Team	Participants	Meetings
Elementary Site Team *See page 4	PLC Facilitators-*each grade level, specialist areas, site chair, plc lead, and special education*	Monthly-prior to or following PLC meetings Second Wednesday in May- annual review and planning meeting
MS/HS Site Team *See page 4	PLC Facilitators-*each content area/grade levels, specialist areas, site chair, plc lead, and special education*	Monthly-prior to or following PLC meetings Second Wednesday in May- - annual review and planning meeting
District-Wide Staff Development Cabinet *See page 4	SD Chairs PLC Leads Technology Rep Curriculum Rep Administration Mentor Coordinator Board Member Teacher Evaluator Continuing Ed Rep	SY 2015-2016 Oct. 10th -report and review Dec. 5th- report and review Feb. 6th - report and review May 8th - annual review and planning meeting Location is the Board Room from 3:15 to 4:15 SY 2016-2017 (TBD)

SD Member	Roles/Responsibilities
Staff Development Site Chair- 1 MS/HS 1 Elem Stipend $1000 paid bi-annually Note: Buildings can choose to have co-chairs	• Positively leads CFSD and collaborates with SD members and cabinet members to create and offer professional development opportunities to meet district SD plans and goals • Knows, models, and encourages best practices, pedagogy, and 21st Century Educators • Is creative and has the ability to differentiate professional development for adult learners • Facilitates staff development workshops and will assist technology director, curriculum chair, District Assessment Coordinator and administration in planning and implementing 1-hour SD sessions • Facilitates monthly site and cabinet meetings and quarterly cabinet meetings • Establishes meeting norms and roles • Creates professional development communication materials • Communicates with all members, cabinet, Superintendent and district office, and faculty on professional development matters and opportunities • Submits official cabinet meeting agendas to DO three days prior to meeting, as well as meeting notes recorded • Allocates, budgets, and monitors staff development funds with assistance from SD Treasurer and support of SD members • Collects data from faculty to make data-driven or informed decisions for professional development opportunities • Develops a staff development plan and goal(s) with the assistance and reviewal of the site teams, and cabinet team

	● Works up to 20 hours in the summer to prep and plan for August workshop week and annual plan ● Reviews summer curriculum writing by teachers, provides feedback, approves work, and forwards on to administration ● Writes and submits the annual district staff development report to MDE by October 15 each school year ● Creates CEU certificates or Google Forms to send to faculty each trimester or end of year ● Submits check requests/purchase orders for staff development funded opportunities--workshops, PLC trainings, purchased resources, fees, breakfast, etc. ● Updates Schoology Staff Development course and posts workshop materials, schedules, CEUs on Schoology ● Collaborates with Administration, PLC lead, Curriculum committee chair, District Assessment Coordinator, Technology Director to plan and frame professional development that meets district and building needs and goals throughout the school year. **Additional assignments, presentations and reports are paid at the hourly rate; SD Chair(s) will submit a reasonable request for payment -ie. World's Best Workforce - 2-3 hours; presentation to the School Board including prep/presentation time - 3 hours; presentations to district or building staff.
PLC Leads 1 HS/MS 1 Elem $1500 paid bi-annually Note: Buildings can choose to have co-leads	● Carries out duties set for PLC Lead (By Quintin Pettigrew) ● Responsible for all communication regarding PLCs--meetings, agendas, requests, coordination, resources, etc. ● Understands staff development goals and helps and guides PLCs in meeting each ● Supports and advocates for PLC Facilitators and their team needs ● Attends monthly staff development meetings and 4 cabinet meetings each year ● Is a positive leader and supporter of CFSD ● Supports the work of PLC facilitators and the action research of PLCs by seeking out relevant resources and materials which supports unique learning needs ● Is knowledgeable of Best Practices and "What Works" in classrooms for students in your grade level - **in the future this will include interventions for MTSS initiative ● Collaborates with Administration, Staff Development Chair, Curriculum Committee Chair, District Assessment Coordinator, and Technology Director to convey and coordinate learning needs that supports work of PLCs to increase student achievement
PLC Facilitators $750 paid bi-annually	● Carries out duties set for PLC Facilitator (By PLC Lead) ● Actively participates and collaborates in creating and offering professional development opportunities to meet SD plans and goals ● Communicates and advocates professional development needs for their PLC team ● Communicates and collaborates with PLC lead and Staff Development Site Chair specific needs ● Is a positive leader and supporter of CFSD
Treasurer $Hourly rate for 6 reports - 4 cabinet reports;	● Tracks expenditures and reports monthly to each site team chair their building's SD fund balance -in an easily accessible format (i.e. Google Doc or Sheet) ● Meets once a trimester with the district business manager about transactions

