



# Haleyville City Schools

## Title II Professional Development Plan

**LEA:** Haleyville City

**SCHOOL YEAR:** 2016-2017

**FEDERAL PROGRAMS COORDINATOR:** Mrs. Chere' Fetter

**SIGNATURE OF SUPERINTENDENT OR DESIGNEE:** \_\_\_\_\_

### Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, including teachers in Title I schools, paraprofessionals, principals, and parents.

#### 1. Needs Assessment Participants

Name	Title	School
Chere' Fetter	Director of Instructional Services	Haleyville City Schools
Holly Sutherland	Principal	Haleyville High School
Bo Wilcoxson	Principal	Haleyville Middle School
Christy Bice	Principal	Haleyville Elementary School
Whitney Webb	ACIP Chair	Haleyville High School
Denise Banks	Counselor	Haleyville High School
Cindy Taylor	ACIP Chair	Haleyville Middle School
Pam Mobley	Library Media Specialist	Haleyville Middle School
Pam Woodward	Paraprofessional	Haleyville Middle School
Emily Johnson	Assistant Principal	Haleyville Elementary School
Lynn Winters	Parent	Haleyville High School
Stephanie White	Parent	Haleyville Elementary School
Vicki Bishop	ACIP Chair	Haleyville Elementary School

#### 2. Data Sources used to analyze and determine Professional Development needs

- Educate Alabama data
- Professional Learning Plans of teachers
- Standardized test data
- Professional Development Needs Assessment (from each local school)
- ACIP (results of evaluation of last year's ACIP)
- Enrollment data
- STI discipline data
- Retirement and attrition data
- Parental Involvement planning meetings
- Surveys
- Teacher/administrator dialogue

### 3. Needs Assessment Results

#### Key Findings:

1. HCS experiences very little attrition. However, due to a larger than normal retirement rate, attrition will be higher than the norm for our school system. With basically a low turn-over rate, schools are able to gain stability as they work together for the best interests of our students. When a new position is opened, we have an extensive interview process with a large number of applicants to consider.
2. In examining our HMS enrollment data we recognized the need for additional assistance in 6<sup>th</sup> grade in the areas of reading and math. Our 6<sup>th</sup> grade is the largest grade and class sizes are rather large. By using a class size reduction unit at this level we are able to offer additional classes, reducing numbers by approximately five pupils in each class.
3. Differentiated Instruction, EL strategies and WIDA standards, Response to Instruction, CCRS Implementation (the new Alabama Course of Study) were key areas in relation to teaching and learning strategies. How teachers use various instructional strategies and approaches when dealing with students of special populations are an area of focus. Survey data, in conjunction with assessment data, supports the needs for additional development in these areas.
4. The use of technology was also an area identified by teachers as an area of focus. We have many types of technology available and on-going training is necessary to ensure the most effective use of these resources.
5. Classroom management, student relations, and self-esteem were also areas chosen by teachers that needed additional focus. These human relations/interpersonal areas are important for students to feel comfortable and safe. Starting at the middle school level, this finding correlates with the results of the ACT ASPIRE. The disaggregated data is studied by administrators, counselors, and teachers to help develop PD in these areas.
6. Parents shared questions regarding our school's safety procedures and how we stay current. Safety plans and Virtual Alabama were discussed and reviewed to determine the effectiveness of our procedures. Further questions were posed to Tom Mock, ALSDE, regarding intruder drills when students were in compromising locations such as the lunchroom, playground, etc.
7. The development and implementation of the new CCSRS is paramount to the success of our students. Therefore, professional development is critical in developing new curricula that reflects the new Alabama standards released each year.

**4. Description of how the planned professional development activities will improve the teachers' ability to have a measurable impact on student academic achievement.**

Activities for PD:

*Title II*

Conferences related to differentiated instruction, especially for those in special populations, will be attended. Teachers and administrators who attend will bring back strategies and conduct after-school workshops for colleagues. Potential topics include: autism, special education, EL strategies for Language in the content area, reading, math, social science, Career and College Ready Standards and Response to Instruction. The strategies learned will enhance instruction and give teachers the tools to be more effective in reaching those with difficulties learning. Student achievement impact should be measured by gains on assessment data.

Conferences related to school safety will be attended. School-wide safety plans, Virtual Alabama, and new trends related to the responsible use of social media, bullying, and cyber-bullying will all be considered. The data, information, and procedures collected at these conferences will create a positive culture as they are integrated into our local plans. This culture will lead to a safe environment, conducive to learning that will increase the students' ability to achieve.

Conferences related to College and Career Ready Standards will be attended and material and information will be brought back to share with all faculties. ACT Prep, reading, math, and science will be a major focus this school year.

*Activities from other sources (Title I, Title VI, and local)*

Peer coaching days will be provided for teachers to be paired with other teachers to learn instructional strategies and behavior management techniques. Follow-up discussions with paired teachers will take place as conversations relate to the quality of instruction.

Lead teachers will be involved in the development, coordination, evaluation, and revision of educational programs, Course of Study development, curriculum alignment, College and Career Ready Standards, and interpretation of disaggregated data and how it relates to instruction. These areas of focus will pave the way for the most effective use of instructional time.

Teachers will also receive training on the WIDA Standards, SDAIE and strategies that will help the EL population attain a .5 gain or an overall score of 4.8 on the ACCESS. Our EL teacher and EL paraprofessional will attend the Samuel trainings and provide turn-around trainings for our teachers.

Mega Conference will be attended by teachers from each school. This conference offers many strategies and how they can be used to develop a student that will be career and or college ready. Strategies will be incorporated into the curriculums at each school. Furthermore, academic standards and teaching strategies are shared that enhance instruction.

Our HMS math teachers will be receiving strategic assistance from our UNA In-service Center. A specialist will be assigned to our math teachers in grades 6-8.

The primary focus of support from the specialist will be the following:

- For work to be data based and data driven
- To assist teachers in examining their resources and see how they align with the standards
- To meet twice during the year in a PLT with small groups of teachers to examine the standards and align their resources to the standards