# 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

Printed on: 1/20/2015 2:50:38PM

	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	к
Sandi Pomje	Special Education Teacher	Other	Multiple
Mark Redemske	Administrator		
Amy Voigt	Teacher	Math	Multiple
Kim Fynboh	Teacher	Other	Multiple

Student Achievement Goal:		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.
Content Area:	Science Mathematics Reading Art/Music Language Arts/ Health/Physical Career & Techn Social Studies World Languag	Education nology
taff Developm	ent Goals and I	-indings
taff Developme		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.
		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.  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.
Staff Developme	ent 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.  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.  Students are taught, supported, and served by well-trained staff members who have received high quality staff development.
Staff Developme	ent Goal: ent Learning:	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.  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.  Students are taught, supported, and served by well-trained staff members

Reading Art/Music Language Arts/Writing Health/Physical Education Career & Technology Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledgen.	
Art/Music Language Arts/Writing Health/Physical Education Career & Technology Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) cut their positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledge	
Language Arts/Writing Health/Physical Education Career & Technology Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledgen.	
Health/Physical Education Career & Technology Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledge	
Career & Technology Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledge	
Social Studies World Language  taff Development Goals and Findings  Staff Development Goal:  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledgen.	
taff Development Goals and Findings  Staff Development Goal:  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) curtheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledgen.	
taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) cutheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledged.	
taff Development Goals and Findings  Staff Development Goal:  Keep all staff (certified, non-certified, support and administrative) cutheir positions.  Findings:  Teachers were encourages to learn on an individual basis and share group. Staff also developed an appreciation of their peer's knowledged.	
group. Staff also developed an appreciation of their peer's knowledg	positions.
group. Staff also developed an appreciation of their peer's knowledg	thers were encourages to learn on an individual basis and share with
	<ul> <li>Staff also developed an appreciation of their peer's knowledge and</li> </ul>
	t, thus building stronger educational teams. This helps with teacher
	ntion and a nurtured approach to teaching as a whole. Administration
noted continued high quality instruction and strong team collaboration	d continued high quality inclusion and cirona team collanoration
Impact on Student Learning: Increased teacher skill allowed for india diverse educational expens	
	eased teacher skill allowed for more diverse educational experience for
all students, and an overall more positive classroom experience.	eased teacher skill allowed for more diverse educational experience fo tudents, and an overall more positive classroom experience.
all students, and an overall more positive classroom experience.	eased teacher skill allowed for more diverse educational experience for tudents, and an overall more positive classroom experience. Itinuous improvement encourages teachers to grow in their practice of
act on Student Learning: Increased teacher skill allowed for more diverse educational expens	
	eased teacher skill allowed for more diverse educational experience for
all students, and an overall more positive classroom experience.	eased teacher skill allowed for more diverse educational experience fo tudents, and an overall more positive classroom experience.
all students, and an overall more positive classroom experience.  Impact on Teacher Practice:  Continuous improvement encourages teachers to grow in their practice.	eased teacher skill allowed for more diverse educational experience for tudents, and an overall more positive classroom experience. Itinuous improvement encourages teachers to grow in their practice of
noted continue	

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Print Date: 1/20/2015 2:51:27PM

Student Achleve	ment Goal:	Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.
Content Area:	Science	
	Mathematics	
	Reading	
	Art/Music	
	Language Arts	The state of the s
	Health/Physica	
	Career & Techi	nology
	Social Studies	
	World Languag	e
aff Developme	ent Goals and I	Staff will attend meetings and workshops offered to learn how to use technology to aid student learning as well as model technology use for
<u> </u>		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.  Students are trained in the use of PowerPoint, Google for Schools, and a
Staff Developme		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.  Students are trained in the use of PowerPoint, Google for Schools, and a number of other online resources. These resources are used for research,
Staff Developme		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.  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
Staff Developme		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.  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
Staff Developme	nt 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.  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.
Staff Developme	nt 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.  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.  Students received more interesting, motivational, and alternative types of
Staff Developme	nt 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.  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.  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
Staff Developme	nt 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.  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.  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.
Staff Developme	nt Goal: nt Learning:	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.  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.  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.  Allowed for differentiation in the classroom, teachers use the technology in
Staff Developme Findings:	nt Goal: nt Learning:	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.  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.  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.