1 EOY report and BOY payment will be determined by Cabinet	and the fund balance ● Attends quarterly cabinet meeting to report ● Records and submits the budget plan that was devised by the SD teams ● Is responsible, organized, and trustworthy
Site SD Team Secretary and Cabinet Meeting Secretary TBD	● Records notes at SD site and cabinet meeting shared with co-chairs who will post to Schoology and/or in faculty in staff lounge, SD bulletin board ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ The Staff Development Meeting Notes will be submitted for staff development reporting and may be shared as PLC materials and as a record of upcoming Staff Development activities. Note: PLC meeting secretaries are a rotated position and voluntary **Cabinet Meeting Secretary - To be paid at the hourly rate**

Mentor Coordinator - Stipend not to exceed $5000	● Carries out duties established from past mentor program protocols ● Facilitates new teacher workshop on the day before back to school workshop ● Meets regularly, during the school day and before or after the regular school days with large group mentor program participants and new teachers and mentors to monitor progress, assess needs and concerns ● Will perform walk through "snapshot" monitoring to assess ● Communicates and advocates professional development needs for new teachers ● Communicates and collaborates with PLC lead and Staff Development Site Chair specific learning needs for new teachers ● Is a positive leader and supporter of CFSD initiatives and goals
Treasurer $Hourly rate for 6 reports - 4 cabinet reports; 1 EOY (TBD); 1 BOY(TBD)	● Tracks expenditures and reports monthly to each site team chair their building's SD fund balance -in an easily accessible format (i.e. Google Doc or Sheet) ● Meets once a trimester with the district business manager about transactions and the fund balance ● Attends quarterly cabinet meeting to report ● Records and submits the budget plan that was devised by the SD teams ● Is responsible, organized, and trustworthy

PLC Facilitators are Staff Development Building Representatives

HS/MS
Lisa Endres and Amanda Thompson PLC Leads, Staff Development Building
Leads and District Co-Chairs

Science - Ben Schopp
Bus, Ag, Tech -Matt Juncker
SPED - Ann Schwede
Performance - Joel Rustad
Social Studies - Josh Olson
Math- Jayme Miller
Language -Holly Winget

Elementary
Rachel Skunes, PLC Lead, Staff Development Building Lead and District Co-Chair
Pre - Gretta Kunze
K Sarah Menne
1st Joy Sesker
2nd Laura Albers
3rd Deb Kadrlik
4th Carrie Schliep
5th Stephanie Bowen
Specialists {Computer Library Art, Music, PE} } Deanne Coleman
RtI SpEd Alaine Nelson

Staff Development Treasurer - Note: Paid at hourly rate for meetings
Amanda Thompson

Mentor Coordinators
Laurie Turner
Amy Dombeck

Curriculum Rep
Jennifer Chappuis

Technology Rep
Amy Dombeck

Teacher Evaluation Rep
Kay Sabin

Continuing Education Rep
Sharon Noble

Board Rep

Katie Lochner

Cannon Falls Schools Staff Development Summary Report for 2015-2016 School Year

District Mission Statement:
Cannon Falls Public Schools, partnering with families and community, will provide a nurturing, challenging and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

Staff Development Mission Statement:
The purpose of professional development is to provide learning experiences for teachers and support staff that help support student achievement and prepare students for 21st century learning and living. The Cannon Falls Staff Development Committee will provide ongoing professional development in best practice strategies and the implementation of technology to improve quality teaching and learning in ways that positively impacts student achievement by a general measured increase in MCA test scores and course summative assessments as well as providing learning opportunities to meet requirements for relicensure and state mandates.

Three ongoing goals of the committee are:
1. Provide professional development in general and content specific best practices and strategies that support classroom teachers to increase student achievement as measured by an increase in classroom assessments (monitored in PLCs) and/or MCA math, reading and science test scores as determined by each building.
2. Provide at least 8 hours of training in each school year in technology integration to support teaching and learning.
3. Offer learning opportunities to assist staff in meeting licensure requirements including but not limited to best practices in curriculum, instruction and assessment; PBIS initiatives; reading strategies for ELL learners and all learners;

Actions to support these goals:
·All staff will receive professional development that aligns to the goals listed above and to the areas needed for re-licensure – curriculum alignment, behavior interventions, mental health, literacy, ELL, technology integration along with local initiatives
·All instructional staff will participate in Professional Learning Communities {PLCs} that address building specific goals and grade level or content area goals as determined by each PLC.

Norms and Protocols of the Committee:
District Committee -
·Members of the district committee are staff development chairs, staff development treasurer, administration, curriculum committee chair, technology committee chair, mentor program coordinator, teacher evaluation program coordinator, continuing education committee member and a representative from the school board.
·Co-chairs of district staff development committee are the chairs of the elementary and high school building staff development committees.

·District meetings are held quarterly during the regular school year in October, December, February and May

·District committee will determine scope and sequence of ongoing professional development as well as determine the protocols for attending off-site workshops, expectations for on-site professional learning and curriculum writing.

