



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

# District Staff Development Plan 2018-2019

Approved by District Staff Development Committee: 9/2018  
Presented the North Branch Area School Board: 9/2018

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## **District #138 Staff Development Plan for 2018-2019**

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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**

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For use in 2018-2019 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.

## 2018-2019 District Staff Development Goals

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Goal 1: Continue to engage in the continuous curriculum improvement process for all subjects PK-16 in a variety of groupings throughout the 2018-2019 school year.

- Embed state, national and locally developed standards to ensure a guaranteed and viable curriculum to ensure a student centered classroom with rigor.
- Continue to utilize curriculum leaders to facilitate the continuous curriculum improvement process focusing on learning targets and performance scales.
- Provide opportunity for review and update of units of study 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.

- Support district technology initiatives (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 personalized professional learning opportunities.
- Use periodic staff surveys to gather feedback to align professional development offerings 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 2018- 2019 academic year (as measured by MCA data).

- Use Balanced Literacy as a best practice strategy K through 5.
- Math K-12 Continued professional development opportunities and implementation.
- Train staff in the use of growth assessments and use the data to drive instruction.
- Provide information and training on highly effective, evidence-based instructional strategies and curriculum approaches.
- Continue to align our continuous curriculum improvement process and effective, evidence-based instructional strategies to instruction in the classroom.
- Continue to implement and apply MTSS (Multi-Tiered Systems of Support).

Goal 4: Continue the Quality Compensation (Q Comp) program during the 2018-2019 school year to support site student achievement initiatives to increase literacy and/or math scores by 2%.

- Use Professional Learning Communities to create job embedded professional development for all teachers.
- Continue use of data to inform instruction.
- Use Q Comp plan and data collected to drive the learning of the PLCs
- Ensure career ladder leaders and administrators have appropriate training for career ladder positions as we continue to implement the Marzano framework..
- Continue collaboration between PLC leaders and curriculum leaders to guide professional learning and curriculum development.
- Implement Marzano PLCs and implementation of the Marzano observational model.

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

- Fostering connections between parents and district through the Community Curriculum Advisory Council.
- Strengthen relationship and commitment of community partnerships through the World's Best Workforce legislation.

## Responsibilities of the District Staff Development Committee

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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.
5. Review and award Best Practices Grants.
6. 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 ensure 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.
7. 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.

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 Chisago County Schools Life Work Center(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, NBSSA 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 Instructional Support Team Member
6. District Staff Development Coordinator
7. Special Services Supervisor
8. District Q Comp Advisor
9. Q Comp Administrator
10. Director of Teaching and Learning

## Current Terms of Service:

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3<sup>rd</sup> Yr of 3 Yr Term: Christine Lund (SPED), Sherri Keller (HS)

2<sup>nd</sup> Yr of 3 Yr Term: Lynne Wilzbacher (SRS), Erica Bjerketvedt (EC), Joan Audette and Kindra Helin (12 mo CS)

1<sup>st</sup> Yr of 3 Yr Term: Pam Newbauer (MS), Cindy Nelson (NBSSA)

District Staff Development Coordinator: Carolyn Slater

Community Member: Kristy Elkerton

School Board member: Cathie Pascavage

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: Michelle Trunk, Lynne Wilzbacher

The NBSSA Executive Board will select a representative to serve on the committee each year: Cindy Nelson

Q Comp Counsel Member: Michelle Trunk

Special Services Supervisor: Jennifer Eldred

Q-Comp Administrator: Todd Tetzlaff

Director of Teaching and Learning: 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 prorated 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 onto the District Wide Staff Development Advisory Committee by attending the May meeting.

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

## **Responsibilities of the District Staff Development Coordinator**

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1. Hold meetings of the District Staff Development Committee and facilitate the following:
  - a. Prepare and implement the District Staff Development Plan.
  - b. Coordinate 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. Assist with development and evaluation of the yearly World's Best Workforce Plan.
3. Coordinate communication within the district and disseminate information to the following:
  - a. Administration and Directors
  - b. Teachers and Classified Staff
4. Prepare the budget and monitor expenses.
5. The Staff Development Coordinator position is occupied by a tenured licensed teacher.
6. The Staff Development Coordinator reports to the Director of Teaching and Learning.