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Print Date: 1/20/2015 2:51:27PM

Student Achieve	ment Goal:	Students will be provided with instructors that model positive interactions with others and build relationships based on respect.	
Content Area:	Science		
	Mathematics		
	Reading		
	Art/Music		
	Language Arts/	·	
	Health/Physica		
	Career & Techi	nology	
	Social Studies		
	000.0.		
	World Languag		
aff Developme	World Languag	Findings  Teachers will have skills enhanced to model positive interactions in	
•	World Languag	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, students and parents which is evidenced by various staff, student and parent surveys	
Staff Developme	World Languag ent Goals and l nt Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, students and parents which is evidenced by various staff, student and parent surveys  A positive school experience results in students feeling comfortable,	
Staff Developme	World Languag ent Goals and l nt Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, students and parents which is evidenced by various staff, student and parent surveys  A positive school experience results in students feeling comfortable, accepted, and safe. This is indicated by strong attendance rates, positive	
Staff Developme	World Languag ent Goals and l nt Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, students and parents which is evidenced by various staff, student and parent surveys  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	
Staff Developme	World Languagent Goals and Int Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, students and parents which is evidenced by various staff, student and parent surveys  A positive school experience results in students feeling comfortable, accepted, and safe. This is indicated by strong attendance rates, positive	

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Print Date: 1/20/2015 2:51:27PM

Student Achievement Goal:		Students will show improvement in NWEA-MAP and MCA tests
Content Area:	Mathematics Reading Language Arts/W	riting
Staff Developme	nt Goals and Fi	ndings
Staff Developme	nt 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.
		On MCA tests, the district results had higher percentages of Proficiency in
Findings:		both reading and math than the state average.
Findings: Impact on Stude	nt Learning:	both reading and math than the state average.  Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.
<u>-</u>		Student achievement and growth fosters excitement and interest in learning,

## 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

Printed on: 1/20/2015 2:52:23PM

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.

	Tea	chers	Paraprofe	ssionals		ensed tructional
	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

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 Developm	ent Goals:	5		
District Staff Development Goals that w school site student achievement goals.		5		
Goals to Continue Next Year:		5	100.00%	
Goals NOT to Continue Next Year:		0	0.00%	

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Student Achievement Goal: 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.

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: 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

throughout the state.

Y

Continue next year?

 Print Date:
 1/20/2015 2:53:08PM
 Page 1 of 9
 ED\_R19\_FollDistrict Report

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Student Achievement Goal:

Students will have a safe environment to learn with highly qualified staff.

Staff Development Goal:

Keep all staff (certified, non-certified, support and administrative) current in their positions.

Content Area:

Art/Music

Career & Technology Health/Physical Education Language Arts/Writing

Mathematics Reading Science Social Studies World Language

Findings:

Teachers were encourages 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 tearns. 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?

Υ

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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

skills and knowledge.

Staff will attend meetings and workshops offered to learn how to use technology to aid student Staff Development Goal:

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.

Art/Music **Content Area:** 

Career & Technology Health/Physical Education Language Arts/Writing

Mathematics Reading Science Social Studies World Language

Students are trained in the use of PowerPoint, Google for Schools, and a number of other Findings:

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.

Students received more interesting, motivational, and alternative types of assignments from Impact on Student Learning:

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.

Allowed for differentiation in the classroom, teachers use the technology in the following forms Impact on Teacher Practice:

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?

District 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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

relationships based on respect.

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

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?

 Print Date:
 1/20/2015 2:53:08PM
 Page 4 of 9
 50\_R19\_EditionReport

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Students will show improvement in NWEA-MAP and MCA tests Student Achievement Goal:

The staff was trained through staff meetings, in-service during late starts, workshop days as Staff Development Goal:

well as outside staff development workshop days throughout year to improve instruction

resulting in higher test scores and more students demonstrating proficiency.

Language Arts/Writing **Content Area:** 

Mathematics

Reading

Υ

On MCA tests, the district results had higher percentages of Proficiency in both reading and Findings:

math than the state average.

Student achievement and growth fosters excitement and interest in learning, which in turn Impact on Student Learning:

supports strong student achievement levels.

Teachers are encouraged by testing results, which creates a drive to monitor and adjust Impact on Teacher Practice:

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?

