



APPENDIX D

2023-2024 St. Louis Language Immersion School Professional Learning Plan Aligned to the 2023-2024 CSIP

Process and Overview

SLLIS used Killion's "Seven Step Process" as defined in *Professional learning plans: A workbook for states, districts, and schools* to develop its Professional Learning Plan for 2023-2024. This plan is fully aligned to the 23-24 CSIP.

Step 1

The first step in the cycle is to complete a comprehensive data review. Therefore, SLLIS worked in collaboration with representative stakeholders in Spring 2023 to identify the school's greatest areas of need based on a thorough review of MAP data, Star data, AAPPL data, and culture survey data. A summary of the steps in the process is detailed below.

Annual Comprehensive Planning Process 2023-2024 Planning Timeline	
Date	Item
March 3	Overall outline of process completed
March 7	<ul style="list-style-type: none"> • Strategy Team meeting to review overall planning process • Finalize annual surveys for staff and families
March 15	Distribute family and staff surveys
March 17	Templates prepared for CSIP
April 5	Community Planning Meeting and Comprehensive Data Review 9-10:30 at SLLIS
Apr 11, 2023	Strategy Team Planning Meeting and Comprehensive Data Review
April 14 (PL Day)	All-Staff Planning Meeting and

	Comprehensive Data Review 90 minutes
April 15 -30	Plans drafted and finalized
May 1	<ul style="list-style-type: none"> • Final plans shared with leadership team and staff • CSIP sent to DESE contact for review and feedback
June 30	Deadline to submit Federal plans on DESE's website
August 2023	<ul style="list-style-type: none"> • Board approval of CSIP • CSIP due to DESE

As a result of the Comprehensive Data Review and Planning Meetings in April, SLLIS worked with its stakeholders in the process to identify the greatest areas of need. The Prioritized Needs for 2023-2024 are summarized in the table below.

	What we will do	How we will do it
Prioritized Needs for the School	<ol style="list-style-type: none"> 1. Strengthen attendance procedures; create a positive culture of attendance 2. Implement strong universal expectations; ensure strong tools for reinforcement in every classroom 3. Provide ongoing, supportive professional learning, including routine coaching and personalized support for every single teacher 4. Grow students' capacities in reading, math, and languages 5. Deepen community engagement 	Fidelity to systems

Step 2

The second step for the seven-step cycle is planning for professional learning and "identifying characteristics of community, district, school, department, and staff" (Killion, 2013, p.6).

SLLIS' staff currently hail from 13 different countries and speak a total of 16 different languages. Over 60% of the staff require work authorization to maintain employment in

the United States. While 95% of staff members at SLLIS are certificated in the area in which they are teaching, many of these degrees and certificates come from an education system outside of the United States. As such, teachers arrive at SLLIS' door with varying degrees of understanding regarding public education in the United States, best practice in American classrooms, poverty, and the history of systemic challenges in the United States. These varying cultural experiences and perspectives make SLLIS unique, but they also contribute to a much greater degree of challenge when it comes to Professional Learning and ensuring all SLLIS teachers are equipped to serve in a United States classroom in a public charter school.

SLLIS also faces a capacity building challenge in the area of Professional Learning. While SLLIS' staff come to the school with a wealth of diverse experiences, they must be prepared to teach students, frequently from high-need backgrounds, in a United States elementary school classroom. This comes with a significant learning curve, especially for how to use data to drive instruction and how to provide research-based literacy and math instruction to all students.

Staff culture survey data indicate that the teachers and staff are eager for a more comprehensive Professional Learning experience. Their responses to surveys and in the April planning sessions indicate that they would like a more personalized professional learning experience.

This context requires that SLLIS take an approach to Professional Learning that is both individualized and normed across all staff. It must be customized, but it must also allow SLLIS to build understanding around a set of norms, cultural understandings, and shared language that will ensure teachers are equipped with the foundational knowledge to excel. At the same time, it must help teachers build capacity in various ways that they may not have experience while working overseas.

