

Staff Development Plan 2011-2012

Lac qui Parle Valley School District
District 2853
Madison, MN 56256



2011-2012 Meeting Dates:

Sept. 28, Oct. 26; Dec. 7; Jan 25; Feb. 29; March 28; April 25; May 30.

Revised 01/17/2012

STANDARDS for 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.

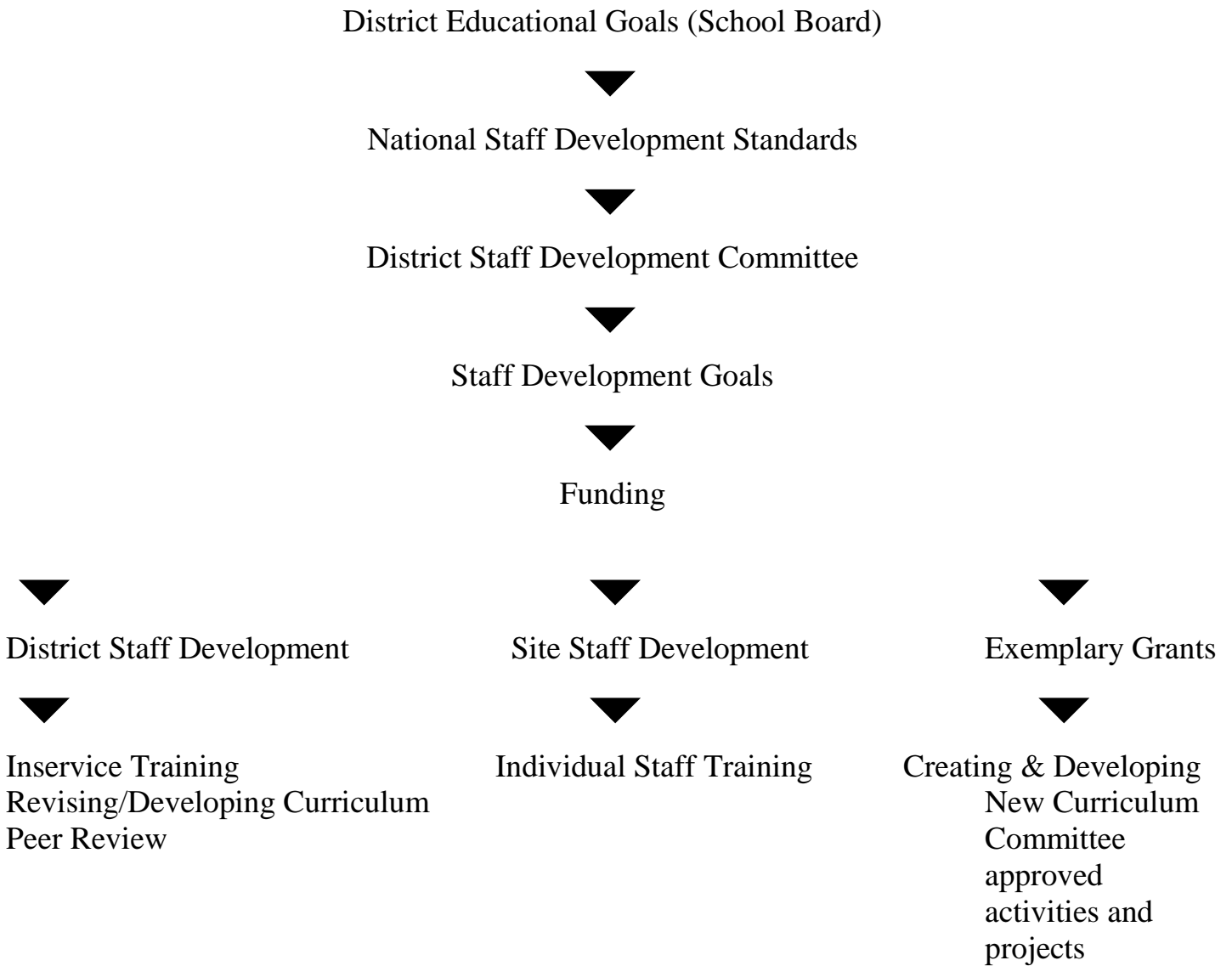
Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