Print Date: 1/20/2015 2:53:08PM Page 5 of 9 SD 349 FullDishidReport

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

#### **Teacher Induction**

Did the district provide new teacher induction programs? YES

#### **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

#### **New Teacher Seminars or Workshops**

- Instructional strategies
- Curriculum and assessments

## 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)

#### **Mentor Training Activities**

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

#### **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 genderal fund that was used for staff development.

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

## District and School Site Staff Information

	Tea	achers	Paraprofe	ssionals		ensed tructional
	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 nu mber of staff members across at sites (*unduplicated count)	69	69	24	24	14	14
Total of assignments across all sites (*duplicated count)	71	71	24	24	7	7

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:

Nο

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? Yes

 Print Date: 1/20/2015 2:53:08PM
 Page 8 of 9
 ED\_R16\_C#BlishickReport

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

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

Implementing arts standards

 Print Date:
 1/20/2015 2:53:08PM
 Page 9 of 9
 SD\_R19\_FullDistrictReport

District Studer	t Achievem	ent Goals with Subject Areas
Student Achieven	ent Goal:	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.
Content Area;	Health/Phy Career & <sup>-</sup> Social Stu World Lan	Arts/Writing ysical Education Technical Education dies
Staff Developmen		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.
Findings:		professional learning communities.  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.
Findings:	t Learning:	professional learning communities.  All licensed staff and support staff were well trained with high quality staff development training, as indicated by 100% rating on State approved STARS
		professional learning communities.  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.  Students are taught, supported, and served by well-trained staff members

District Studen	t Achievement	Goals with Subject Areas
Student Achievem	ent Goal: St	udents will have a safe environment to learn with highly qualified staff.
Content Area:	Science Mathematics Reading Art/Music Language Art: Health/Physic Career & Tecl Social Studies World Langua	al Education nnical Education
taff Develonmen	t Goals Activi	ties Strategies and Findings
itaff Developmen		ties, Strategies and Findings  Keep all staff (certified, non-certified, support and administrative) current in their positions.
·		Keep all staff (certified, non-certified, support and administrative) current in their positions.  Teachers were encourages 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
Staff Development	Goal:	Keep all staff (certified, non-certified, support and administrative) current in their positions.  Teachers were encourages 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.  Increased teacher skill allowed for more diverse educational experience for
Staff Development	Goal: Learning:	Keep all staff (certified, non-certified, support and administrative) current in their positions.  Teachers were encourages 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.

District Student Achievement Goa		ent Goals with Subject Areas
		Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.
Content Area:	Health/Phy	Arts/Writing rsical Education rechnical Education dies
****		
Staff Developmer	nt Goals, Act	ivities, Strategies and Findings
Staff Developmen		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
		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.  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
Staff Developmen	t 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.  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.  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.
Staff Developmen Findings:	t Goal: t Learning:	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.  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.  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

District Studen	t Achieven	nent Goals with Subject Areas
Student Achievem	ent Goal:	Students will be provided with instructors that model positive interactions with others and build relationships based on respect.
Content Area:  District Staff Developmen	Health/Pi Career & Social St World La	: e Arts/Writing nysical Education Technical Education udies
Staff Developmen	Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.
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 Teache	Practice:	Positive interactions modeled by staff members created an environment of team building, problem solving, and support between staff members.
Continue next yea	r?	γ

District Student	Achievement Goals with Subject Areas
Student Achievemen	nt Goal: Students will show improvement in NWEA-MAP and MCA tests
Content Area:	Mathematics Reading Language Arts/Writing
Staff Development	Goals, Activities, Strategies and Findings
Staff Development G	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.
Staff Development 6	workshop days as well as outside staff development workshop days throughout year to improve instruction resulting in higher test scores and
	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.  On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.
Findings:	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.  On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.  earning: Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School Studen	nt Achieven	ent Goals with S	Subject Areas
Student Achieven	nent Goal:	Students will have a staff.	safe environment with highly qualified staff as will community members and
Related District S	taff Developm	ent Goal:	Maintain highty 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:		e Arts/Writing sysical Education	
Staff Developmer	nt Goals, Ad	tivities, Strategi	es and Findings
Staff Developmen		Ke	es and Findings ep all staff (certified, non-certified, support and administrative) current in eir positions
		Ke the All de	ep all staff (certified, non-certified, support and administrative) current in
Staff Developmen	t Goal:	Ke the All de rej St	sep all staff (certified, non-certified, support and administrative) current in eir positions  licensed staff and support staff were well trained with high quality staff velopment training, as indicated by 100% rating on State approved STARS port.  udents are taught, supported, and served by well-trained staff members no have received high quality staff development.
Findings:	t Goal: t Learning:	Ke the All de rej St wf	sep all staff (certified, non-certified, support and administrative) current in eir positions licensed staff and support staff were well trained with high quality staff velopment training, as indicated by 100% rating on State approved STARS port. udents are taught, supported, and served by well-trained staff members