Step 3

In the CSIP process, the analysis of data guided the team to focus on the following objectives:

1. By the end of the 2023-2024 school year, 90% of students will attend school 90% of the time as measured by the Missouri 90/90 standard.
2. By the end of the 2023-2024 school year, SLLIS will implement the programs listed below with 90% or higher fidelity rate using the metrics listed below for each system.
 - a. 90% of classrooms will have all Tier 1 universal expectations visibly in place

- b. 90% of classrooms will have Teach Like A Champion (TLAC) focus strategies visibly in place.
- 3. By the end of the 2023-2024 school year:
 - a. Reading: SLLIS' overall NCE on the Star Reading assessment will increase from 46.2 to 47.
 - b. Math: SLLIS' overall NCE on the Star Math assessment will increase from 48.6 to 49.5.
- 4. By the end of the 2023-2024 school year, SLLIS teachers' perceptions of coaching and professional learning will improve, as measured in the following ways:
 - a. Staff and teacher positive perceptions of Feedback and Coaching will increase as measured by the Panorama end of year survey.
 - i. Staff will increase from 69% to 76%
 - ii. Teachers will increase from 43% to 50%
 - b. Staff and teacher positive perceptions of Professional Learning will increase as measured by the Panorama end of year survey.
 - i. Staff will increase from 60% to 67%
 - ii. Teachers will increase from 36% to 43%

Step 4

"In Step Four, professional learning planners use data about educators and the goals for student learning to identify educator learning need and objectives" (Killion, 2013, p.19). This means that teachers and administrators need specific goals in order to be successful in implementing the plan.

Step 5

Step Five is based on the compilation and analysis of all the data in order to design best learning practices for teachers and principals (Killion, 2013, p.23). Here would be included, develop plans, professional learning planners, collaborative teams, and faculty meetings.

Step 6

Step six includes the process involving implementation and evaluation of the plan. This is an explanation of how the different plans will occur during time and the necessary tools that will be in place to define inputs, outputs, and outcomes during the change process (Killion, 2013, pp. 26-27). For implementation, assessment, and monitoring and evaluation (Killion, 2013, p.42) the plan will use the teachers and administrators' previous knowledge. Such knowledge gained during the initial phases and for the assessment and monitoring stage the steps will be to identify barriers, problem solving, and celebrate short-term successes (Killion, 2013).

Objectives for Teachers and Administrators

- Teachers:
 - Improve achievement by implementing:
 - Positive Behavior Intervention and Support systems across all areas of campus
 - Teach Like A Champion Strategies (8 effective classroom practices)
 - Dual language instructional practices (engagement, dual language instruction, proper use of curricular materials and pacing)
 - Improve achievement by practicing:
 - Collective efficacy (evidence of ownership & change in language)
 - Improve achievement by increased collaboration and data study (PLCs)
- Principal and Assistant Principals:
 - Improve achievement by providing quality, consistent feedback to all teachers through walkthroughs and the Coaching Plan
 - Ensure strong fidelity to attendance, PBIS, TLAC, and Dual Language Model
 - Implement PLCs and facilitate data study to promote collective efficacy

Per the guidelines established in *SuperVision and Instructional Leadership: A Developmental Approach*, SLLIS structured the professional learning plan on schoolwide, group, and individual professional learning structures. This also aligns directly to SLLIS' tiered needs for Professional Learning: to norm language and practices across the whole campus, to provide opportunities for capacity building and collaboration, and to ensure that professional learning is customized appropriately for individual teachers.

Types of Professional Learning at SLLIS	
Individual	Individual professional learning involves a coaching relationship between the teacher and their direct supervisor or coach. Current coaching team members include Assistant Principals, Principal, and the Director of Special Programs.
Small Group	Teachers and staff gather in small groups for professional learning in the following settings: <ul style="list-style-type: none"> ● Professional Learning Communities: Teachers and staff meet with varying groups and review topics related to data review, curriculum and pacing, and Dual Language implementation.
All Staff	All-staff professional learning occurs on calendared Professional

Learning days. The Instructional Leadership Team focuses learning opportunities on these dates on staff feedback and the overall Comprehensive School Improvement Plan for the year. This always includes required annual trainings, but it also includes Dual Language Training, support for curriculum implementation, and curriculum development.

Specialized Components of the Professional Learning Plan

SLLIS' Mentor Plan

SLLIS' Talent Director develops and implements the SLLIS Mentor Program in collaboration with the Principal. The program includes all required components for the DESE Mentorship Model and includes teachers in their first two years of teaching at SLLIS. The group meets four times per school year with SLLIS administrators facilitating discussions about challenges new teachers are experiencing, best practices for parent communication, classroom management, and student support, and the review of data through protocols.

SLLIS' Coaching Plan: Get Better Faster (Individual Professional Learning)

In 2023-2024, SLLIS will use Get Better Faster to implement Cognitive Coaching for all teachers. The Principal and three Assistant Principals will implement this program starting in Quarter 2. Once the program begins, SLLIS teachers will receive a minimum of one coaching and feedback session every two weeks.

