2012 School Staff Development Report

District: 0832-01 MAHTOMEDI PUBLIC SCHOOL DISTRICT
School: 0832-01-020 WILDWOOD ELEMENTARY

Student Achievement Goal: Based on fall CBM assessments (DIBELS) the percentage of students at/above the Tier I level in reading

Staff Development Goal: To increase the Wildwood staff member's competency in teaching the Read Well curriculum, that will increase the percentage of students at Tier I by 3%, a team of teachers were trained to become site experts on the new curriculum. They became resource teachers for their PLCs. Reading specialist received additional training to be certified Read Well trainers. All teachers received training on the Read Well curriculum from a trainer provided by the publishers of Read Well. Designated PLC meetings and staff meetings were set aside for conversations on improving reading instruction. PLCs set goals on reading. Building wide data was reviewed three times during the school year. Teachers received training on Excel for sorting data.

Content Area: Reading

Findings: Moved 80% of students to at or above grade level. Obtained the highest grade level mean score on the MAP reading assessments in both first and second grade. Delivered the Read Well curriculum with fidelity based on classroom observations by principal. Teachers express satisfaction to the training they received. Teachers used Excel more often in sorting data and in other areas of their teaching.

Impact on Student Learning: 80% of students ended the year at or above Tier I (grade level) in reading fluency based on the Dibel's Assessment . Grade 1 Tier 1+ 1.6% to 5%, Tier 1 82% to 96%, Tier II 18% to 4%, Tier III 0% to 0%.
Grade 2 Tier 1+ 3.6% to 19%, Tier I 76% to 90%, Tier II 22% to 9%, Tier III 2% to 1.0%.

Impact on Teacher Practice: Teachers gained a better understanding of the Read Well curriculum and delivered it with fidelity, Teachers developed a better understanding of the DIBELS assessment, had more cross grade level conversations on teaching strategies, gained a better understanding of the importance of building blocks to reading such as phonemic awareness, phonics, vocabulary and fluency. Teachers became more consistent around the definition of 'mastery' before they moved students to the next level which became more consistent building wide. Teachers used more 'reteaching' to get students to mastery. Teacher learning translated into student success.

Continue next year? N

Designs and Strategies Used to Implement Goals

Designs and Strategies:
- Weekly
- Full-Day Workshops
- Instructional strategies
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Technology in the classroom

High Quality Components:
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- 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' 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:

- 2

Tools used to identify gifted and talented students:

- Group or grade level achievement test
- Curriculum Based Assessments (CBA)
- NWEA data
- Self-nomination
- Parent nomination
- Teacher nomination

Programming services available for gifted and talented students:

- Regrouping for specific subject instruction
- Within class ability/achievement grouping

Academic acceleration procedures available for gifted and talented students:

- Early admission to kindergarten
- Whole-grade acceleration
- Curriculum compacting

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

3

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)
- Parent involvement
- Publication of gifted and talented policies and procedures with handbook
- Parent handbooks
- Website information