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

		Goals with Subject Areas	
Student Achievem		udents will be provided with diverse instruction and delivery styles no are well versed in instruction, material knowledge and pedagos iministrative evaluation and/or action planning programs; and men in-tenured teachers.	gy through the peer evaluation, ntor/mentee programs for
Related District St	taff Developmen	Goal: Keep all staff (certified, non-certified, suppo positions.	ort and administrative) current in their
	Mathemation Reading Art/Music Language Health/Phy Social Stud	al Education	
toff Davelonmer			
taff Developmer Staff Developmen	nt Goals, Acti	ties, Strategies and Findings  Maintain highly qualified staff providing qual the Q Comp plan to provide quality instruction professional learning communities.	on through peer review, and
	nt Goals, Acti	Maintain highly qualified staff providing qual the Q Comp plan to provide quality instruction professional learning communities.  Teachers were encouraged to learn on an ingroup. Staff also developed an appreciation input, thus building stronger educational tear retention and a nurtured approach to teaching noted continued high quality instruction and	on through peer review, and individual basis and share with the nof their peer's knowledge and ims. This helps with teachering as a whole. Administration strong team collaboration.
Staff Developmen	nt Goals, Acti t Goal:	Maintain highly qualified staff providing qual the Q Comp plan to provide quality instruction professional learning communities.  Teachers were encouraged to learn on an ingroup. Staff also developed an appreciation input, thus building stronger educational tear retention and a nurtured approach to teaching the continued high quality instruction and increased teacher skill allowed for more divided to the continued and an overall more positive of	on through peer review, and individual basis and share with the nof their peer's knowledge and ims. This helps with teachering as a whole. Administration strong team collaboration. erse educational experience for lassroom experience.
Staff Developmen	nt Goals, Acti t Goal: t Learning:	Maintain highly qualified staff providing qual the Q Comp plan to provide quality instruction professional learning communities.  Teachers were encouraged to learn on an ingroup. Staff also developed an appreciation input, thus building stronger educational tear retention and a nurtured approach to teaching noted continued high quality instruction and increased teacher skill allowed for more divi	on through peer review, and individual basis and share with the nof their peer's knowledge and ims. This helps with teachering as a whole. Administration strong team collaboration. erse educational experience for lassroom experience. ters to grow in their practice of ops an environment where

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

	t Achieven	nent Goals with Subject Areas
Student Achieveme	ent Goal:	Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.
Related District Staff Development		nent 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:		atics c ge Arts/Writing Physical Education
taff Development	t Goals, Ad	ctivities, Strategies and Findings
taff Development		Ctivities, Strategies and Findings  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.
		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
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.  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.  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
Staff Development Findings:	Goal: Learning:	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.  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.  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

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Student Achiever	nent Goal:	Students will be provided with instructors that model interactions with others and build relationships based on respect.
Related District S	taff Developme	
Content Area:	~ ~	c e Arts/Writing hysical Education
aff Developme		
aff Developmer	nt Goals, Ac	ctivities, Strategies and Findings  Teachers will have skills enhanced to model positive interactions in communication among staff and with others.
<u> </u>	nt Goals, Ac	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, studer and parents which is evidenced by various staff, student, and parent surve
Staff Developmer	nt Goals, Ac nt Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, studer
Staff Developmer	nt Goals, Ac nt Goal: nt Learning:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.  Positive classroom and school wide experience was noted by staff, studer and parents which is evidenced by various staff, student, and parent surve 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

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

	t Achievement Go	
Student Achievem	ent Goal: Student	is 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/Wri Social Studies	iting
Leff Developmen	A Coole Antivities	Strategies and Eindings
		, Strategies and Findings  The staff was trained through staff meetings, in sendice during late starts
taff Developmen		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
		The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days
Staff Development	t 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.  On MCA tests, the district results had higher percentages of Proficiency in
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.  On MCA tests, the district results had higher percentages of Proficiency in both reading and math than the state average.  Student achievement and growth fosters excitement and interest in learning,

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

School Student	Achievement Goals wi	un Subject Aleas
Student Achievem	ent Goal: Students will ha	ve a safe environment to learn with highly qualified staff.
Related District Sta	aff 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 Educatior Career & Technology Social Studies World Language	1
nool Staff Developmen	t Goals, Activities, Strat	egies and Findings
Staff Development	Goal:	Keep all staff (certified, non-certified, support and administrative) current in their positions
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.
		Staff members continue to grow their skill levels, and demonstrate and
Impact on Teacher	Practice:	practice best practices. They have the opportunity to network with others in their fields within the district, as well as throughout the state.