·District committee members should work to support teacher learning which positively impacts student achievement through the use of best practices in education.

·District committee will promote the integration of technology into the classroom including modeling its use for district and building staff development.

·District committee will determine the allocation of funds that support district-wide initiatives.

 Building Committee -

· Building committee meetings are held once a month at the beginning or end of PLC Facilitator training.

· Building committees will determine site specific needs in staff development, plans for building wide staff development learning four times a year at the beginning of grading periods and monthly meetings for district goals and site specific goals like technology integration or PLC activities.

·Building committees will also determine how funds are allocated throughout the school year and specifically, providing funding for in-house professional development as well as requests for off-site professional development.

·The learning needs of PLCs and the allocation of funding to support the work of PLCs will become the major factor in determining for professional learning not related to state and local mandates.

Building Goals 2016-2017:
Elementary School
Cannon falls Elementary School will increase student achievement from 65.4% to 70.4% in <u>Math</u> during the 2016-2017 school year.
Cannon falls Elementary School will increase student achievement from 58.4% to 63.4% in <u>ELA</u> during the 2016-2017 school year.
Cannon falls Elementary School will increase student achievement from 74.4% to 79.4% in **Science** during the 2016-2017 school year.
· To provide 4 or more hours of instruction during the 2016-2017 school year that will assist staff in the integration of current digital technologies into teaching and learning to target

Middle and High School:
· To utilize best practices to increase student achievement in each of the content areas as measured by an increase in course summative assessments by 2%.
· To provide 4 or more hours of training during the 2016-2017 school year that will assist staff in the integration of digital technologies
· To offer 8 hours of collaborative learning and planning time to improve and standardize building-wide grading practices.

Results from 2015 2016
Professional learning that results in an increase student achievement as measured by formative, summative and standardized assessments is discussed in PLCs and a summary of the PLC work is provided staff development committee feedback in its continuous improvement measures and

inform the committee in providing future professional learning opportunities. Each building also made goals for the school year:

Elementary School Building 2015-2016 Goals -
- By the end of the 2015-16 school year, students in grades 3-5 will increase proficiency from:
  - Mathematics: 67.7% to 72.7%
  - Reading/Language Arts: 60.1% to 65.1%
  - Science: 70.7% to 75.7%as measured by the MCAs.

Ongoing professional development and review for and of math curriculum was the focus for the 2015-2016 school year. MCA test scores in all three areas fell short but is being used as a target for 2016-2017 school year.

High School/Middle School 2015-2016 Goals -
- By the end of the 2015-2016 school all PLCs will increase their summative test scores over the previous year's scores by 1.5-2.5%.

Results for PLC goals were mixed with some departments like Business/Agriculture/Technology/ Trades, Performance and Science. In particular, the literacy work of the science department resulted in a marked increase in MCA science scores. Other departments fell just short of meeting their goal but it will be used to set targets for next school year.

- By the end of the 2015-2016 school year all teachers will have a year long course developed in Schoology.

All staff have received ongoing training on the implementation of Schoology as our LMS and this goal was met. Starting in 2016-2017 school year, all 6-12 staff will be expected to utilize Schoology to organize course work and as a gradebook.

Content
The content of professional learning will align to the goals of professional learning communities and as determined by state mandates. The content of professional learning activities should be focused on increasing student achievement. It will also

Process
Through PLCs and district and building workshops, staff will receive professional development of which the intent is to improve best practices, the utilization of technology in order to improve PLC {department or grade level} summative test scores, MCAs, AIMs Web, STAR testing, Plan, Explore and ACT data.

Staff Development Funding
Minnesota Statutes Regarding Allocation:
122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT.
> Subdivision 1.Staff Development revenue. A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for:

(1) teacher development and evaluation under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

(2) principal development and evaluation under section 123B.147, subdivision 3;

(3) professional development under section 122A.60; and

(4) in-service education for programs under section 120B.22, subdivision 2.

Process for the Use of Professional Development Resources
1. Requests on official forms (located on the school web site) should be submitted to site team leaders. Please include a check request at this time as well.
2. Requests should meet guidelines for site team goals and overall district goals.
3. Site team leaders should send signed requests to building administrators for review.
4. Building administrators will send requests to the superintendent for another signature

Acceptable Uses for Individual Professional Development Funds:
Individual professional development money allocated for staff members may be used in any of the ways, listed below. Money can only be allocated in advance, not "post-facto", consequently forward planning and communication is a must:
1. Workshops, regional, state, or national meetings for school staff related to teacher, site, or district goals per fiscal year.
2. Visitations to classrooms and other school districts.
3. Professional journals subscriptions and memberships.
4. Hotel accommodations will be considered upon request.
Any situations that occur that may be interpreted as unique to these guidelines, can be appealed to the professional development committee for consideration through the site team leader. The decision of the committee would be final.