

***Staff Development Plan
Stonehouse Elementary
2008-09***

Stonehouse Elementary uses several different delivery systems for staff development. We have a schoolwide focus for all teachers on writing instruction and research-based instructional strategies, job embedded staff development where teams plan common units of study and common assessments on a weekly basis, and Wednesday Professional Development Sessions where topics in content areas and technology are addressed. Following are the different components of our staff development for the 2008-09 school year.

Schoolwide Focus

Writing Instruction: A series of sessions that address the writing process will be held during the school year. A fall and winter schoolwide K-5 writing prompt and analysis of writing skills is added to our assessment schedule. Teachers will score the students' writing with rubrics and meet to share strengths and weaknesses found in their writing. Grade 4 and 5 teachers will work on reliability of scoring common pieces of writing.

Responsible Parties: Reading Specialist, Administration, Teams

Target Date for Completion: March 2009

Measurable or Observable Evidence: Classroom observations and teacher's instructional plans showing knowledge and application of the writing process. Increase in the grade 5 SOL Writing passing percentage from 83% to 90%.

Research-Based Instructional Strategies: Staff meetings will be used to highlight and model effective use of RBIS in classrooms.

Responsible Parties: Administration, Teams

Target Date for Completion: June 2009

Measurable or Observable Evidence: Classroom observations and teacher's instructional plans showing knowledge and application of research based strategies. Teams will highlight effective use of RBIS at staff meetings.

T/TAC Inclusion: We received a \$4,700 grant from William and Mary T/TAC to examine our whole school approach to inclusion, including best practice strategies and delivery systems.

Responsible Parties: Inclusion Leadership Team

Target Date for Completion: June 2009

Measurable or Observable Evidence: Quarterly leadership team meeting agendas and minutes, evidence of implementation of T/TAC action plan.

Team Focus

Power Block Team Instructional Planning: The Power Block Team Instructional Planning time is designed so grade level teams have 90 minutes weekly for team instructional planning. This job embedded staff development focuses on planning common units of study using Research-Based Instructional Strategies and common assessments.

Responsible Parties: Team Leaders, teachers and administration

Target Date for Completion: ongoing

Measurable or Observable Evidence: Team leaders send weekly minutes to the administration showing what they accomplished each week and their plans for the upcoming week. Evidence of common assessments used, and results discussed, in teams.

Current Teachers as Readers Groups

Grade 4: Guided Reading

Grade 3: Writing Workshop Revisited

Data Analysis: Data analysis sessions will focus on benchmark test results, SOL disaggregated data and student performance by question summaries.

Responsible Parties: Administration, Math Specialist

Target Date for Completion: Benchmarks/Quarterly; SPbQ/ October 2008

Measurable or Observable Evidence: Grade level teams will participate in data analysis training and make plans for use of benchmark and SOL test data.

Wednesday Professional Development Sessions

Wednesday Professional Development Sessions: The first, third and fourth Wednesday of each month are designated mornings for professional development sessions. These sessions are based on needs and interest of the staff. It is also a time in which school leadership can update the staff on current trends in their respective areas. Areas included are Reading/Language Arts, Mathematics, Science, Social Studies, Minority Achievement, Gifted, and Special Education.

Responsible Parties: Staff Development Committee, Curriculum Leaders

Target Date for Completion: Ongoing

Measurable or Observable Evidence: Staff members maintain a record of attendance at professional development sessions during the school year.

Sessions to include:

Guided Reading

Response to Intervention

Special Education: Eligibility, VAAP, VGLA, SOL accommodations

Minority student persistence (on-going motivation to achieve)

Sessions to include (con't):

Alternative assessments
Health and Wellness

Technology: The ITRT position provides technology in-service to staff based on need and interest. Teachers who are in the six new classrooms are provided with a common set of skills needed to optimally use the new technology.

Responsible Parties: Administration, ITRT, CRT, Staff Development Committee

Target Date for Completion: ongoing

Measurable or Observable Evidence: Use of technology to deliver instruction observed in classroom observations and instructional planning.

Staff Development for Support Staff

Support Staff: Topics of interest are suggested by the support staff for the school year and staff members address these topics.

Responsible Parties: Staff Development Committee/ Support Staff Subcommittee

Target Date for Completion: Ongoing

Measurable or Observable Evidence: Attendance at sessions is documented.

Sessions to include:

Technology
Behavior interventions
Other topics identified by support staff