

Boaz City Schools
Professional Development Plan for District-Provided Training
2021-2022

In alignment with the district's Strategic Plan, the district's Professional Development Plan, Mentoring Program, and building-level goals for academic improvement, Boaz City Schools has outlined the following professional development priorities:

- Increase literacy opportunities through the support of differentiated instruction and quality reading instructional strategies, including scientific-based tiered interventions (i.e. multisensory).
- Support sound instructional practices in content areas that align to the Alabama State Department of Education's Courses of Study.
- Enhance the development of numeracy instruction in mathematics while developing mathematical instructional routines.
- Support sound instruction, shared planning, and teaching
- Instruct professionals in sound pedagogical practices for defined content areas
- Utilize technology to enhance instructional practices and expand teacher knowledge in ways that create new online PD opportunities
- Deepen our staff's understanding and knowledge of educational laws and regulations related to, but not limited to, special education students, 504 students and plans, confidentiality, Family Education Records Privacy Act (FERPA), and evaluation and hiring practices for administrators
- Provide and support appropriate educational travel opportunities to collaborate and learn with other educational professionals about current learning priorities and needs
- Deepen our staff's understanding of mental health risk factors and disorders. Begin to provide foundational strategies for all staff to support the mental health of students. Evaluate the need for specialized training for our student services team persons to be trained in suicide awareness/prevention, crisis prevention and intervention, anxiety and depression in youth in accordance with mental health curricular expectations for K-12 students.
- Provide parental learning opportunities via the district's Parental Involvement Coordinator and Extended Learning Services regarding requested topics (i.e. internet and social media, attendance, resilience and bullying, drug trends)
- Provide training to appropriate staff in the effective implementation of the Incident Command Structure for new safety regulations for schools and to understand how to proactively prevent crisis in schools. Training might also include post-crisis strategies to normalize the climate following a crisis.

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Professional Learning Topic	Content, Skills, Connection to PD Plan	Targeted Audience	During of Training Sessions	Trainers
AMSTI	<ul style="list-style-type: none"> Provide math, science and technology related instruction through designated learning modules 	<ul style="list-style-type: none"> K-12 math/science/technology teachers 	<ul style="list-style-type: none"> Varies 	<ul style="list-style-type: none"> AMSTI state and regional staff
ARI	<ul style="list-style-type: none"> Provide literacy instruction for K-3 teachers and instructional coaches at this time due to the implementation of the Literacy Act. 	<ul style="list-style-type: none"> K-3 teachers and instructional coaches 	<ul style="list-style-type: none"> Varies 	<ul style="list-style-type: none"> ARI state and regional staff Instructional Coaches
Assessment	<ul style="list-style-type: none"> Utilize assessment information (i.e. running records, classroom assessments, observations, summative assessments) 	<ul style="list-style-type: none"> K-12 teachers, including special education and intervention teachers Instructional Partners Administrators 	<ul style="list-style-type: none"> Varies; however, full and half day sessions for trainings will be offered throughout the school year 	<ul style="list-style-type: none"> Curriculum Associates Consultants Instructional Coaches SREB Literacy and Math Coaches Administrators

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	<p>and universal screening tools) to determine students' independent and instructional reading and math levels to better determine appropriate instructional needs for students</p> <ul style="list-style-type: none"> • Receive follow-up training on assessment resources to ensure effective implementation of program components (i.e. iReady technology enhancements, diagnostic reporting, structure of a student-led conference, etc.) 			<ul style="list-style-type: none"> • Vertical Teaming • Shared Planning
Bullying Prevention	<ul style="list-style-type: none"> • Participate in training to understand the detrimental 	<ul style="list-style-type: none"> • All newly hired staff, including bus drivers • Counselors 	<ul style="list-style-type: none"> • 2-6 hours 	<ul style="list-style-type: none"> • Dr. Allen Johnson • Caleb Pinyan

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	<p>effects of bullying on the bullied, the bullies, and the bystanders</p> <ul style="list-style-type: none"> • Acquire knowledge and skills to effectively intervene 			
Comprehension	<ul style="list-style-type: none"> • Participate in trainings provided that targets best practices for reading comprehension skills (Curriculum Associates Ready Reading, iReady Comprehension ToolKit, Marenium's Secret Stories, Scholastic News) 	<ul style="list-style-type: none"> • K-12 teachers 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • Consultants • SREB • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings
Education Law (i.e. FERPA, special educational law, etc.)	<ul style="list-style-type: none"> • Participate in trainings as required and needed to keep abreast of new 	<ul style="list-style-type: none"> • All newly hired teachers and administrators will participate in FERPA training 	3-6 hours	<p>Consultants and school attorney(s)</p> <p>Michelle Gray Dr. Allen Johnson</p>

