

Erie County Technical School

Professional Development Action Steps

LEA Goals Addressed:	#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Student Performance Data Analysis Strategy #2: Instructional Improvement Plans
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Start	End	Title	Description
9/1/2019	6/30/2022	Compose Instructional Improvement Plans based on NOCTI Performance Data	Faculty members develop annual instructional improvement plans based on one of their lowest performing NOCTI competencies. Plans account for differentiated instruction based on IEP; making the curriculum and instruction more rigorous in terms of Depth of Knowledge; sound instructional strategies and assessment strategies; and a procedure to self-assess the improvement plan by the faculty member. This process is completed yearly.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and Supervisor of Instructional Support-Curriculum	1.0	3	22	ECTS	School Entity	No

Knowledge Use NOCTI achievement data to improve instruction and learning.

Supportive Research Analysis of student performance data, using this data to determine areas needing improvement, and using the same data to set action plans goals.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership	Provides leaders with the ability to access and use appropriate data to inform decision-making.

Erie County Technical School Professional Development Action Steps

roles:

LEA Whole Group Presentation

Training Format

	Classroom teachers		High (grades 9-12)
Participant Roles		Grade Levels	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Student NOCTI data; Faculty Instructional Improvement Plans are reviewed and rated against a rubric; the rubric score is included in the teacher specific annual rating

Erie County Technical School Professional Development Action Steps

LEA Goals Addressed:

#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Strategy #1: Differentiating Instruction

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2019	6/30/2022	Enhance the Literacy & Numeracy Instructional Strategies Occurring During the Instructional Day	Continue professional utilizing MAX teaching strategies and Collins writing procedures that have been implemented with the assistance of TAP. They will continue with the leadership of our Distinguished teachers in our Professional Learning Communities. This process is completed yearly.	Principal; Distinguished Teachers; Administrative Team	1.0	10	35	Technical Assistance Program	School Entity	No

Knowledge

Effective instructional strategies using reading and writing to improve student achievement in the instructional content.

Supportive Research

Training is based on TAP professional experts.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Erie County Technical School Professional Development Action Steps

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Portfolio Faculty members are required to provide evidence in their portfolio of how they have participated in Professional Learning Communities.

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LEA Goals Addressed:	#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Differentiating Instruction
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Start	End	Title			Description		
9/1/2019	6/30/2022	Improve the capabilities of faculty to provide differentiated instruction			Hold meetings at the start of each school year with each program instructor, program instructional aide, and Supervisor of Instructional Support to review IEPs for new and existing students. Meetings will discuss accommodations required for each student and other instructional techniques to differentiate instruction.		
					This is an annual activity.		
		Person Responsible	SH	S	EP	Provider	Type
		Faculty, Instructional Aides, & Supervisor of Instructional Support Services	1.0	1	1	Erie County Technical School	School Entity
							App.
							No

Knowledge Awareness of learning disabilities and prescribed accommodations.

Supportive Research Required review of IEP by instructional staff.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Erie County Technical School

Professional Development Action Steps

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers School counselors Paraprofessional	Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	• Portfolio • Evidence of accommodations are a required element of each faculty member's professional portfolio.