

## 2014 Staff Development District Advisory Committee

District: 0881-01 Maple Lake Public School District

For questions about this report, contact current district Staff Development Chair

Colleen Carlson  
PO Box 820  
Maple Lake, Mn 55358  
320-963-7507  
carlsonc@maplelake.k12.mn.us

| Advisory Committee Members |                                 |                |             |
|----------------------------|---------------------------------|----------------|-------------|
| Name                       | Position                        | Subject        | Grade level |
| Eric Meyer                 | Teacher                         | Language Arts  | Multiple    |
| Kelly Seibert              | Teacher                         | Multiple       | Multiple    |
| Steve Fuchs                | Teacher                         | Multiple       | 6           |
| Dave Hansen                | Administrator                   |                |             |
| Ann Stueffen               | Non-Teaching Staff              |                |             |
| Leah Roske                 | Teacher                         | Multiple       | Multiple    |
| Adam Ronnenberg            | Teacher                         | Other          | Multiple    |
| Karla Mavencamp            | Special Education Teacher       | Other          | Multiple    |
| Kris Harlan                | Administrator                   |                |             |
| Paula Schmidt              | Parent not in Targeted Subgroup |                |             |
| Stacie Schneider           | Teacher                         | Multiple       | 2           |
| Nicole Casebolt            | Teacher                         | Other          | Multiple    |
| Joe Paumen                 | External Provider               |                |             |
| Andrew Boman               | Teacher                         | Social Studies | Multiple    |
| Colleen Carlson            | Special Education Teacher       | Other          | Multiple    |
| Jeanie Omvig               | Teacher                         | Science        | Multiple    |
| Annie Jost                 | Teacher                         | Multiple       | K           |
| Sandi Pomje                | Special Education Teacher       | Other          | Multiple    |
| Mark Redemske              | Administrator                   |                |             |
| Amy Voigt                  | Teacher                         | Math           | Multiple    |
| Kim Fynboh                 | Teacher                         | Other          | Multiple    |

## 2014 District Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

### District Student Achievement Goals with Subject Areas

|                                  |  |
|----------------------------------|--|
| <b>Student Achievement Goal:</b> | Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy through the peer evaluation, administrative evaluation and/or action planning programs; and mentor/mentee programs for non-tenured teachers. |
| <b>Content Area:</b>             | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language  |

### District Staff Development Goals and Findings

|                                    |  |
|------------------------------------|--|
| <b>Staff Development Goal:</b>     | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.                            |
| <b>Findings:</b>                   | All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS report.   |
| <b>Impact on Student Learning:</b> | Students are taught, supported, and served by well-trained staff members who have received high quality staff development.   |
| <b>Impact on Teacher Practice:</b> | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state. |
| <b>Continue next year?</b>         | Y  |

## 2014 District Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

| District Student Achievement Goals with Subject Areas |   |
|---|---|
| <b>Student Achievement Goal:</b>                      | Students will have a safe environment to learn with highly qualified staff.   |
| <b>Content Area:</b>                                  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language   |
| District Staff Development Goals and Findings         |   |
| <b>Staff Development Goal:</b>                        | Keep all staff (certified, non-certified, support and administrative) current in their positions.   |
| <b>Findings:</b>                                      | Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and a nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration. |
| <b>Impact on Student Learning:</b>                    | Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.  |
| <b>Impact on Teacher Practice:</b>                    | Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching and encompass diverse learning styles and teaching tools.   |
| <b>Continue next year?</b>                            | Y   |

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District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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| <b>Student Achievement Goal:</b>                      | Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.  |
| <b>Content Area:</b>                                  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language   |
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| <b>Staff Development Goal:</b>                        | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.   |
| <b>Findings:</b>                                      | Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Interventionist, which will be implemented in the 2014-15 school year. |
| <b>Impact on Student Learning:</b>                    | Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility.  |
| <b>Impact on Teacher Practice:</b>                    | Allowed for differentiation in the classroom, teachers use the technology in the following forms for the following reasons:<br>testing, curriculum mapping, syllabus creation, web page communication with parents and staff, record keeping, SMART boards, response pads, iPads.   |
| <b>Continue next year?</b>                            | Y   |

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| <b>Student Achievement Goal:</b>                      | Students will be provided with instructors that model positive interactions with others and build relationships based on respect.   |
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| <b>Findings:</b>                                      | Positive classroom and school wide experience was noted by staff, students, and parents which is evidenced by various staff, student and parent surveys.  |
| <b>Impact on Student Learning:</b>                    | A positive school experience results in students feeling comfortable, accepted, and safe. This is indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns, and student achievement. |
| <b>Impact on Teacher Practice:</b>                    | Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.   |
| <b>Continue next year?</b>                            | Y   |

## 2014 District Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

| District Student Achievement Goals with Subject Areas |   |
|---|---|
| Student Achievement Goal:                             | Students will show improvement in NWEA-MAP and MCA tests  |
| Content Area:   | Mathematics<br>Reading<br>Language Arts/Writing   |
| District Staff Development Goals and Findings         |   |
| Staff Development Goal:                               | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency. |
| Findings:   | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| Impact on Student Learning:                           | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| Impact on Teacher Practice:                           | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged collaboration.                   |
| Continue next year?                                   | Y   |

## 2014 Staff Development Teacher Induction

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Did the district provide new teacher induction programs? YES

### A. Induction Activities for New Teachers

- Program for first-year teachers
- Program for second-year teachers
- Program for third-year teachers
- New teacher orientation to district, school and classroom
- Collaboration time expectations for new teacher and mentor
- New teacher seminars/workshops
- Observations conducted by a mentor
- New teacher observations of master teachers

### B. New Teacher Seminars or Workshops

- Instructional strategies
- Curriculum and assessments

### C. Formative Assessments used with New Teachers

- Mentor logs focused on issues and results
- Mentor observations and feedback
- Foundations (e.g., basic skills, mentor roles and mentoring responsibilities)

### D. Mentor Training Activities

- Coaching skills
- Observation strategies
- Knowledge and application of new teacher development

### E. Evaluation Measures

- New teachers' job satisfaction

F. During the school year, how much time are new teachers required to participate in formal induction program activities not including mentoring support (e.g. new teacher seminars, workshops, network meetings)?

