



NORTH BRANCH
AREA PUBLIC SCHOOLS
Inspire Dreams, Build Integrity, Instill Hope

District Staff Development Plan 2014-2015

Approved by District Staff Development Committee: 9/18/14
Approved by North Branch Area School Board: 10/9/14

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District #138 Staff Development Plan for 2014-2015

This District Staff Development Plan has been prepared by the District Staff Development Committee. The foundation upon which this plan is built includes: District 138 School District Goals and Strategic Plan, Minnesota State Statutes which include the Legislative Mandated Staff Development Goals and the National Standards for Staff Development. (See Appendix.)

The ultimate goal of the Staff Development program is to increase student learning and achievement. Research proves that students learn best from teachers and staff members who have the necessary knowledge and skills to meet the needs of their students. Working for North Branch Area Public Schools has to be as much about learning as it is about teaching. Teachers and staff members must have time to learn together and support each other in their learning. In order to be effective, schools must focus their efforts around common goals for student success.

We consider this plan to be a continuous improvement plan. It contains the key components needed to support increased student learning and staff professional development.

Professional Development Related Outcomes and Action Steps From Strategic Focus 2013-2018

For use in 2014-2015 District Professional Development Goals and action steps:

Goal 1: Prepare all learners for success in school and life

- Provide aligned curriculum and programs of rigor and relevance PK-16;
- Ensure technology is an integral part of instruction and learning;
- Increase opportunities for all students to be connected with a sense of belonging.

Goal 2: Raise accountability for all staff and programs

- Maintain safe and secure environments;
- Review data systematically to drive decision making;
- Create and implement effective evaluation systems for all staff;
- Increase parent access to student data.

Goal 3: Increase community engagement

- Sustain and expand partnerships with parents, communities and others;
- Enhance use of technology and social media for communication;
- Promote and market the school district.

Goal 4: Commit resources to district priorities

- Utilize technology to increase efficiency;
- Prioritize professional development for all staff consistent with district goals;
- Review method of resource allocation.

2014-2015 District Staff Development Goals

Goal 1: Continue the process of reviewing and revising curriculum and assessment in all subjects PK-16 in a variety of groupings throughout the 2014-2015 school year.

- Embed state and national standards as part of curriculum review.
- Continue to utilize curriculum leaders, as established in 2011-2012 school year, to facilitate process.
- Provide opportunity for review and update of curriculum guides on a continuous basis.
- Provide time and training for curriculum discussions throughout the year.

Goal 2: Provide and support professional development opportunities aligned to NBAPS District's Strategic Focus.

- Continue to provide district offered courses to ensure best practices and depth of content knowledge (i.e. ER & D, SCRED, St. Cloud State University Cohorts, TIES).
- Support district technology initiatives (D3 and Bridging D3).
- Utilize media integrationists and instructional coaches to facilitate professional learning, specifically in the area of technology integration and best practice instruction.
- Continue to support the personalized professional learning model (WIN PD).
- Use end of course evaluations and periodic staff surveys to gather feedback to align courses with staff needs.

Goal 3: Implement effective classroom strategies in all subject areas in order to reduce the achievement gap in reading and math by 50% at the end of the 2017 academic year (as measured by MCA data).

- Use Balanced Literacy as a best practice strategy K through 5.
- Train staff in the use of growth assessments and use the data to drive instruction.
- Provide information and training on highly effective, research-based instructional strategies and curriculum approaches.
- Increase collaboration between general education and special education staff.
- Continue to implement and apply Response to Intervention (RTI).

Goal 4: Continue the Quality Compensation (Q Comp) program during the 2014-2016 school year to support site student achievement initiatives to increase literacy or math scores by 2%.

- Use Professional Learning Communities to create job embedded professional development for all teachers.
- Continue to train staff in data interpretation and use of data to inform instruction.
- Use Q Comp plan and data collected to drive individual professional development plans for all teachers.
- Ensure career ladder leaders and administrators have appropriate training for career ladder positions.
- When appropriate, encourage collaboration between PLC leaders and curriculum leaders to guide professional learning and curriculum development.
- Increase opportunities for collaboration of general education and special education staff.
- Use data from staff for improvement of the Q Comp plan.

Goal 5: Improve student performance through partnership with parents and community.

Responsibilities of the District Staff Development Committee

1. Prepare and implement the District Staff Development Plan.
2. Plan for the district in-service days for all staff. Monitor and offer assistance for site workshop days.
3. Assist sites in meeting staff development goals.
4. Evaluate staff development activities.
6. Review and award Best Practices Grants.

