocate (PLA), the heads of each academic Department, and the Assistant Principal for Curriculum (APC) gathers to review data for determining student needs triangulated to teacher practices. After each department head submits their analysis of student and teachers needs data and their requests for professional development, the PLA and APC use this information to distribute funds to departments to enact specific professional learning opportunities.

If a common need is identified among several departments, or an overarching need is identified through data which merits the use of the majority of funds for the benefit of all site teachers, data and plans will be presented to the professional learning team and a vote will be taken to adopt this professional learning practice site-wide. Other professional learning and in-service opportunities must be approved by the PLA in conjunction with the APC for awarding of in-service points and any potential funding.

Other examples could include: A decision-making process outlined step-by-step between teachers, PLA, and APC; a process for identifying major site-based strategies for whole-faculty

participation. **REMEMBER: This process must account for and encompass the needs of ALL your instructional faculty and all students.**

3. How will the professional learning activities identified be **evaluated**?

Example: Selected opportunities will be evaluated through the site's Professional Learning survey, in which teachers are asked to explain how the opportunity enhanced their practice, participation of teachers in PL initiatives, and overall student performance data for the 2021-2022 academic year.

Other examples could include: Participation in follow-up activities, teacher walk-through and observation data, student performance on specific programs.

4. **Who will be responsible** for documenting and evaluating the professional learning that occurs at the site? **To whom and how frequently will they report** this information?

Example: The PLA for the site will be Mrs. Susie Q. Smith. Mrs. Smith will document trainings in LEADS and provide bi-monthly updates of PL opportunities, participation, and evaluation at faculty meetings. Mrs. Smith will produce an overall report at the end of the academic year outlining PL participation, relevant student performance data compared to the previous year, and PL satisfaction as reported by participants.

5. After a careful review of the needs on your campus, as outlined by the data in question 1, what are **THREE major goals or initiatives** your campus will implement in the 2021-2022 academic year?

Example:

The 3 Professional Learning Goals for Site XYZ in the 2021-2022 academic year are

1. Classroom management will improve through an overall reduction in referrals resulting in lost instructional time. Improved classroom management will result in improved academic achievement through provision of increased instructional time. 2020-2021 records indicate

an average of 3 instructional days of lost productivity per student due to disciplinary referrals.

2. Teachers will become more proficient in serving the academic needs of ELL students through the study of instructional strategies which benefit all students in addition to ELLs for the improvement of academic achievement for all students. 2020-2021 records indicate a 20% increase in enrollment of ELL students on our campus, and the average GPA of ELL students in 2020-2021 was 1.92.
3. Teachers will improve instructional practice through individualized participation in subject-specific professional learning for the improvement of academic achievement for all students. In the 2020-2021 academic year, Site XYZ adopted an increased focus on offering advanced coursework on their campus. 35% of the faculty were within their first three years of instructing advanced coursework and reported a need for training specific to instructional strategies to accommodate a variety of students participating in their courses.

6. What **services** will be provided to assist in achieving each goal from question #5? Where and how will the services occur and who will be the provider?

Goal #	What service?	Where/How?	Provider/Who?
Example 1: Goal # 1	Faculty will attend conferences and complete a book study.	A select faculty group of instructional leaders will attend the Southeastern PBIS conference in Fall 2021 and the team PBIS leader will develop and conduct the campus book study with monthly meetings.	Southeastern PBIS will provide the conference and travel will be arranged through the PLA (MRS. Smith); The PBIS team leader will be paid a stipend for developing the book study course and submitting documentation to the PLA.
Example 2: Goal #3	Faculty will select conference and workshop opportunities for PL by department for	Departments will choose opportunities by a specified date and submit required	Department chairs will be responsible reporting selected conference/workshop opportunities and for developing plans for

	the support of more rigorous instruction and will be responsible for conducting follow-up and implementation practice after return from conferences and workshops	documentation information to the PLA (MRS. Smith). Department chairs will be responsible for developing plans for implementation and follow-up from conference attendance and submitting documentation of such to the PLA.	implementation and follow-up from conference attendance and submitting documentation of such to the PLA. Selected conferences and workshops must be held in-state, stick to a reasonable budget of allowable costs, and be provided by a nationally-recognized organization.

Title II Allocation Budget - Project # 2CT01

Object Code Key	Function Code Key
7730-Administrator	310- Professional/Tech. Services Agreement, (Single Purchase) 120- Stipends (only for teachers)
6400- Teacher	330- Conference Registrations (Travel) 390- Online Licenses and Subscriptions 510- Materials and Supplies <i>*Services for which PTSAs will be utilized must be accompanied by a quote.</i>

Object Code	Function Code	Item Description	Cost	Anticipated Date of Purchases
7730				

6400				

Total Funds Requested (add all rows under "cost" column)=

Funds can only be spent on the items or activities listed above. An amendment of your Title II Professional Learning plan is required for purchases not listed. Please contact the Leon County Schools Department of Professional Learning. All funds must be encumbered by April 2021.

Principal Signature

Date

Approved

Denied

Shane Syfrett

Director for Professional Learning

Date

Monica Bazinet
Senior Accountant

Shane Syfrett
Director for Professional Learning

487.7358

544.7769

Example