

2019-2020 WORLD'S BEST WORKFORCE (WBWF) **STAFF DEVELOPMENT REPORT**

2019-2020 OGILVIE PUBLIC SCHOOLS' **DISTRICT STAFF DEVELOPMENT ADVISORY COMMITTEE:**

Kathy Belsheim	Superintendent, Ogilvie Public Schools
Suzanne Davis	Middle Level/High School Principal (Gr. 6-12)
Alicia Nelson	Elementary Principal (Gr. PK-5)
Brad Aasen	Math Teacher - Middle Level/High School
Mike Bitz	Social Studies Teacher - Middle Level/High School
	Alternative Learning Program Teacher - High School
Kate Cekalla	Social Studies Teacher – High School
Gerry DeBoer	School Board Member
Ashely Espeseth	Social Studies Teacher - Middle Level/High School
Clark Hauger	Third (3 rd) Grade Teacher
Alyssa Jackson	Early Childhood Special Education Teacher
Jessica Knoll	Para-Educator
Amber Kopperude	Special Education Teacher – High School
Pam Nickles	Media Center/Title I Facilitator

OGILVIE PUBLIC SCHOOLS' DISTRICT STAFF DEVELOPMENT GOALS

2019-2020 District Staff Development Goal #1

District Staff Development Goal:

Staff Development Goal: Ogilvie staff will incorporate scientifically based instructional strategies for teaching all subject areas across the curriculum.

Related Student Achievement Goal:

Student Achievement Goal: Students will increase reading and math achievement scores on the MCA - III, ASVAB, FAST, and NWEA's Measure of Academic Progress assessments.

District Staff Development Goal #1 Findings:

Findings: A continued high level of use of data to inform instruction, continued use of scientifically-based research strategy instruction, differentiated instruction practices, a Professional Learning Community format, and AIW (Authentic Intellectual Work) practices increased effective teacher strategy instruction, intervention applications, and teacher collaboration to more effectively meet student academic needs.

Impact on Student Learning: As a result of the District's Q-Comp reading goal, all students were exposed to a variety of instructional reading strategies to promote increased vocabulary and comprehension across all disciplines. In March 2020, the Deputy Commissioner of Minnesota's Department of Education received approval from the federal government to cancel the 2019-2020 Minnesota Comprehensive Assessments due to the COVID-19 school shutdown; no MCA results available.

Impact on Teacher Practice: Teachers more effectively met student academic needs in all subject areas with data-driven decisions, scientifically-based strategy instruction, and collaboration in Professional Learning Communities.

OGILVIE PUBLIC SCHOOLS' DISTRICT STAFF DEVELOPMENT GOALS

2019-2020 District Staff Development Goal #2

District Staff Development Goal:

Staff Development Goal: With appropriate training, Ogilvie staff will utilize technology in accessing curriculum maps and test data, analysis of student data, and test preparation for students. Staff training is available through Lake ECMECC Summer Technology Conference, as well as through Ogilvie Public Schools' Technology Summer Camp.

Related Student Achievement Goal:

Student Achievement Goal: With increased data collection and analysis, students will receive more individualized instruction/interventions in meeting student academic achievement goals.

District Staff Development Goal #2 Findings:

Findings: Our District's JMC Attendance and Student Management system compiles all district data for access, analysis, and interpretation. To better inform parents and students, and teacher's own instruction, staff members need time to periodically update programs and procedures for accessing and analyzing available test data.

Impact on Student Learning: Student individual instructional needs were more effectively addressed by the availability of data through individual JMC Parent/Student Portal account access. Study Island and NWEA Learning Path, Xtra Math, Reflex Math, Targeted Services programs, Elementary Math and Reading Clubs, McGraw-Hill Everyday Math - Connect Ed, APEX, and Odysseyware programs were available to students.

Impact on Teacher Practice: An increase of data analysis, the additional usage of MCA Test Specifications and an emphasis on identifying students who "did not meet" or "partially met" the standards were implemented. The planned Ogilvie Public Schools' Technology Summer Camp was cancelled due to COVID-19 concerns and restrictions.

OGILVIE PUBLIC SCHOOLS' DISTRICT STAFF DEVELOPMENT GOALS

2019-2020 District Staff Development Goal #3

District Staff Development Goal:

Staff Development Goal: Ogilvie staff will maintain a focused, working curriculum that aligns Minnesota Academic Standards/Benchmarks or National Standards with instructional activities, documented on curriculum maps.

