**KECSAC PROGRAM IMPROVEMENT PLAN**

**for School Year 2014-2015**

**ACTION COMPONENT (x):** (X ) **Academic Performance** (X ) **Learning Environment** ( ) **Efficiency**

**STANDARD (x):** ( ) Curriculum (X ) Culture ( ) Leadership

( ) Assessment (X ) Support ( ) Resources/Organization

(X ) Instruction ( ) Professional Development ( ) Planning

**District Name** ­Elizabethtown Independent Schools **Component Manager** Kristin Froedge

**Program Name** Glen Dale Center  **Date** August 14, 2014

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| Priority Need {Data-Driven} | **Goal {Addresses the Priority Need}** |
| Establishing a culture for learning that motivates students and leads to college and career readiness is a need for Glen Dale Center (data sources – attendance rates, classroom performance, and behavior documentation).  Teachers at Glen Dale Center need support in implementing the new Professional Growth and Effectiveness System (PGES) and identifying student growth goals that can assist students in becoming college and career ready. This is the district’s first year of full implementation of PGES – no baseline data is available at this time. | 1: Teachers will use strength-based practices to foster intrinsic motivation for students to attend school and make academic progress as measured by increased attendance rate and completion of credits.  2: When given support, teachers at Glen Dale Center will create a measurable and rigorous student growth goal that will support a culture for learning for all students as measurable by an ‘expected growth’ rating. |

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| Causes of the Need | **Objectives for Reaching the Goal** |
| Attendance is a big problem area. Students are not attending school regularly. Student’s lack of motivation and disregard for their education is the primary reason that they stay in bed and refuse to come to school. Elizabethtown Independent Schools has revised its Certified Evaluation Plan to incorporate PGES. The goal is to have an effective teacher in every classroom. Student growth goals are one aspect of this plan. | 1a: Teachers and District Administrators will work with Sunrise Staff to help address attendance issue.2a: District Administrators will provide support and leadership in the development of appropriate student growth goals. 2b: Teachers will analyze data, set student growth goals, and monitor progress toward their goal.  2c: Teachers and Administrators will review data to determine if students made low growth, expected growth or high growth according to the PGES model. |

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| **Evidence of the Causes** | **Measures of Objectives** |
| Attendance records show that two students were considered truant last school year. Others also had attendance concerns. PGES is part of KDE’s waiver for No Child Left Behind. EIS has approved new Certified Evaluation Plan for the 2014-2015 school year. | 1a: Attendance Rates 2a: PD sign in sheet, PLC agendas  2b: Input student growth goal in CIITS  2c: Analyzing student growth goal based on KDE’s rubric |

**Strategies/Activities** {activity or sequence of activities to achieve objective(s)}

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| **Objective Label** | **Activity/Strategy** | **Expected Impact** | **Responsible Person(s)** | **Start Date** | **End Date** | **Estimated Cost** | **Funding Source** |
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