District Staff Development Advisory Committee members should include:

1. One representative from each site committee:
 - a. High School (HS)
 - b. Middle School (MS)
 - c. Sunrise River School (SRS)
 - d. Early Childhood (EC)
 - e. Alternative Programs: Area Learning Center (ALC), Distance Learning (DL), and STEP (BB) - to be represented by the High School, Middle School and Sunrise River site chairs.
2. One representative from each of the following groups: Special Education (SPED), Administration, NBEA Executive Board, and School Board.
3. One representative from each of the following Classified Staff (CS) areas: (12 month employees, 9/10 month employees, maintenance, transportation)
4. One parent.
5. District Support Staff. (e.g. Teacher Preparation and Development Coordinator)
6. District Staff Development Coordinator
7. Unique Learners Manager
8. District Q Comp Advisor
9. Q Comp Administrator
10. Director of Curriculum and Instruction

Current Terms of Service:

3rd Yr of 3 Yr Term: Jerry Mahlke (9/10 mo CS), Mindy Lattimore (HS)

2nd Yr of 3 Yr Term: Lisa Maurer (SPED)

1st Yr of 3 Yr Term: Rachelle Weinand (MS), Laurie Bednarczyk (SRS), Erica Bjerkevedt (EC), ?? (Maintenance), ?? (Transportation), Joan Audette and Kindra Helin (12 mo CS)

District Staff Development Coordinator: Michelle Trunk

Parent: Kristy Elkerton

School Board member: Linda Heidelberger

The administration will select a representative to serve on the committee each year. (David Treichel)

The NBEA Executive Board will select a representative to serve on the committee each year. Dona Yetter

Q Comp District Advisor: Chas Bettendorf

Teacher Preparation and Development Coordinator: Dona Yetter

Unique Learners Manager: Nicole Woodward

Q-Comp Administrator: Todd Tetzlaff

Director of Curriculum and Instruction: David Treichel

Any committee member unable to attend a District Staff Development Committee meeting is encouraged to send an alternate. All alternates will be paid for their attendance. If a site chair is unable to attend a district full or core committee meeting, their stipend will be pro-rated based on their attendance at monthly district staff development meetings.

New advisory committee members, replacing an advisory member who has completed a three year term, are invited to begin their transition on to the District Wide Staff Development Advisory Committee by attending the May meeting.

District Wide Staff Development Advisory Committee Breakdown: 8 teachers, 4 classified staff, 3 administrators, 1 parent and 1 School Board member.

Responsibilities of the District Staff Development Coordinator

1. Hold meetings of the District Staff Development Committee and facilitate the following:
 - a. Prepare and implement the District Staff Development Plan.
 - b. Plan for the district in-service days for all staff. Monitor and offer assistance for site workshop days.
 - c. Assist sites in meeting staff development goals.
 - d. Evaluate staff development activities.
 - e. Plan and award Best Practices Grants.
2. Prepare the annual Staff Development Report for the MN Department of Education.
3. Coordinate communication within the district and disseminate information to the following:
 - a. Administration and Directors
 - b. Teachers and Classified Staff
4. Coordinate with Teacher Preparation Coordinator to provide course offerings within the district.
5. Prepare the budget and monitor expenses.
6. The Staff Development Coordinator position is occupied by a teacher leader on special assignment.
7. The Staff Development Coordinator reports to the Director of Curriculum and Instruction.

Responsibilities of the Site Staff Development Committees

1. Each site will develop a plan for selecting committee members to represent the staff of the site. The members of the site committee should be selected by staff members to insure balanced representation of all staff at the site. These members are responsible for bringing the needs of the staff they represent to the site committee and for communicating the decisions, policies, and plans of the committee to the staff.
2. Each Site Staff Development Committee will work with their building principal to develop staff development goals and activities for the site and establish a procedure for the expenditure of staff development funds to meet the goals.
3. The plans and procedures of each site are to be submitted in writing to the District Committee for review and will be included in these guidelines.
4. A representative of each site committee, preferably the chairperson, will serve on the District Staff Development Committee for a term of three years. This representative is responsible for communicating the needs of the site to the district committee and for communicating to the site about the activities of the district committee.
5. Each site will determine the process used to hold at least one monthly meeting with their Site Staff Development Committee members.

Staff Development Requests: Approval and Denial Process

1. Staff development requests will be approved by the site chairperson and the building principal or the building staff development committee as per the site staff development plan.
2. The request is then approved or denied by the building administrator/director.
3. If request is denied, the building administrator/director will provide reason for the denial to the staff member.
4. The staff member has the right to submit the request to the district staff development committee for review.
5. Upon discussion at the district staff development committee, the request may be returned to site committee for approval or denial.
6. The request is then approved or denied by the building administrator/director.
7. If request is denied, the building administrator/director will provide reason for the denial to the staff member.
8. If request is denied, the staff member has the option to bring request to superintendent for review.
9. The request is then approved or denied by the superintendent.
10. If request is denied, the superintendent will provide reason for the denial to the staff member.
11. If request is denied, the staff member has the option to bring request to the school board for review.
12. The request is then approved or denied by the school board.
13. The school board decision is final.