Page 11 of 15

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

	ıt Achievem	nent Goals with Subject Areas
Student Achieven	nent Goal:	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.
Related District S	taff Developme	ent Goal: Keep all staff (certified, non-certified, support and administrative) current in positions.
Content Area:	Health/Ph	c e Arts/Writing hysical Education Technology
taff Developmer	World Lai	
taff Developmer Staff Developmen	nt Goals, Ac	Ctivities, Strategies and Findings  Maintain highly qualified staff providing quality instruction. The staff follo the Q Comp plan to provide quality instruction through peer review, and
	nt Goals, Ac	Maintain highly qualified staff providing quality instruction. The staff folloo the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  Teachers were encouraged to learn on an individual basis and share will group. Staff also developed an appreciation of their peer's knowledge a input, thus building stronger educational tearns. This helps with teacher retention and nurtured approach to teaching as a whole. Administration
Staff Developmen	nt Goals, Ac	Maintain highly qualified staff providing quality instruction. The staff folloo the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  Teachers were encouraged to learn on an individual basis and share will group. Staff also developed an appreciation of their peer's knowledge a 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 ream collaboration.  Increased teacher skill allowed for more diverse educational experience all students, and an overall more positive classroom experience.
Staff Developmen	nt Goals, Ac t Goal: t Learning:	Maintain highly qualified staff providing quality instruction. The staff folloo the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  Teachers were encouraged to learn on an individual basis and share will group. Staff also developed an appreciation of their peer's knowledge a 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 ream collaboration.  Increased teacher skill allowed for more diverse educational experience

Distric € 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Schoo≸: 020 MAPLE LAKE SECONDARY

	nt Achieveme	ent Goals with Subject Areas
Student Achleven	nent Goal:	Students will be able to use technology to enhance their education and demonstrate their skills and knowledge.
Related District S	taff Developme	nt 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:	Health/Phy	Arts/Writing ysical Education Fechnology dies
taff Developmer	nt Goals, Act	ivities, Strategies and Findings
aff Developmen		ivities, Strategies and Findings  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.
···		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
Staff Developmen	t 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.  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. Trough our work on this goal a new position was created for a Technology Integrationist,
Staff Developmen	t 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.  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. Trough our work on this goal a new position was created for a Technology Integrationist, which will be implemented in the 2014-15 school year.  Students received more interesting, motivational, ans alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

Student Achieven	ent Goal:	Students will be provided with instructors that model interactions with others and build relationships based on respect.
Related District St	aff Developmen	ent Goal: Teachers will have skills enhanced to model positive interactions in communication among staff and with others.
Content Area:	Health/Phy Career & T Social Stud World Lang	c e Arts/Writing hysical Education i Technology udies
Staff Developmen	t Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.
Findings:		Positive classroom and school wide experience was noted by staff, students and parents, which is evidenced by various staff, student and parent surveys.
<del>-</del>		A positive school experience results in students feeling comfortable,
Impact on Studen	t Learning:	accepted, and safe. This indicated by strong attendance rates, positive peer relations, low incidence of behavioral concerns and student achievement.
Impact on Studen		accepted, and safe. This indicated by strong attendance rates, positive peer

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 020 MAPLE LAKE SECONDARY

Student Achieven	nent Goal:	Students will show improvement on all NWEA and MCA tests.
Related District S	taff Developmen	nt 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:	Health/Phy- Career & T	Arts/Writing vsical Education
aff Developmen	Social Stud World Lang	dies guage
aff Developmer	World Lang	ivities, Strategies and Findings  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
•	World Lang	ivities, Strategies and Findings  The staff was trained through staff meetings, in-service during late starts, workshop days as well as outside staff development workshop days
Staff Developmen	World Lang nt Goals, Acti t Goal:	ivities, Strategies and Findings  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.  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.  Student achievement and growth fosters excitement and interest in learning, which in turn supports strong student achievement levels.
Staff Developmen	World Lang  nt Goals, Acti t Goal: t Learning:	ivities, Strategies and Findings  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.  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.  Student achievement and growth fosters excitement and interest in learning,