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

Learning Forward (previously known as National Staff Development Council), 2011

How Staff Development Works

Flow Chart





Staff Development Committee Members

Membership and Terms, 2011-2012 School Year

Board Member (1)/Administrative Staff (4) (*indicates voting member)

Kim Mitchell, Board Member*
 Renae Tostenson, Superintendent
 Scott Sawatzky, Middle/High School Principal*
 Kipp Stender, MMN Elementary Principal*
 Jon Fulton, Appleton/Milan Elementary School Principal*

<u>Community Member (1)*</u>	<u>Term Ends (June)</u>	<u>Position</u>
Lori Jensen	2012-13	

<u>Support Staff (1)*</u>	<u>Term Ends (June)</u>	<u>Position</u>
Barb Hormann	2013-2014	MMN

<u>Instructional Staff (10)</u>	<u>Term Ends (June)</u>	<u>Building</u>
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K-4 (2)*

Char Strand	2012-13	APP
Betty Tollefson	2011-12	MMN

5-6 (2)*

Heidi Tosel	2013-2014	LqPV MS
Linda Stromswold	2011-12	LqPV MS

7-9 (2)*

Amy Giles	2011-12	LqPVHS
Paul Lowry	2012-13	LqPVHS

10-12 (2)*

Wes Anderson	2013-2014	LqPVHS
Jen Tostenson	2012-13	LqPVHS

Specialist*

Dan Ludvigson	2013-2014	LqPVHS/MMN
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Executive Committee

Wes Anderson		LqPVHS
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Q-Comp

Kim Olson	2013-2014	
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Staff Development Committee Makeup

1. The majority of the voting members must be instructional staff.
2. Three members of the administration will be voting members; the remainder of the administrators will be Ad Hoc members. The voting administrators are the two elementary principals and high school principal.
3. The one school board representative will be a voting member.
4. The program coordinator will be a non-voting member.
5. A member of the negotiating team should attend each staff development meeting. His/her role is to be the communicator between the staff development committee and the educational executive committee.
6. There should be one specialist (Physical Education, Music, Art, or Special Education) staff member on the committee.
7. There will be one support staff member. Union 70 will appoint this individual. This is a voting position.
8. A representative from the Executive Committee or the EA President will be invited to attend meetings in a non-voting advisory role.
9. There should be a non-school community member appointed to the committee as a voting member.
10. Terms for the instructional staff, non-instructional staff, and community members will be for 3 years and are renewable.

Role of the Committee

1. Meet monthly during the school year for organizational purposes with special meetings as needed.
2. Distribute minutes of meetings to all staff.
3. Allocate all funds as directed by Minnesota statutes.
4. Determine an equitable method for use of funds allocated as site money.
5. Formulate annual Staff Development goals for the district.
6. Arrange professional development activities to meet identified needs.
7. Notify staff and area substitutes of staff development activities.
8. Provide for follow-through/evaluation after in-service and individual staff activities.
9. Correlate professional growth activities with curriculum development.
10. Review and take action on exemplary grant requests according to guidelines established.
11. Update Staff Development plan each year.
12. Receive quarterly Staff Development expense reports from the district.
13. Write and submit a final Staff Development report to Minnesota Department of Education.



Staff Development Funding

Funds allocated by the State to the Lac qui Parle Valley School District for the purpose of Staff Development may be used for

- (1) Inservice training related to the Staff Development goal
- (2) Challenging instructional experiences
- (3) Staff development programs for the purposes of improving student achievement and/ or the enhancement of teaching practice.

The following distribution is laid out in Minnesota State Statutes 2000, Chapter 122A:

- A. 50% of the funds must be allocated to each school site in the district on a per teacher basis.
- B. 25% of the funds may be retained to be used for district-wide staff development efforts.
- C. 25% must be used to make grants to school sites for best practice [exemplary] methods.



Acceptable Uses for Individual SD Money

Individual staff development money allocated for staff members may be used in any of the following ways, with the approval of the building principal or site committees:

- develop curriculum with a colleague
 - participate in peer review
- purchase staff development materials
- site approved workshops or conferences
 - MRVED activities
 - mentor a novice teacher
 - join a study group
 - action research project
- take training on technology
- shadow another teacher
- visit another school/program
 - lead study group

Professional Development

What is meant by "high-quality professional development"?