Approval and denial of a staff development proposal will be based on such things as: School Board policies and procedures, district strategic focus, approved district and site professional development goals, District Staff Development Plan, district employee contracts, past practices, laws, statutes and rules.

Responsibilities of the Site Staff Development Chairperson

Description: The Chairperson of the Site Staff Development Committee has the primary responsibility for overseeing the use of staff development funds at the site. The chairperson will know the staff development policies and procedures as established by the District Staff Development Committee and approved by the School Board and will monitor their implementation at the site. This job will include the following:

1. Conduct regular meetings with the Site Staff Development Committee (Each site will hold at least one monthly meeting and may be combined with site QComp meetings.)
2. Work in cooperation with the building principal to facilitate the following responsibilities:
 - a. Establish procedures for the selection of members to the committee, determining the site chairperson, record keeping, and decision making.
 - b. Align goals and activities with the District Plan.
 - c. Approve requests for staff development funds from individuals and groups at the site in accordance with site and/or district goals.
 - d. Work together with the building administrator and site Q-Comp advisor (if applicable) to plan site staff development days.
 - e. Review for approval and then submit Best Practice Grants to the District Staff Development Chairperson.
 - f. Evaluate site approved activities, curriculum writing, policies and/or procedures.
 - g. For stipend approval, prepare a site summary and evaluation that will be submitted to the District Staff Development Chairperson twice a year. (December / June)
3. Monitor site staff development expenditures
 - a. Approve and sign requests for expenditures on behalf of the site committee.
(See page 9, Staff Development Requests: Approval and Denial Process)
 - b. Monitor site budget, working with the building secretary and administrator.
4. Work with the site committee members to reach all teachers and staff members at the site for staff development activities.
5. Serve a three year term on the District Staff Development Advisory Committee
 - a. Serve as the principle liaison between the district committee and the site committee and facilitate monthly meetings with site administration to provide an update on District Staff Development discussions as it relates to site initiatives and professional development planning.
 - b. Provide leadership for staff development at the site.
 - c. Assist with planning and facilitating district staff development in-services.
 - d. Serve on District Staff Development Subcommittees as needed throughout the year.
 - e. Assist with development and evaluation of the yearly Staff Development Plan.
 - f. Submit Site State Staff Development Reports.
 - g. Attend District and Core Staff Development Committee meetings.

Salary: Each Site Chairperson will be paid a stipend for the above responsibilities at a site and district level.

Responsibilities of the Site Staff Development Committee Member

Description: The Site Staff Development Committee member has the task to be actively involved in the professional development and allocation of staff development funds at the site. The site committee member will know the staff development policies and procedures as established by the District Staff Development Committee and approved by the School Board. This job will include the following:

1. Attend regular meetings with the Site Staff Development Committee. (A replacement should be in attendance if a site committee member is unable to attend.
 - a. Each site will develop a plan for selecting committee members to represent the staff of the site. The members of the site committee should be selected by staff members to insure balanced representation of all staff at the site. These members are responsible for bringing the needs of the staff they represent to the site committee and for communicating the decisions, policies, and plans of the committee to the staff.
 - b. Work with the site committee members to reach all teachers and staff members at the site for staff development activities.
2. Assist in preparation of the Site Staff Development Plan.
 - a. The plans and procedures of each site are to be submitted in writing to the District Staff Development Committee for review and will be included in the district plan.
3. Assist site in implementation of the Site Staff Development Plan.
 - a. Each Site Staff Development Committee member will work with their committee and building principal to develop staff development goals and activities for the site and establish a procedure for the expenditure of staff development funds to meet the goals.
4. Assist site in planning and implementation of activities for site workshop days.
5. Assist site in meeting staff development goals.
6. Evaluate staff development activities at site.
7. Plan for Best Practice Grants at site.

District Staff Development Budget

When legislation requires a 2% set aside of general funding, the following budgetary requirements are followed:

Site Budgets

Staff Development funds are distributed to the sites based on the FTEs at each site. Each site is responsible for preparing a plan and budget for these funds in accordance with the District Staff Development goals.

District-wide Reserve Fund

Within the District-wide Reserve Fund there are high priority line item programs aligned with district initiatives that receive annual funding, these include: Mentoring, Peer Coaching, and Collaborative Coaching.

