

## Hastings Staff Development Plan

### Introduction and Purpose

The Hastings Staff Development plan encompasses the work of the Hastings Staff Development Committee, Staff Development Days, Teacher Mentoring, and ongoing support for curriculum and teaching through Professional Learning Communities, curriculum review, and Multi-Tiered Support Systems work. The work is driven by Minnesota Statute 122A.60, School Board Policies 425, 601, 603, 621, and the Hastings Strategic Plan.

#### *Vision*

Hastings Public Schools cultivates a professional learning culture that ensures every educator is empowered, valued, and has the tools, knowledge, and is provided the support necessary for students to achieve academic success, receives equitable educational support, and has their social and emotional needs met.

#### *Mission*

Staff Development in Hastings Public Schools builds the capacity of educators through collaboration, data-informed and equity-focused professional learning that accelerates student growth and leads to student achievement, fosters staff retention, and supports safe, inclusive learning environments.

#### *Strategic Plan Alignment: 2025–2027*

The Staff Development Plan aligns with the Hastings Public Schools Strategic Plan and its six strategic anchors:

<b>Strategic Anchor</b>	<b>Staff Development Alignment</b>
<b>Academic Excellence</b>	Professional learning supports evidence-based instruction, data use, and curriculum alignment to drive student achievement.
<b>Equity and Belonging</b>	Staff are trained to implement culturally responsive practices, build student relationships, and promote inclusive learning environments. Professional learning includes collaboration with families, businesses, and higher education partners to expand learning opportunities for staff and students.
<b>Safe, Supportive &amp; Engaging Environments</b>	PD emphasizes trauma-informed care, social-emotional learning, and relationship-driven classrooms to foster a sense of safety and community.
<b>Staff Empowerment and Retention</b>	Investments in leadership development, collaboration, and mentorship foster teacher growth, recognition, and retention.

<b>Effective and Responsive Operations</b>	Staff development is structured around data analysis, evaluation, and communication with clear systems to measure effectiveness and guide decision-making.
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### **Staff Development Committee**

Hastings Public Schools Staff Development Committee governance is rooted in Policy 425 and Minnesota Statute 122A.60. It ensures there is shared leadership, teacher voice, and a focus on continuous improvement that is aligned with the Hastings Public Schools Strategic Plan, District Goals, School Goals, and Minnesota State Standards.

The District Staff Development Committee is established by the Director of Teaching and Learning and is responsible for the development, monitoring, and evaluation of the district-wide Staff Development Plan, including site-level alignment. The membership includes a majority of licensed teachers, representing a range of grade levels and departments, non-teaching staff, administrators, and parent/community representatives (as applicable).

The responsibilities of the Committee are to inform the development of the Staff Development Plan and to monitor the implementation of the plan and associated budget.

The Committee meets on a monthly basis to review data from Staff Development Days, discuss implementation of other staff development initiatives, review staff development requests for additional training outside of the district, and provide input on future staff development.

### **Staff Development Days**

Staff Development Days (August 26, 27, September 22, December 1, January 26, April 24) are designed to provide learning opportunities aligned to district priorities, student needs, and staff input. Professional learning includes sessions that are:

- Universal - Required for all staff within a building, grade band, department, or content area based on district initiatives
- Targeted - Aligned to individual educator needs, roles, or professional goals

### *Early Childhood*

Focus areas include support for curriculum implementation and family engagement:

- Creative Curriculum Implementation: Continued professional development to support early childhood instruction grounded in developmentally appropriate practices.
- Family Engagement: Strategies and tools to strengthen relationships with families and promote home-school partnerships in early learning.