"High-quality professional development" means professional development that meets the criteria contained in the definition of professional development in *Title IX*, Section 9101 (34) of ESEA. Professional development includes, but is not limited to, activities that:

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators;
- Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for LEP children;
- Provides training in the use of technology applications to improve teaching and learning;
- Establishes regular evaluations to improve quality of professional development;
- Provides instruction in methods of teaching children with special needs;
- Includes use of data and assessments to inform classroom practice; and
- Helps all school personnel work effectively with parents.

2011-2012 LqPV School Board

Staff Development Goals

- LqPV will provide staff opportunities to improve their instructional delivery and effective integration of required standards into learning areas.
- LqPV will provide opportunities for staff to enhance their use of technology for instructional and management purposes.
- LqPV will encourage and support staff participation in the District's approved Quality Compensation Program, especially the collaboration of the professional learning communities.
- LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.

District Staff Development Goals 2011-2012 School-Year

GOAL: All Lac qui Parle students will increase their individual MCA-II and III test scores by **5%**.

Action Plan to achieve goal:

- LqPV staff will improve communications by providing opportunities for individuals within a site or across the district to meet with others at least once during the school year.
- LqPV staff will review MCA-II data to find areas that need improvement and develop instructional strategies to improve those areas.
- LqPV staff will be provided opportunities to integrate technology for instructional and management purposes.
- LqPV staff will be provided the opportunity to continue Q-Comp as a means of professional development.
- LqPV Staff will be provided opportunities to meet licensure requirements in reading, early-onset mental illness, positive behavioral intervention strategies, accommodations and modifications for students with special needs on a rotational basis.
- LqPV staff will continue to be provided the opportunity for professional development through MRVED and SWSC.
- LQPV staff will be able to access school website for updates on professional development activities.

Site Staff Development Goals 2011-2012 School-Year



Appleton/Milan Site Goals

The number of Grade 3 and Grade 4 students in A/M Elementary school will move from 78% proficient (spring of 2011) in Math to 82% proficient in MCA test in Spring of 2012

The number of Grade 3 and Grade 4 student in A/M Elementary school will move from 82% proficient (spring of 2011) in Reading to 86% proficient in MCA test in Spring of 2012.

- Part #1: Through data, individual student results will be analyzed and curriculum will be mapped to fill in the gaps
- Part #2: Specific instruction will be given to at-risk students, FRP students, and SPED students, such as formative assessment and lesson design that will build skills to help these students achieve AYP target goals as measured in the MCA tests
- Part #3: Increased collaboration between school and parents to increase student scores on the MCA tests



MMN Site Goals

Math

The percent of MMN 3rd-4th grade students who Meet or Exceed the Standards on the MCA III tests in Math will increase 5% from 77.35% to 82.35% in 2012.

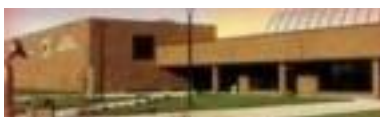
Action Plan

1. Staff will be provided opportunities to participate in ongoing staff development through Qcomp.
2. Staff will create professional growth plans related to the math goal.
3. All staff has common planning and prep time daily to collaborate on math strategies as needed.
4. Students at risk of not meeting the standard in reading will receive individual interventions.



Middle School

- The percentage of all students in grades 5-6 at Lac qui Parle Valley Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA-III will increase from 64.42% in 2011 to 71.42% in 2012.
- The percentage of all students in grades 5-6 at Lac qui Parle Valley Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA-II will increase from 76.69% in 2011 to 81.69% in 2012.
- Teachers will work collaboratively with Q-Comp, MRVED activities, and other staff development opportunities to continually strengthen teaching methods.
- Teachers will create charts for MCA-II and MCA-III data and review that data to find areas of curriculum that need further development.



LqPV High School

- The percentage of all students in grades 7-8 and 11 at Lac qui Parle Valley High School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA-III/MTAS will increase from 46.27% in 2011 to 56.27% in 2012.
- The percentage of all students in grades 7-8 and 11 at Lac qui Parle Valley High School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA-II will increase from 69.34 % in 2011 to 74.34% in 2012.
- Teachers will work collaboratively with Q-Comp, MRVED activities, and other staff development opportunities to continually strengthen teaching methods.
- Teachers will create charts for MCA-II and MCA-III data and review that data to find areas of curriculum that need further development.