9-16 hours

G. During the school year, how much time are mentors required to meet with new teachers to provide ongoing professional and instructional support?

2 hrs/month

## District and School Site Staff Information Table

### 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

The table below shows the number of teachers, paraprofessionals and administrative staff assigned to each site within the district. Staff who are assigned to multiple sites are shown at each of their respective sites. Staff without school site assignments are assigned to the district office. The total number of staff assigned to each site is based on the 2014 STAR collection. The number of staff receiving high quality staff development reflect the information provided in the district and school site sections of the 2014 Staff Development Annual Report.

|  | Teachers                    |   | Paraprofessionals           |   | Licensed Non-Instructional  |   |
|--|-----------------------------|---|-----------------------------|---|-----------------------------|---|
|  | Total assigned to this site | Received High Quality Staff Development | Total assigned to this site | Received High Quality Staff Development | Total assigned to this site | Received High Quality Staff Development |
| 010 MAPLE LAKE ELEMENTARY  | 37                          | 37                                      | 13                          | 13                                      | 3                           | 3                                       |
| 020 MAPLE LAKE SECONDARY   | 34                          | 34                                      | 11                          | 11                                      | 4                           | 4                                       |
| Total number of staff members across all sites (*unduplicated count) | 69                          | 69                                      | 24                          | 24                                      | 14                          | 14                                      |
| Total of assignments across all sites (*duplicated count)            | 71                          | 71                                      | 24                          | 24                                      | 7                           | 7                                       |



## 2014 District Data Summary Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

|  |        |                        |
|--|--------|------------------------|
| Number of Student Achievement Goals:   |        | 5                      |
| Related Subject Areas:   | Number | Percent of Total Goals |
| Science  | 4      | 80.00%                 |
| Mathematics  | 5      | 100.00%                |
| Reading  | 5      | 100.00%                |
| Art/Music  | 4      | 80.00%                 |
| Language Arts/Writing  | 5      | 100.00%                |
| Health/Physical Education  | 4      | 80.00%                 |
| Career&Technology  | 4      | 80.00%                 |
| Social Studies   | 4      | 80.00%                 |
| World Language   | 4      | 80.00%                 |
| Total Number of District Staff Development Goals:  |        | 5                      |
| District Staff Development Goals that were related to school site student achievement goals. |        | 5                      |
| Goals to Continue Next Year:   | 5      | 100.00%                |
| Goals NOT to Continue Next Year:   | 0      | 0.00%                  |

## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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| <b>Content Area:</b>               | Art/Music<br>Career & Technology<br>Health/Physical Education<br>Language Arts/Writing<br>Mathematics<br>Reading<br>Science<br>Social Studies<br>World Language  |
| <b>Findings:</b>                   | All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS report.   |
| <b>Impact on Student Learning:</b> | Students are taught, supported, and served by well-trained staff members who have received high quality staff development.   |
| <b>Impact on Teacher Practice:</b> | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state.   |
| <b>Continue next year?</b>         | Y  |

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District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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| <b>Findings:</b>                   | Positive classroom and school wide experience was noted by staff, students, and parents which is evidenced by various staff, student and parent surveys.  |
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| <b>Continue next year?</b>         | Y   |

## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

|                                    |   |
|------------------------------------|---|
| <b>Student Achievement Goal:</b>   | Students will show improvement in NWEA-MAP and MCA tests  |
| <b>Staff Development Goal:</b>     | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency. |
| <b>Content Area:</b>               | Language Arts/Writing<br>Mathematics<br>Reading   |
| <b>Findings:</b>                   | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| <b>Impact on Student Learning:</b> | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
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| <b>Continue next year?</b>         | Y   |

# 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

## Teacher Induction

Did the district provide new teacher induction programs? YES

### Induction Activities for New Teachers

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### Formative Assessments used with New Teachers

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### Mentor Training Activities

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- Observation strategies
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### Evaluation Measures

- New teachers' job satisfaction

During the school year, how much time are new teachers required to participate in formal induction program activities not including mentoring support (e.g. new teacher seminars, workshops, network meetings)?

9-16 hours

During the school year, how much time are mentors required to meet with new teachers to provide ongoing professional and instructional support?

2 hrs/month

## District Revenue

Did your district fund staff development?

Percentage of the general fund that was used for staff development.

## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

### District and School Site Staff Information

|  | Teachers                    |   | Paraprofessionals           |   | Licensed Non-Instructional  |   |
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## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

### K-12 Arts Education

Are there specific professional development activities related to arts standards implementation and assessment at the district:

Yes

Areas in which the district is currently implementing arts standards:

Dance

Elementary

Secondary

Media

Elementary

Secondary

Music

Elementary

Secondary

Theater

Elementary

Secondary

Visual Arts

Elementary

Secondary

Individuals who assess the arts standards in the district:

Classroom Teachers

Elementary

Other specialists such as phy ed, career and tech ed

Elementary

Do you include arts teachers in your current or planned process for teacher evaluation?

