



Week 4: Action Planning and Personal Growth

Overview

So far in the Comprehensive Needs Assessment of your selected campus, you have evaluated the various Academic Excellence Indicator System (AEIS) reports and selected a target area of weakness. You have written a measurable goal and objective for the target area, and you have researched strategies and activities, including specific professional development, to address the target area and meet the goal and objective.

This week, you will complete a campus action plan and an agenda for a one-day professional development that addresses the target weakness.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 4 Assignment: Action Planning and Professional Growth				
Part 1: Create a campus action plan	Completes action plan with all critical elements from the lecture and PowerPoint addressed. Includes a minimum of three strategies/activities to address the objective in the action plan. (10 points)	Completes action plan with five to six critical elements from the lecture and PowerPoint addressed. Includes two strategies/activities to address the objective in the action plan. (8 points)	Completes action plan with one to four critical elements from the lecture and PowerPoint addressed. Includes one strategy/activity to address the objective in the action plan. (7 points)	Does not complete an action plan. (0 points)
Part 2: Complete an agenda for one professional development day.	Develops a professional development agenda that connects directly to the goal and objective stated in the action plan and includes the topic, subtopic, and strategies/activities for the agenda's delivery. Completes a detailed timeline and evaluation plan for follow-up professional development to ensure implementation. (10 points)	Develops a professional development agenda that addresses the goal/objective cited in the action plan but does not specify strategies/activities to deliver professional development. Creates a follow-up plan that lacks sufficient detail for timeline and/or evaluation plan. (8 points)	Develops a professional development agenda that fails to address one of the following: the goal/objective cited in the action plan or a follow-up plan for professional development and implementation. (7 points)	Does not tie the professional development agenda to the goal/objective stated in the action plan or state strategies/activities for professional development delivery. Does not create a timeline or follow-up professional development. (0 points)
Responses and Mechanics	Few errors in grammar, spelling or punctuation. (5 points)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Part 1: Campus Action Plan (ELCC 1.1 s-ii; 1.2 s-i, 1.3 s-ii; 1.4 k-i, ii, iv; 2.1 k-i, s-i, ii, iii, iv; 2.2 k-i; 2.3 k-l, s-i, ii, iii; 2.4 k-i, ii, s-l, ii, iii; 2.5 k-i, s-l, ii, iii; 2.6 k-i, ii; 2.7 k-i, s-i; 2.8 k-i, s-i, ii; 2.9 k-i, s-i, ii, iii, iv)

For a campus to make lasting change, school improvement must be an ongoing, continuous process. In Part 1, you will demonstrate your understanding of continuous improvement by creating an action plan for an area of weakness that you identified in an analysis of AEIS data. Your budget for the plan is \$10,000.

Directions:

- In Resources, locate and view the PowerPoint, *District and Campus Planning and Decision Making*, from Education Service Center XV. This PowerPoint provides information that will help you successfully complete the action plan for your Application assignment.
- Review the Friend ISD Action Plan, and use it as an example for creating the action plan for your selected campus.
- Complete the action plan for your selected campus. Remember your budget is \$10,000.
- This sample plan is “very” minimal. Research scientifically based strategies and programs including technology strategies and programs and professional development. (See Resources: Helpful Websites-Weeks 3 & 4). Be creative in your action plan.

Sample Action Plan

Goal: Friend ISD will have an Exemplary rating by 2013.				
Objective: By May 2010, 86% of all students and student groups*, including special education students tested, will pass all portions of the state assessment, and the performance gap will be reduced by 10% between student groups.				
Activity Strategy	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Provide after-school tutorials for students at-risk for failure.	Sonia Jones	Oct. – Nov. 2010 Jan. – April 2011	SCE Funds Materials: \$2038 .4 FTEs: \$11,480	Students at-risk for failure will demonstrate improvement on six-week exams and benchmark tests, per disaggregated data reports.
Hire two additional math teachers to reduce the student-teacher ratio from	Edward Goodwin	Aug. 2010 – May 2011	SCE 1.4 FTE: \$42,000 (140 students, 5 math teachers, 70% at-risk Need 2 additional teachers to reduce the ratio to 20:1 Calculation: 2 teachers	Improved six-week grades for all students, especially those at-risk for failure in math.

28:1 to 20:1 to meet the needs of students at-risk for failure in math.			hired at \$30,000 each; 70% of \$60,000 charged SCE)* *Not included in the plan	
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Campus Action Plan

Goal: Maypearl High School will achieve Exemplary status by the end of the 2010-2011 school year.				
Objective: By April 2011 all students groups will successfully pass the mathematics portion while continuing Exemplary status in all other segments of the TAKS.				
Target Group(s): Hispanic and Financially Disadvantaged students				
Activity/ Strategy (Include 3)	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
1. Teachers would meet on a monthly basis to share ideas and concepts and go over assessments from Study Island Application allowing for continuous improvement on student assessment	Math Teachers	April to June 2010 August 2010 to April 2011	Teachers will meet on a monthly basis to discuss how students are doing, and what strategies are working with students. Meetings will be help in a classroom or Library with minimal costs.	Students would be assessed on a regular basis based on previous TAKS assessment information as well as how they are progressing with the Study Island software
2. Purchase and Configure all High School students to have access to Study Island. Packages would include High School	Technology Department	Immediately	\$1444 for High School Math Package Algebra I and II Skills Mastery and Geometry Skills Mastery for an additional \$1104	Students would spend any additional time utilizing tools and assessments that are part of the study Island Program. Students

Math, Algebra I, II and Geometry Skills Mastery				have the opportunity to self pace and would have access to work on the program from any class once their primary lessons are completed.
3. Elective teachers will work with math teachers to enhance the use of mathematics in each other's curriculum. By doing so more math can be taught in elective classes and students will see how mathematics are used for real world activities	Elective Teachers	April to June 2010 August 2010 to April 2011	Meeting between elective teachers and math teachers to develop curriculum between departments. Elective Teachers may use the Study Island application to improve their own understanding of mathematics to gain a better understanding of how Mathematics may be introduced.	Students having trouble in academic courses may do better in alternative environments. These alternative environments can be used to help introduce key mathematic functions into the lives of students.

