

2016 District Staff Development Report

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

Student Achievement Goal:	90% of students will read "on grade level" by the end of 3rd grade. 90% of students will graduate LqPV High School career and college ready.
Staff Development Goal:	LqPV will continue to provide staff opportunities to improve their instructional delivery and effective integration of required standards into their learning areas. LqPV will continue to provide opportunities for staff to enhance their use of technology for instructional and management purposes. LqPV staff will be provided the opportunity for professional development through district q-comp program, exemplary grants, MRVED and SW/WC. LqPV will continue to encourage and support staff participation in the district's approved Quality Compensation Program, especially the collaboration of the professional learning communities. LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.
Content Area:	Language Arts/Writing Mathematics
Findings:	LqPV School District made increase proficiency in all three MCAIII test areas in 2016. Science proficiency increase from 53.8% in '15 to 65.2% in '16, Math proficiency increased from 61% in '15 to 62.7% in '16 and Reading increased proficiency as a district from 56.5% in '15 to 58.75 in '16. MDE stated that students are "on track" for success in all three subject areas.
Impact on Student Learning:	As per the staff development goals student learning was positively impacted by the use of teaching strategies that were more data driven. Formative assessments helped identify student needs and areas of growth.
Impact on Teacher Practice:	The impact on teacher practice and their own individual continuous growth was evident. The participation in PLCs, focus groups, bi-weekly department and grade level meetings and the district peer review groups supported teaching improvements and growth, q-comp professional growth plans (SMART goals, participation in MRVED curriculum and best practice meetings and the collaboration with colleagues strengthened teacher learning.
Continue next year?	Y

2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 010 MADISON-MARIETTA-NASSAU ELEMENTARY

School Student Achievement Goals with Subject Areas

Student Achievement Goal: The percent of Madison/Marietta/Nassua Elementary third-fourth grade students that meet or exceed the standards on the MCA III tests in reading will increase 10% from 60.8% to 70.8% in 2016

The percent of Madison/Marietta/Nassua Elementary third-fourth grade students that meet or exceed the standards on the MCA III tests in math will increase 10% from 72.8% to 82.8% in 2016

Related District Staff Development Goal:

LqPV will continue to provide staff opportunities to improve their instructional delivery and effective integration of required standards into their learning areas.

LqPV will continue to provide opportunities for staff to enhance their use of technology for instructional and management purposes.

LqPV staff will be provided the opportunity for professional development through district q-comp program, exemplary grants, MRVED and SW/WC.

LqPV will continue to encourage and support staff participation in the district's approved Quality Compensation Program, especially the collaboration of the professional learning communities.

LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.

Content Area: Mathematics
Language Arts/Writing

School Staff Development Goals, Designs, Strategies and Findings

Staff Development Goal:

LqPV staff will review MCA-III data to find areas that need improvement and develop instructional strategies to improve those areas. Staff participated in a variety of professional workshops and trainings sessions through Q-Comp, Exemplary grants, Peer Review and MRVED staff development opportunities. Setting professional growth plans as individuals also helped with accomplishing the student goal. In the 2015-2016 school year staff participated in piloting a new observation/evaluation tool. This tool was used for all three forms of observation: peer, lead teacher, and administrative. Using this consistent tool added to the validity, inter-rated reliability and self reflection of all levels of observation. Staff felt the new observation tool and rubric were valuable.

Designs and Strategies:

- Bi-Weekly
- Subject area or program content
- 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

2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 010 MADISON-MARIETTA-NASSAU ELEMENTARY

<p>High Quality Components:</p>	<ul style="list-style-type: none"> ● An integral part of school board, districtwide and schoolwide educational improvement plans. ● 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, English learners and at-risk students. ● Improved teachers' classroom-management skills. ● Helped all school personnel work effectively with students and their parents. ● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development. ● Developed with extensive participation of teachers, principals, parents, and administrators. ● Evaluated regularly to improve the quality of future professional development. ● Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
<p>Findings:</p>	<p>Madison-Marietta-Nassau Elementary All Students met Math AYP as reported by MDE in 2016. All Students met AYP above target in Reading via Safe Harbor over a 3 year average.</p>
<p>Impact on Student Learning:</p>	<p>Using the staff development goals, students were impacted by the use of teaching strategies that were more data driven from assessment information.</p>
<p>Impact on Teacher Practice:</p>	<p>The impact on teacher practice and their own individual continuous growth was evident. The participation in PLCs, focus groups, bi-weekly department and grade level meetings and the district peer review groups supported teaching improvements and growth, q-comp professional growth plans (SMART goals, participation in MRVED curriculum and best practice meetings and the collaboration with colleagues strengthened teacher learning.</p>
<p>Continue next year?</p>	<p>Y</p>

2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 020 APPLETON ELEMENTARY

School Student Achievement Goals with Subject Areas

Student Achievement Goal: The number of Grade 3 and 4 students in A/M Elementary school who Meet or exceed the standards will move from 67.7% proficient (Spring 2015) in Math to 77.7% proficient on the MCA-III test in the spring of 2016.

