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| **“*A Life Long Celebration of Learning”***  Barnum Elementary School  Professional Development Plan |

**Barnum Public Schools 2013-2014** 

**Barnum Elementary School**

**Professional Development Plan**

**2013-2014**

**COMMITTEE**

Chairperson: Jill Bexell

Administration: Tom Cawcutt, Principal

Faculty: Amanda Nordstrom, Grade K-1 Representative

Brenda Moors, Grade 2-3 Representative

Rachel Cook, Grade 4-6 Representative

Evan Lembke, Specialist Representative

Parent: Colleen Myhre

Staff: Colleen Myhre

Barnum Elementary School professional development activities should align with one or more goals/objectives of the Professional Development Plan. When conceived, professional development activities must include an indication of which evaluation activities will be used to determine the extent that objectives were achieved. When professional development activities are completed, evidence will be provided on how the objectives were achieved. Every year BES Site Team will review activities directed at achievement of goals and recommend adjustments or changes in the plan.

Teachers will meet the needs of all students by continually re-examining their beliefs, actions, programs and expectations. A broad range of both quantitative and qualitative evaluation tools may be employed to measure and monitor student success.

**Purpose of Site Team**

A representative team of all elementary employees to make decisions, problem-solve, and analyze needs

**Role of the Site Team**

* Meet monthly during the school year for organizational purposes with special meetings as needed.
* Distribute minutes of meetings to all staff.
* Allocate all funds as directed by Minnesota statutes.
* Determine an equitable method for use of funds allocated as site money.
* Formulate annual Professional Development goals for BES
* Arrange professional development activities to meet identified needs.
* Principal will notify staff and area substitutes of staff development activities.
* Provide opportunity for staff to evaluate a staff development experience and follow-through as necessary.
* After workshops and activities, correlate professional growth activities with curriculum development.
* Review and take action on exemplary grant requests according to guidelines established.
* Update Staff Development plan each year.
* Receive quarterly Staff Development expense reports from the district.
* Write and submit a final Site Team report to the Barnum Leadership Team as submitted to the Minnesota Department of Education.

**Positions and Terms of Office**

Administrator

Chairperson

Treasurer

Secretary

Grade K-1 Representative

Grades 2-3 Representative

Grades 4-6 Representative

Specialist Representative

Parent Representative

Staff Representative

\* All three-year terms

**Staff Development Fund Request**

The Staff Development Fund Request Form will be completed by a staff member who is assigned to or seeking training.

Allocation of Staff Development Funds:

* Staff Development applications will be reviewed and approved as they are received.
* Once funds are depleted, site team and administration will look into other funding options for staff development requests.

**Professional Development Funding**

Funds allocated by the State to the Barnum Public School District for the purpose of Professional Development may be used for:

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

**Uses for Professional Development Funds**

Professional Development funds allocated for staff members may be used in any of the following ways, with the approval of the building principal or site team:

* Develop curriculum with a colleague
* Participate in peer review
* Purchase professional development materials
* Site approved workshops or conferences
* Mentor a novice teacher
* Study Groups
* Action research project
* Technology training
* Teacher shadowing
* Visit another school/program
* Lead study group
* Other

**Goals and Objectives:**

Goals are aligned with the Minnesota Department of Education Site Strategy/Professional Development outcomes. The fundamental purpose of staff development is to improve student learning.  The intent of Minnesota Statutes, section 122A.60 is that schools and districts implement a site-based process for both educational goals and staff development opportunities that will best help meet these goals.    
  
Providing teachers and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experiences for students, and ultimately helps achieve the fundamental purpose of improving student learning. Revenue requirements for staff development are defined in Minnesota Statutes, section 122A.61.

High-Quality Professional Development encompasses the following components:

* Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified.
* Improve teachers’ and principals’ knowledge and skills to help students meet challenging state academic standards.
* Improve teachers’ classroom-management skills.
* Advance teacher understanding of effective instruction strategies using scientifically based research.
* Increase teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.
* Provide technology training to improve teaching and learning.
* Provide training that will help teachers ensure all students are technologically literate by the end of

eighth grade

* Provide instruction in methods of teaching children with special needs.
* Include the use of data and assessments to inform classroom practice.
* Help all school personnel work effectively with parents.

