



Dartmouth Public Schools

George H. Potter School Professional Development Plan 2015-2016

September	
Pre-session Day 8/31/2015	Staff: ALL
	Goal: Literacy Strategies to Increase Student Achievement <i>Differentiated Professional Development</i> <ul style="list-style-type: none"> • Develop Strategies to Increase Number Sense • Develop Instructional Practices for Reading Instruction • Technology • Curriculum Development
	Connection to DIP: <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i>
Afterschool 9/8/2015	Staff: ALL
	Goal: Building on Success – Introduction of Differentiated Professional Development at the Building Level
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instructional support aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>
ERD 9/16/2015	Staff: All
	Goal: ALICE TRAINING
	Connection to DIP - Cultural Core <i>Improvement Objective 5.2: Collaboration between all stakeholders aligns services horizontally and vertically necessary to create safe, healthy, and supportive environments that maximize student achievement.</i>

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September		
Afterschool 9/22/2015	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches	Staff: Grade 3-5; Instructional Technology Specialist
	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)
	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students' behavioral and emotional health	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

October		
Afterschool 10/13/2015	Staff: Kindergarten – Grade 2; Literacy Coach & Specialists	Staff: Grade 3-5; Math Coach & Specialists
	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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October		
ERD 10/14/2015	Staff: Classroom Teacher, SPED Teachers , Reading/Math/Library Math Specialist, and Coaches	Staff: Art, ELL, Music, Nurses, Outreach, PE/Health, OT, Psychologists , SLP,
	Goal: Data Driven Differentiated Instruction <i>Differentiated Professional Development</i> <ul style="list-style-type: none"> Analyzing STAR Data to Develop Strategies to Increase Number Sense Analyzing STAR Data to Develop Instructional Practices for Reading Instruction 	Goal:
	Connection to DIP - Instructional Core <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Improvement Objective 1.1: Teachers in all content areas provide instruction in the use of strategies for monitoring and building comprehension while reading a variety of text.</i> <i>Improvement Objective 1.2: Students think about a text critically, engaging at a higher level and increasing opportunities for student practice.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i>	Connection to DIP:
Afterschool 10/27/2015	Staff: Kindergarten – Grade 2; Math Coach & Specialists	Staff: Grade 3-5; Literacy Coach & Specialists
	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> <i>1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas.</i> <i>3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.</i>	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> <i>1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas.</i> <i>3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.</i>

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November		
Afterschool 11/10/2015	Staff: Kindergarten - Grade 2; Instructional Technology Specialist	Staff: Grade 3 – Grade 5; Outreach Counselors; School Psychologist; PBIS Coaches
	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students’ behavioral and emotional health
Afterschool 11/24/2015	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches	Staff: Grade 3 - Grade 5; Instructional Technology Specialist
	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)
	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students’ behavioral and emotional health	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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December			
ERD 12/2/2015	Staff: Classroom Teacher, SPED Teachers, & Reading/Math/Library Math Specialist,		Staff: Art, Coaches, ELL, Music, Nurses, Outreach, PE/Health, OT, Psychologists , SLP,
	Goal: Parent Teacher Conferences		Goal:
	Connection to DIP - Cultural Core <i>Improvement Objective 5.1: The district actively promotes family engagement and participation.</i>		Connection to DIP:
Afterschool 12/8/2015	Staff: Kindergarten – Grade 2; Literacy Coach & Specialists		Staff: Grade 3 – Grade 5; Math Coach & Specialists
	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)		Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> <i>1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas.</i> <i>3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.</i>		Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> <i>1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas.</i> <i>3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.</i>
ERD 12/9/2015	Staff: Classroom Teacher, SPED Teachers, & Reading/Math/Library Math Specialist		Staff: Art, Coaches, ELL, Music, Nurses, Outreach, PE/Health, OT, Psychologists , SLP
	Goal: Parent Teacher Conferences		Goal:
	Connection to DIP - Cultural Core <i>Improvement Objective 5.1: The district actively promotes family engagement and participation.</i>		Connection to DIP:

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January		
Afterschool 1/12/2016	Staff: Kindergarten – Grade 2; Math Coach & Specialists	Staff: Grade 3 – Grade 5; Literacy Coach & Specialists
	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.
Afterschool 1/26/2016	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches	Staff: Grade 3 - Grade 5; Instructional Technology Specialist
	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)
	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students' behavioral and emotional health	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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February		
Afterschool 2/9/2016	Staff: Kindergarten - Grade 2; Instructional Technology Specialist	Staff: Grade 3 – Grade 5; Outreach Counselors; School Psychologist; PBIS Coaches
	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students' behavioral and emotional health
ERD 2/10/2016	Staff: All	
	Goal: Instructional Practices to Increase Student Achievement <i>Differentiated Professional Development</i>	
	<ul style="list-style-type: none"> • Technology • Social/Emotional Needs • High Achievement in Inclusion Setting 	
	Connection to DIP – Instructional Core/Cultural Core <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>	

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February		
Afterschool 2/23/2016	Staff: Kindergarten – Grade 2; Literacy Coach & Specialists	Staff: Grade 3 – Grade 5; Math Coach & Specialists
	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.
March		
Afterschool 3/8/2016	Staff: Kindergarten – Grade 2; Math Coach & Specialists	Staff: Kindergarten – Grade 2; Literacy Coach & Specialists
	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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March		
ERD 3/9/2016	Staff: All	
	Goal: Instructional Practices to Increase Student Achievement <i>Differentiated Professional Development</i> <ul style="list-style-type: none"> • Technology • Social/Emotional Needs • High Achievement in Inclusion Setting 	
	Connection to DIP – Instructional Core/Cultural Core <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>	
Afterschool 3/22/2016	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches	Staff: Kindergarten - Grade 2; Instructional Technology Specialist
	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)
	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students’ behavioral and emotional health	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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April		
ERD 4/6/2016	Staff: All	
	Goal: Instructional Practices to Increase Student Achievement <i>Differentiated Professional Development</i> <ul style="list-style-type: none"> • Technology • Social/Emotional Needs • High Achievement in Inclusion Setting 	
	Connection to DIP – Instructional Core/Cultural Core <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>	
Afterschool 4/12/2016	Staff: Kindergarten - Grade 2; Instructional Technology Specialist	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches
	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> <i>Improvement Objectives:</i> 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students' behavioral and emotional health

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April		
Afterschool 4/26/2016	Staff: Kindergarten – Grade 2; Literacy Coach & Specialists	Staff: Kindergarten – Grade 2; Math Coach & Specialists
	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.
May		
Afterschool 5/10/2016	Staff: Kindergarten – Grade 2; Math Coach & Specialists	Staff: Grade 3 – Grade 5; Literacy Coach & Specialists
	Goal: Mathematical Understanding & Assessment (Topics include: Calendar Math components; effective progress monitoring; targeted content instruction via data analysis)	Goal: Reading Comprehension Strategies & Assessment (Topics include: effective progress monitoring; Fountas & Pinnell leveled benchmarking; continued work with the Comprehension Toolkit)
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Improvement Objectives:</i> 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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May		
ERD 5/18/2016	Staff: All	
	Goal: Instructional Practices to Increase Student Achievement <i>Differentiated Professional Development</i> <ul style="list-style-type: none"> • Technology • Social/Emotional Needs • High Achievement in Inclusion Setting 	
	Connection to DIP – Instructional Core/Cultural Core <i>Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.</i> <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>	
Afterschool 5/24/2016	Staff: Kindergarten – Grade 2; Outreach Counselors; School Psychologist; PBIS Coaches	Staff: Grade 3 - Grade 5; Instructional Technology Specialist
	Goal: PBIS – School-wide/Classroom/Student – Making Connections (Topics include: Social, Emotional, Learning [SEL] Strategies; de-escalation techniques; Connecting social emotional skills to academic achievement)	Goal: Instructional Technology – Supporting the Adult and Student Learner (Topics include: Enhancing teacher competency; Google Docs; SMART Board; Technology topics aligned to a grade level)
	Connection to SIP: <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i> Improvement Objectives: 6.1 – Clear, consistent expectations and a climate that supports learning for all. 6.2 – All staff has sufficient knowledge needed to improve students’ behavioral and emotional health	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> Improvement Objectives: 1.1 – Teachers provide explicit instruction for building and monitoring comprehension in all content areas. 3.1 – Grade level teams along with Instructional Coaches, Specialists and Interventionists review formal and informal data using the results to differentiate instructional opportunities for students.

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June	
Afterschool 6/14/2016	Staff: ALL
	Goal: Reflecting on Success – Next Steps for 2016-2017
	Connection to SIP: <i>Key Strategy 2: Align and make consistent instructional strategies and materials within and across grade levels.</i> <i>Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.</i> <i>Key Strategy 4: Advance a multi-tiered model of instructional support aligned to the common core.</i> <i>Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.</i>