- **Teacher Leader Salaries:** Wages and benefits for the District Staff Development Coordinator, Teacher Preparation and Development Coordinator and Instructional Coaches will be covered through this reserve.
- **District-wide Staff Development:** This reserve supports the District Staff Development Committee, District Staff Development Coordinator, Site Staff Development Chairs, Teacher Preparation and Development Coordinator, Instructional Coaches, District-wide In-Service, and District approved initiatives; ie. Balanced Literacy and Bridging D3. Access to these funds will be approved by the District Staff Development Coordinator and Director of Curriculum and Instruction.
- **Mentorship:** Stipends and operating expenses, including new teacher inservice, will be paid out of this reserve.
- **Collaborative/Peer Coaching:** Stipends and operating expenses will be paid out of this reserve.
- **District Professional Learning: WIN PD:** Operating expenses for the WIN Professional Development as described in Appendix E will be paid out of this reserve.
- **Best Practice Grants:** Funds will be awarded by the District Staff Development Committee in the form of grants. In order to be eligible to receive a Best Practice grant, an application form must be submitted to the site chairperson who will bring it to the District Staff Development Committee for consideration. Best Practice funds are available for experiences that will enhance the curriculum, are beyond the typical staff development opportunity, or are district in scope not focused on an individual building.

District Staff Development Evaluation

The District Staff Development Committee will review and evaluate the District Staff Development Plan and staff development program at the end of the school year. The committee will collect formative data during district staff development days and gather input from staff throughout the year. Each site will review site staff development activities and make recommendations for the following year.

The district staff development chair and site chairs will review both student and staff summative data. Student data will include test scores (General Outcome Measures (GOMs), NWEA, MCAII, MCAIII, BST) as well as graduation rates. Teacher data such as the number of teachers attending various district courses, literacy and differentiation strategy use data, and data from the Peer Coaching, Coaching Communities, Learning Communities and Mentoring programs will be used.

The district chair and site chairs will submit the annual MN Department of Education State Staff Development Report which includes both formative and summative data.

APPENDIX A- SITE PLANS

Sunrise River Elementary & Early Childhood Site Staff Development Plan 2014-2015

Goal #1:

School Site Student Achievement Goal: The student achievement goal should answer the question, "How do we want to see our students' academic achievement improve?". The goal should be student-centered and linked to the district staff development goal.

School Site Staff Development Goal: The school staff development goal should answer the question, "How did we prepare staff to accomplish the student achievement goal above?"

(QComp Goal) MCA reading in grades 3 and 4

- The percentage of all students enrolled October 1 in grades 3 and 4 at Sunrise River Elementary School who are proficient as measured by the Reading MCA will increase from 70% in spring of 2014 to 72% in spring of 2015.

Strategies and Action Steps:

- A LLT- Literacy Learning Team will be created to support teachers in reading.
- A select group of teachers will attend the Daily 5 and Cafe training in July of 2014.
- The LLT team of teachers will pilot new Balanced Literacy materials and strategies throughout the year.

Goal #2: MCA math in grades 3 and 4

- The percentage of all students enrolled in grades 3 and 4 at Sunrise River Elementary School who are proficient as measured by the Math MCA will increase from 80% in spring of 2014 to 84% in spring of 2015.

Strategies and Action Steps:

- Teachers will utilize the PLC process to evaluate student achievement.
- Teachers will utilize the curriculum leaders, content meetings, and the Tech Integrationist to support them in math instruction and evaluation.

Goal #3: Curriculum

- **By June 30, 2015, teacher teams will continue to meet and develop learning targets for identified power standards to ensure vertical alignment and guaranteed/viable curriculum for all learners.**

Strategies and Action Steps:

- Teachers will utilize the curriculum leaders as a resource when completing curriculum mapping forms.
- The PLC process will be used to provide time for training and writing of standards and targets.
- Teachers will utilize the Technology Integrationist as a resource in developing curriculum maps.
- Teachers will have access to classroom iPads to support them in the curricular areas.

Goal #4: Balanced Literacy

By June 30, 2015, Sunrise teachers will increase the number of strategies they use that support the Balanced Literacy Approach to core reading instruction.

Strategies and Action Steps:

- Teachers will be updated on WIN PD projects throughout the year as a tool for training on Balanced Literacy strategies.
- Teachers will utilize the LLT team as a resource for training.
- Teachers will utilize the Literacy Coach and the Integrationist as a resource for training.

or

Goal #4: Minnesota Reading Corps

By June 30, 2015, all Early Childhood teachers will increase the number of strategies they use that support the MRC early literacy interventions.

Strategies and Action Steps:

- Staff will participate in SEEDS of Early Literacy Training and bring back learning for use in classroom instruction and to share with the Early Childhood PLC members.
- Teachers will utilize the ELLCO (Early Language & Literacy Classroom Observation) Tool as a resource for enhancing the literacy rich classroom environment.
- Teachers will utilize the Literacy Coach and the Integrationist as a resource for training.

Goal #5: Behavior Expectations and Engagement

By June 30, 2015, staff and students will have participated in an all school expectations and award program designed specifically for Sunrise River Elementary.

Strategies and Action Steps:

- Re-establish the PBIS team.
- Using the three existing Sunrise Rules-I will be respectful, responsible, and safe, design a plan for building level student and staff recognition and awards.
- PBIS team members will collaborate with site PLC leaders and the PST to create a building behavior plan.