Implementation of ABC in Professional Learning Communities

Initial training for staff of instructional strategies regarding positive behavior, cultural proficiency, and ELA and math curriculum will occur at the beginning of the school year. The real work, however, will be done throughout the school year in weekly PLC meetings. This is the time teachers will use to collaborate with each other to analyze student achievement data, share instructional methods that have worked, and problem-solve issues.

In order to understand how daily happenings in the classroom are affecting students, each teacher will be responsible for sharing data for struggling students based on an ABC model: Attendance, Behavior, and Classroom performance. We do this because first, students must be at school in order to learn. Second, their behaviors must be ones that are conducive to learning. Third, the instructional strategies used must be ones that help all students learn. Attendance data will be gathered based on whether or not students are currently on target to meet the 90% goal. Behavior is tracked through the

Panorama referral form. Classroom performance is based on how students score on the Star assessment for ELA and mathematics and on the AAPPL assessment for target languages. Teachers will use the strategies they have learned to reflect on what has worked and brainstorm ideas for helping targeted students improve in each area. Administration will attend these meetings and offer support. Together, staff will analyze data for targeted students to try and figure out the root cause for each student's poor or at-risk achievement.

General 2023-2024 Professional Learning Timeline

KEY
Individual Professional Learning
Group Professional Learning
All-Staff Professional Learning
New Staff
Other Team Training / Group Training

Semester 1

August - December 2023

Date Range	Experience	Description
Back to School Professional Learning (August 2023)	Introduction to the NEE program	Staff will learn about the NEE program and how their evaluations will be structured
	Introduction to the PLC model	Staff will learn how SLLIS will structure the PLC model and the protocols for weekly meetings
	Dual Language Training for New Staff	Staff members who are new to SLLIS will learn the basics of the Gomez and Gomez Dual Language Enrichment Model
	New Staff Introduction to ReadyMath,	New staff will learn how to implement the curriculum for all four core content areas.

Benchmark, MySci, and TCI	
New Staff Onboarding	SLLIS Talent Director will assist new staff members with onboarding, finding everything on campus, and paperwork to get started in the US as necessary (including SSNs, bank accounts, housing, and transportation)
Mentor Program Introduction	New staff and those eligible for the mentor program will have their first meeting.
Introduction to PBIS plans	Staff members on the PBIS Team will facilitate training for full staff on PBIS universals and procedures and how to use them to structure the first weeks of school
TLAC Training	SLLIS will hold a two-day staff training called "Building Strong Classroom Cultures". In this training, teachers will learn and practice eight essential classroom practices to increase engagement and ensure high expectations.
Dual Language Training for all staff	SLLIS staff will learn how to use the Lesson Plan Cycle as part of the Gomez and Gomez Dual Language Enrichment Model
Dyslexia and LETRS training	SLLIS staff will fulfill the Dyslexia training requirement and get started on LETRS training for early literacy.
De-escalation Strategies	All staff will receive a refresh on these important strategies.
Equity Training	Educational Equity Consultants will facilitate an unconscious bias training session for SLLIS staff.
Mandated Reporting	All staff participate in this annual training.
Active Shooter and Crisis Response Training	All staff must participate in this required safety training.
Panorama	All staff learn how to use Panorama to enter

	Overview	incident reports per the PBIS system.
	Second Step Introduction	Staff will learn how to implement this weekly SEL curriculum.

Date Range	Experience	Description
Virtual Training (Due 9/1/2023) Provided by Vector Training	First Aid Required Training Sessions	<ul style="list-style-type: none"> • Health Emergencies: Asthma Awareness • Medication Administration: Epinephrine Auto-Injectors
	Other Required Training Sessions	<ul style="list-style-type: none"> • Bloodborne Pathogen Exposure Prevention • Child Abuse: Mandatory Reporting • FERPA: Confidentiality of Records • Sexual Harassment: Staff-to-Staff • Sexual Misconduct: Staff-to-Student • Bullying: Recognition & Response • Drug Free Workplace • Discrimination Awareness in the Workplace • Diversity, Equity, and Inclusion Practices: Staff to Student
	Optional Training Sessions	<ul style="list-style-type: none"> • Classroom Safety • Cultural Competence and Racial Bias • Disruptive Student Behavior • Making Schools Safe and Inclusive for LGBTQ Students • Making Schools Safe and Inclusive for Transgender Students • Nutrition Basics • Playground Supervision • Student Mental Health: Awareness, Intervention and Referral

Date Range	Experience	Description
August 4, 2023 Crisis Response Team	CPI Training	All Crisis Response Team members participate.
Date TBD	CPR Training	All Crisis Response Team members participate.
	AED Training	All Crisis Response Team members participate.