### *Elementary (K-4)*

Focus areas at the elementary level are ongoing curriculum support, initial curriculum implementation, and differentiated instruction:

- Amplify Science initial implementation training and ongoing support
- Wit & Wisdom English Language Arts ongoing implementation support for the 'Deepen' phase, with specific sessions on:
  - Geodes for 2nd Grade as decodable text structures
  - Writing components of the curriculum
- Adaptive Online Learning Tools
  - K-2 - DreamBox (Math), Raz-Kids (Literacy)
  - 3-4 - iXL (Math and ELA)
- Bridges in Mathematics ongoing support, including a focus on the Work Places
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

### *Middle School (5-8)*

Middle School professional development will focus on curriculum development, student engagement, and data-informed strategies:

- iXL (Math, ELA, Science, and Social Studies) - Utilizing adaptive technology to inform instruction and engage students in growth
- Raider Way: Continuing the focus from 24-25 on PBIS implementation
- AVID WICOR Strategies - Emphasis on strategies such as Critical Reading that will be applied across the curriculum
- Curriculum Development - Departmental work (5-12) to focus on standards, assessments, units, rooted in Depth of Knowledge as well as horizontal and vertical alignment
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

### *High School (9-12)*

High school professional development will focus on supporting innovation, post-secondary readiness, and inclusion:

- FastBridge Implementation (9th Grade) - Training on administration, interpreting student and class data trends, and planning student interventions
- Pathways Program - Continued development of career and work-based learning
- AVID WICOR Strategies - Emphasis on strategies such as Critical Reading that will be applied across the curriculum
- Curriculum Development - Departmental work (5-12) to focus on standards, assessments, units, rooted in Depth of Knowledge as well as horizontal and vertical alignment
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

Additionally, time will be allocated for non-teaching staff, such as Special Education, Related Service Providers, and paraprofessionals, to receive training and collaboration time required to engage in their professional work.

Following each Staff Development Day, educators complete surveys that ask about the relevance and clarity of the session content, impact on practice, quality of facilitation, and overall satisfaction. Survey results are analyzed by the Director of Teaching and Learning who provides a summary of the results to the district and school administration, as well as to educators.

Each Spring the District Staff Development Committee will review the survey data, participation data, feedback, and student data to engage in a reflection on what is working well and what needs adjustment. The Committee will also recommend changes to goals, content areas, delivery formats, and funding for the upcoming year.

### **Professional Learning Communities**

By leveraging collective expertise and purposeful collaboration, we aim to improve teaching practices and achieve better outcomes for all students.

#### *Elementary*

PLC meetings will follow the DuFour framework, focusing on math and language arts. Teachers will collaboratively address the four critical questions: what students need to learn, how to assess learning, how to support struggling students, and how to enrich learning for those who have mastered content. This structured approach fosters shared responsibility, data-driven decision-making, and improved instructional practices to ensure consistent, high-quality learning for all students.

#### *Secondary*

Secondary PLC structure is tailored to the unique needs of subject-area teachers and single-content “singleton” educators. All PLCs will focus on collaboration, using student data to refine teaching, assess progress, and plan interventions or enrichment to improve outcomes across grade levels utilizing the DuFour questions to guide the work of the PLC.

### **Multi-Tiered Systems of Support**

The continuation of our focus on MTSS will include a beginning of the year data review for teachers to prepare for incoming students, differentiation needs, intervention planning, and other necessary information, as well as collaboration with Special Education and English Language educators.

Following FastBridge assessments educators will engage in data days facilitated by the MTSS coordinators, and will include site leadership, interventionists, classroom teachers, and any other necessary related service providers. These meetings allow teachers to plan from the data to tailor instruction and intervention at the individual learning level of students.

Elementary and Secondary MTSS will follow the MTSS Handbooks with the Tiered frameworks of support, strategies, resources, and guidelines.

### **READ Act**

Hastings teaching staff will be using CORE: Online Language and Learning Academy as our professional development in the Science of Reading. All pre-k and elementary staff and all special education staff pre-k-12 will be participating in this training. The program calls for 35-55 hours of asynchronous professional development next year. Untrained Hastings staff will be given 50 hours of voucher time to complete their training. There will also be three 1-hour long synchronous sessions that staff will participate in throughout the year.

Below are our totals of trained and untrained staff currently in the district.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	11	11	0	0*
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	54	50	0	4*
Grades 4-5 (or 6) Classroom Educators (if applicable)	17	17	0	0*
K-12 Reading Interventionists	8	8	0	0*
K-12 Special Education Educators responsible for reading instruction	34	34	0	0*
Pre-K through grade 5 Curriculum Directors	2	1	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	34	0	0	34

\*As of 6/15/25

### **New Teacher Mentoring Program**

New teachers are provided with two dedicated days of workshops before the start of the school year. These days are thoughtfully designed to ensure teachers feel informed, supported, and connected. The sessions include both logistical information and collaborative activities to help teachers build relationships with their colleagues. New teachers are also introduced to their mentor and the mentoring program.