Formation of Committee

- A. The following staff members will serve on the Sunrise School Site Committee
 1. PLC Leaders- Pam Pignato, Muffy Hejny, Karla Meemken, Jodi Johnson, Lori Tiegen, Tracey John, Stephanie Bordewick, Kirsten Leaf
 2. Q-Comp Site Chairs-Sara Ertl and Sue Hibbard
 3. Classified Staff (1 rep.) -Magie Vadnais
 4. Media Specialist/Technology Integrationist- Laurie Bednarczyk
 5. Building Administrators- Lori Zimmerman
 6. Building Staff Development Chair-Laurie Bednarczyk

- 7. Instructional Strategies Coach-Dede Besch
- 8. Early Childhood Staff Development Rep.- Erica Bjerketvedt

- B. The length of the term served by each member will be in alignment with the district committee. (3 years)
- C. All members on the committee will have one vote.
- D. The building committee will select the site chair by a majority vote.
- E. *The 2014-2015 committee is as follows:*
 - 1. *PLC Leaders:*
 - a. *Pam Pignato (year 1)*
 - b. *Muffy Hejny (year 2)*
 - c. *Karla Meemken (year 1)*
 - d. *Jodi Johnson (year 3)*
 - e. *Lori Tiegen (year 2)*
 - f. *Tracey John (year 3)*
 - g. *Stephani Bordewick (year 1)*
 - h. *Kirsten Lear (year 1)*
 - 2. *Site Q-Comp Advisory – Sara Ertl and Sue Hibbard (year1)*
 - 3. *Administrator-Asst. Principal and / or Principal- Lori Zimmerman*
 - 4. *Site Chair/Media Specialist - Laurie Bednarczyk (year 3)*
 - 5. *Instructional Strategies Coach - Dede Besch (year 2)*
 - 6. *Classified - Maggie Vadnais (year 1)*
 - 7. *Early Childhood Site Chair- Erica Bjerketvedt (year 1)*

II. Roles and Responsibilities of the Committee

- A. Determine staff development needs of the building
- B. Plan and implement activities and programs to meet the identified needs
- C. Bring requests for staff development funds from the representative groups to committee for approval
- D. Meet as a committee on at least a monthly basis
- E. Provide a summative staff development site report to the district committee at the end of the year
- F. Roles
 - 1. Site chair will monitor the building funds and activity participation
 - 2. One member serves as a representative to the district staff development committee

B. Guidelines

Suggested Budget Allocation

Site Reserve	Special Education	Specialists	Title One	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
25%	10%	5%	10%	10%	10%	10%	10%	10%

1. Funds will be distributed on a first come/first served basis. The committee will determine if funding will be granted IF the funding request is more than \$200.00.
2. Each individual and/or team may decide to use funds for substitutes/writing time, workshops registration/substitutes, or reserve their funds for summer writing.
 - Substitute funding is based on \$125.00 per day (\$62.50 per half day.)
 - When funds for substitutes are requested to provide collaborative team planning, teams are encouraged to include site and district support people (coaches, integrationists, sped teachers, etc.) to join the group. This process provides an avenue for the best use of time and funds for collaboration.
3. Allocating Funds
 - a. Twenty-five percent of building funds will be held in reserve for use at the discretion of the building team for such things as food at workshops, building wide meetings, workshop days, or Professional Development Committee meeting and required SCRED attendance, as well as summer writing/research time.
 - b. Seventy-five percent of the building funds will be dispersed to the departments and grade levels. **The Committee will monitor the fund balance throughout the year. If needed, individual accessibility to funds may be adjusted accordingly. See Table above.**
 - c. The building Professional Development Committee and/or administration will determine the number of people who may attend a particular workshop based on duplication of knowledge, substitute availability and coverage in the department.
 - d. People who attend conferences outside of school hours will not be compensated for their time unless special circumstances exist with prior approval. Participants will not receive extra compensation for travel time.
 - e. If a team/grade level has not made a staff development application/request for fund usage by April 7, those funds will be transferred to the site reserve fund for usage during summer writing hours.
4. Things to remember when requesting Professional Development Funds
 - a. Does this workshop/experience directly relate to a district, building, or personal goal?
 - b. Is this channeled to the right funding source? Would it be more appropriate to come from another budget such as Title, Curriculum, SCRED, Technology, District, etc.?
 - c. If a person is receiving credits toward a lane change, Professional Development funds cannot be used. Professional Development money may be used to pay hourly costs for staff to attend a building-wide class or training after school hours.
 - d. Committee, grade level or special area staff may use Professional Development funds for the process of writing targets, writing power standards, and aligning common assessments.
 - e. The use of Professional Development funds must meet building and district goals.
5. Expectations for Sharing Knowledge and Curriculum
 - A. Following a staff development experience, the staff member will participate in one of the following:
 1. Notify other staff members in similar assignments, of the experience and share information gained.
 2. Be willing to present information at a future staff development workshop.
 3. Other method of sharing approved by building committee.
 - B. Curriculum that is developed will be shared with other members of the staff who are assigned to the same course.