# 2014 School Staff Development Goals District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Student Achievement Goal:  Related District Staff Development Goal:		Students will have a safe environment with highly qualified staff as will community members and staff.  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.	
aff Developmen	nt Goals, Designs, S	Strategies and Findings	
Staff Development Goal:		Keep all staff (certified, non-certified, support and administrative) current in their positions	
		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:		<ul> <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

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?	Υ

# 2014 School Staff Development Goals District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Student Achievement Goal:		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.
Related District Staff Development Goal:		Keep all staff (certified, non-certified, support and administrative) current in their positions.
Content Area:	Science Mathematics Reading Art/Music Language Arts/Writing Health/Physical Educa	
taff Developme	nt Goals, Designs, S	Strategies and Findings
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.
		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:	<ul> <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>

Scho≪I: 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.
Impact on Teacher Practice:	Continuous improvement encourages teachers to grow in their practice of teacheing, teaming and collaboration develops an environment where teachers can stretch their teaching and encompass diverse learning styles and teaching tools.
Continue next year?	Y

School: 010 MAPLE LAKE ELEMENTARY

Student Achievement Goal:		Students will be able to use technology to enhance their education and demonstrate	
Related District Staff Development Goal:		their skills and knowledge.  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:	Science Mathematics Reading Art/Music Language Arts/Writing Health/Physical Educa	tion	
aff Developme	ent Goals, Designs, S	Strategles and Findings	
Staff Developme	nt 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.	
Designs and Strategies:  High Quality Components:		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  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.  Helped all school personnel work effectively with students and their parents.  Evaluated designs and strategies for impact on teacher	

School: 010 MAPLE LAKE ELEMENTARY

Findings:	Students are trained in the use of PowerPoint, Google for Schools, and a number
, <b>.</b>	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
<b>F</b>	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.
	Respirity, OMAINT Dualus, response paus, IFaus.
Continue next year?	Y

Schosol: 010 MAPLE LAKE ELEMENTARY

Student Achievement Goal:  Related District Staff Development Goal:		Students will be provided with instructors that model interactions with others and build relationships based on respect.	
		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 Educa Social Studies		
		Strategies and Findings	
Staff Development	( Goal:	Teachers will have skills enhanced to model positive interactions in communication among staff and with others.	
High Quality C	omponents:	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 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.	

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

School: 010 MAPLE LAKE ELEMENTARY

Student Achieven	nent 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		
aff Developme	nt Goals, Designs, S	Strategies and Findings	
Staff Developmen	t 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 S	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 C	Components:	Included teachers, principals, parents and administrators in	
g quanty c		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.	
		<ul> <li>Increased teachers' and principals' knowledge and skills in</li> </ul>	
		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.	
		<ul> <li>Included the use of data and assessments to inform classroom practice.</li> </ul>	
		<ul> <li>Provided technology training to improve teaching and learning.</li> </ul>	
		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.	
		•	
		<ul> <li>Evaluated designs and strategies for impact on teacher</li> </ul>	
		effectiveness to increase student academic achievement and	

Scho-ol: 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 studnet 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

School: 020 MAPLE LAKE SECONDARY

Student Achievement Goal: Related District Staff Develòpment Goal;		Students will have a safe environment to learn with highly qualified staff.  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.	
ool Staff Developmer	nt Goals, Designs, S	Strategies and Findings	
Staff Developmen	t Goal:	Keep all staff (certified, non-certified, support and administrative) current in their positions	
High Quality C	components:	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 Included teachers, principals, parents and administrators in	
High Quality Components:		<ul> <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</li> </ul>	