New teachers are also assigned a mentor. The structured mentoring program continues over the course of the first two years for new teachers. Experienced teachers volunteer to serve in this role and are selected based on buildings, content level and licensure. The program is intentionally structured to address system processes, teaching practices, and contract details. In addition to monthly meeting dates with communicated agenda topics, each mentor receives a checklist that is organized by month to work with their mentee.

New teachers also attend Teacher Support Network professional development sessions, hosted by the New Teacher Mentor Program, where new teachers attend sessions related to onboarding into their role and issues related to new to service teachers.

### **Curriculum Review**

Curriculum review is not merely about evaluating our curricular options; it's about fully understanding the meaning and complexity of the standards we are working with. We need to ensure both vertical and horizontal alignment to establish a guaranteed and viable curriculum for our students. This will take time, in fact recommendations from MDE suggest at least a 2-3 year timeline to conduct this work fully, from deconstructing standards, selecting/adapting/creating curriculum, to implementation.

We will spend considerable time deconstructing the anchor standards and immersing ourselves in the benchmarks. This work will also include crafting a clear vision for our departments. It is essential to recognize that without a deep understanding of the standards, the depth of knowledge and skill development required of students, and the vertical alignment of benchmarks, any curriculum review will be isolated and lack the proper focus on transfer skill development.

#### *Curriculum Review Phases*

Phase	Key Actions
Phase 1 - Self Study of the Current State	<ul style="list-style-type: none"><li>● Identify current core curricular materials</li><li>● Identify current supplemental materials</li><li>● Analyze the materials<ul style="list-style-type: none"><li>○ Do they represent all students?</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ How have the materials been successful in meeting the needs of students in meeting the standards? What data can you pull to review?</li> <li>○ What is missing from the current materials?</li> <li>● Identify potential professional development needs</li> </ul>
Phase 2 - Standards and Curriculum Review	<ul style="list-style-type: none"> <li>● Analyze updated standards <ul style="list-style-type: none"> <li>○ Deconstruct standards</li> <li>○ Understand benchmark learning progressions</li> </ul> </li> <li>● Create program purpose statement</li> <li>● Create a prioritized list of needs and wants for new curricular materials</li> <li>● Create a review tool for potential curricular material review/creation</li> <li>● Review curricular samples (if applicable) <ul style="list-style-type: none"> <li>○ Include feedback on curricular material choices from EL and special education</li> </ul> </li> <li>● Purchase curricular materials, or, create curricular materials</li> <li>● Receive purchases</li> <li>● Create professional development and implementation plan</li> </ul>
Phase 3 - Curriculum Implementation	<ul style="list-style-type: none"> <li>● Initial training on curricular materials (if applicable)</li> <li>● Update course descriptions (info on what students will be expected to learn, read, and write and how their work will be assessed)</li> <li>● Progress monitor implementation using identified tools</li> <li>● Receive additional professional learning in an implementation year both proactive and reactive</li> <li>● Identify what tools and information department will utilize to determine effectiveness of the curriculum throughout the next 5 years of implementation</li> <li>● Identify professional learning needs</li> </ul>
Phase 4 - Curriculum Progress Monitoring	<ul style="list-style-type: none"> <li>● Progress monitor the implementation of the curriculum utilizing the tools and data identified</li> <li>● Professional learning in areas identified through implementation</li> </ul>

In the 2025-26 school year 5-12 Social Studies and 6-12 English Language Arts will continue their Phase 2 work. K-4 Science will be in Phase 3 Curriculum Implementation. K-4 English Language Arts and 5th Grade Science will be in Phase 4. Phase 1 for this school year will focus on K-12 math.

### **Funding and Use of Resources**

Hastings Public Schools sets aside at least 2% of basic revenue for the preceding staff development activities, including salaries on staff development days, staff development committee vouchers, staff development vouchers for non-staff development day workshops,

staff development vouchers for staff preparation for presenting sessions at staff development days, sub-costs, non-district professional development, including workshops and associated travel and lodging costs, and materials needed for professional development.