

## Professional Development Map for 2010-2011 School:

**Professional Development Focus/CPCI Alignments:** Increasing student performance through curriculum mapping, a revamped student services' support model, ongoing data analysis, implementation of best practices as found within a Universal Classroom Design, and supporting all students within a Positive Learning Environment.

**Planning Team Participants:** Karen Seaman, Colleen Stevens, Marty Cone, Kim McVey, Linda Hansen, Anne Venturo, Scott Brown (parent), Julie Miller-Johnson (parent), and Tom Bochanski

### **End Goals:** (*See School Action Plan*)

Aggregate student achievement averages (end of second grade and end of third grade scores) at Hiawatha Elementary School will increase from 75% in reading and math to 79% as measured by the Fall 2011 New England Common Assessment Program.

Disaggregated FRL student achievement averages will increase from 55% in reading and math to 59% as measured by the Fall 2011 New England Common Assessment Program.

Although the number of special education students at Hiawatha are lower than needed for a statistical comparison, we do place significant emphasis on supporting these children. Thus, we have formed a SMART goal for this subgroup of Hiawatha learners. Disaggregated IEP student achievement averages will increase from 20% (reading) & 40% (math) to 50% in reading & math as measured by the Fall 2011 New England Common Assessment Program.

### **Essential Questions:**

- How can we best support all of our students' literacy & math acquisition within a Universal Designed Classroom?
- How can we maintain a Positive Learning Environment for all children – even for our most behaviorally challenged children?
- How can we engage our parents in the learning process?

## **Professional Development Map for 2010-2011**

### **School:**

#### **Content:**

- Everyday Math Instruction refinement and implementation knowledge.
- Understanding & implementing components of a comprehensive K-5 literacy program.
- Understanding & maintaining a positive learning environment for all students.
- Assessing, analyzing, and utilizing student performance data within classrooms, grade levels, and on a school wide basis.

#### **Skills:**

- Differentiated teaching skills
- Formative assessment skills
- Behavior management skills
- Data analysis skills

#### **Process (When?):**

Most of this work has already begun for the upcoming school year. Many hours have already been logged in planning and designing these initiatives to support student learning for all children. Discussions started in the Fall of 2009 and have continued with an ongoing focus on literacy acquisition, math acquisition, social readiness behavior. Discussions have become more focused with the analysis of our students' performance on the Fall 2009 NECAP. Content areas in reading and math have been identified as focus areas for the upcoming school year including analysis and interpretation in reading, function & algebra in math, using contextual clues to solve problems in both reading & math, using literacy skills within a math context, and becoming more adept at demonstrating skills across different contexts. We will narrow these areas even further over the next several weeks as we review our preliminary and initial data analysis work. Demographically, we will continue to provide extra support for those children living in poverty and those children who are identified as having special education needs and accommodations.

**Professional Development Map for 2010-2011**  
**School:**

<b>Trimester One:</b>	<b>Trimester Two:</b>	<b>Trimester Three:</b>
<p>Selected staff will work on ongoing literacy approaches with Pam Chomsky-Higgins (literacy consultant).</p> <p>All staff will work on Positive Learning Environment practices with Jon Udis (student behavior consultant).</p> <p>Selected staff will work on refining Everyday Math practices with Karen Harvey (EJ math specialist).</p> <p>Grade level teams will use formative student performance data to refine instruction for all students, including those students found in disaggregated performance groups.</p>	<p>Selected staff will work on ongoing literacy approaches with Pam Chomsky-Higgins (literacy consultant).</p> <p>All staff will work on Positive Learning Environment practices with Jon Udis (student behavior consultant).</p> <p>Selected staff will work on refining Everyday Math practices with Karen Harvey (EJ math specialist).</p> <p>Grade level teams will use formative student performance data to refine instruction for all students, including those students found in disaggregated performance groups.</p>	<p>Selected staff will work on ongoing literacy approaches with Pam Chomsky-Higgins (literacy consultant).</p> <p>All staff will work on Positive Learning Environment practices with Jon Udis (student behavior consultant).</p> <p>Selected staff will work on refining Everyday Math practices with Karen Harvey (EJ math specialist).</p> <p>Grade level teams will use formative student performance data to refine instruction for all students, including those students found in disaggregated performance groups.</p> <p>Annual Review of NECAP student performance data.</p>

## Professional Development Map for 2010-2011 School:

<p><b>WHAT?</b></p> <p><i>Evidence-Deliverables</i></p>	<p>Aggregate student achievement averages (end of second grade and end of third grade scores) at Hiawatha Elementary School will increase from 75% in reading and math to 79% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Disaggregated FRL student achievement averages will increase from 55% in reading and math to 59% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Although the number of special education students at Hiawatha are lower than needed for a statistical comparison, we do place significant emphasis on supporting these children. Thus, we have formed a SMART goal for this subgroup of Hiawatha learners. Disaggregated IEP student achievement averages will increase from 20% (reading) &amp; 40% (math) to 50% in reading &amp; math as measured by the Fall 2011 New England Common Assessment Program.</p>
<p><b>WHO?</b></p> <p><i>Teacher Leaders, Etc.</i></p>	<p>Universal Classroom Design – All teachers/principal            Math Acquisition – All teachers/principal            Literacy Acquisition – All teachers/principal            Positive learning Environment - All teachers/principal</p>