Edmond Public Schools

**Choose a minimum of three areas:**

1-Student Achievement

 2-Literacy

 3-Culture/Climate

 4-EPSCS

 5-Leadership Capacity

Professional Development Planning Template

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| School: Central Middle School | School Year: 2015-2016 |
| **Section III: Committee** |
| List the site PD team members: * Dana Renner, Principal
* Sarah Rasure, Title I Reading Coach
* Mark Phillips, Title I Instructional Coach
* Robin Hedges, ELL Teacher
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| **Section IV: Professional Development Needs** |
|  List site PD needs based on needs assessment, data analysis, surveys, etc. How does your site prioritize PD needs?A comprehensive needs assessment was performed through 2014-2015 OCCT Data Analysis, Edmond Public Schools trend data analysis, and student achievement data analysis, including but not limited to Gates-MacGinitie Scores, WAPT/WIDA scores, student academic achievement information, student attendance information, and teacher input through a staff survey. From data collected we were able to determine professional development needs. We then established a professional development plan by prioritizing those needs. Central Middle School currently has a part-time ELL teacher. As a school, we are serving 133 bilingual students of which 17 are new immigrants. It was determined through the comprehensive needs assessment that our ELL student population was growing and was going to continue to grow in the coming years. In response to this growth, it was determined that all teachers would need the capacity within their own classrooms to address the instructional and academic needs of this growing ELL population. To build that capacity within each teacher, the professional development committee established a PD plan to target ELL needs. This plan became our top priority and includes:* + Content area professional development with Robin Hedges, ELL specialist, where teachers will learn ELL Modification s and strategies, Can Do Descriptors, and the LIEP.
	+ Teachers will be trained in Sheltered Instruction Observation Protocol (SIOP) through district offered PD in both the fall and spring.
	+ The use of SIOP materials for all teachers with accompanying on site professional development.
	+ Once a month mini-PD sessions at Central Middle School where the “teachers become the learners” and opportunities are provided for resources and high yielding strategies for struggling student learners. These sessions will include: Study Island, Content area language objectives, Content area literacy and vocabulary builders, Interactive student data notebooks, Kagan cooperative learning strategies, and Math strategies.
	+ In addition to Central’s PD plan, we also want to ensure that we are meeting state and district guidelines for professional development. As such, we have committed to send thirty teachers to the Solution Tree PLC’s at Work conference being hosted by Edmond Public Schools June 1-3, 2016. Our teachers also participate in half day bi-yearly district collaborative meeting with the district content specialist. (curriculum coordinator)
	+ Teachers attend workshops according to their individual interests, school site goals and needs (see list).
	+ Title I coaches specializing in Math and Reading will provide embedded personalized coaching in response to student needs.
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| **Section V: Professional Development Procedures** |
| What is your PD committee’s process for allocating funds and providing on –going professional growth?When allocating funds for professional development, we first project what the cost will before each professional development opportunity. Once we know the amount of money needed for consulting fees, resources, registration fees, travel expenses or substitutes needed, we correlate those expenses with the money we have available and prioritize from there. It is always our goal to build capacity within our staff to sustain the efforts of our professional development opportunities. |
| **Other Required Information** |
| What process will the site use to ensure that PD selected for this year is sustained?It is the collective belief of our staff development team that embedded professional development will help to build capacity within the teachers for sustainability. It will also allow for personalization to our specific school training needs and will provide a coaching/monitoring piece within the plan. It is also our belief that with embedded, onsite professional development, all teachers are trained with fidelity and our staff will learn the same instructional language which makes our communication and collaboration more effective. Through collaboration and data analysis throughout the year we will monitor our growth and make adjustments as needed to the plan. |