**Elizabethtown Independent Schools – *Morningside Elementary 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.)*

**Morningside Elementary: The faculty met multiple times in large and small group to examine and discuss data including state assessment, Scantron data and TELL Survey data. The original meeting was to survey the data at large and with real analysis. The second faculty meeting was an in-depth look at the comparison of data accumulated annually in all tested areas beginning with the assessment in 2011-2012. Staff was given opportunities to suggest possible causes from their grade level perspective. The next meeting to discuss data was in smaller PLC groups, where grade levels looked specifically at their own student data and discussed possible ways to improve. Specific student data was shared and analyzed with intermediate teachers giving them insight on current student performance on the previous year’s assessment. A similar process for getting input was implemented with the SBDM Council.**

**Professional Learning Schedule:**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***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 (or earlier)** | School  (6 hours) | Goal 1 – strategy 2 – Balanced Literacy  Goal and 2 – increase proficiency in math  Goal 4 – Professional Learning | **Teachers will be separated into two groups: 1st and 2nd in one group. 3rd, 4th and 5th in another.**  **Teachers will participate in professional learning to deepen their understanding of conceptual math instruction (3 hours) and balanced literacy. (3 hours)**  **Structure:**  **1st/2nd – Reading training 8-11**  **1st/2nd – Math training 12-3**  **3rd/4th/5th – Math training 8-11**  **3rd/4th/5th – Reading training 12-3**  **Related Arts teachers will be led in a 3 hour training to enhance their understanding of newly released standards. Their work will continue for 3 hours to modify current units of instruction to reflect the new standards.** | Carnegie trainer was previously funded for dates throughout 15-16.  Reading Training – Possibly GRREC trainer? Less than $200 from PD funds  Splitting cost of training with HHES – less than $200 from PD funds | MES  TBD | Math facilitator – Cassie Martin Reynolds from Carnegie Learning  GRREC Consultant |
| **PD Day #2**  **July 28 (or earlier)** | School  (6 hours) | Goal 3 – Strategy 2 – Pyramid of Interventions | **MES faculty will participate in professional learning regarding using formative assessment, differentiation and visible learning to effectively target student needs.** | Renaissance Learning Consultant from KLA meeting  $3000 Title I  (possibility of splitting with another school – EHS) | MES | Gene Kerns  www.informativeassessment.wikispaces.com |
| **PD Day #3**  **Sept. 6** | **District**  **(3 hours)**  School  (3 hours) | **Applicable Goals:**  **Graduation, Gap, Novice Reduction**  Goal 3 – Strategy 2 – Pyramid of Interventions | **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)**  **MES faculty will participate in refresher training regarding the effective use of PLCs and data to increase student achievement.** | 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)  $0 | **EHS**  **MES** | **Kelli Bush,**  **Lead Teachers**  **(3 hours)**  **Sara Jennings**  **KDE PLEE Coach/P3 facilitator** |
| **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)**  **MES Staff will be surveyed to choose from current initiatives to attend mini-sessions as determined by current needs. Possible topics might include:**  **-conceptual math instruction**  **-implementing PBIS**  **-Balanced Literacy**  **-Effective PLCs**  **-RTI – targeting student achievement**  **-Differentiated instruction**  **-Meeting the needs of GT/ESL/Special Ed Students**  **-Gap instruction** | **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)**  $0 | **All Schools**  **MES** | **Kelli Bush,**  **Lead Teachers**  **(3 hours)**  **TBD after needs are assessed** |

**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**