North Branch Area Middle School Site Staff Development Plan 2014-2015

Goal #1: (QComp Goal) -

When compared to the percentage of students that met their Spring 2014 MAP Reading growth targets established by NWEA for the classes of 2019 through 2022 (last year's 4th, 5th, 6th and 7th grade students) with a valid fall and spring assessment score, 2% more of the students in classes 2019 through 2022 (this year's 5th, 6th, 7th and 8th grade students) with a valid fall and spring assessment in 2014 - 2015 will reach their growth target established by NWEA on the MAP Reading Test.

Strategies and Action Steps:

- Implement silent reading times into schedule
- Implement vocabulary and comprehension strategies into all instructional areas
- Implement BD3 program in grades 6 and 7.
- Staff development funding used for improvements in reading practices
- Provide opportunities for all departments to use staff development funds
- Support LLT in the implementation of the Balanced Literacy Framework

Goal #2:

When compared to the percentage of students that met their Spring 2014 MAP Math growth targets established by NWEA for the classes of 2019 through 2022 (last year's 4th, 5th, 6th and 7th grade students) with a valid fall and spring assessment score, 2% more of the students in classes 2019 through 2022 (this year's 5th, 6th, 7th and 8th grade students) with a valid fall and spring assessment in 2014 - 2015 will reach their growth target established by NWEA on the MAP Math Test.

Strategies and Action Steps:

- Math teachers to attend state math conference and related follow up work
- Develop and implement math interventions for grades 5 and 6
- Implement team taught math classes in grades 5 and 6
- Implement use of Manga High in grades 5-8
- Implement of IXL in the ALC classes

Goal #3: Increase percentage of staff using learning targets, formative assessments, and other best practice strategies by 10 % when compared to the 2013-2014 school year.

Strategies and Action Steps:

- Implement learning targets in instruction
- Implement formative and common formative assessments in instruction
- Follow observation and evaluation plans in place for teachers and principals
- Provide job-embedded training and practice for teaching staff on the use of formative assessments and common formative assessments
- Provide time for departments to write common formative assessments and evaluate data from those assessments

Goal #4: Positive Behavior Interventions and Supports

By June 30th, implement PBIS in order to reduce student referrals and suspensions by 10 % when compared to the 2013-2014 school year.

Strategies and Action Steps:

- Continue to support students with positive reinforcements like HOPE Group and We Day
- Implement responsible use/digital citizenship curriculum
- Increase technology integration including Transformer project in grade 5, iPads and laptops for teaching staff, Chromebooks 8th grade social studies and the BD3 (Chromebook) in 6th and 7th grades
- Planners to assist with time management in grades 5 and 8
- Utilize Schoology in improve time management and organizational skills in grades 6 and 7
- Build relationships with students during applied studies and advisory
- Create Behavior Intervention Task Force to implement standards of appropriate behavior and related activities
- Provide instruction for parents and students to learn to use TIES Schoolview/Schoology

I. Formation of Committee

A. The following staff members will serve on the Middle School Site Committee

1. PLC Leaders
2. Q-Comp Site Chair
3. Classified Staff (1 rep.)
4. Media Specialist/Technology Integrationist
5. Building Administrators
6. Building Staff Development Chair
7. Instructional Strategies Coach

B. The length of the term served by each member will be in alignment with the district committee. (3 years)

C. All members on the committee will have one vote.

D. The building committee will select the site chair by a majority vote.

E. *The 2014-2015 committee is as follows:*

1. ***PLC Leaders:***
 - a. ***Joan Bense (year 1)***
 - b. ***Julia Roman (year 1)***
 - c. ***Melissa Rafferty (year 1)***
 - d. ***Elijah Davies (year 1)***
 - e. ***Joel Santjer (year 1)***
 - f. ***Abby Bateman (year 2)***
 - g. ***Lisa Maurer (year 1)***
 - h. ***Roberta Backus (year 1)***
 - i. ***Stacy Johnstone (year 1)***
2. ***Site Q-Comp Advisory – Jodi Fanth (year 1)***
3. ***Administrator-Asst. Principal and / or Principal***
4. ***Site Chair/Media Specialist - Rachelle Weinand (year 1)***
5. ***Instructional Strategies Coach - Michelle Trunk (year 1)***

6. *Classified -Kristi Sampson (year 1)*

II. Roles and Responsibilities of the Committee

- A. Determine staff development needs of the building
- B. Plan and implement activities and programs to meet the identified needs
- C. Bring requests for staff development funds from the representative groups to committee for approval
- D. Meet as a committee on at least a monthly basis
- E. Provide a summative staff development site report to the district committee at the end of the year (primarily done by site chair)
- F. Roles
 - 1. Site chair will monitor the building funds and activity participation
 - 2. Site chair serves as a representative to the district staff development committee (if he/she cannot attend, a replacement will be chosen from the committee)

III. Curriculum Writing Guidelines

- 1. Curriculum writing/research
 - a. Maximum of 30 hours per teacher will be granted for development of a new course or if part of the review cycle
 - b. Maximum of 20 hours per teacher will be granted if revising an existing course
 - c. Requests in excess of above limits will be processed on a case by case basis
 - d. If insufficient funds remain to grant all writing requests, priority will be given as follows:
 - i. Amount of money previously allocated to an individual
 - ii. New courses
 - iii. Revision of existing curriculum
 - f. In the absence of funds, no curriculum writing/research will be funded.
- 2. Unless required by administration, salary for weekends and summer conferences, classes, and meetings will not be paid.

IV. Expectations for Sharing Knowledge and Curriculum

- A. Following a staff development experience, the staff member will participate in one of the following:
 - 1. Notify other staff members in similar assignments, of the experience and share information gained.
 - 2. Be willing to present information at a future staff development workshop.
 - 3. Other method of sharing approved by building committee.
- B. Curriculum that is developed will be shared with other members of the staff who are assigned to the same course.

Site: North Branch Area High School

Site Staff Development Plan

2014-2015

North Branch Area High School Staff Development Goals 2014-2015

Q-Comp Goal:

In the Spring of 2015, the percentage of student in the class of 2017 who score proficient on the MCA-III All Accountability Reading will increase 2% from 60.4% to 62.4% when compared with the results from spring 2014.

GOAL 1: By June 30th, staff will demonstrate continued growth in the application of Professional Learning Community concepts.

1. Continue efforts to strengthen collaborative teams through a focus on the “Big 4 Questions”
2. Collaborative teams of teachers will continue to learn, explore and engage in effective student feedback strategies including, but not limited to, rubrics, student self-assessments, grading practices and common formative/summative assessments through data analysis and instructional adaptations.

GOAL 2: By June 30th, staff will implement and apply systematic interventions (RTI).

1. Build shared knowledge across all staff through effective engagement with Academic Intervention Task Force (AITF); Behavior Intervention Task Force (BITF); Positive Behavioral Intervention and Supports (PBIS) and Problem Solving Team (PST).
2. Support ongoing effective use of Advisory and other systematic interventions (RTI) through the use of data and identified processes.

GOAL 3: By June 30th, staff will work to apply instructional alignment of standards from curriculum to instruction.

1. Content areas will continue the process of ‘unwrapping standards’ and the alignment of instructional delivery PreK-12 with curriculum leaders.
2. Collaborate on the application of GANAGH, power standards, supplemental standards, learning targets, and how they align (Vertical/Horizontal) with curriculum delivery and assessments.

GOAL 4 By June 30th, staff will demonstrate growth in the application of technology in the classroom and will experience an introduction into ‘Bridging D3’.

1. Teachers will develop skills specific to engaging classroom use of digital devices through collaboration with the media integration specialist, the district’s technology department, and other professional development resources.

Formation of Committee

- A. The following staff members will serve on the Viking Leadership Council
 1. PLC Leaders
 2. Q-Comp Site Chair
 3. Classified Staff (1 rep.)
 4. Media Specialist/Technology Integrationist
 5. Building Administrators
 6. Building Staff Development Chair
 7. Instructional Strategies Coach
- B. The length of the term served by each member will be in alignment with the district committee. (3 years)
- C. All members on the committee will have one vote.
- D. The building committee will select the site chair by a majority vote.
- E. ***The 2014-2015 committee is as follows:***
 1. ***PLC Leaders:***
 - a. ***Daniel Campbell (year 3)***
 - b. ***Steven Nelson (year 3)***
 - c. ***Sharon Goeman (year 3)***
 - d. ***Michelle Wille (year 2)***
 - e. ***Janelle McNally (year 1)***
 - f. ***Jennifer Van Dyke (year 1)***
 - g. ***John Grund (year 1)***
 - h. ***Debra Goodman (year 1)***
 - i. ***Jennifer Joyal (year 1)***
 2. ***Site Q-Comp Advisor – Mindy L. Lattimore (year 1)***
 3. ***Staff Development Chair - Mindy L. Lattimore (year 3)***
 4. ***Administrator-Asst. Principal and / or Principal - Coleman McDonough and Glen Stevens***
 5. ***Media Specialist - Amy Carney***
 6. ***Instructional Strategies Coach - Hayley Lang***
 7. ***Classified - Carol Baumann (year 1)***