## Responsibilities of the Site Staff Development Committees

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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.
6. Staff Development Requests: Approval and Denial Process
  - a. 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.
  - b. The request is then approved or denied by the building administrator/director.
  - c. If request is denied, the building administrator/director will provide reason for the denial to the staff member.
  - d. The staff member has the right to submit the request to the district core staff development committee for review.
  - e. Upon discussion at the district core staff development committee, the request may be returned to site committee for approval or denial.
  - f. The request is then approved or denied by the building administrator/director.
  - g. If request is denied, the building administrator/director will provide reason for the denial to the staff member.
  - h. If request is denied, the staff member has the option to bring request to the director of teaching and learning for review.
  - i. The director of teaching and learning 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

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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, policies and/or procedures.
  - g. For stipend approval, prepare an activity log that will be submitted to the District Staff Development Chairperson twice a year. (January /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 principal 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 World's Best Workforce Plan.
  - f. 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**

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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. 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 employee group they represent.
3. Assist in preparation of the Site Staff Development Plan/Goals.
4. Assist site in implementation of the Site Staff Development Plan/Goals.
  - 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 support expenditure of staff development funds to meet the goals.
5. Assist site in planning and implementation of activities for site professional development days.
6. Evaluate staff development activities at site.
7. Plan for Best Practice Grants at site, when available.

## District Staff Development Budget

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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. Licensed staff development requests should be submitted to the site where the requestor's PLC resides. 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.

1. **Teacher Leader Salaries**: Wages and benefits for the District Staff Development Coordinator position and partial wages and benefits for Instructional Coaches will be covered through this reserve.
2. **District-wide Staff Development**: This reserve supports the District Staff Development Committee, District Staff Development Coordinator, Site Staff Development Chairs, Instructional Coaches, District-wide In-Service, and District approved initiatives. Access to these funds will be approved by the District Staff Development Coordinator and Director of Teaching and Learning.
3. **Mentorship**: Stipends and operating expenses, including new teacher inservice, will be paid out of this reserve.
4. **District Professional Learning: WWN PD**: Operating expenses for the WWN Professional Development as described in Appendix E will be paid out of this reserve.
5. **Best Practice Grants**: When available, 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**

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The District Staff Development Committee will review and evaluate the District Staff Development Plan and staff development program each 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), FAST, NWEA; MCAIII) as well as graduation rates.

The district chair and site chairs will assist with the annual MN Department of Education State World's Best Workforce Report, as needed, which includes both formative and summative data.

## APPENDIX A- SITE PLANS

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### **Sunrise River Elementary & Early Childhood** **Site Staff Development Plan** **2018-2019**

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#### **Goal #1: (QComp Goal) Reading**

The percentage of students enrolled as of October 1 at Sunrise River Elementary School who meet or exceed their reading growth goal as measured by FAST aReading will increase from 52% in the spring of 2018 to 54% in the spring of 2019.

#### Strategies and Action Steps:

- Grade level teams will meet regularly to review student data to ensure students are making expected gains with a goal of at least 80% of students meeting proficiency goals via core instruction.
- Teachers will fully implement year 4 of the balanced literacy framework with resources from Benchmark with the support of LLT, PLC Leaders, Instructional Coach and administration.
- SPED and intervention teachers will meet regularly with instructional teams to ensure interventions address the instructional match with student need and review progress monitoring data to ensure students are meeting/exceeding trendline targets.
- Focus on monitoring for learning and performance scales will be implemented across the building and district with a focus on literacy.

#### **Goal #2: MCA Math**

The percentage of students enrolled as of October 1 at Sunrise River Elementary School who meet or exceed their math growth goal as measured by FAST aMath will increase from 57% in the spring of 2018 to 60% in the spring of 2019.

#### Strategies and Action Steps:

- Grade level teams will meet regularly to review student data to ensure students are making expected gains with a goal of at least 80% of students meeting proficiency goals via core instruction..
- Teachers will fully implement math resources that support the elementary core values and beliefs in the area of math with support from the pilot teachers, PLC leaders, Instructional Coach and administration.
- SPED and intervention teachers will meet regularly with instructional teams to ensure interventions address the instructional match with student need and review progress monitoring data to ensure students are meeting/exceeding trendline targets.
- Focus on monitoring for learning and performance scales will be implemented across the building and district with a focus on math for departmentalizing 3rd and 4th grade teams..
- All students will participate in problem-solving activities involving application of math and science thinking via PLTW-Launch activities as part of a specialist rotation.

#### **Goal #3: Behavior:**

Early Childhood classrooms will participate in the Pyramid Model coaching program and demonstrate progress on Benchmarks of Quality Indicators (no red flags) by June 1, 2019

and

Sunrise staff will collectively participate in a behavior support system identified to change chronic "below the line"

behaviors for students and allow them to more successfully participate with peers in classroom instruction.