**Areas to address annually**

* Mentoring
* RTI Process/Intervention fidelity/ Progress Monitoring
* SpEd Process
* The classroom teachers’ responsibility to incorporate students when they are in their class, even if for a short period of time.
* Progress monitoring
* AIMSweb/ Successmaker/ Fountas and Pinnell
* Behavior Matrix
* Curriculum Committee Process
* Explain committees and what they do
* Staff Development forms
* Handbook review in small groups- all staff, including info on:

Newsletters

Updating web page

Consistent routines for sharing MCA data

**2013-2014 Barnum School Board Goals:**

1. Support Curriculum and Instruction through:

* Continued expansion of technology, into all curricular areas, including online learning.
* Ongoing staff development to improve student performance.
* Utilization of student data and best practice to maximize student learning.
* Integration of life skills into all student learning.
* Continued support of small class size.

2. Support a positive school climate:

* By utilizing proactive and consistent approaches to student management and discipline.
* Through frequent and open communication with all stakeholders.
* By promoting the building of professional capital.

3. In order to maintain structural balance, the District will:

* Strive to maintain a minimum unassigned general fund balance of 2-4 months of operating expenses.
* Plan for long-term District financial commitments, moving towards balancing the budget.
* Continue maintenance and improvement of the District’ buildings and grounds.
* Expand and upgrade technology to support life-long learning.
* Actively market and promote the Barnum School District.

**2013-2014 Barnum Leadership Team Goals:**

1. Promote the building of professional capital by encouraging decision-making with collective responsibility, openness to feedback, and willing transparency of new educational ideas and practices initiated by administration, faculty, students, and parents.

2. Support on going implementation of curriculum development affected by essential learning documents.

\*Professional Capital:  is a product of *human capital, social capital and decisional capital*

**2013-2014 Barnum Elementary Site Team Goals:**

1. Identify and address student's mental health and behavioral needs through the use of intervention plans, character education, above and below the line practices, parental involvement, and community resources.

Objectives:

* Train faculty/staff on the use of PBISworld.com during the start of the year in-service.
* Begin consultation/review of the Restorative Justice program and outside agency collaboration throughout the school year.
* Provide an Above the Line classroom expectation review during the start of the year in-service.
* Review behavior management systems such as AIMS Web behavior, Infinite Campus and/or SWIS during the 2013-2014 school year with the intent to purchase a school-wide system by the fall of 2014.
* Create/reiterate expectations for classroom meeting/discussion of behavior and classroom management procedures during the start of the year in-service.

2. To promote smooth operations within the Elementary school, we will establish positive communication practices to empower all faculty and staff to access, understand, and follow processes and procedures, understand roles, expectations, and timelines.

Objectives:

* Create an assessment calendar for the school year outlining all required assessment windows (report cards, BAS, benchmark testing, MCAs) prior to the start of the 2013-2014 school year.
* Define committee roles and expectations for committee members during the 2013-2014 school year.
* Publish new staff handbook prior to the prior to the start of the 2013-2014 school year.
* Utilize mentor process for newly hired staff.

Goal 3: Students will achieve at or above grade level standards on Language Arts and Mathematics standards, as measured by curriculum based measurement tools.

Objectives:

* IXL programming will be fully implemented within K-6 classrooms by the conclusion of the 2013-2014 school year.
* School-wide practices for teaching reading will be established.

\*See Language Arts Committee goals below:

**DAILY 5 SMART GOAL**

By the end of 2nd quarter all classroom teachers will have implemented the Daily 5 classroom management system.

**GUIDED READING SMART GOAL**

By the end of third quarter all classroom teachers will have implemented daily guided reading groups for all students.

Objective: By the beginning of Quarter 3 all classroom teachers will begin implementation of daily guided reading

**WRITING SMART GOAL**

By the end of first quarter all classroom teachers will have implemented the daily writing workshop.

