



**Continuous Improvement Expenditure Plan
2015-2016
PROFESSIONAL DEVELOPMENT PLAN**

School: Garfield

Principal(s): Claire M. Alvarez

Submit Date:

Status: New

Professional Development Focus Area(s):

Instructional Leadership Team with PDSA cycle for improved implementation of CCSS using the 4 U's, structured for monthly meetings to monitor implementation and adjust PD calendar to refine grade level collaboration and design PD for staff meetings. Teachers will engage in the CIV process to validate best practices in the 4 U's, promote wonderings, and plan next steps for PD in ELA and Math CCSS implementation. Teachers will participate in collaborative lesson planning (grade level and peer lesson studies) with CCSS ELA, Math, and the 4 U's. Student Work Protocol (minimum every 6 weeks) with collaborative reflection and next step actions will be utilized by teachers across grade levels. Staff will participate in teambuilding activities and the principal will act as facilitator to promote effective collaboration on CCSS standards based lesson planning.

Expected Outcome:

There will be an increase in strong examples of instruction that supports the 4 understandings of CCSS aligned instruction in English Language Arts instruction as evidenced by the Garfield CIV visitation and principal walk-through observations.
There will be a positive increase in the CORE student survey data in the area of efficacy (the belief that hard work and effort leads to success in academics).

Scope and Sequence

Ln	Dates	Description	Priority Area(s)
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1	10/01/2015 06/01/2016	Collaborative Inquiry Visits will provide increased knowledge of the implementation of the 4 U's which will allow teachers to plan next steps for professional development in ELA and Math. Peer lesson studies in which teachers will be released to observe colleagues engage teachers in collaboration of the implementation of the common core state standards. Teachers will utilize Student Work Protocol within and across grade levels will guide next steps. Professional reading with the focus on Growth Mindset will be engaged in by teachers in grades TK-5.	CCSS
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Line Status: Waiting for plan to be submitted.

Person(s) Responsible: Principal, Instructional Leadership Team Members, Classroom Teachers. Substitute teachers for release time.

Frequency: Monthly

Identified Need: Teachers need to collaborate and experience job embedded professional development in order to learn best practices for Common Core implementation.

Target Group: TK through grade 5 teachers

Monitoring: Principal monitors the application of best-practices to support CCSS aligned instruction. Results from Student Achievement on CCSS aligned assessment activities will be analyzed relative to the use of teaching practices with the 4 U's

Personnel Summary: Substitute teacher half day (3) for 15 days - Ed Eff 100%
Substitute teacher full day (3) for 2 days - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/20/2015				
Certificated	4,457	632	0	5,089
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	5,089



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2	11/10/2015 06/01/2016	Teachers will participate in professional development with the focus on Growth Mindset. All teachers will read professional literature regarding Growth Mindset and how to effectively implement in classes. Parents will receive information regarding Growth Mindset and how to promote it at home to increase self-efficacy in students.	Student Achievement

Line Status: Waiting for plan to be submitted.

Person(s) Responsible: Principal and TK-5 teachers

Frequency: Monthly

Identified Need: CORE Survey data reveals students have low self-efficacy in all academic areas.

Target Group: Teachers, Students, Parents

Monitoring: Common Core Survey Data, CCSS aligned assessments

Personnel Summary:

Matl/Srvc Summary: Materials - SCE 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/20/2015				
Certificated	0	0	0	0
Classified	0	0	0	0
Mtls/Srvc	800			800
			Total	800