

Present: Jamie Skjeveland, Michelle LeMieur, Jennie Planer, Lisa Rydberg, Tracy Larson, Erin Olson, Angie Holmwig, Ruth Klansky, Katherine Thoennes, Amy Hofmann, Sheila Lee, Chelsie Meyer, Bob Sandin, Jackie Larson, Jim Christenson, Kurt Becker

1. Review New Staff Induction
 - a. Wendy Gindorff
 - i. **Wendy: Positive feedback from last year's new staff.**
 - ii. **Jamie: Make the lunch less awkward (make sure everyone arrives at a designated time). Put a leave time so as well.**
 - b. Discuss teacher evaluation data- Lisa Rydberg to help explain data
 - i. **Jamie: Current year and 2016-2017 teacher observation data.**
 - ii. **Jim: Fewer staff would be "meeting the standards" if just looking at differentiation for the high school staff (not including CRES).**
 - iii. **Jamie: What is "highly effective"?**
 - iv. **Katherine: training with "Understanding by Design." Include goals and rubrics in this training.**
 - v. **Lisa: Curriculum mapping touches on differentiation and goals.**
 - vi. **Jim: Writing across the curriculum for Monday trainings has been beneficial. Exit tickets from staff show teachers are reflecting on areas for improvement.**
 - vii. **Kurt: Teachers do a great job of setting classroom expectations in both buildings.**
 - viii. **Chelsie: More breaks are needed at CRES.**
 - ix. **Lisa: As teams go through the process, teachers can identify areas for growth (e.g, goal setting, differentiation). Small group work will hopefully yield better results.**
2. CRES Staff Development Plan progress report
 - a. **Kurt: PLCs focus is on guided reading. Guided math is on the radar. Meeting needs of culturally diverse students is a building goal.**
3. HS Staff Development Plan progress report
 - a. **Jim: On track for plan step #1. Needs more training for general staff how to best work teach students in SPED (specifically ADHD and Autism Spectrum).**
4. STAR data: How to use STAR data to determine professional development needs
 - a. **Lisa: An option would be to pull benchmark reports and track progress (reading standards #1, 2, 4, 10) on how many students are in the proficient band for reading.**
 - b. **Chelsie: Are there better scores since the implementation of Journeys and learning centers.**
 - i. **Lisa: Very noticeable gains in reading and math (7th grade is a lower data point, hypothesis is due to this being the transition year). There is a 6 year contract; the workbooks will still be issued.**

- c. **Jamie: Staff development asked for two sets of data (teacher evaluation and STAR). What direction do you want to go with the STAR data?**
 - d. **Katherine: Provide direct training based off of the STAR benchmarks where students are not yet proficient.**
 - e. **Kurt: student achievement should be driving our training.**
 - f. **Jamie: Curriculum, assessment, and instruction are three different branches. Instruction should be a focus.**
5. Discuss curriculum cycle and planning (this is part of Wednesday early outs).
 - a. December Early Out- we will meet as a large group and then break up
Encourage groups to sign up for times with Lisa that day
 6. Review HS On and Off-site Staff Development Plan (Allotment for each teacher)
 - a. Aaron Gastecki selected to attend TIES
 7. Review CRES Off-site Staff Development Plan
 - a. Current balance
 - b. We approved Hannah Porter's amended MMEA request
 - c. Jenna Esse selected to attend TIES
 8. CRES Remodel and Smart board training and teacher evaluation
 - a. Will the new design necessitate a different type of instruction? (training)
 - b. Will we need to think about future increases for training in the area Smart Boards? How did Osmo/interactive whiteboard training go?
 9. List Discussion Items for Next Meeting:
 10. Review next meeting date/time/location- Jan. 17th at 3:45 in the high school Forum Room
 11. Adjourn
 - a. **Rest of the agenda will be tabled until the January meeting.**