No

Areas in which the district would access services at the Perpich Center for Arts Education:

Implementing arts standards

Are there specific professional development activities related to arts standards implementation and assessment at the district:

No

Areas in which the district is currently implementing arts standards:

Secondary

Media

Elementary

Secondary

Music

Elementary

Secondary

Theater

Elementary

Secondary

Visual Arts

Elementary

Secondary

Individuals who assess the arts standards in the district:

Other specialists such as phy ed, career and tech ed

Secondary

Do you include arts teachers in your current or planned process for teacher evaluation?

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## 2014 District Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**Areas in which the district would access services at the Perpich Center for Arts Education:**

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## District Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

| District Student Achievement Goals with Subject Areas                 |  |
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| <b>Findings:</b>  | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| <b>Impact on Student Learning:</b>                                    | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| <b>Impact on Teacher Practice:</b>                                    | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged collaboration.                   |
| <b>Continue next year?</b>  | Y   |

## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will have a safe environment with highly qualified staff as will community members and staff.  |
| <b>Related District Staff Development Goal:</b>                     | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.                             |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | Keep all staff (certified, non-certified, support and administrative) current in their positions  |
| <b>Findings:</b>  | All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS report.  |
| <b>Impact on Student Learning:</b>                                  | Students are taught, supported, and served by well-trained staff members who have received high quality staff development.  |
| <b>Impact on Teacher Practice:</b>                                  | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as through out the state. |
| <b>Continue next year?</b>  | Y   |



## School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy through the peer evaluation, administrative evaluation and/or action planning programs; and mentor/mentee programs for non-tenured teachers.  |
| <b>Related District Staff Development Goal:</b>                     | Keep all staff (certified, non-certified, support and administrative) current in their positions.   |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.   |
| <b>Findings:</b>  | Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and a nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration. |
| <b>Impact on Student Learning:</b>                                  | Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.  |
| <b>Impact on Teacher Practice:</b>                                  | Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching and encompass diverse learning styles and teaching tools.   |
| <b>Continue next year?</b>  | Y   |

## School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas                 |  |
|---|--|
| <b>Student Achievement Goal:</b>                                    | Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.   |
| <b>Related District Staff Development Goal:</b>                     | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.  |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies   |
| School Staff Development Goals, Activities, Strategies and Findings |  |
| <b>Staff Development Goal:</b>                                      | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.  |
| <b>Findings:</b>  | Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year. |
| <b>Impact on Student Learning:</b>                                  | Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility  |
| <b>Impact on Teacher Practice:</b>                                  | Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page/blog communication with parents and staff, record keeping, SMART boards, response pads, iPads.  |
| <b>Continue next year?</b>  | Y  |

## School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|  |   |
|--|---|
| <b>School Student Achievement Goals with Subject Areas</b>                 |   |
| <b>Student Achievement Goal:</b>   | Students will be provided with instructors that model interactions with others and build relationships based on respect.  |
| <b>Related District Staff Development Goal:</b>                            | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Content Area:</b>   | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
| <b>School Staff Development Goals, Activities, Strategies and Findings</b> |   |
| <b>Staff Development Goal:</b>   | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Findings:</b>   | Positive classroom and school wide experience was noted by staff, students, and parents which is evidenced by various staff, student, and parent surveys.   |
| <b>Impact on Student Learning:</b>   | A positive school experience results in students feeling comfortable, accepted and safe. This is indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement. |
| <b>Impact on Teacher Practice:</b>   | Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.   |
| <b>Continue next year?</b>   | Y   |

## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will show improvement on all NWEA and MCA tests.   |
| <b>Related District Staff Development Goal:</b>                     | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.               |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Language Arts/Writing<br>Social Studies  |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.               |
| <b>Findings:</b>  | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| <b>Impact on Student Learning:</b>                                  | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| <b>Impact on Teacher Practice:</b>                                  | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration. |
| <b>Continue next year?</b>  | Y   |

## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas                 |  |
|---|--|
| <b>Student Achievement Goal:</b>                                    | Students will have a safe environment to learn with highly qualified staff.  |
| <b>Related District Staff Development Goal:</b>                     | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.                            |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language  |
| School Staff Development Goals, Activities, Strategies and Findings |  |
| <b>Staff Development Goal:</b>                                      | Keep all staff (certified, non-certified, support and administrative) current in their positions   |
| <b>Findings:</b>  | All licensed staff and support staff were well trained with high quality staff development, as indicated by 100% rating on State approved STARS report.  |
| <b>Impact on Student Learning:</b>                                  | Students were taught, supported, and served by well-trained staff members who have received high quality staff development.  |
| <b>Impact on Teacher Practice:</b>                                  | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state. |
| <b>Continue next year?</b>  | Y  |

## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy through the peer evaluation, administrative evaluation and/or action planning programs; and mentor/mentee programs for non-tenured teachers.  |
| <b>Related District Staff Development Goal:</b>                     | Keep all staff (certified, non-certified, support and administrative) current in their positions.   |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language   |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.   |
| <b>Findings:</b>  | Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration. |
| <b>Impact on Student Learning:</b>                                  | Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.  |
| <b>Impact on Teacher Practice:</b>                                  | Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching encompass diverse learning styles and teaching tools.   |
| <b>Continue next year?</b>  | Y   |