**EXEMPLARY GRANT REQUEST
EXPECTATIONS/GUIDELINES
INDEPENDENT SCHOOL DISTRICT #2853
STAFF DEVELOPMENT**

Maximum of 10 hours/person and rate of \$16/hour.

Eligibility: Staff may request staff development exemplary grant funds to develop and implement innovative teaching, learning and assessment activities. Exemplary grants go beyond what is expected as part of your job. They are specifically used to develop special/new /innovative activities, curriculum, or projects that will benefit student learning. Exemplary Grants may be used for research and development of an activity or project. An Exemplary Grant is not to be used for:

1. Buying technology or supplies
2. A project that is part of graduate work
3. Workshop graduate credit
4. Graduation rule work or packet work.

No request will be granted to pay for staff time while attending a workshop.

Writing of the Grant: Grants need to be written in a professional manner. Applications must be typed and will be judged on how clearly the request is presented. Be sure to identify tasks to be performed and time needed to complete each task. Blanket time amounts are difficult for the committee to judge and may result in reduction of the time allowed.

Available Funds: A maximum of \$200 for 12 hours or \$16.50 per hour if under 12 hours of work/task per person. The committee may accept your proposal but need to reduce the dollar amount due to the number of qualified grant proposals. Requests that do not contain a specific dollar amount will not be considered.

Timelines: The grant does take time to plan and develop. Create and devise your plan before submitting an application. The end of the first semester is the deadline for grant applicants that wish to be completed by the end of the current school year. Any application submitted after the deadline, will be reviewed for the next school year.

- Criteria:**
1. Evidence of prior planning and viability of the activity/project.
 2. Relevance to your education goals for staff development.
 3. Relevance to students' learning or assessment.
 4. Utilization of funds.
 5. Administrative or other staff involvement in your plan.

Follow up: Grantees will make a presentation before committee representatives upon the completion of their projects, showing the grant work prior to receiving payment. Applicants will be notified of meeting dates for this purpose. Applicant will not receive funds until they have presented to the district staff development committee.

EXEMPLARY GRANT REQUEST APPLICATION

INDEPENDENT SCHOOL DISTRICT #2853
STAFF DEVELOPMENT

Please complete the following information. Be specific in your description. **Please type the application and submit it to the chairperson of the district staff development committee. Handwritten requests will not be given consideration.

Applicant:

Participating Staff (if applicable):

School(s)

Grade(s)/Subject(s):

Dollar Amount Requested:

Date(s) of Implementation:

1. Describe the purpose of the activity/project. Provide specific, detailed information to help the committee assess your project in the best light.

2. Has any other staff member or administrator been involved in developing and planning your project? In what way?

3. Describe the activities and timeline to be used to achieve the desired results.

4. Describe how this activity/project relates to your educational goals for staff development.

5. Describe how this activity will affect student learning.

6. What indicators of success will be demonstrated? (DATA!!!!)

7. What product will you present to the committee as evidence that you have completed the work on your project?

LQPV PEER REVIEW PLAN

If you wish to participate in District Staff Development Peer Review:

- Submit your name to your building principal by mid October
- Two copies of Peer Review Plan to Staff Development Committee Chair: Due December 1st
- 10 hours of participation required. \$500 compensation for up to 16 participants
- Follow-Up Report/Reflection to Staff Development Committee: Due last Wednesday in April

Teacher _____ Date _____

Name of Partner(s) _____

Peer Review Plan

Area of Desired Professional Growth:

Describe the desired goal for yourself/department:

Describe the desired goal for your students:

Describe how this aligns with state and local staff development goals:

What leadership assistance will be needed to complete the plan?

Develop your plan for improvement. (Please provide the activities, strategies, who, where and when will be acted upon in your instructional time.)

Date received by Staff Development Chair: _____

Date received by Staff Development Committee: _____

Approved Not approved Date _____

(You will need to complete the Peer Review Follow-up on back side when you have completed the plan.)

Peer Review Follow-up

What was the end result of this action plan?

Was the goal met? What fine tuning needed to be done to have accomplished the goal?

What indicators of success were observed during this process?

Did participants improve teacher skills or knowledge?

Partner(s) Comments:

Teacher Signature _____ Date completed _____

Partner(s) Signature _____

Payment approval date _____

