



LRSP Status Report – June 2012

1.05 HY Professional Development SR 2012

Strategic Objective (SO):

1.05 Utilize meaningful, job-embedded professional development to support student achievement.

Topic of Strategic Objective (SO):

Professional Development

Department/School: Hyalite Elementary

Leader:

Building Principal and Instructional Coach

Team Members:

Hyalite Certified and Classified Staff

In a year, we hope to see the following progress on this strategic objective:

All certified staff will Complete a Personalized Professional Development Plan and demonstrate a better understanding of Quadrant D Learning and Understanding by Design through discussions and instruction by implementing the following action steps:

1. All certified staff will attend two district professional development trainings
2. All certified staff will complete 12 hours of personal professional development
3. All certified staff will complete 8 hours of Response to Intervention work/training
4. Instructional coach will provide job embedded professional development
5. Site-specific professional development will focus on; 1) Quadrant D Learning, 2) Understanding by Design, 3) Rigor and Relevance

PROGRESS SUMMARY

Hyalite's certified staff increased their understanding of Quadrant D Learning and the principals of Understanding by Design while completing their Personalized Professional Development Plan throughout the 2011-12 school year.

Action step evidence includes:

1. All certified staff attended and participated in the two district professional development days that focused on CCSS for writing
2. All certified staff completed and successfully reported on their individual professional development plans that included activities like attending the NMEA conference in the fall, learning the CHAMPS positive behavior support system, participating in the Yellowstone Writing Project, and being a mentor to new teachers in our building

3. Certified staff attended monthly grade-level Response to Intervention meetings to discuss and disaggregate student data, discuss student progress, and discuss effectiveness of prescribed intervention plans

Eight to ten certified staff were a part of the Hylite RtI Leadership Team, who attended state-wide training and examined the fidelity of our RtI process

4. Teachers used sample lessons from the International Center for Leadership in Education to help design rigorous and relevant lessons in all content areas.

Information was shared at the staff meetings to all staff members about Rigor and Relevance, Quadrant D, and CCSS for writing

5. First grade teachers designed their first math unit for the 2012-2013 year following the Understanding by Design model and incorporating the Common Core State standards in math and the Common Core mathematical practices

All Hyalite teachers grades K-5 used the Rigor and Relevance self-assessment rubric to analyze the quality of their instruction and plan instruction that emphasized more rigor, relevance and positive relationships with students