\*\*Additional goals may/will be added with the curriculum committee areas (specifically, Language Arts and Math).

“We will build on our strengths. Change may challenge us, but it will not diminish us. Our school will not stop doing any of the ‘good stuff’ we are now doing. We will only get better!”

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|  | **Activity** |  |  |

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| **BES Site Team Goal**  (Future goals will be SMART) | **Various activities used to reach the goal** | **Who/When** | **Evaluation Level** |

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| Identify and address student's mental health and behavioral needs through the use of intervention plans, character education, above and below the line practices, parental involvement, and community resources. | Train faculty/staff on the use of PBISworld.com during the start of the year in-service.  Begin consultation/review of the Restorative Justice program and outside agency collaboration throughout the school year.  Provide an Above the Line classroom expectation review during the start of the year in-service.  Review behavior management systems such as AIMS Web behavior, Infinite Campus and/or SWIS during the 2013-2014 school year with the intent to purchase a school-wide system by the fall of 2014.  Create/reiterate expectations for classroom meeting/discussion of behavior and classroom management procedures during the start of the year in-service. | Teachers/Administration –Ongoing | Data:   * Overall proficiency scores on MCA tests * AIMS data (fall to spring) * Report cards   Technology:   * 3 year plan   Academic Standards:   * Essential Learnings * All content area curriculum mapped by May 2013   Staff Dev. Opportunity:   * Staff survey comparing this year to previous years * ABC Meeting outcomes |
| **Implement school behavior matrix within the Above the Line program.** | Continue to develop character education, Training on character education themes/program | Teachers/Administration –Ongoing Fall In-Service: Behavior Incident Entry, Character Education Themes/Traits, Bomber Beliefs Matrix, Behavior meetings within ABC format | * Data analysis of school tone, discipline incidents * Survey teachers and students |
| **Establish positive communication strategies between teachers, parents and students** | * Grade K-3 teachers will provide communication that reflects daily classroom goals and assignments * Grade 4-6 students will utilize a daily planning tool to develop organization and responsibility * Public Reporter * Infinite Campus * Newsletters 1x/month * Webpage (district/ classroom info) * Social Media * School Board Meetings * Report Cards * Instant Alert * Email * Annual paperwork from office to home * Grade-level communication surveys asking who and how to contact * Monthly Character Trait Assembly * School-Wide Expectations/ Bomber Matrix * Open house * Parent-Teacher Conferences * Kindergarten: Transition Night/ Kinder Camp/ 1st day conferences * Title 1 Family Night | Teachers/Administration –Ongoing  ABC Meetings  AIMS Web Wednesday  MCA review  Conference Nights  Quarterly reports  Daily communication as outlined | * Attendance #s * Conference Attendance #s |

**Evaluation Criteria:**

Evaluation Levels are used to determine the success of professional development activities. The following indicators will be used within each Site Team goal/objective:

* Participant Reaction – Level 1
  + Examples: Student Surveys, Teacher Surveys, Parent Surveys, Feedback Sheets, Awareness
* Participant Learning – Level 2
  + Examples: Knowledge, Classroom application, Classroom practice
* Organizational Support and Learning – Level 3
  + Examples: Leadership Support for Change and Innovation, Professional Development Time, Support with Resources.
* Participant use of New Knowledge and Skills – Level 4
  + Examples: Classroom observation, Research based Professional Standards (with rubric), Professional Growth Plan, Student Achievement Gains or other measures, as applicable.
* Student Learning Outcomes – Level 5
  + Examples: MCA Test Scores, Other Test Scores (AIMS Web, BAS), Teacher-made Assessments, Student work folders with samples using rubric scoring, Curriculum Assessments.

In general, the following tools are available to assess progress toward achievement of goals and objectives.

* Administrative observation and evaluations
* Peer observations
* Action research
* Student interviews and surveys
* Analyses of student work
* Teacher interview and surveys
* Test data analyses (Disaggregated and longitudinal data)
* Behavioral data analyses
* Local assessments
* Minnesota Comprehensive Assessments
* Curriculum analyses
* District/School Report Card