#### Strategies and Action Steps:

- Further develop daily morning meetings in all classrooms K-4.
- Expand monthly themes, activities and resources for teachers to use in classroom meetings to support these prosocial behaviors.
- Implement Student Behavior Contract and behavior support as identified via Grade Level Team Facilitators and Grade Level/Department Reps
- Increase Adsis behavior support for Tier 2 students.
- Classrooms implementing the Pyramid Model (all classrooms) will be monitored monthly with targeted observations focusing on areas identified by the teacher as a goal in accordance with adopting the Pyramid Model strategies in the classroom.
- Fall and spring observations will be made using the TPOT (Teaching Pyramid Observation Tool) to collect classroom data regarding the successful implementation of the Pyramid Model strategies.
- Monthly Pyramid Model Implementation Team meetings will occur to review data and support program implementation.

#### Formation of Committee

1. The following staff members will serve on the Sunrise School Site Committee
  - a. PLC Leaders
  - b. Q-Comp Site Chairs
  - c. Building Administrators
  - d. Building Staff Development Chair
  - e. Media & Technology Integrationist
  - f. Instructional Strategies Coach
  - g. Classified Staff (1 rep.)
2. The length of the term served by each member will be in alignment with the district committee. (3 years)
3. All members on the committee will have one vote.
4. The building committee will select the site chair by a majority vote.
5. The 2018-2019 committee is as follows:
  - a. **PLC Leaders:**
    - i. ***Pam Pignato (year 2)***
    - ii. ***Jenny Heath (year 1)***
    - iii. ***Karla Meemken (year 2)***
    - iv. ***Becky Hilber (year 1)***
    - v. ***Lynne Wilzbacher (year 1)***
    - vi. ***Tracey John (year 1)***
    - vii. ***Jackie Stender (year 2)***
    - viii. ***Brittney Heisick (year 2)***
    - ix. ***Cindy Berg (year 3)***
  - b. ***Site Q-Comp Advisory – Sara Ertl and Sue Hibbard (year 5)***
  - c. ***Administrator-Asst. Principal and / or Principal- Lori Zimmerman and Rebecca Johnson***
  - d. ***Sunrise Site Chair - Lynne Wilzbacher (year 2)***
  - e. ***Instructional Strategies Coach - Dede Besch (Literacy - year 5)***  
***Instructional Strategies Coach - Laurie Bednarczyk - Math/Tech (year 1)***

- f. Classified - Maggie Vadnais (year 2)*
- g. Early Childhood Site Chair- Erica Bjerketvedt (year 2)*

## **Roles and Responsibilities of the Committee**

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

## **Curriculum Writing/Units of Study Guidelines**

1. Curriculum writing/Units of Study
  - a. Maximum of 20 hours per teacher may be granted for development of a new course or if part of the review cycle
  - b. Maximum of 10 hours per teacher may 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/units of study
  - e. In the absence of funds, no curriculum writing/units of study will be funded.
2. Unless required by administration, salary for weekends and summer conferences, classes and meetings will not be paid.

## **Expectations for Sharing Knowledge and Curriculum**

1. Following a staff development experience, the staff member will participate in one of the following:
  - a. Notify other staff members in similar assignments, of the experience and share information gained.
  - b. Be willing to present information at a future staff development workshop.
  - c. Other method of sharing approved by building committee.
2. 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  
2018-2019**

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**Goal #1: Q Comp Goal for 2018 - 2019**

Middle School & Middle School Area Learning Center: The percentage of students enrolled Oct 1 in grades 4-7 (classes of 2023 through 2026) who are proficient as measured by the MCA Reading All Accountability Test will increase 2% from 61.05% in the spring of 2018 to at least 63.05% in grades 5-8 in the spring of 2019 (classes 2023 through 2026).

Strategies and Action Steps:

- Continue to implement and support vocabulary, comprehension and reading strategies into all instructional areas which includes science and social studies classes.
- Provide professional development support for teachers in the team taught classes grades 6-8
- Staff development funding used for improvements in reading practices for all departments
- Implement new reading curriculum in reading classes in grade 7-8
- Continue to support LLT of the Balanced Literacy Framework in grade 5 focusing on small group instruction

**Goal #2:** Middle School & Middle School Area Learning Center: The percentage of students enrolled Oct 1 in grades 4-7 (classes of 2023 through 2026) who are proficient as measured by the MCA Math All Accountability Test will increase 2% from 55.3% in the spring of 2018 to at least 57.3% in grades 5-8 in the spring of 2019 (classes 2023 through 2026).