The number of Grade 3 and Grade 4 students in A/M Elementary school who meet or exceed the standards will move from 46.8.% proficient (Spring 2015) in Reading to 56.8% proficient on the MCA-III test in spring of 2016.

Related District Staff Development Goal:

LqPV will continue to provide staff opportunities to improve their instructional delivery and effective integration of required standards into their learning areas.

LqPV will continue to provide opportunities for staff to enhance their use of technology for instructional and management purposes.

LqPV staff will be provided the opportunity for professional development through district q-comp program, exemplary grants, MRVED and SW/WC.

LqPV will continue to encourage and support staff participation in the district's approved Quality Compensation Program, especially the collaboration of the professional learning communities.

LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.

Content Area: Mathematics
Language Arts/Writing

School Staff Development Goals, Designs, Strategies and Findings

Staff Development Goal:

LqPV staff will review MCA-III data to find areas that need improvement and develop instructional strategies to improve those areas. Staff participated in a variety of professional workshops and trainings sessions through Q-Comp, Exemplary grants, Peer Review and MRVED staff development opportunities. Setting professional growth plans as individuals also helped with accomplishing the student goal. In the 2015-2016 school year staff participated in piloting a new observation/evaluation tool. This tool was used for all three forms of observation: peer, lead teacher, and administrative. Using this consistent tool added to the validity, inter-rated reliability and self reflection of all levels of observation. Staff felt the new observation tool and rubric were valuable.

Designs and Strategies:

- Bi-Weekly
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- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 020 APPLETON ELEMENTARY

<p>High Quality Components:</p>	<ul style="list-style-type: none"> ● An integral part of school board, districtwide and schoolwide educational improvement plans. ● 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, English learners and at-risk students. ● Improved teachers' classroom-management skills. ● Helped all school personnel work effectively with students and their parents. ● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development. ● Developed with extensive participation of teachers, principals, parents, and administrators. ● Evaluated regularly to improve the quality of future professional development. ● Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
<p>Findings:</p>	<p>Appleton-Milan Elementary is a Title I school with an MMR of 66.67%. The school did not make ayp in reading, but did make AYP via Safe Harbor averaged over 3 years. t in math in 2016. Their average growth z score was 25 so the growth and improvement between the 3rd and 4th grade is remarkable.</p>
<p>Impact on Student Learning:</p>	<p>Using staff development goals, students were impacted by the use of teaching strategies that were more data driven from assessment information. Student learning was impacted and increases were noted for individual learners.</p>
<p>Impact on Teacher Practice:</p>	<p>The impact on teacher practice and their own individual continuous growth was evident. The participation in PLCs, focus groups, bi-weekly department and grade level meetings and the district peer review groups supported teaching improvements and growth, q-comp professional growth plans (SMART goals, participation in MRVED curriculum and best practice meetings and the collaboration with colleagues strengthened teacher learning.</p>
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2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 035 LAC QUI PARLE VALLEY MIDDLE SCHOOL

School Student Achievement Goals with Subject Areas

Student Achievement Goal:	<p>The percent of all students in grades 5-6 at Lac qui Parle Valley Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA-III will increase from 64.% in 2013 to 74% in 2016.</p> <p>The percent of all students in grades 5-6 at Lac qui Parle Valley Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA-III will increase from 65.2% in 2015 to 75.2% in 2016.</p>
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Related District Staff Development Goal:	<p>LqPV will continue to provide staff opportunities to improve their instructional delivery and effective integration of required standards into their learning areas.</p> <p>LqPV will continue to provide opportunities for staff to enhance their use of technology for instructional and management purposes.</p> <p>LqPV staff will be provided the opportunity for professional development through district q-comp program, exemplary grants, MRVED and SW/WC.</p> <p>LqPV will continue to encourage and support staff participation in the district's approved Quality Compensation Program, especially the collaboration of the professional learning communities.</p> <p>LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.</p>
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Content Area: Mathematics
Language Arts/Writing