Summative Evaluation: Explain the summative evaluation process for the campus action plan.

Mathematics is Maypearl High School's weakest link in our reaching an Exemplary ranking. In order to help all students improve their abilities, all teachers will work toward increasing an improved mathematics understanding throughout the school. By working together the educators will not only show students that mathematics is an important part of everyday life, but will be able to help all students in understanding math concepts. Throughout the school year departments will be working with each other to help students improve in math skills and bring their knowledge level in mathematics to a high than standard level.

Part 2: Professional Development Agenda (ELCC 2.3 k-I, s-i, ii, iii; 2.4 k-i, ii, s-I, ii, iii; 2.6 k-i, ii, iii, s-i, ii, iii)

Professional growth is an integral part of a Campus Improvement Plan. In professional learning communities, staff members understand that continuously honing one’s skills is necessary for ongoing school improvement.

In Part 2 of this week’s Application, you will develop an agenda for a professional development day that addresses the targeted campus need and include a timeline for follow-up professional development.

Directions:

- In Resources, locate and view the PowerPoint, *Professional Development Planning: Matching Trainings to Teacher and Student Learning Needs*, from the School Improvement Resources Center (SIRC) of Region XIII Educational Service Center. This PowerPoint provides information that will help you successfully complete the professional development portion of this assignment.
- Develop a one-day professional development agenda that does the following:
 - Connects directly to the goal/objective cited in the action plan.
 - Includes the topic and subtopics for the professional development day.
 - Includes strategies/activities from Week 3 research that are directly related to the goal/objective stated in the action plan.
- Develop a timeline and plan for follow-up professional development to ensure implementation. Follow-up can include coaching, classroom observations with feedback, staff meetings, lesson plan reviews, and other appropriate activities.

Professional Development Agenda

Action Plan Goal: Integrate Mathematics into all courses				
Action Plan Objective: Cross Training – Integrating a technique used in the corporate world to help develop a better understanding in core curriculum topics.				
Topic: Mathematics				
Subtopics: Electives				
Grade Level: High School	Facilitator: Select Math and Elective Teachers	Location: School Library	Start Time: 9:00 a.m.	End-Time: 12:00 p.m.
Strategy/Activity	Purpose	Description	Steps	Estimated Time
Welcome & Breakfast	Allow teachers to relax and begin to talk	As teachers are having a seat display on	Display number in attendance, cost of food	15 minutes

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Items	with each other and find a seat.	presentation slide how the cost of breakfast could be calculated.	items, and breakdown what budget was given. Explain how this might be used in a food preparation course	
Talk about AEIS rating and how mathematics is our lowest scoring area on the TAKS	Allow all teachers and staff to have an understanding of where our weakness is in regards to becoming an Exemplary school	Discuss AEIS scores, trends and direction we need to move as a school.	Introduce AEIS statistics Discuss Hispanic and financially disadvantaged subgroups and explain how they are our lowest scoring groups	30 minutes
Breakout Session 1	Have all teachers break out into groups based on subject. Discuss ways in which they will work to increase the use of Mathematics in their subject. Have them write down ideas.	Teachers will develop and shares ideas in which they can utilize math content in their course.	Sit in groups and share ideas Try and develop 3 good concepts to be used throughout the year.	45 minutes
Break				15 minutes
Breakout Session 2	This breakout session will be similar to the first, however each group will have a math teacher assigned to them	Teachers will work with the math teacher to discuss their ideas and further refine how their ideas would work in a classroom setting. The math teacher	Initial ideas would be developed into lesson plans that would be used in non math courses. Teachers working with the math teachers would	45 minutes

		would work to make sure that the math concepts were understood by the elective teachers.	be able to make sure key concepts were being matched to grade level and that key concepts were being taught	
Introduction to Study Island	Help all teachers understand the use of the program and how it can benefit the staff and students	Teachers will be encouraged to utilize the software themselves in order to refresh their understanding of math concepts, in addition describing the benefit of allowing students that are done with their work to work on study islands assignments	By encouraging the non math teachers to use the program, they themselves will be refreshing their own mathematics skills. This can provide important benefits to students if they have questions outside of math class.	15 minutes
Wrap up	Review the need of the entire campus to provide mathematical concepts to students	Encourage the use of mathematics in non-math courses as well as encouraging teachers to use the Study Island software		15 minutes

Professional Development Follow-up

Explain in a paragraph how you would follow up your professional development agenda. Include the strategy/activity and a timeline.

I would follow up the professional development agenda by having teachers submit special lesson plans that show increased use of mathematics in non-mathematic courses. These lessons could then be reviewed and shared amongst other

departments. Teachers should be implementing these lessons into their assignments after the English Language Arts TAKS assessment.

E-portfolio assignment: Complete II-007 “Decision Making and Problem Solving” Course-Embedded Internship Log 2.

E-portfolio assignment: Complete “III-008 Budgeting, Resources Allocation, and Financial Management” Course-Embedded Internship Log 2.

Continue to complete and post Campus-Supervised internship reflection logs in the e-portfolio. All Course-Embedded and Campus-Supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.