

Staff Development Notes

Wednesday, September 15th 2021

Members Present: S. Judd, K. Berg, N. Schmitt, R. LaBlanc, E. Perpich, J. Dietz, K. Schaefer, J. Fort, S. Buhlmann, N. Ernst, K. Becker, J. Skjeveland, J. Strom, M. Gindorff, C. Lipski.

Grounding Principles:

1. Listen to understand and see different viewpoints, not to reply.
2. Be positive in your intentions and assume others are doing the same.
3. Remember our guiding objectives:
 - a. Professional growth as teachers.
 - b. WBWF, curriculum-driven needs, and principal identified needs.
 - c. Relicensure requirements.
4. Good enough is the enemy of greatness!

Topics of Discussion:

1. Welcome: Mike Gindorff
2. ACP Update
 - a. The first project update: Understanding Cultural and Neuroscience: CRES Staff.
*Almost done. Have one part left.
 - b. The first presentation went well during the workshops. We need to continue to “market” this program.
*Staff have been asking questions. The first deadline is this coming Tuesday, September 21st.
 - c. ACP Committee meetings for the 2021-2022 School year are scheduled for:
 - i. Tuesday, September 28: 3:30pm Forum Room
 - ii. Tuesday, December 14
 - iii. Tuesday, February 22
 - iv. Tuesday, May 10
3. WBWF Goals: June meeting update
 - a. All children are ready for school.
 - i. **Goal:** 75% of students in the Little Rangers program who will be entering kindergarten in the fall of 2021 will be on-level in Letter Identification and Letter Sounds as measured by the TS Gold assessment in the spring of 2021.
 - ii. TS Gold Assessment %: **Letter ID - 98% Letter Sounds - 88%**
 - iii. Strategies:
 1. AFTT
 2. TS Gold Assessment
 - b. All third-graders can read at grade level.
 - i. **Goal:** Each grade level, 1st, 2nd, and 3rd, will achieve a Student Growth

Percentile (SGP) of at least 60 on the spring 2021 STAR Reading assessment.

ii. Scores:

1. 1st: 39.4%
2. 2nd: 58.6%
3. 3rd: 53.5%

iii. Strategies:

1. AFTT

c. All racial and economic achievement gaps between students are closed.

- i. **Goal:** The gap in the STAR math assessment between CI students receiving SPED services and students not receiving SPED services will decrease from 34% in 2019 to 30% in 2021.

ii. Data:

1. Gap = 29.3%

iii. Strategies:

1. Cultural Competency
2. Learning through relationships

d. All students are ready for careers and college.

- i. **Goal:** 90% of 9th, 10th, and 11th graders at Crosby-Ironton High School will be on track to graduate based on credits at the end of the 2020-2021 school year.

ii. % of students on track:

1. 9th: 76% (5+cr)
2. 10th: 74.4% (11+cr)
3. 11th: 67.14% (17+cr)

***What does "on track" mean?** Students should have six credits at the end of each grade. (Everyone with five more credits per grade was included as "on track.") This is difficult to accurately measure. We will need to revisit how we measure this in the future.

iii. Strategies:

1. Robust curriculum
2. Advisory period
3. Plan for recovery?

e. All students graduate from high school.

- i. **Goal:** Crosby-Ironton High School's 4-year graduation rate will be at least 90% in 2021.

ii. Graduation %: 95%

iii. Strategies:

1. Advisory Period

f. Teams will be determined at 2021-22 Fall Workshops.

***Pre-pandemic we planned on presenting in groups to the School Board.**

***How will groups be chosen? Pick/choose which you are most interested in via Google Doc.**

***Will be sent out by building principals soon.**

***We could use PLC time to meet instead of grade level/content area. Or could really meet at**

any time and get paid for it.

*Groups should meet at least once before MEA break.

*What exactly should we do when we meet? Develop a report on what was discussed.

4. Relicensure Information: Proposed Schedule

a. PBIS: **2023**

b. Mental Health: **2021 Before school**: Feedback is that it went well.

c. Suicide Prevention: **2021 Before School**: Feedback is that it went well.

i. Teachers or staff that missed it?

d. Cultural Competency-**10/20/21**

i. Six-hour workshop with Sourcewell (\$5600) for all employees.

ii. Model of sustainability

iii. Plan for absent employees

e. ELL Instruction: **2022 Spring Early dismissal (if needed)**

f. Accommodating, modifying, and adapting materials: **2022 Before School**

g. Reading: **2022 Fall Early dismissal**

h. Infinitec: Mike and Jessica: **Trained on May 25th**

5. Mentoring Program update-Jessica

a. How did fall go?

*More support with Schoology for new staff. More specific directions with Advisory activities. ENVOY/Catalyst Training in the future?

*This will be an option for the September 29th Early Dismissal.

(CRES: Promethean Board Training on this day).

6. Technology Needs: Update: James and Nicole

a. Technology device requests should be submitted directly to Carmen.

b. Technology training needs should be submitted directly to the staff development representatives. HS: James Fort and CRES: Nicole Schmitt

7. Curriculum Cycles: Curriculum group met and have a framework: Jen and Kurt

a. Curriculum Leads: One for each content area. This person would create agendas, be aware of where the group is at in the process, and collect and organize student data.

CRES: Teachers will pick one content area to focus on.

*How much money would these Curriculum Leads get paid? Certain years of the cycle require more work than other years.

b. Journal Mapping: Curriculum Track was mapping the year as a whole. Journal mapping happens at the end of each unit and describes what you actually did. Journal mapping can be done in Curriculum Track if we keep it as our tool. Other schools do the same thing, but in a Google Doc, which is more user friendly.

c. [Curriculum Review Cycle Document](#)

8. Peer Observations at CRES

*Hard to do now unless it's during prep time. Could have teachers sub for others on their prep and then "timesheet" their prep. Need to have a systematic process for this. This is professional development and therefore would be different than subbing for a teacher who is out sick, coaching, etc..

*Need a dollar amount to include it in the Staff Development budget.

*Could be a district-wide option.

9. Budget for 2022-2023:

a. Start later this fall, after the audit to see reserve and enrollment data.

10. Review of schedule for opening days workshops 2021-2022

a. Mentoring: Aug 9th-11th: Jessica

b. Opening Days: August 30th-Sept. 1st

i. WBWF Goals and Teams

ii. Blood Borne Pathogens

iii. Right to Know

iv. Mental Health

*Northern Pines has money for us to spend on mental health-related topics based on what we need.

v. Suicide Prevention

vi. ACP

vii. Back to School

c. Planning for 2022-2023

*Curriculum day at the beginning of the year?

*Teachers would like more time in their classrooms next year.

11. Upcoming Training:

a. AFTT Update: Kurt

*October 18th is the first date.

b. Sept 29:

i. CRES: Promethean board (+1 hour)

*Do SPED teachers at CRES need this training or something different instead?

ii. HS: WIN

iii. Paras: ? How do we make a training program for paras? Sourcewell has a program online for this. (This is a subscription type service that would allow access to all programs on this site). Current paras would do this during our Staff Development time and new paras would do this before beginning work.

*Program purchased. ✓

1. Dr. Skjeveland's email

12. Requests or expenditures:

a. CRES: Math \$5160

b. Promethean board training (1 hour per CRES teacher)

Other Items:

*WBWF is part of our Strategic Plan:

**WBWF Goals, AFTT, Tier II Strategies, SALT, etc..

**Listen to student voice: Dr. Skjeveland.

**Work toward becoming more culturally responsive, but how do we measure this? (Could we include the October 20th training as evidence of meeting this goal)?