Strategies and Action Steps:

- Math teachers to attend District Professional Development opportunities that support the math core values
- Continue to make improvements to Tier II and Tier III math interventions for grades 5 and 6
- Begin offering enrichment class for 8th grade students
- Continue Study Island for grade 5
- Implement IXL in the ALC classes
- Attend professional development opportunities focused on the Math Expressions curriculum in grade 5
- Implement Big Ideas math curriculum in grades 6-8

**Goal #3:**

By June 30, provide standards-based, student-centered, and rigorous learning activities for students by examining the tasks complexity and autonomy, examining progressions of learning and performance scales and being reflective and deliberate in the teaching practice.

Strategies and Action Steps

- Provide staff learning and examples of increases in complexity in the classroom.
- Provide staff learning and examples of increases in autonomy in student learning.
- Begin monitoring for implementation of increases in complexity and autonomy.
- Continue staff learning and sharing examples of performance scales.
- Continue observation and evaluation plans for teachers and principals.
- Provide job-embedded time (department, PLC, grade level) to create a path to raise the rigor for our students.
- Continue to build 4C's in grades 5-8.
- Implementation of flexible learning and instruction

#### **Goal #4:**

By June 30th, implement PBIS in order to reduce student referrals and suspensions by 10 % when compared to the 2018-2019 school year.

#### **Strategies and Action Steps:**

- Continue to support students with positive reinforcements using Gotcha tickets, We Are RED behavior matrixes and behavior flowchart.
- Implement responsible use/digital citizenship curriculum during class meetings
- Inform parents of current tech tools being used by teenagers
- Build relationships with students during focused class meeting times
- Team RED will provide class meeting activities based on building rapport with students and Olweus Anti-Bullying curriculum to all advisory teachers
- Plan building activities for Unity Day and be intentional about recognition activities when students meet goals.
- Continue to provide instruction for parents and students to learn to use Synergy to monitor grades, attendance, behavior referrals, etc.

#### **Formation of Committee**

1. The following staff members will serve on the Middle School Site Committee
  - a. PLC Leaders
  - b. Q-Comp Site Chair
  - c. Classified Staff (1 rep.)
  - d. Media Specialist/Technology Integrationist
  - e. Building Administrators
  - f. Building Staff Development Chair
  - g. Instructional Strategies Coach
2. The length of the term served by each member will be in alignment with the district committee. (3 years)
3. All members on the committee will have one vote.
4. The building committee will select the site chair by a majority vote.
5. ***The 2018-2019 committee is as follows:***
  - a. ***PLC Leaders:***
    - i. ***Julia Roman (year 2)***
    - ii. ***Melissa Rafferty (year 2)***
    - iii. ***Christine Erickson (year 1)***
    - iv. ***Brian Robelia (year 3)***
    - v. ***Lori Lavin (year 2)***
    - vi. ***Cindy Berg (year 3)***
    - vii. ***Tammi Minke (year 1)***
    - viii. ***Cathy Regnier (year 2)***
  - b. ***Classified - Katie Soule (year 2)***
  - c. ***Site Q-Comp Advisor – Joan Bense (year 3)***
  - d. ***Site Staff Development Chairperson - Pam Newbauer (year 1)***
  - e. ***Instructional Strategies Coach - Michelle Trunk***
  - f. ***Media Specialist/Technology Integrationist- Rachelle Weinand***
  - g. ***Administrator-Asst. Principal and / or Principal: Todd Tetzloff***

## **Roles and Responsibilities of the Committee**

1. Determine staff development needs of the building
2. Plan and implement activities and programs to meet the identified needs
3. Bring requests for staff development funds from the representative groups to committee for approval
4. Meet as a committee on at least a monthly basis
5. Provide a summative staff development site report to the district committee at the end of the year (primarily done by site chair)
6. Roles
  - a. Site chair will monitor the building funds and activity participation
  - b. 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)

## **Curriculum Writing/Units of Study Guidelines**

1. Curriculum writing/Units of Study
  - a. Maximum of 20 hours per teacher may be granted for development of a new course or if part of the review cycle
  - b. Maximum of 10 hours per teacher may 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/units of study
  - e. In the absence of funds, no curriculum/units of study writing will be funded.
2. Unless required by administration, salary for weekends and summer conferences, classes and meetings will not be paid.

## **Expectations for Sharing Knowledge and Curriculum**

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

**North Branch Area High School  
Site Staff Development Plan  
2018-2019**

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**Q-Comp Goal:** In the spring of 2019, the percentage of NBAHS and NBDL students in the class of 2019 who score proficient on the MCA-III All Accountability Math will increase 10% from 37.6% to 47.1% (state avg.) when compared with the results from spring 2018.

