

Professional Development

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement.

Professional development for the school leader and teachers will be critical to ensure that they are able to implement the school's curriculum with excellence. Professional development activities will be planned by the school leader. Each year the topics for professional development will be determined based on the needs of the teachers, strategic plans developed by the school leader, and data collected from annual evaluations conducted by the school leader.

In years one and two of operations, most of the professional development will be delivered by the school leader, and the Delaware Science Coalition. Over time, however, as the staff develops a deep knowledge of the school's design and demonstrates competency with the instructional elements, staff members, including both faculty and administration, will work with the School Developer to facilitate and lead some of these sessions.

This will allow the school to transition more smoothly at the end of four years to full local support to ensure sustainability. To facilitate professional learning at Vine's Prep, consistent structures will be put into place and monitored by the School Developer to facilitate the professional growth of the teachers and the school leader.

To create the Professional Development Plan for the school, each year the school leader, the School Developer, and professional development committee will create a professional development work plan customized to Vine's Prep and based around creating a stronger fidelity to the business, or engineering focus. The plan will include intensive training in the aligning instruction and expeditions to standards, the Delaware Science Coalition kits, building classroom culture through restorative discipline, the rights and responsibilities of being a United States citizen, differentiated instruction, and formative and summative assessment strategies.

The plan must include the following:

a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;

The focus of professional development prior to school opening will consist of building a strong culture and academic program, additional review of the school's mission and vision, training that highlights the focus of the programs including the rights and responsibilities of being a United States citizen, business, and engineering model curriculum, and restorative discipline training for all staff. For the teachers, the goal will be to empower them to build the school culture and to implement a strong academic program.

Each school year will begin with a two-week training workshop for all staff and faculty, with an additional third week for any new faculty. There will be three primary topics each summer: an instructional or pedagogical focus for the year, planning time for instructional teams to prepare

for the year, and, for faculty new to the school, training on the school's mission and vision, the focus of the programs including the rights and responsibilities of being a United States citizen, business, and engineering model curriculum, and restorative discipline training.

During the first year, the school will focus on integrating the rights and responsibilities of being a United States citizen, professional etiquette, provide an introduction to the focus areas of business and engineering as well as aligning content and instructional practices to the Common Core standards. The second year will continue to build the students' character and integrity through learning the rights and responsibilities of being a United States Citizen and professional etiquette. Additionally, students will choose between a business and engineering career focus curriculums that will further introduce them to the areas while continuing to incorporate the Common Core standards. At the end of the second year (grade 7) students will have completed a project culminating what they have learned throughout the year. The third year (grade 8) students will continue with their career focus and complete another culminated project that will summarize their learnings throughout the three years.

b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;

Consistent structures will be put into place and monitored by the governing board and the school leader to facilitate professional learning and growth of both the teachers and the school leader. The timeframes may be found in Attachment 15. There will be professional development meetings, presentations by teachers who may attend workshops, speakers from various organizations, or hands-on learning sessions lead by an administrator. These events will fit into the pedagogical focus and provide innovative ways to teach. The school calendar for the 2016-2017 school year, Attachment 6, shows the professional development days planned for the first year of school operations.

c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;

Each in-service / professional development day will include a presentation from the special education teachers and lead teachers (mentioned above) with important reminders regarding IDEA, IEP and 504. Staff members will also be encouraged to attend further trainings and report new findings to the entire team. The Special Education team will meet periodically (at least monthly) to discuss important information to share with the staff. Audits will be conducted to ensure compliance to IDEA, PL.94-142 and Section #504.

d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.

VPS will rely upon teacher / staff feedback to determine the effectiveness and success of professional development. Through surveys and questionnaires completed after each training, staff will gain valuable

information and feedback. Staff members will also be given the opportunity to request professional development topics.

e. An explanation of the school's system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.

As previously mentioned in section c, the Principal and appropriate staff will participate in any professional development sessions offered by the DDOE to remain compliant.