## School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas                 |  |
|---|--|
| <b>Student Achievement Goal:</b>                                    | Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.   |
| <b>Related District Staff Development Goal:</b>                     | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.  |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language  |
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| <b>Impact on Student Learning:</b>                                  | Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility.   |
| <b>Impact on Teacher Practice:</b>                                  | Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page communication with parents and staff, record keeping, SMART boards, response pads, iPads.   |
| <b>Continue next year?</b>  | Y  |

## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will be provided with instructors that model interactions with others and build relationships based on respect.  |
| <b>Related District Staff Development Goal:</b>                     | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language   |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Findings:</b>  | Positive classroom and school wide experience was noted by staff, students and parents, which is evidenced by various staff, student and parent surveys.  |
| <b>Impact on Student Learning:</b>                                  | A positive school experience results in students feeling comfortable, accepted, and safe. This indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement. |
| <b>Impact on Teacher Practice:</b>                                  | Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.   |
| <b>Continue next year?</b>  | Y   |



## School Staff Development Goals

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas                 |   |
|---|---|
| <b>Student Achievement Goal:</b>                                    | Students will show improvement on all NWEA and MCA tests.   |
| <b>Related District Staff Development Goal:</b>                     | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.               |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technology<br>Social Studies<br>World Language   |
| School Staff Development Goals, Activities, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                      | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.               |
| <b>Findings:</b>  | On MCA tests, the district results had higher percentages of proficiency in both reading and math than the state average, the secondary school individually is showing growth towards state average.  |
| <b>Impact on Student Learning:</b>                                  | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| <b>Impact on Teacher Practice:</b>                                  | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration. |
| <b>Continue next year?</b>  | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas              |   |
|--|---|
| <b>Student Achievement Goal:</b>                                 | Students will have a safe environment with highly qualified staff as will community members and staff.  |
| <b>Related District Staff Development Goal:</b>                  | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.   |
| <b>Content Area:</b>   | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
| School Staff Development Goals, Designs, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                   | Keep all staff (certified, non-certified, support and administrative) current in their positions  |
| <b>Designs and Strategies:</b>                                   | Bi-Weekly<br>Instructional strategies<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/Instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom  |
| <b>High Quality Components:</b>                                  | <ul style="list-style-type: none"> <li>• Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>• Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>• Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>• Provided for professional learning communities that focus on student achievement.</li> <li>• Included the use of data and assessments to inform classroom practice.</li> <li>• Provided technology training to improve teaching and learning.</li> <li>• Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>• Improved teachers' classroom-management skills.</li> <li>• Helped all school personnel work effectively with students and their parents.</li> <li>• Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|                             |   |
|-----------------------------|---|
| Findings:                   | All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS report.  |
| Impact on Student Learning: | Students are taught, supported, and served by well-trained staff members who have received high quality staff development.  |
| Impact on Teacher Practice: | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as through out the state. |
| Continue next year?         | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas              |   |
|--|---|
| <b>Student Achievement Goal:</b>                                 | Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy through the peer evaluation, administrative evaluation and/or action planning programs; and mentor/mentee programs for non-tenured teachers.  |
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| <b>Content Area:</b>   | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
| School Staff Development Goals, Designs, Strategies and Findings |   |
| <b>Staff Development Goal:</b>                                   | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.   |
| <b>Designs and Strategies:</b>                                   | Bi-Weekly<br>Instructional strategies<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom  |
| <b>High Quality Components:</b>                                  | <ul style="list-style-type: none"> <li>• Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>• Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>• Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>• Included the use of data and assessments to inform classroom practice.</li> <li>• Provided technology training to improve teaching and learning.</li> <li>• Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>• Helped all school personnel work effectively with students and their parents.</li> <li>• Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|                             |   |
|-----------------------------|---|
| Findings:                   | Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and a nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration. |
| Impact on Student Learning: | Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.  |
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| Continue next year?         | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas              |  |
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| <b>Staff Development Goal:</b>                                   | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.  |
| <b>Designs and Strategies:</b>                                   | Bi-Weekly<br>Assessment (formative and/or summative)<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/Instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom  |
| <b>High Quality Components:</b>                                  | <ul style="list-style-type: none"> <li>● Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>● Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>● Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>● Provided for professional learning communities that focus on student achievement.</li> <li>● Included the use of data and assessments to inform classroom practice.</li> <li>● Provided technology training to improve teaching and learning.</li> <li>● Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>● Helped all school personnel work effectively with students and their parents.</li> <li>● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|                             |  |
|-----------------------------|--|
| Findings:                   | Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year. |
| Impact on Student Learning: | Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility  |
| Impact on Teacher Practice: | Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page/blog communication with parents and staff, record keeping, SMART boards, response pads, iPads.  |
| Continue next year?         | Y  |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

| School Student Achievement Goals with Subject Areas              |   |
|--|---|
| <b>Student Achievement Goal:</b>                                 | Students will be provided with instructors that model interactions with others and build relationships based on respect.  |
| <b>Related District Staff Development Goal:</b>                  | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Content Area:</b>   | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Social Studies  |
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| <b>Staff Development Goal:</b>                                   | Teachers will have skills enhanced to model positive interactions in communication among staff and with others.   |
| <b>Designs and Strategies:</b>                                   | Bi-Weekly<br>Assessment (formative and/or summative)<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom   |
| <b>High Quality Components:</b>                                  | <ul style="list-style-type: none"> <li>• Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>• Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>• Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>• Provided for professional learning communities that focus on student achievement.</li> <li>• Included the use of data and assessments to inform classroom practice.</li> <li>• Provided technology training to improve teaching and learning.</li> <li>• Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>• Improved teachers' classroom-management skills.</li> <li>• Helped all school personnel work effectively with students and their parents.</li> <li>• Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |



## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|                             |   |
|-----------------------------|---|
| Findings:                   | Positive classroom and school wide experience was noted by staff, students, and parents which is evidenced by various staff, student, and parent surveys.   |
| Impact on Student Learning: | A positive school experience results in students feeling comfortable, accepted and safe. This is indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement. |
| Impact on Teacher Practice: | Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.   |
| Continue next year?         | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

### School Student Achievement Goals with Subject Areas

**Student Achievement Goal:** Students will show improvement on all NWEA and MCA tests.

**Related District Staff Development Goal:** The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.

**Content Area:** Science  
Mathematics  
Reading  
Language Arts/Writing  
Social Studies

### School Staff Development Goals, Designs, Strategies and Findings

**Staff Development Goal:** The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.

**Designs and Strategies:**

Bi-Weekly  
Assessment (formative and/or summative)  
State assessment data  
District/School selected assessment data  
Classroom assessment data  
Student work  
Demonstration teaching  
Instructional strategy modeling  
Content/instructional coaching  
Coaching for continuing contract teachers  
Mentoring for probationary teachers  
Observation by peer observers  
Assessment Development  
Curriculum alignment/mapping  
Curriculum development  
Differentiated instruction  
Technology in the classroom

**High Quality Components:**

- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provided for professional learning communities that focus on student achievement.
- Included the use of data and assessments to inform classroom practice.
- Provided technology training to improve teaching and learning.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Improved teachers' classroom-management skills.
- Helped all school personnel work effectively with students and their parents.
- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 010 MAPLE LAKE ELEMENTARY

|                             |   |
|-----------------------------|---|
| Findings:                   | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| Impact on Student Learning: | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| Impact on Teacher Practice: | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration. |
| Continue next year?         | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

### School Student Achievement Goals with Subject Areas

**Student Achievement Goal:** Students will have a safe environment to learn with highly qualified staff.

**Related District Staff Development Goal:** Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.

**Content Area:** Science  
Mathematics  
Reading  
Art/Music  
Language Arts/Writing  
Health/Physical Education  
Career & Technical Education  
Social Studies  
World Language

### School Staff Development Goals, Designs, Strategies and Findings

**Staff Development Goal:** Keep all staff (certified, non-certified, support and administrative) current in their positions

**Designs and Strategies:**

Bi-Weekly  
Instructional strategies  
State assessment data  
District/School selected assessment data  
Classroom assessment data  
Student work  
Demonstration teaching  
Instructional strategy modeling  
Content/instructional coaching  
Coaching for continuing contract teachers  
Mentoring for probationary teachers  
Observation by peer observers  
Assessment Development  
Curriculum alignment/mapping  
Curriculum development  
Differentiated instruction  
Technology in the classroom

**High Quality Components:**

- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provided for professional learning communities that focus on student achievement.
- Included the use of data and assessments to inform classroom practice.
- Provided technology training to improve teaching and learning.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Improved teachers' classroom-management skills.
- Helped all school personnel work effectively with students and their parents.
- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

|                             |  |
|-----------------------------|--|
| Findings:                   | All licensed staff and support staff were well trained with high quality staff development, as indicated by 100% rating on State approved STARS report.  |
| Impact on Student Learning: | Students were taught, supported, and served by well-trained staff members who have received high quality staff development.  |
| Impact on Teacher Practice: | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state. |
| Continue next year?         | Y  |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

| School Student Achievement Goals with Subject Areas              |  |
|--|--|
| <b>Student Achievement Goal:</b>                                 | Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy through the peer evaluation, administrative evaluation and/or action planning programs; and mentor/mentee programs for non-tenured teachers.   |
| <b>Related District Staff Development Goal:</b>                  | Keep all staff (certified, non-certified, support and administrative) current in their positions.  |
| <b>Content Area:</b>   | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technical Education<br>Social Studies<br>World Language   |
| School Staff Development Goals, Designs, Strategies and Findings |  |
| <b>Staff Development Goal:</b>                                   | Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  |
| <b>Designs and Strategies:</b>                                   | Bi-Weekly<br>Instructional strategies<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/Instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom |

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

|   |  |
|---|--|
| <p><b>High Quality Components:</b></p>    | <ul style="list-style-type: none"> <li>● Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>● Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>● Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>● Provided for professional learning communities that focus on student achievement.</li> <li>● Included the use of data and assessments to inform classroom practice.</li> <li>● Provided technology training to improve teaching and learning.</li> <li>● Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>● Helped all school personnel work effectively with students and their parents.</li> <li>● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |
| <p><b>Findings:</b></p>                   | <p>Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration.</p>   |
| <p><b>Impact on Student Learning:</b></p> | <p>Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.</p>  |
| <p><b>Impact on Teacher Practice:</b></p> | <p>Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching encompass diverse learning styles and teaching tools.</p>   |
| <p><b>Continue next year?</b></p>         | <p>Y</p>   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

### School Student Achievement Goals with Subject Areas

|                                  |  |
|----------------------------------|--|
| <b>Student Achievement Goal:</b> | Students will be able to use technology to enhance their education and demonstrate their skills and knowledge. |
|----------------------------------|--|

|   |   |
|---|---|
| <b>Related District Staff Development Goal:</b> | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life. |
|---|---|

|                      |  |
|----------------------|--|
| <b>Content Area:</b> | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technical Education<br>Social Studies<br>World Language |
|----------------------|--|