Date Range	Experience	Description
Quarter 1 (August - October 2023)	NEE Evaluations	Teachers learn more about program, select individual goals, and have 1-2 formal observations
	PLC Structure	Starting September 15, teachers meet weekly with PLCs and use the "ABC" protocol to review data
	Implementation and fidelity monitoring	<ul style="list-style-type: none"> ● Attendance ● PBIS ● TLAC ● Dual Language implementation ● Second Step
	Curriculum program support	Teachers receive ongoing support for curriculum implementation
September PL Day	Suicide Prevention Training	All staff participate in this required training.
October 2023	Mentorship Program	One meeting will be held in October for the staff who participate in the Mentorship Program.

Date Range	Experience	Description
	NEE Evaluations	Teachers continue training on program and have

Quarter 2 (October - December 2023)		one more formal evaluation
	Cognitive Coaching	Staff learn about the Cognitive Coaching model. Implementation begins, with APs and the Principal providing feedback to teachers once every two weeks at minimum.
	PLC Structure	<ul style="list-style-type: none"> Teachers meet weekly with PLC and use the "ABC" protocol to review data. September Star data will be reviewed and documented for each student by their classroom teacher so student goal setting can take place
	Implementation and fidelity monitoring	<ul style="list-style-type: none"> Attendance PBIS TLAC Dual Language implementation
	Curriculum program support	Teachers receive ongoing support for curriculum implementation
November PL Day		Dual Language Review
December	Mentorship Program	One meeting will be held for the staff who participate in the Mentorship Program.

Semester 2

January to May 2024

Date Range	Experience	Description
Quarter 3 (January - March 2024)	NEE Evaluations	Teachers continue training on program and have one more formal evaluation
	Cognitive Coaching	APs and the Principal provide feedback to teachers once every two weeks at minimum. Progress is tracked in the CSIP tracker.
	PLC Structure	<ul style="list-style-type: none"> Teachers meet weekly with PLC and use the "ABC" protocol to review data. January Star data will be reviewed and documented for each student by their classroom teacher so student goal setting

		can take place
	Implementation and fidelity monitoring	<ul style="list-style-type: none"> ● Attendance ● PBIS ● TLAC ● Dual Language implementation
	Curriculum program support	Teachers receive ongoing support for curriculum implementation
February PL Days		<ul style="list-style-type: none"> ● Half day of LETRS training
February	Mentorship Program	One meeting will be held for the staff who participate in the Mentorship Program.

Date Range	Experience	Description
Quarter 4 (March - May 2024)	NEE Evaluations	Teachers continue training on program and have one more formal evaluation
	Cognitive Coaching	APs and the Principal provide feedback to teachers once every two weeks at minimum. Progress is tracked in the CSIP tracker.
	PLC Structure	<ul style="list-style-type: none"> ● Teachers meet weekly with PLC and use the "ABC" protocol to review data. ● May Star data will be reviewed and documented for each student by their classroom teacher so student goal setting can take place
	Implementation and fidelity monitoring	<ul style="list-style-type: none"> ● Attendance ● PBIS ● TLAC ● Dual Language implementation
	Curriculum program support	Teachers receive ongoing support for curriculum implementation
April PL Days		<ul style="list-style-type: none"> ● Half day of LETRS training
April	Mentorship Program	One meeting will be held for the staff who participate in the Mentorship Program.

Plan Evaluation

The plan will be monitored monthly by the administration team as it aligns to the CSIP. Student data will be analyzed similar to how it is done in PLC meetings: attendance, behavior, and classroom performance based on how SLLIS performs according to the CSIP. The team will look for trends in the data and indicators that suggest possible causes. They will decide on next steps, including whether additional training in a certain area is necessary. The plan will be formally evaluated at the end of each school year. Staff will be surveyed routinely to indicate their professional learning needs for 2023-2024 and the following year.

References

- Donohoo, J. (2017). *Collective efficacy: How educator's beliefs impact student learning*. Thousand Oaks, CA: Corwin.
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- Killion. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward.