

[Essex High School]
Professional Development Map for [2011_-2012_]

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

Professional Development Focus for Targeted Areas: Student Achievement: All targeted areas of improvement

Planning Team Participants: EHS Learning Communities and EHS Administrators Rob Reardon, Louise Strong, Thomas Faris, Lauren Kirby-Couillard, Barbara Hylind, and Michelle Rath

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 content areas, 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 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 school curricula.*
- *Continue work on integrated and interdisciplinary 21st 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

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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:

- **Universal Classroom**
- **Common rubric and local common assessment development**
- **2011 NEASC Standards**
- **Response to Failure**
- **Grade 9 Core – second year iteration**
- **Academy of Visual and Performing Arts – second year of implementation**
- **Science, Technology, Engineering, and Math Academy (STEM) – research and development year for implementation in fall of 2012**

Overarching Skills:

- **Differentiated Instruction**
- **Formative Assessment**

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- **Data Analysis**
- **Writing across the curriculum and reading in the content areas**
- **Integrating technology to support student learning**
- **Effective communication for school reform and transformation**
- **Co-teaching and Collaborative Teaming for Grade 9 Core**

Process (When): Design Team Meetings, Learning Community Meetings, NEASC Professional Learning Meetings, K-12 Vertical Team Curriculum Meetings, Content Area Meetings, Faculty Meetings, August, January, June Inservice, and other appropriate release time opportunities.

<p>Quarter One (from August to October) *Differentiated Instruction *Formative Assessment *Technology Tips *Power School (Parent Portal) *Mandatory Trainings *Ninth Grade Core (Co-Teaching) *School Report Night and Open House *Science NECAP analysis</p>	<p>Quarter Two (November to January) *Differentiated Instruction *Formative Assessment *Technology Tips *Power School (Parent Portal) *Ninth Grade Core- (Co-Teaching) *K-12 Vertical Team Mtgs. *AVPA and STEM Academy work *NEASC Committee</p>	<p>Quarter Three (January to March) *Differentiated Instruction *Formative Assessment *Technology Tips *NECAP Data analysis for Reading, Writing, and Math *Parent / Teacher Spring Conference *Power School (Parent Portal)</p>	<p>Quarter Four (April to June) *NECAP Analysis continues *Differentiated Instruction *Formative Assessment *Technology Tips *Power School (Parent Portal) *Ninth Grade Core (Co-Teaching)</p>
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<p>*Supervision & Evaluation Goals Meetings</p> <p>*Parent / Teacher Conferences</p> <p>*Learning Community Meetings</p> <p>*K-12 Vertical Team Meetings</p> <p>*AVPA and STEM Academy work</p> <p>*NEASC Committee Meetings</p>	<p>Meetings</p>	<p>*Ninth Grade Core (Co-Teaching)</p> <p>*AVPA and STEM Academy work</p> <p>*K-12 vertical Team Meetings</p> <p>*NEASC Committee Meetings</p>	<p>*AVPA and STEM Academy work</p> <p>*K-12 Vertical Team Meetings</p> <p>*NEASC Committee Meetings</p>
<p>WHAT</p> <p><i>Evidence-</i></p>	<p>Power School Data Collection, Local Common Assessments and Rubrics, Communication Documents, NECAP and other identified Key Metrics, Differentiated Instruction and Formative Assessment Goals for Supervision and Evaluation, Classroom Observations,</p>		

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Deliverables	Teacher Learning Walks, and information on common drives for teacher information and communication.
WHO <i>Teacher Leaders, Etc.</i>	<p>Dr. Nanci Smith – National Differentiated Instruction Trainer Rob Reardon, Lauren Kirby-Couillard, Louise Strong, Thomas Faris, Barbara Hylind, and Michelle Rath, Joe Chase, Karen Zidovsky, Marybeth Perilli, and Jennifer McKenzie (EHS Design Team) Carrie Fogg – Education Technology Integration Specialist Amy Cole and Erin Maguire, Central Office Academy Leaders Julian Bradshaw and Kim Audette Curriculum Content Leaders Bill Rich – 9th Grade Core Val Gardner – EHS Administration and Design Team</p>
Materials	Release Time to travel and visit schools in the region, 3 rd year working with New England Secondary School Consortium, District Curriculum Resources, Secondary School Transformation Conferences, NEASC Standards and Re-accreditation Process, Higher Education Partnerships, Sending Middle School Meetings and Communication, Business and Community Partnerships, Power School

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