### School Staff Development Goals, Designs, Strategies and Findings

|                                |   |
|--------------------------------|---|
| <b>Staff Development Goal:</b> | Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life. |
|--------------------------------|---|

|                                |  |
|--------------------------------|--|
| <b>Designs and Strategies:</b> | Bi-Weekly<br>Instructional strategies<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom |
|--------------------------------|--|



## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

|   |  |
|---|--|
| <p><b>High Quality Components:</b></p>    | <ul style="list-style-type: none"> <li>● Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>● Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>● Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>● Provided for professional learning communities that focus on student achievement.</li> <li>● Included the use of data and assessments to inform classroom practice.</li> <li>● Provided technology training to improve teaching and learning.</li> <li>● Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>● Helped all school personnel work effectively with students and their parents.</li> <li>● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |
| <p><b>Findings:</b></p>                   | <p>Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year.</p>  |
| <p><b>Impact on Student Learning:</b></p> | <p>Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility.</p>  |
| <p><b>Impact on Teacher Practice:</b></p> | <p>Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page communication with parents and staff, record keeping, SMART boards, response pads, iPads.</p>  |
| <p><b>Continue next year?</b></p>         | <p>Y</p>   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

### School Student Achievement Goals with Subject Areas

**Student Achievement Goal:** Students will be provided with instructors that model interactions with others and build relationships based on respect.

**Related District Staff Development Goal:** Teachers will have skills enhanced to model positive interactions in communication among staff and with others.

**Content Area:** Science  
Mathematics  
Reading  
Art/Music  
Language Arts/Writing  
Health/Physical Education  
Career & Technical Education  
Social Studies  
World Language

### School Staff Development Goals, Designs, Strategies and Findings

**Staff Development Goal:** Teachers will have skills enhanced to model positive interactions in communication among staff and with others.

**Designs and Strategies:**

- Bi-Weekly
- Does not apply
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

**High Quality Components:**

- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provided for professional learning communities that focus on student achievement.
- Included the use of data and assessments to inform classroom practice.
- Provided technology training to improve teaching and learning.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Improved teachers' classroom-management skills.
- Helped all school personnel work effectively with students and their parents.
- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

|                             |   |
|-----------------------------|---|
| Findings:                   | Positive classroom and school wide experience was noted by staff, students and parents, which is evidenced by various staff, student and parent surveys.  |
| Impact on Student Learning: | A positive school experience results in students feeling comfortable, accepted, and safe. This indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement. |
| Impact on Teacher Practice: | Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.   |
| Continue next year?         | Y   |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

|   |   |
|---|---|
| <b>School Student Achievement Goals with Subject Areas</b>              |   |
| <b>Student Achievement Goal:</b>  | Students will show improvement on all NWEA and MCA tests.   |
| <b>Related District Staff Development Goal:</b>                         | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.   |
| <b>Content Area:</b>  | Science<br>Mathematics<br>Reading<br>Art/Music<br>Language Arts/Writing<br>Health/Physical Education<br>Career & Technical Education<br>Social Studies<br>World Language  |
| <b>School Staff Development Goals, Designs, Strategies and Findings</b> |   |
| <b>Staff Development Goal:</b>  | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.   |
| <b>Designs and Strategies:</b>  | Bi-Weekly<br>Assessment (formative and/or summative)<br>State assessment data<br>District/School selected assessment data<br>Classroom assessment data<br>Student work<br>Demonstration teaching<br>Instructional strategy modeling<br>Content/instructional coaching<br>Coaching for continuing contract teachers<br>Mentoring for probationary teachers<br>Observation by peer observers<br>Assessment Development<br>Curriculum alignment/mapping<br>Curriculum development<br>Differentiated instruction<br>Technology in the classroom |

## 2014 School Staff Development Goals

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

|   |   |
|---|---|
| <p><b>High Quality Components:</b></p>    | <ul style="list-style-type: none"> <li>• Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.</li> <li>• Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.</li> <li>• Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.</li> <li>• Provided for professional learning communities that focus on student achievement.</li> <li>• Included the use of data and assessments to inform classroom practice.</li> <li>• Provided technology training to improve teaching and learning.</li> <li>• Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.</li> <li>• Improved teachers' classroom-management skills.</li> <li>• Helped all school personnel work effectively with students and their parents.</li> <li>• Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.</li> </ul> |
| <p><b>Findings:</b></p>                   | <p>On MCA tests, the district results had higher percentages of proficiency in both reading and math than the state average, the secondary school individually is showing growth towards state average.</p>   |
| <p><b>Impact on Student Learning:</b></p> | <p>Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.</p>  |
| <p><b>Impact on Teacher Practice:</b></p> | <p>Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration.</p>  |
| <p><b>Continue next year?</b></p>         | <p>Y</p>  |

## **2014 Staff Development Gifted and Talented Program**

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 010 MAPLE LAKE ELEMENTARY

### **Grade levels at which students were identified for gifted and talented services:**

- 1
- 2
- 3
- 4
- 5
- 6

### **Tools used to identify gifted and talented students:**

- Individual intelligence test (IQ)
- Individual achievement test (e.g., NWEA, Woodcock-Johnson)
- Minnesota Comprehensive Assessment (MCA)
- Curriculum Based Assessments (CBA)
- Adult nomination
- Teacher nomination

### **Programming services available for gifted and talented students:**

- Pull-out gifted grouping
- Regrouping for specific subject instruction
- Within class ability/achievement grouping

### **Academic acceleration procedures available for gifted and talented students:**

- Early admission to kindergarten
- Whole-grade acceleration
- Subject-matter acceleration
- Extracurricular academic teams/programs

### **Hours of staff development received by all teachers to specifically meet the needs of gifted and talented students:**