II. Roles and Responsibilities of the Committee

- A. Determine staff development needs of the building
- B. Plan and implement activities and programs to meet the identified needs
- C. Bring requests for staff development funds from the representative groups to committee for approval
- D. Meet as a committee on at least a monthly basis
- E. Provide a summative staff development site report to the district committee at the end of the year
- F. Roles
 1. Site chair will monitor the building funds and activity participation
 2. One member serves as a representative to the district staff development committee

III. Guidelines

1. Curriculum writing/research
 - a. Maximum of 30 hours per teacher will be granted for development of a new course or if part of the review cycle
 - b. Maximum of 20 hours per teacher will be granted if revising an existing course

- c. Requests in excess of above limits will be processed on a case by case basis
- d. If insufficient funds remain to grant all writing requests, priority will be given as follows:
 - i. Amount of money previously allocated to an individual
 - ii. New courses
 - iii. Curriculum review cycle
 - iv. Revision of existing curriculum
- f. In the absence of funds, no curriculum writing/research will be funded.

2. Unless required by administration, salary for weekends and summer conferences, classes, and meetings will not be paid.

IV. Expectations for Sharing Knowledge and Curriculum

- A. Following a staff development experience, the staff member will participate in one of the following:
 - 1. Notify other staff members in similar assignments, of the experience and share information gained.
 - 2. Be willing to present information at a future staff development workshop.
 - 3. Other method of sharing approved by building committee.
- B. Curriculum that is developed will be shared with other members of the staff who are assigned to the same course.

APPENDIX B

Minnesota Statute

122A.60 STAFF DEVELOPMENT PROGRAM.

Subdivision 1. Staff development committee.

A school board must use the revenue authorized in section [122A.61](#) for in-service education for programs under section [120B.22, subdivision 2](#), or for staff development plans under this section. The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators.

Subd. 1a. Effective staff development activities. (a) Staff development activities must:

- (1) focus on the school classroom and research-based strategies that improve student learning;
- (2) provide opportunities for teachers to practice and improve their instructional skills over time;
- (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- (4) enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- (5) align with state and local academic standards;
- (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- (7) align with the plan of the district or site for an alternative teacher professional pay system.

Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section [122A.61](#).

Subd. 2. Contents of plan.

The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes, consistent with relicensure requirements under section [122A.18](#), subdivision 4. The plan also must:

- (1) support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- (2) emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

- (3) maintain a strong subject matter focus premised on students' learning goals;
- (4) ensure specialized preparation and learning about issues related to teaching English learners and students with special needs; and
- (5) reinforce national and state standards of effective teaching practice.

Subd. 3. Staff development outcomes.

The advisory staff development committee must adopt a staff development plan for improving student achievement. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- (1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- (6) effectively deliver digital and blended learning and curriculum and engage students with technology; and
- (7) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

Subd. 4. Staff development report.(a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3.

(b) The report must break down expenditures for:

- (1) curriculum development and curriculum training programs; and
- (2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level,

and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

(c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.

Source: <https://www.revisor.mn.gov/statutes/?id=122A.60>

APPENDIX C

Standards for Professional Learning (Learning Forward, 2013) (formerly, National Staff Development Council) is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Learning Forward, with the contribution of 40 professional associations and education organizations, developed the Standards for Professional Learning. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue -- professional learning.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source: <http://learningforward.org/standards#.UktuU4ako9n>

APPENDIX D

The Instructional Practices Surveys are designed for staff to assess their current implementation of technology tools in support of instructional best practices to prepare all learners for success in school and life. Versions of this survey will be created for different employee groups in the district. Survey will be given to staff to measure growth and to assist the Staff Development Committees, District Instructional Support and Technology Teams in planning ongoing professional development.

APPENDIX E

What I Need Professional Development (WIN PD)

In order to support an individualized approach to professional development to deepen the implementation of best practice the district instructional support team will facilitate a program entitled What I Need Professional Development (WIN PD). The team consists of the Director of Curriculum and Instruction, Technology Integrationists, Instructional Coaches, and Curriculum Coordinators. This initiative is a job embedded, individualized professional development opportunity for interested licensed staff. Licensed staff set individual professional development goals and work in collaborative groups that include other participants and the site instructional coaches and tech integrationists.

Interested licensed staff apply each year to be accepted into the WIN PD program. Priority is given to applicants whose goals are aligned to the district or building goals and/or district initiatives. WIN PD participants will receive monthly professional development for the duration of the 2014-2015 program.. They are supported by the instructional support team as they work towards their individual goals. Sessions will be planned and coordinated by the site tech integrationist and instructional coach.

The process for application is as follows:

1. A proposal (application form) is submitted to the Instructional Support Team at the beginning of the school year.
2. Applications will be reviewed by the Instructional Support Team and selected based upon their ability to support the building and district goals and district initiatives.
3. Once reviewed and approved by the Instructional Support team, approved applicants will be notified by their site technology integrationists and instructional coaches.