School Staff Development Goals, Designs, Strategies and Findings

Staff Development Goal:	<p>LqPV staff will review MCA-III data to find areas that need improvement and develop instructional strategies to improve those areas. Staff participated in a variety of professional workshops and trainings sessions through Q-Comp, Exemplary grants, Peer Review and MRVED staff development opportunities. Setting professional growth plans as individuals also helped with accomplishing the student goal. In the 2015-2016 school year staff participated in piloting a new observation/evaluation tool. This tool was used for all three forms of observation: peer, lead teacher, and administrative. Using this consistent tool added to the validity, inter-rated reliability and self reflection of all levels of observation. Staff felt the new observation tool and rubric were valuable.</p>
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Designs and Strategies:	<ul style="list-style-type: none"> Bi-Weekly Subject area or program content 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
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2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 035 LAC QUI PARLE VALLEY MIDDLE SCHOOL

<p>High Quality Components:</p>	<ul style="list-style-type: none"> ● An integral part of school board, districtwide and schoolwide educational improvement plans. ● 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, English learners and at-risk students. ● Improved teachers' classroom-management skills. ● Helped all school personnel work effectively with students and their parents. ● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development. ● Developed with extensive participation of teachers, principals, parents, and administrators. ● Evaluated regularly to improve the quality of future professional development. ● Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
<p>Findings:</p>	<p>LqPV Middle School fifth and sixth graders made AYP in both math and reading as reported by MDE in 2016</p>
<p>Impact on Student Learning:</p>	<p>Staff continues to review data to determine areas of concern and work on improving strategies for student success in math and reading. Improvement was seen in both reading and math for individual students, so student learning continues to improve.</p>
<p>Impact on Teacher Practice:</p>	<p>The impact on teacher practice and their own individual continuous growth was evident. The participation in PLCs, focus groups, bi-weekly department and grade level meetings and the district peer review groups supported teaching improvements and growth, q-comp professional growth plans (SMART goals, participation in MRVED curriculum and best practice meetings and the collaboration with colleagues strengthened teacher learning.</p>
<p>Continue next year?</p>	<p>Y</p>

2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 040 LAC QUI PARLE VALLEY SECONDARY

School Student Achievement Goals with Subject Areas

Student Achievement Goal:	<p>The percentage of all students in grades 7-8 and 10 at Lac qui Parle Valley High School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Mathematics MCA-III/MTAS will increase from 52.3% in 2015 to 62.3% in 2016.</p> <p>The percentage of all students in grades 7-8 and 10 at Lac qui Parle Valley High School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA-III/MTAS will increase from 53.3% in 2015 to 63.3% in 2016.</p>
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Related District Staff Development Goal:	<p>LqPV will continue to provide staff opportunities to improve their instructional delivery and effective integration of required standards into their learning areas.</p> <p>LqPV will continue to provide opportunities for staff to enhance their use of technology for instructional and management purposes.</p> <p>LqPV staff will be provided the opportunity for professional development through district q-comp program, exemplary grants, MRVED and SW/WC.</p> <p>LqPV will continue to encourage and support staff participation in the district's approved Quality Compensation Program, especially the collaboration of the professional learning communities.</p> <p>LqPV will provide appropriate learning opportunities for paraprofessional and other non-instructional support staff.</p>
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Content Area: Mathematics
Language Arts/Writing

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2016 School Staff Development Goals

District: 2853-01 LAC QUI PARLE VALLEY SCHOOL DIST.

School: 040 LAC QUI PARLE VALLEY SECONDARY

<p>High Quality Components:</p>	<ul style="list-style-type: none"> ● An integral part of school board, districtwide and schoolwide educational improvement plans. ● 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, English learners and at-risk students. ● Improved teachers' classroom-management skills. ● Helped all school personnel work effectively with students and their parents. ● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development. ● Developed with extensive participation of teachers, principals, parents, and administrators. ● Evaluated regularly to improve the quality of future professional development. ● Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
<p>Findings:</p>	<p>LqPV Secondary School made AYP in SH1 in reading and in SH2 in math as reported by MDE in 2016. The F/R subgroup did not meet AYP in Math in 2016 but did in Reading SH1. The sub group White, not Hispanic was reported as Meeting AYP in SH2 in reading and math in 2016. The schools 2015 graduation and attendance rate meets AYP.</p>
<p>Impact on Student Learning:</p>	<p>Student learning was positively impacted when teachers used the data from the assessments to improve instructional strategies, drive instruction, and curriculum development. Student individual needs were identified and met. Students took ownership of their learning.</p>
<p>Impact on Teacher Practice:</p>	<p>The impact on teacher practice and their own individual continuous growth was evident. The participation in PLCs, focus groups, bi-weekly department and grade level meetings and the district peer review groups supported teaching improvements and growth, q-comp professional growth plans (SMART goals, participation in MRVED curriculum and best practice meetings and the collaboration with colleagues strengthened teacher learning.</p>
<p>Continue next year?</p>	<p>Y</p>