**Elizabethtown Independent Schools – *Elizabethtown High School***

**2016-17 Professional Development Plan**

The mission of Elizabethtown Independent Schools is to provide an education that embodies…

***A Tradition of Excellent: High Standards…Each Student…Every Day***

**Data Collection Needs Assessment:**

**EIS District:** The EIS district leadership team met a number of dates to analyze multiple measures of data including state assessment accountability data, 2015 TELL Survey perception data, Equitable Access data, Look 2 Learning district walk through data, and PGES summative evaluation data. The team met on October 2, 13, 16, 22, 23, and 27 as well as on December 16. The purpose of the sessions was to look at these sets

of data using a team process that focuses on analyzing and prioritizing data to improve instructional practices. The team began by brainstorming questions we want to know about our district.

The district leadership team identified two major areas for improvement - Gap Group and Proficiency Rate scores. The district will focus on three strategies to address these areas in need of improvement. These three strategies follow:

1. Implementing Best Practices in Curriculum and Instruction

2. Improving Teacher and Leader Effectiveness

3. Promoting an Inclusive Culture

These strategies will be utilized to address the significant gap in achievement that exists between our district's non-duplicated gap group

students and those students who do not fall in that category. Gap scores were the lowest of all category scores at all grade levels.

**School:**

*Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)*

Building needs were determined through the Consolidated School Planning Process and the analysis of School Report Card data.

**Professional Learning Schedule:**

*Identify the activities in the table below for the four professional development dates in approved district calendar.*

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| --- | --- | --- | --- | --- | --- | --- |
| ***District Calendar Date*** | ***School***  ***Or***  ***District*** | ***CSIP*** | ***Description of Content of Professional Learning Goal*** | ***Specific Supporting Resources, as needed (include $ amount and funding source)*** | ***Location*** | ***Facilitator(s)*** |
| **PD Day #1**  **July27** | School  (2 hours)  (4 hours) | GAP, Proficiency Rates | **Teachers will have 2 hours to complete mandatory, on-line training.**  Teachers will work within departments/PLCs to refine units, calendar, learning targets and common assessments | N/A | EHS Library | Alesa Walters |
| **PD Day #2**  **July 28** | School  (6 hours) | GAP, Proficiency Rates | **Teachers will work with units from yesterday to prioritize standards for use with special needs students. Finished product will be one binder per PLC with Pacing calendar containing standards/learning targets, prioritized standards and common assessments.** | To be determined | EHS Library and Computer Labs | BJ Henry  Steve Smallwood  Dawne Swank  GRREC |
| **PD Day #3**  **Sept. 6** | **District**  **(3 hours)**  School  (3 hours) | **Applicable Goals:**  **Graduation, Gap, Novice Reduction**  **Graduation, Gap, Novice Reduction** | **EIS teachers will participate in professional learning to better understand the needs of non-duplicated gap group students as well as learn strategies to more effectively support them in learning. (3 hours)**  **EHS teachers will develop protocols for analyzing assessments, tracking the data and using results to further student learning. (3hours)** | Copies of Engaging Students with Poverty in Mind by Eric Jensen for each teacher  ($6,000, Title II)  Copies of Engaging Students with Poverty in Mind DVD  ($500, Title II)  Examples of protocols and tracking tools. Review of Feedback materials | **EHS**  **EHS** | **Kelli Bush,**  **Lead Teachers**  **(3 hours)**  **BJ Henry**  **Department Heads** |
| **PD Day #4**  **Jan. 2** | **District**  **(3 hours)**  School  (3 hours) |  | **EIS teachers will participate in continued professional learning to better understand the needs of non-duplicated gap group students as well as learn strategies to more effectively support them in learning. (3 hours)**  **Content Specific learning emphasizing Hattie’s work on learning strategies with the most potential for improving student learning.** | **Copies of Engaging Students with Poverty in Mind by Eric Jensen for each teacher**  **($6,000, Title II)**  **Copies of Engaging Students with Poverty in Mind DVD**  **($500, Title II)**  Copies of Hattie’s book, *Visible Learning for Teachers*  For Department Heads | **All Schools**  **EHS** | **Kelli Bush,**  **Lead Teachers**  **(3 hours)**  **BJ Henry**  **Department Heads** |

**Additionally, teachers will be required to complete mandatory training as assigned including but not limited to:**

* **PGES Peer Observation**
* **PBIS Restraint and Seclusion**
* **Sexual Harassment**
* **Suicide Prevention**
* **Medication**
* **Bloodbourne Pathogen**