2012 School Staff Development Report

District: 0742-01 ST. CLOUD PUBLIC SCHOOL DISTRICT
School: 0742-01-052 NORTH JUNIOR HIGH

Student Achievement Goal:
The level of performance of all students will increase from level 3 low to level 3 high (58%) on our vision card as measured by the MAP date in Reading.

Staff Development Goal:
The level of performance of all students will increase from level 3 low to level 3 high (58%) on our vision card as measured by the MAP date in Reading.

Content Area:
Reading

Findings:
Reading 2011 - 67.56
Reading 2012 - 67.04

Impact on Student Learning:
Scores remained the same

Impact on Teacher Practice:
Teachers learned new strategies to use with students and the use of data to identify students in need of additional studies.

Continue next year?

Y

Designs and Strategies Used to Implement Goals

Designs and Strategies:
- Weekly
- Full-Day Workshops
- Instructional strategies
- 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

High Quality Components:
● Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.
● Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
● Included the use of data and assessments to inform classroom practice.
● Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.
● Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
● Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.
● Provided for professional learning communities that focus on student achievement.
● Provided technology training to improve teaching and learning.
Gifted and Talented Components

Grade levels at which students were identified for gifted and talented services:
- 6
- 7
- 8

Tools used to identify gifted and talented students:
- Individual achievement test
- Group or grade level achievement test
- Gifted Screening Surveys (teacher and/or parent)
- NWEA data
- Parent nomination
- Teacher nomination

Programming services available for gifted and talented students:
- Full-time ability classes
- Pull-out gifted grouping
- Cross grade grouping
- Regrouping for specific subject instruction
- Within class ability/achievement grouping
- Enrichment grouping within classroom
- Cluster classrooms
- Independent study
- Mentor program
- Enriched or honors classes
- Differentiated counseling services for gifted learners

Academic acceleration procedures available for gifted and talented students:
- Early entrance into middle school or high school
- Independent study
- Continuous progress
- Subject-matter acceleration/partial acceleration
- Mentoring
- Extracurricular academic teams/programs
- Extracurricular arts education programs/performances

Hours of staff development received by teachers to meet the needs of gifted and talented students:
- 2

Available components of gifted and talented programming:
- Philosophy statement
- Clear measurable objectives
- Articulated internal review process
- Articulated external review process
- Formal identification process which includes multiple measures
- Informal identification process (e.g., recommendation)
- Formal policies and or procedures for identification
- Gifted curriculum and instruction
- Staff development in gifted and talented (e.g., social/emotional and instructional needs)
- Support services
- Parent involvement
- Publication of gifted and talented policies and procedures with handbook
- Parent handbooks
- Website information