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	<p>regulations and laws including but not limited to, special education, legal and effective management training (hiring practices, personnel files, etc.), confidentiality</p> <ul style="list-style-type: none"> • Participate in an overview of FERPA, learning the process for releasing information, who information can be shared with, and the necessity for student confidentiality related to all school records, whether they be health, academic or discipline records 	<ul style="list-style-type: none"> • Other trainings (i.e. special education, school-based) will be for select groups of teachers and administrators as needed 		
Fluency	<ul style="list-style-type: none"> • Provide training that breaks down fluency of 	<ul style="list-style-type: none"> • K-5 teachers, special education 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • Consultants • ARI • SREB

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	<p>reading in three ways: accuracy in reading, appropriate use of prosody, and automaticity in word recognition</p> <ul style="list-style-type: none"> • Understanding that fluency is NOT speed reading • Assess fluency through connected texts 	<p>teachers, ME teachers</p> <ul style="list-style-type: none"> • administrators 		<ul style="list-style-type: none"> • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings
Growth Mindset	<ul style="list-style-type: none"> • Introduce and foster growth mindset to the entire professional teaching/administrative community 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • Presentations • Institute • Research Articles • PDSA model • SREB support • Instructional partners
Highly Effective Teaching	<ul style="list-style-type: none"> • Participate in provided trainings related to best practices for instructional practices • Participate in school-based cohort professional learning 			<ul style="list-style-type: none"> • Consultants • SREB • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings • Article and Book Studies

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	communities to engage in professional chosen areas of focus (literacy, social and emotional, counseling, media library services, Google Certification, etc.)			<ul style="list-style-type: none"> • PDSA through Cohort Learning • Pirate PLU
Leadership	<ul style="list-style-type: none"> • Participate in monthly professional learning cohort focused on creating a cohesive learning district through the PDSA model • Participate in SREB provided learning opportunities • Participate in state-approved PLU courses that connect to best practices in leadership • Participate in the LEAD Alabama 	<ul style="list-style-type: none"> • Administrators • Aspiring Administrators • School Leadership Team • District Leadership Team 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • SREB support • PDSA through Cohort Learning • Pirate PLU

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	process			
Mathematics/Numeracy	<ul style="list-style-type: none"> Develop a shared district understanding of numeracy K-12, including instructional practices Utilize a district math walkthrough tool that measures student use of mathematical practices with teacher practices Utilize number talks as a priority instructional strategy in math classrooms 	<ul style="list-style-type: none"> Math Content Teachers Science Content Teachers Special Education Teachers MultiLingual (ME) Teachers Instructional Partners Ashley Walls 	<ul style="list-style-type: none"> Varies at levels 	<ul style="list-style-type: none"> Scheduled Professional Development District Math Walkthroughs SREB math literacy supports Shared readings such as <i>Mathematical Mindsets</i> by Jo Boaler (book study) Peer classroom visits Data (formative and summative) analysis and shared planning at grade levels
Phonemic Awareness	<ul style="list-style-type: none"> Continue Staff training in Language Essentials for Teachers of Reading and Spelling (LETRS) Continue staff training in Winsor Sunday 	Teachers in grades PreK-5th grade as appointed by principal, administrators	<ul style="list-style-type: none"> Pacing set by module availability offered by the Alabama Department of Education (3 year course of learning) Yearly updates as needed 	<ul style="list-style-type: none"> Provided through Alabama Reading Initiative (ARI) via the Alabama Department of Education Trainers are provided by the district through

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	System, a multisensory phonics instructional approach			Winsor Learning <ul style="list-style-type: none"> • Consultants • SREB • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings
Phonics	<ul style="list-style-type: none"> • Continue Staff training in Language Essentials for Teachers of Reading and Spelling (LETRS) • Continue staff training in Winsor Sonday System, a multisensory phonics instructional approach 	Teachers in grades PreK-5th grade as appointed by principal, administrators	<ul style="list-style-type: none"> • Pacing set by module availability offered by the Alabama Department of Education (3 year course of learning) • Yearly updates as needed 	<ul style="list-style-type: none"> • Provided through Alabama Reading Initiative (ARI) via the Alabama Department of Education • Trainers are provided by the district through Winsor Learning • Consultants • SREB • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings
School Safety, Mental Health and Violence	<ul style="list-style-type: none"> • Receive training in the effective 	<ul style="list-style-type: none"> • District and building safety 	<ul style="list-style-type: none"> • 1-15 hours per year 	<ul style="list-style-type: none"> • Dr. Allen Johnson