**GOAL 1: By June 30th, staff will demonstrate growth within, and understanding of, the ‘re-envisioned’ structures and processes of our PLCs.**

1. Because PLCs are the engine that ensure NBAHS has a guaranteed and viable curriculum for ALL students, PLCs will continue to develop and apply new identified practices and procedures to support these efforts.
2. Collaborative teams will continue to learn and apply how to utilize the standards-based teaching map, PLC road map, and Marzano teacher evaluation model to improve instruction.

**GOAL 2: By June 30th, staff will work to apply instructional alignment of standards from curriculum to instruction.**

1. Content areas will continue growth toward a guaranteed and viable curriculum, using established content standards, planning rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
2. Teachers will continue to develop and apply skills around the application of research based practices within current programming (BARR/PBIS/Marzano).
3. Teachers will use the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.
4. Teachers will establish classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
5. Teachers will intentionally focus on integrating the following math strands: number sense and probability and statistics into their lessons to support math growth among all students.

**GOAL 3: By June 30th, staff will demonstrate growth in the application of 21st century practices in the classroom.**

1. Teachers will demonstrate active growth and application in the integration of technology in the classroom through use of the SAMR model (Substitution, Augmentation, Modification, Redefinition);
2. Teachers will develop lessons that consistently and effectively utilize the 4 C’s - Collaboration, Creativity, Critical Thinking, Communication as well as regular integration of technology in the learning process. Teachers will develop and apply flexible learning into their courses.

**Formation of Committee**

1. The following staff members will serve on the Viking Leadership Council
  - a. PLC Leaders
  - b. Q-Comp Site Chair
  - c. Classified Staff (1 rep.)
  - d. Media Specialist/Technology Integrationist
  - e. Building Administrators
  - f. Building Staff Development Chair
  - g. Instructional Strategies Coach
2. The length of the term served by each member will be in alignment with the district committee. (3 years)

3. All members on the committee will have one vote.
4. The building committee will select the site chair by a majority vote.
5. *The 2018-2019 committee is as follows:*
  - a. *PLC Leaders:*
    - i. *Becky Muyres (year 1)*
    - ii. *Julie Cooley (year 2)*
    - iii. *Sharon Goeman (year 3)*
    - iv. *Taylor Essen (year 2)*
    - v. *Cheryl Becker (year 3)*
    - vi. *Scott Miller (year 3)*
    - vii. *Laura Roth (year 2)*
    - viii. *Mari Ringness (year 1)*
    - ix. *Debra Goodman (year 1)*
  - b. *Site Q-Comp Advisor – Mindy L. Lattimore (year 2)*
  - c. *Staff Development Chair - Sherri Keller (year 2)*
  - d. *Administrator-Asst. Principal and / or Principal - Coleman McDonough and Glen Stevens*
  - e. *Media Specialist - Sherri Keller*
  - f. *Instructional Strategies Coach - Mindy Lattimore*
  - g. *Classified - Sheri Rodlund (year 2)*

### **Roles and Responsibilities of the Committee**

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

### **Curriculum Writing/Units of Study Guidelines**

1. Curriculum writing/Units of Study
  - a. Maximum of 20 hours per teacher may be granted for development of a new course or if part of the review cycle
  - b. Maximum of 10 hours per teacher may 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/units of study
  - e. In the absence of funds, no curriculum writing/units of study will be funded.

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

### **Expectations for Sharing Knowledge and Curriculum**

1. Following a staff development experience, the staff member will participate in one of the following:
  - a. Notify other staff members in similar assignments, of the experience and share information gained.
  - b. Be willing to present information at a future staff development workshop.
  - c. Other method of sharing approved by building committee.
2. 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.

(This section has been affected by law enacted during the 2016 legislative session. [Less info](#))

- [122A.60 subd. 4](#) has been amended by [Chapter 189, Article 24, Section 16](#)

#### 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.**

The district and site staff development committees shall write a report of staff development activities and expenditures for the previous year. 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 as part of the district's world's best workforce report under section 120B.11, subdivision 5.

- (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.

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

## APPENDIX C

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**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

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The Technology Self Assessment Tool for Teachers is designed for staff to self- assess their current implementation of technology tools in support of instructional best practices to prepare all learners for success in school and life. Teachers will use the results of the survey to guide them in creating a professional goal in the area of technology. 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

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### **What We Need Professional Development (WWN 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 We Need Professional Development (WWN PD). The team consists of the Director of Teaching and Learning, Technology Integrationists, and Instructional Coaches. 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 WWN PD program. Priority is given to applicants whose goals are aligned to the district or building goals and/or district initiatives. WWN PD participants will receive ongoing professional development for the duration of the 2018-2019 program.. They are supported by the instructional support team as they work towards their 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.
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.