2

### **Program design components of gifted and talented programming utilized:**

- Clear measurable objectives for the gifted and talented program
- Articulated review process
- Formal policies and or procedures for identification
- Policies and procedures are accessible to parents and community

## **2014 Staff Development Gifted and Talented Program**

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 020 MAPLE LAKE SECONDARY

### **Grade levels at which students were identified for gifted and talented services:**

7

8

9-12

Students were not identified

### **Tools used to identify gifted and talented students:**

Individual intelligence test (IQ)

Individual achievement test (e.g., NWEA, Woodcock-Johnson)

Minnesota Comprehensive Assessment (MCA)

Adult nomination

Teacher nomination

### **Programming services available for gifted and talented students:**

Cross grade grouping

Regrouping for specific subject instruction

Independent study

College in the Schools (CIS)

### **Academic acceleration procedures available for gifted and talented students:**

Early entrance into middle school or high school

Subject-matter acceleration

College in the Schools (CIS)

Extracurricular academic teams/programs

### **Hours of staff development received by all teachers to specifically meet the needs of gifted and talented students:**

3

### **Program design components of gifted and talented programming utilized:**

Clear measurable objectives for the gifted and talented program

Formal policies and or procedures for identification

Policies and procedures are accessible to parents and community

Parent involvement opportunities

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

**Student Achievement Goal:** Students will have a safe environment with highly qualified staff as will community members and staff.

**Staff Development Goal:** Keep all staff (certified, non-certified, support and administrative) current in their positions

**Content Area:**

- Art/Music
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies

**Findings:** All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS report.

**Impact on Student Learning:** Students are taught, supported, and served by well-trained staff members who have received high quality staff development.

**Impact on Teacher Practice:** Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as through out the state.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

#### High Quality Components:



## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.
- Helped all school personnel work effectively with students and their parents.
- Improved teachers' classroom-management skills.
- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Included the use of data and assessments to inform classroom practice.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Provided for professional learning communities that focus on student achievement.
- Provided technology training to improve teaching and learning.

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

**Student Achievement Goal:** Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are \

**Staff Development Goal:** Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.

**Content Area:**

- Art/Music
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies

**Findings:** Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and a nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration.

**Impact on Student Learning:** Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.

**Impact on Teacher Practice:** Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching and encompass diverse learning styles and teaching tools.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

#### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.
- Helped all school personnel work effectively with students and their parents.
- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Included the use of data and assessments to inform classroom practice.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Provided technology training to improve teaching and learning.

# 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

**Student Achievement Goal:** Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.

**Staff Development Goal:** Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for students. Staff will also use resources to implement technology into their curriculum, record-keeping, communications with parents, and daily life.

**Content Area:**

- Art/Music
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies

**Findings:** Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year.

**Impact on Student Learning:** Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility.

**Impact on Teacher Practice:** Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page/blog communication with parents and staff, record keeping, SMART boards, response pads, iPads.

**Continue next year?** Y

## Designs and Strategies Used to Implement Goals

### Designs and Strategies:

- Bi-Weekly
- Assessment (formative and/or summative)
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/Instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.
- Helped all school personnel work effectively with students and their parents.
- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Included the use of data and assessments to inform classroom practice.
- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
- Provided for professional learning communities that focus on student achievement.
- Provided technology training to improve teaching and learning.

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

**Student Achievement Goal:** Students will be provided with instructors that model interactions with others and build relationships based

**Staff Development Goal:** Teachers will have skills enhanced to model positive interactions in communication among staff and with others.

**Content Area:**

- Art/Music
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies

**Findings:** Positive classroom and school wide experience was noted by staff, students, and parents which is evidenced by various staff, student, and parent surveys.

**Impact on Student Learning:** A positive school experience results in students feeling comfortable, accepted and safe. This is indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement.

**Impact on Teacher Practice:** Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
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#### High Quality Components:

## 2014 School Staff Development Report

**District:** 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

**School:** 0881-01-010 MAPLE LAKE ELEMENTARY

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## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

|                                    |   |
|------------------------------------|---|
| <b>Student Achievement Goal:</b>   | Students will show improvement on all NWEA and MCA tests.   |
| <b>Staff Development Goal:</b>     | The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and more students demonstrating proficiency.               |
| <b>Content Area:</b>               | Language Arts/Writing<br>Mathematics<br>Reading<br>Science<br>Social Studies  |
| <b>Findings:</b>                   | On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.   |
| <b>Impact on Student Learning:</b> | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| <b>Impact on Teacher Practice:</b> | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration. |
| <b>Continue next year?</b>         | Y   |

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Assessment (formative and/or summative)
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
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- Technology in the classroom

#### High Quality Components:



## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

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## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

### Gifted and Talented Components

#### Grade levels at which students were identified for gifted and talented services:

- 1
- 2
- 3
- 4
- 5
- 6

#### Tools used to identify gifted and talented students:

- Individual intelligence test (IQ)
- Individual achievement test (e.g., NWEA, Woodcock-Johnson)
- Minnesota Comprehensive Assessment (MCA)
- Curriculum Based Assessments (CBA)
- Adult nomination
- Teacher nomination

#### Programming services available for gifted and talented students:

- Pull-out gifted grouping
- Regrouping for specific subject instruction
- Within class ability/achievement grouping

#### Academic acceleration procedures available for gifted and talented students:

- Early admission to kindergarten
- Whole-grade acceleration
- Subject-matter acceleration
- Extracurricular academic teams/programs