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Prevention	<p>implementation of the Incident Command Structure of School Safety Planning</p> <ul style="list-style-type: none"> • Understand how to proactively prevent crisis in schools • Learn post strategies to normalize the climate following a crisis • Register all School Resource Officers for annual TASSRO conference for yearly trainings and updates • Mental health awareness and changes to the regulations in de-escalation techniques, crisis prevention • Participate in health-related trainings as needed (use of epi-pens, AEDs, 	<p>committees, including administrators and SROs</p> <ul style="list-style-type: none"> • All staff will participate in required safety drill trainings • Administrators and members of safety/health committees will engage in additional trainings 		<ul style="list-style-type: none"> • Dr. Dale Stripling, ALSDE • Lead Nurse • Consultants • Boaz EMS
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	CPR, etc.)			
Science	<ul style="list-style-type: none"> • Learn instructional strategies to more effectively respond to the changes in the content area of science • Receive training in science-based kits (Project Lead the Way, AMSTI, robotics, STEM, etc.) • Analyze and discuss formative and summative data in the content area of science in vertical alignment structure 	<ul style="list-style-type: none"> • K-12 teachers and instructional partners 	<ul style="list-style-type: none"> • 6-30 hours 	<ul style="list-style-type: none"> • Instructional Partners • PLTW • AMSTI • Vertical teaming
Social Studies	<ul style="list-style-type: none"> • Learn instructional strategies to more effectively respond to the changes in the content area of social studies • Provide 	<ul style="list-style-type: none"> • Grades K-12 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • Instructional Partners • Principals • Ashley Walls • Shared Planning • Vertical Teaming

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	<p>professional learning on the DBQ process at the secondary level (highlighting the need for text evidence as the instructional strategy through the use of primary documents)</p>			
Spelling	<ul style="list-style-type: none"> Continue Staff training in Language Essentials for Teachers of Reading and Spelling (LETRS) Continue staff training in Winsor Souday System, a multisensory phonics instructional approach 	Teachers in grades PreK-5th grade as appointed by principal, administrators	<ul style="list-style-type: none"> Pacing set by module availability offered by the Alabama Department of Education (3 year course of learning) Yearly updates as needed 	<ul style="list-style-type: none"> Provided through Alabama Reading Initiative (ARI) via the Alabama Department of Education Trainers are provided by the district through Winsor Learning Consultants SREB Curriculum Associates Instructional Coaches Vertical Teaming Shared Planning

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				<ul style="list-style-type: none"> • Data Meetings
Technology	<ul style="list-style-type: none"> • Deepen understanding and use of Powerschools • Deepen understanding of Schoology platform • Continue to encourage teachers to reach for Google Level Certifications • Provide Byte-Size Technology PD for staff 	<ul style="list-style-type: none"> • All staff K-12 	<ul style="list-style-type: none"> • Varies 	<ul style="list-style-type: none"> • Ashley Walls • Lucas Butts • Aaron New
Vocabulary	<ul style="list-style-type: none"> • Continue Staff training in Language Essentials for Teachers of Reading and Spelling (LETRS) • Continue staff training in Winsor Souday System, a multisensory phonics 	<ul style="list-style-type: none"> • Teachers in grades PreK-5th grade as appointed by principal, administrators 	<ul style="list-style-type: none"> • Pacing set by module availability offered by the Alabama Department of Education (3 year course of learning) • Yearly updates as needed 	<ul style="list-style-type: none"> • Provided through Alabama Reading Initiative (ARI) via the Alabama Department of Education • Trainers are provided by the district through Winsor Learning • Consultants • SREB

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	<p>instructional approach</p> <ul style="list-style-type: none"> • Participate in Vertical Teaming among grade levels/schools to discuss instructional ways to align vocabulary instruction • Participate in district “One Book, One Boaz” where all teachers are encouraged to read the designated text aloud to their classes on the designated date to focus on text comprehension and vocabulary through an effective read aloud. 			<ul style="list-style-type: none"> • Curriculum Associates • Instructional Coaches • Vertical Teaming • Shared Planning • Data Meetings • Ashley Walls
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