Comprehensive Professional Development to Increase Student Achievement

Jefferson Elementary
Farmington, Mo

Mitzi Webster - PD Building Chair, 1st grade
Joan Voelker - 4th grade
School Facts

• School Type - Elementary 1-4
• Size - 340 students (51% F/R - 176 student population) (22% IEP - 76 student population)
• Geographic Location - Small city in a rural area
• Staff Characteristics: Principal 4 years
  15 Classroom teachers
  7 Resource specialists
  4 Paraprofessionals
  10 Support Staff
• Assessments: Terra Nova (CTBS) 1st and 2nd
  MAP 3rd/4th
  Benchmarks
  Formative/Summative Curriculum Aligned Assessments
  Rigby/SRI
• Mission of Jefferson Elementary School:
  • Every administrator, classroom teacher, and specialist will assume responsibility for
    the literacy achievement of every student in the building. Each staff member is
    dedicated to this goal.
Then and Now

School before the Change
• Shared vision not present
• Teacher isolation
• Teacher centered

School after the Change
• Clear vision
• Collaboration
• Inquiring based/student centered
School before the Change
• Traditional instruction/ teacher centered
• End of unit testing
• Select teachers to conferences, lectures and new programs

School after the Change
• Inquiry based student centered
• Assessments on-going
• Professional development designed by local teachers based on identified needs
School before the Change
- Passive parent support
- Textbook driven and/or favorite curriculum
- Communication with stakeholders unclear

School after the Change
- Active parent support
- All curriculum aligned with Missouri GLE’s & MAP
- Communication became #1 priority for all
The Role of Trust in Schools

- Trustworthiness-
  - Benevolence
  - Openness
  - Honesty
  - Reliability
  - Competence
• Collaboration
  • Common Planning Time
  • Weekly Grade Level Meetings

• Results
  • Flexible Groups
  • Class Within a Class
  • Differentiated Instruction
  • Student Achievement Monitored
INTERVENTION PYRAMID
Jefferson Elementary School
First through Fourth Grade
Updated 10/03/07

LEVEL 5
Special Education Referral
Mandatory Tutoring
Mandatory Summer School

LEVEL 4
AT-RISK TEAM- Team Action Plan
(may include but not limited to)
Teacher
Administrator
Counselor
Mentor
Director of At Risk Programs
Process Coordinator
Title I Teacher
Paraprofessional

LEVEL 3
Title (RR, EL & IND)
Parent Conferences
School Based Social Worker
Behavior Modifications
Bi-Weekly Progress Reports
A+ Tutors
Jumpstart (2-4)
Learning Style Profile
Tutoring
Mentor
Counselors

LEVEL 2
Differentiated Instruction
Attendance Checks
Awards
Parent Activities
Library Skills
Instruction Differentiation
Reading Counts
Study Skills
Peer Mediation
Summer School
Character Education
Parent Communication
Parent Volunteers
Jumpstart (1st only)
Flexible Grouping
Organization Skills
Teacher Collaboration
Guidance Lessons
SRI
Assessments

LEVEL 1
Book Study Domino Effect

- Stronger Relationships
- Mutual Respect
- Trust
- Risk-Taking
- ‘Best Practices’
- Higher Standards
Benchmark and State MAP Scoring

- Scoring of Benchmark Tests
- In-State Scoring of State-Level Tests
Resources

• Surveys

• Partnership with Southeast Missouri State University

• Instructional Curriculum Coordinators
What Changed:

- Attitudes and beliefs
- Classroom instruction

Why?

- “Owned” by teachers
- Widespread
- Rigor
• **Summary Points**
  • Visionary Leadership
  • Relationships
  • Professional Development by the professionals

• **Challenges**
  • Keeping staff morale positive
  • Keeping staff learning, growing and setting goals