#### Scho ol: 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

School: 020 MAPLE LAKE SECONDARY

Programs; and mentor/mentee programs for non-tenured teachers.  Related District Staff Development Goal:  Content Area:  Science  Mathematics  Reading  Art/Music  Language Arts/Writing  Health/Physical Education  Career & Technical Education  Social Studies  World Language  taff Development Goals, Designs, Strategies and Findings	Student Achievement Goal:	Students will be provided with diverse instruction and delivery styles by highly qualified teachers who are well versed in instruction, material knowledge and pedagogy
Related District Staff Development Goal:  Content Area: Science Mathematics Reading Art/Music Language Arts/Writing Health/Physical Education Social Studies World Language  Maintain highly qualified staff providing quality instruction. The staff follor the Q comp plan to provide quality instruction through peer review, and professional learning communities.  Designs and Strategies:  Bi-Weekly Instructional strategies State assessment data District/School selected 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		through the peer evaluation, administrative evaluation and/or action planning
Content Area:  Content Area:  Science Mathematics Reading Art/Music Language Arts/Writing Health/Physical Education Career & Technical Education Social Studies World Language  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  Designs and Strategies:  Bi-Weekly Instructional strategies State assessment data Classroom assessment data Classroom 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 development Curriculum development Differentiated instruction	Related District Staff Development G	
Mathematics Reading Art/Music Language Arts/Writing Health/Physical Education Career & Technical Education Social Studies World Language World Language  Staff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follow the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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	-	
Reading Art/Music Language Arts/Writing Health/Physical Education Career & Technical Education Social Studies World Language  Staff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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		
Art/Music Language Arts/Writing Health/Physical Education Career & Technical Education Social Studies World Language  aff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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		
Language Arts/Writing Health/Physical Education Career & Technical Education Social Studies World Language  Staff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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 strategy modeling Coaching for continuing contract teachers Mentoring for probationary teachers Observation by peer observers Assessment Development Curriculum development Differentiated instruction	•	
Health/Physical Education Career & Technical Education Social Studies World Language  Staff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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		iting
Social Studies World Language  aff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follor the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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		<del>-</del>
Aff Development Goals, Designs, Strategies and Findings  Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follow the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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	Career & Technica	al Education
Assessment Development Goals, Designs, Strategies and Findings  Maintain highly qualified staff providing quality instruction. The staff following the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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		
Staff Development Goal:  Maintain highly qualified staff providing quality instruction. The staff follow the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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	World Language	
the Q Comp plan to provide quality instruction through peer review, and professional learning communities.  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	ff Development Goals, Desigr	ıs, Strategies and Findings
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	itaff Development Goal:	Maintain highly qualified staff providing quality instruction. The staff follows
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		
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	Designs and 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	e congres and analogies.	· · · · · · · · · · · · · · · · · · ·
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		
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		
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		
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		
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		
Coaching for continuing contract teachers Mentoring for probationary teachers Observation by peer observers Assessment Development Curriculum alignment/mapping Curriculum development Differentiated instruction		
Mentoring for probationary teachers Observation by peer observers Assessment Development Curriculum alignment/mapping Curriculum development Differentiated instruction		<del>_</del>
Assessment Development Curriculum alignment/mapping Curriculum development Differentiated instruction		
Curriculum alignment/mapping Curriculum development Differentiated instruction		·
Curriculum development Differentiated instruction		
Differentiated instruction		
		· ·
		Toolinology in the diagonom

Schoel: 020 MAPLE LAKE SECONDARY

High Quality Components:	<ul> <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> <li>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 ream collaboration.</li> </ul>
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?	Υ

School: 020 MAPLE LAKE SECONDARY

	ement Goal:	Students will be able to use technology to enhance their education and demonstrate	
Related District Staff Development Goal:		their skills and knowledge.  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:	Science Mathematics Reading Art/Music		
	Language Arts/Writing Health/Physical Educa Career & Technical Ed		
	Social Studies World Language		
aff Developme	ent Goals, Designs, S	strategies and Findings	
Staff Developme	ent 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.	
pesigns and	I 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	

School: 020 MAPLE LAKE SECONDARY

High Quality Components:	<ul> <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>
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. Trough 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, ans alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking ans 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?	Υ

Page 16 of 20

School: 020 MAPLE LAKE SECONDARY

Student Achievement Goals with Subject Areas  Student Achievement Goal: Students will be provided with instructors that model interactions with others and build		
otacin Acine Conin	relationships based on respect.	
Related District Staff Development Goal:	Teachers will have skills enhanced to model positive	
Content Area: Science	interactions in communication among staff and with others,	
Mathematics		
Reading		
Art/Music		
Language Arts/Writing		
Health/Physical Educa	ation	
Career & Technical Ed	lucation	
Social Studies		
World Language		
aff Development Goals, Designs, S	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.	
	<ul> <li>Increased teachers' knowledge of academic subjects and</li> </ul>	
	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.	
	<ul> <li>Provided for professional learning communities that focus on</li> </ul>	
	student achievement.	
	Included the use of data and assessments to inform classroom	
	<ul> <li>practice.</li> <li>Provided technology training to improve teaching and learning.</li> </ul>	
	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.	
	parents.  • Evaluated designs and strategies for impact on teacher	
	effectiveness to increase student academic achievement and	