#### Hours of staff development received by teachers to meet the needs of gifted and talented students:

2

#### Available components of gifted and talented programming:

- Clear measurable objectives for the gifted and talented program
- Articulated review process
- Formal policies and or procedures for identification
- Policies and procedures are accessible to parents and community

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

|                                    |  |
|------------------------------------|--|
| <b>Student Achievement Goal:</b>   | Students will have a safe environment to learn with highly qualified staff.  |
| <b>Staff Development Goal:</b>     | Keep all staff (certified, non-certified, support and administrative) current in their positions   |
| <b>Content Area:</b>               | Art/Music<br>Career & Technology<br>Health/Physical Education<br>Language Arts/Writing<br>Mathematics<br>Reading<br>Science<br>Social Studies<br>World Language  |
| <b>Findings:</b>                   | All licensed staff and support staff were well trained with high quality staff development, as indicated by 100% rating on State approved STARS report.  |
| <b>Impact on Student Learning:</b> | Students were taught, supported, and served by well-trained staff members who have received high quality staff development.  |
| <b>Impact on Teacher Practice:</b> | Staff members continue to grow their skill levels, and demonstrate and practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state. |
| <b>Continue next year?</b>         | Y  |

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

#### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

- Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.
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- Improved teachers' classroom-management skills.
- Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
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- Provided for professional learning communities that focus on student achievement.
- Provided technology training to improve teaching and learning.

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

**Student Achievement Goal:** Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are v

**Staff Development Goal:** Maintain highly qualified staff providing quality instruction. The staff follows the Q Comp plan to provide quality instruction through peer review, and professional learning communities.

**Content Area:**

- Art/Music
- Career & Technology
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies
- World Language

**Findings:** Teachers were encouraged to learn on an individual basis and share with the group. Staff also developed an appreciation of their peer's knowledge and input, thus building stronger educational teams. This helps with teacher retention and nurtured approach to teaching as a whole. Administration noted continued high quality instruction and strong team collaboration.

**Impact on Student Learning:** Increased teacher skill allowed for more diverse educational experience for all students, and an overall more positive classroom experience.

**Impact on Teacher Practice:** Continuous improvement encourages teachers to grow in their practice of teaching, teaming and collaboration develops an environment where teachers can stretch their teaching encompass diverse learning styles and teaching tools.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
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#### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

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## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

**Student Achievement Goal:** Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.

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- World Language

**Findings:** Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research, development, and presentation of knowledge and learned skills. Through our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year.

**Impact on Student Learning:** Students received more interesting, motivational, and alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking and creates an atmosphere of trust, independence, and responsibility.

**Impact on Teacher Practice:** Allowed for differentiation in the classroom, teachers use the technology in the following forms and for the following reasons: testing, curriculum mapping, syllabus creation, web page communication with parents and staff, record keeping, SMART boards, response pads, iPads.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
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#### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

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## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

**Student Achievement Goal:** Students will be provided with instructors that model interactions with others and build relationships based

**Staff Development Goal:** Teachers will have skills enhanced to model positive interactions in communication among staff and with others.

**Content Area:**

- Art/Music
- Career & Technology
- Health/Physical Education
- Language Arts/Writing
- Mathematics
- Reading
- Science
- Social Studies
- World Language

**Findings:** Positive classroom and school wide experience was noted by staff, students and parents, which is evidenced by various staff, student and parent surveys.

**Impact on Student Learning:** A positive school experience results in students feeling comfortable, accepted, and safe. This indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement.

**Impact on Teacher Practice:** Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.

**Continue next year?** Y

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

- Bi-Weekly
- Does not apply
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
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- Differentiated instruction
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#### High Quality Components:

## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

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| <b>Content Area:</b>               | Art/Music<br>Career & Technology<br>Health/Physical Education<br>Language Arts/Writing<br>Mathematics<br>Reading<br>Science<br>Social Studies<br>World Language   |
| <b>Findings:</b>                   | On MCA tests, the district results had higher percentages of proficiency in both reading and math than the state average, the secondary school individually is showing growth towards state average.  |
| <b>Impact on Student Learning:</b> | Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.   |
| <b>Impact on Teacher Practice:</b> | Teachers are encouraged by testing results, which creates a drive to monitor and adjust curriculum by examining formative assessments, pre and post test growth, MCA and NWEA data. This has created an atmosphere of encouraged continuation of co-teaching and collaboration. |
| <b>Continue next year?</b>         | Y   |

### Designs and Strategies Used to Implement Goals

#### Designs and Strategies:

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## 2014 School Staff Development Report

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## 2014 School Staff Development Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

### Gifted and Talented Components

#### Grade levels at which students were identified for gifted and talented services:

- 7
- 8
- 9-12
- Students were not identified

#### Tools used to identify gifted and talented students:

- Individual intelligence test (IQ)
- Individual achievement test (e.g., NWEA, Woodcock-Johnson)
- Minnesota Comprehensive Assessment (MCA)
- Adult nomination
- Teacher nomination

#### Programming services available for gifted and talented students:

- Cross grade grouping
- Regrouping for specific subject instruction
- Independent study
- College in the Schools (CIS)

#### Academic acceleration procedures available for gifted and talented students:

- Early entrance into middle school or high school
- Subject-matter acceleration
- College in the Schools (CIS)
- Extracurricular academic teams/programs

#### Hours of staff development received by teachers to meet the needs of gifted and talented students:

3

#### Available components of gifted and talented programming:

- Clear measurable objectives for the gifted and talented program
- Formal policies and or procedures for identification
- Policies and procedures are accessible to parents and community
- Parent involvement opportunities