

Summit Street School

Professional Development Map for 2010-2011

SCHOOL'S RESPONSES TO PROFESSIONAL LEARNING NEEDS THAT SUPPORT IMPROVEMENT GOALS ADDRESSED IN SCHOOL ACTION PLANS

Professional Development Focus for All Targeted Areas of Improvement

Planning Team Participants: Summit Street Faculty and Principal Mary Hughes

Overarching End Goals: *(See School Action Plan for Detailed S.M.A.R.T. Goals)*

- Sustain high achievement and narrow and close achievement gaps for Summit Street School students.
- Improve communication for focused improvement initiatives and their relationship to professional learning and improving student achievement (Why are we doing this?).
- Monitor the responsiveness of professional learning opportunities in developing a deeper understanding of the components of "Universal Classroom" and how the components respond to the achievement and social and emotional needs of Summit Street students.

Overarching Essential Questions:

- Is there evidence that professional learning to advance student achievement is planned, meaningful, accessible, and actionable?
- To what extent do teachers design, access, and evaluate their professional learning needs and opportunities to assist them in implementing the curriculum and Summit Street School's action steps?
- What evidence is there that student learning is tied to teacher learning?
- To what extent do teachers feel their professional learning opportunities are supporting the improvement of student achievement (*as measured by*)?

Overarching Content and Skill:

- The components of Universal Classroom (mapped guaranteed and viable curriculum, differentiated instruction, formative assessment, supported learning environments, and learning communities)
- Collaborative Teaming
- Co-teaching
- Benchmarked progress monitoring
- Evidence collection
- Data analysis
- Standards-based communication with parents and students
- Integrating technology to support student learning (learning style, interest, and readiness; and to support the differentiation of content, process, and products)

Process (When?): Grade-level Team Meetings, Vertical Team Meetings, Collaborative Consultation Meetings, August-January-June Inservice, and Release Time

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<p>Trimester One Trainings and Meetings:</p> <p>August</p> <ul style="list-style-type: none"> • Team Building and Collaborative Teaming • Curriculum Mapping (standards-based reporting and benchmarking) • Responsive Classroom Buddy System and Response • Power School (student profiles and monitoring charts) <p>September, October, and November</p> <ul style="list-style-type: none"> • Student profiles • Communicate expectations and develop learning goals with students • Benchmark-based progress system : data collection, analysis, and monitoring (all teams) • Differentiation strategies based on profiles (all teams) • Standards-based parent communication 	<p>Trimester Two Trainings and Meetings: Dec December, January, and February</p> <ul style="list-style-type: none"> • Student profiles • Communicate expectations and develop learning goals with students • Benchmark-based progress system : data collection, analysis, and monitoring (all teams) • Differentiation strategies based on profiles (all teams) • Standards-based parent communication • Responsive Classroom Buddy System and Response 	<p>Trimester Three Trainings and Meetings: March, April, May, and June</p> <ul style="list-style-type: none"> • Student profiles • Communicate expectations and develop learning goals with students • Benchmark-based progress system : data collection, analysis, and monitoring (all teams) • Differentiation strategies based on profiles (all teams) • Standards-based parent communication
WHAT? Evidence-Deliverables	Team documentation; Student Profiles/Learning Programs; Curriculum Maps; Progress-Monitoring Charts; Standards-based Portfolios and Reports; Buddy System Records; Website; Natural Playground Design; Student-Led Conferences; Data Sets	
WHO? Teacher Leaders, Etc.	<ul style="list-style-type: none"> • Mary Hughes, Linda Keating, Erin Maguire, Karen Harvey, Regina Sewell, Mary Reynolds, Valerie Kilcollins, Kerry Mahoney (CCK), Renee Comeau (CC1), Meghan Turcot (CC2), Jeanne Cole (CC3), and Dave Davidson • Pam Chomsky-Higgins (3x/year) • Lynn Murray (3x/year) • Scott Noyes (2x/year) 	
Materials?	Tinker Plots; Power School; Digital Mapping Framework; Digital Profile Format; Digital Progress Monitoring; Team Build Materials, Responsive Classroom Materials (Buddy System); District Curriculum Resources	