Scho-of: 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

School: 020 MAPLE LAKE SECONDARY

	ent Goals with Sub	
Student Achieveme	ent Goal:	Students will show improvement on all NWEA and MCA tests.
Related District Sta	aff 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	
	Art/Music	
	Language Arts/Writing	
	Health/Physical Educat	ion
	Career & Technical Edu	cation
	Social Studies	
	World Language	
aff Davalanmant	t Goale Designs S	trategies and Findings
		The staff was trained through staff meetings, in-service during late starts,
Staff Development	Gudi.	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 St	rategies:	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

School: 020 MAPLE LAKE SECONDARY

High Quality Components:	<ul> <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>
Findings:	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.
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?	· · · · · · · · · · · · · · · · · · ·

### 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

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:** 

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.

Print Date: 1/20/2015 2:58:25PM Page 2 of 22 SD R9 SchoolSummary

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 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

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 teacheing, teaming and collaboration develops an environment where teachers can stretch their teaching and encompass diverse learning styles and teaching tools.

Continue next year?

Υ

#### **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:**

Print Date: 1/20/2015 2:58:25PM Page 3 of 22 SD\_R9\_SchoolSummary

Distri-ct: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Scho⊯l: 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.

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 to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and knowledge to the students will be able to use technology to enhance their education and demonstrate their skills and the students will be able to use the students

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?

**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:** 

Print Date: 1/20/2015 2:58:25PM Page 5 of 22 SD\_R9\_SchoolSummary

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.

Print Date: 1/20/2015 2:58:25PM Page 6 of 22 SD\_R9\_SchoolSummary

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?

#### **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:** 

Print Date: 1/20/2015 2:58:25PM Page 7 of 22 SD\_R9\_SchoolSummary

Distri∢t: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

Schoel: 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.

Print Date: 1/20/2015 2:58:25PM Page 8 of 22 SD\_R9\_SchoolSummary

Distri-ct: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-010 MAPLE LAKE ELEMENTARY

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

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: Language Arts/Writing

Mathematics Reading Science Social Studies

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 studnet 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

#### 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:** 

Print Date: 1/20/2015 2:58:25PM Page 9 of 22 SD\_R9\_SchoolSummary

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 fearning.

Print Date: 1/20/2015 2:58:25PM Page 10 of 22 SD\_R9\_SchoolSummary

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

Print Dale: 1/20/2015 2:58:25PM Page 11 of 22 SD\_R9\_SchoolSummary

Distri∢t: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

Student Achievement Goal:

Students will have a safe environment to learn with highly qualified staff.

Staff Development Goal:

Keep all staff (certified, non-certified, support and administrative) current in their positions

Content Area:

Art/Music

Career & Technology Health/Physical Education Language Arts/Writing

Mathematics Reading Science Social Studies World Language

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?

#### 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:** 

Print Date: 1/20/2015 2:58:25PM Page 12 of 22 SD R9 SchoolSummary

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.
- 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.

Print Date: 1/20/2015 2:58:25PM Page 13 of 22 SD\_R9\_SchoolSummary

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 i

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 ream 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?

#### **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:** 

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.
- 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.

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 knowl-

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

Career & Technology Health/Physical Education Language Arts/Writing

Mathematics Reading Science Social Studies 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. Trough 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, ans alternative types of assignments from teachers. Technology supports the diverse learning styles and needs of our students. Technology use allows for higher level thinking ans 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
- 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:** 

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.
- 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.

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?

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

Y

- 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:** 

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,
- 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.

District: 0881-01 MAPLE LAKE PUBLIC SCHOOL DISTRICT

School: 0881-01-020 MAPLE LAKE SECONDARY

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

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: Art/Music

Career & Technology Health/Physical Education Language Arts/Writing

Mathematics Reading Science Social Studies World Language

Findings: 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.

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?

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:** 

Print Date: 1/20/2015 2:58:25PM Page 20 of 22 SD\_R9\_SchoolSummary

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.
- 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.

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