

# Essex High School Professional Development Map for 2010-2011

SCHOOL'S RESPONSES TO PROFESSIONAL LEARNING NEEDS THAT SUPPORT IMPROVEMENT GOALS ADDRESSED IN SCHOOL ACTION PLANS

## Professional Development Focus for All Targeted Areas of Improvement

### Principal Reardon and EHS Professional Learning Communities

#### Overarching End Goals: (See School Action Plan for Detailed S.M.A.R.T. Goals)

- Sustain high achievement and narrow and close achievement gaps for all students in focused improvement areas of reading, writing, math, and science.
- Utilize data collected from key metrics to monitor, narrow, and close achievement gaps.
- Improve opportunities for input and communication between and among departments, faculty, staff, administration, and students on focused improvement initiatives and their relationship to professional learning, administrative decisions, and student achievement.
- Continue to refine and expand access to rigorous academic learning opportunities that respond to the interest, readiness, and learning styles of all students.
- Ensure that high expectations for critical reading, writing, and math skills are communicated and integrated, to the greatest extent possible, across the school curricula.
- Work on integrated and interdisciplinary 21<sup>st</sup> Century learning opportunities for students to develop related skill sets across the school curricula.

#### Overarching Essential Questions:

- Is there evidence that professional learning to advance student achievement is planned, meaningful, accessible, and actionable?
- To what extent do teachers design and evaluate their professional learning needs and access opportunities that assist them in implementing the curriculum and designing responsive action steps to improve student achievement, and address the transitional needs of students from grade 8 to grade 9?
- What evidence is there that student learning is tied to teacher learning and improved instruction, as measured by key metrics?
- To what extent do teachers feel their professional learning opportunities in differentiated instruction and formative assessment are supporting the improvement of student achievement in all curricular areas?
- To what extent are high expectations for students commonly developed, communicated, and assessed across the curricula?
- How can we, as a learning organization, maximize data analysis to optimize student learning?

#### Overarching Content and Skill:

- Universal Classroom
- Differentiated instruction
- Common rubric and common assessment development
- Writing across the curriculum and reading in the content areas
- NEASC Standards
- Response to Failure progress monitoring
- Formative Assessment
- Data analysis
- Effective communication for school reform and transformation
- Integrating technology to support student learning (learning style, interest, and readiness; and to support the differentiation of content, process, and products)
- Grade 9 Core
- Academy of Visual and Performing Arts
- Science, Math, Engineering, and Technology Academy (STEM)

**Process (When?):** Department Meetings, Administrative Team Meetings, Professional Learning Communities Meetings (PLC's), Faculty Meetings, August-January-June Inservice, and Release Time

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<b>Quarter One Trainings and Meetings (August to October):</b>	<b>Quarter Two Trainings and Meetings (November to January):</b>	<b>Quarter Three Trainings and Meetings (January to March):</b>	<b>Quarter Four Trainings and Meetings (April to June):</b>
<ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Formative Assessment</li> <li>Technology Integration Tips</li> <li>Power School</li> <li>Mandatory Trainings</li> <li>Ninth Grade CORE</li> <li>Writing Across the Curriculum (reading in content areas for informational text)</li> <li>School Report Night and Open House and Parent Conferences</li> <li>Science NECAP analysis</li> <li>Supervision &amp; Evaluation Goals Meetings</li> <li>PLC Meetings</li> <li>Monthly Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Formative Assessment</li> <li>Technology Integration Tips</li> <li>Parent / Teacher Conferences</li> <li>Writing Across the Curriculum</li> <li>Power School</li> <li>Ninth Grade CORE</li> <li>Academy Work</li> <li>NEASC</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Formative Assessment</li> <li>Technology Tips</li> <li>NECAP Data analysis for Reading, Writing, and Math</li> <li>Writing Across the Curriculum</li> <li>Parent / Teacher Spring conference</li> <li>Power School</li> <li>Ninth Grade CORE</li> <li>Academy Work</li> <li>NEASC</li> </ul>	<ul style="list-style-type: none"> <li>NECAP Analysis continues</li> <li>Differentiated Instruction</li> <li>Formative Assessment</li> <li>Technology Integration Tips</li> <li>Writing Across the Curriculum</li> <li>Power School</li> <li>Ninth Grade CORE</li> <li>Academy Work</li> <li>NEASC</li> </ul>
<b>WHAT? Evidence-Deliverables</b>	Power School Data Collection, Local Common Assessments and Rubrics, Communication Documents, NECAP and Key Metrics, DI and FA goals for Supervision & Evaluation, Classroom Observations, Teacher Learning Walks, Website, information on common drive for teacher communication		
<b>WHO? Administration, Department Leaders, Teacher Leaders, Etc.</b>	Dr. Nanci Smith – National Differentiated Instruction Trainer Rob Reardon, Lauren Kirby-Couillard, Louise Strong, Tom Faris, Michelle Rath, and Barbara Hyland Carrie Fogg- Education Technology Integration Specialist Linda Keating and Erin Maguire, Central Office Essex High School Department Chairs Professional Learning Communities Other Coaches and Consultants to support S.M.A.R.T. goals- TBA		
<b>Materials/Resources?</b>	Release Time to travel and visit schools in the region, New England Secondary School Consortium, District Curriculum Resources, Secondary School Transformation Conferences, Higher Ed Partnerships, Business and Community Partnerships, Power School		