Related Student Achievement Goal:

Student Achievement Goal: As a result of focused, standards based instruction on tested benchmarks, students will increase achievement scores on MCA - III, ASVAB, FAST, and NWEA Measures of Academic Progress assessments.

District Staff Development Goal #3 Findings:

Findings: All teachers continued to align Minnesota Academic Standards or National Standards to their curriculum using Atlas Rubicon Curriculum Management as a tool. All subject areas need to be aligned with the primary focus in math and reading for the district. Teachers need to review text and materials in the selection process and evaluate instructional materials for adjustments.

Impact on Student Learning: Increased alignment of the Minnesota Comprehensive Assessment Standards/Benchmarks to curriculum leads to successful test preparation for students in all disciplines.

Impact on Teacher Practice: Teachers continued alignment of curriculum areas to the Minnesota Academic Standards/Benchmarks using Atlas Rubicon. The Big Ideas, Content, Skills, Assessments, and Learning Activities were identified through this curriculum process. The Minnesota State or National standards were referenced for goal achievement. Teachers continued to align curricula in 2019-2020.

The following designs, strategies and high quality components were utilized in developing and implementing Ogilvie Public Schools' district staff development goals:

Designs and Strategies:

- Bi-Weekly
- Full-Day Workshops
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Progress monitoring
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

High Quality Components:

An integral part of school board, districtwide and school-wide educational improvement plans.

Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

Provided for professional learning communities that focus on student achievement.

Included the use of data and assessments to inform classroom practice.

Provided technology training to improve teaching and learning.

Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, English learners and at-risk students.

Helped all school personnel work effectively with students and their parents.

Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

Developed with extensive participation of teachers, principals, parents, and administrators.

Evaluated regularly to improve the quality of future professional development.

Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.

OGILVIE ELEMENTARY (PK-5) SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 Elementary (PK-5) Staff Development Goal #1

Elementary (PK-5) School Staff Development Goal:

Elementary (PK-5) School Staff Development Goal: Ogilvie staff, through scientifically-based research, will incorporate best practices for teaching instructional strategies in reading, math and science across the curriculum.

Related Student Achievement Goal:

Student Achievement Goal: As a result of focused, standards based instruction, students will increase achievement scores on the MCA - III, NWEA - Northwest Evaluation Association's MAP - Measure of Academic Progress, and FAST assessments.

District Staff Development Goal Alignment:

District Staff Development Goal: Ogilvie staff will incorporate scientifically based instructional strategies for teaching all subject areas across the curriculum.

Elementary (PK-5) School Staff Development Goal #1 Findings:

Findings: A continued high level of use of data to inform instruction, continued use of scientifically-based research strategy instruction, differentiated instruction practices, and a Professional Learning Community format increased effective teacher strategy instruction, intervention applications, and teacher collaboration to more effectively meet student academic needs.

Impact on Student Learning: As a result of the District's Q-Comp reading goal, all students were exposed to a variety of instructional reading strategies to promote increased vocabulary and comprehension across all disciplines. STEAM Academy is in session on District 333's non-school, non-holiday Mondays to provide continued educational support of 21st Century skills, including the integration of research-based instructional strategies and learning activities. This additional educational opportunity exists because Ogilvie Public Schools operate on a 4-Day School Week structure where Mondays are typically the non-school, in-session day. In March 2020, the Deputy Commissioner of Minnesota's Department of Education received approval from the federal government to cancel the 2019-2020 Minnesota Comprehensive Assessments due to the COVID-19 school shutdown; no MCA results available.

Impact on Teacher Practice: Teachers more effectively met student academic needs in all subject areas with data-driven decisions, scientifically-based strategy instruction, and collaboration in Professional Learning Communities.

OGILVIE ELEMENTARY (PK-5) SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 Elementary (PK-5) Staff Development Goal #2

Elementary (PK-5) School Staff Development Goal:

Staff Development Goal: With appropriate training, Ogilvie staff will utilize Atlas Rubicon and JMC Attendance and Student Management System in accessing curriculum maps and test data, analysis of student data, and test preparation for students. Staff training is available through Lake ECMECC Summer Technology Conference as well as through Ogilvie Public Schools' Technology Summer Camp.

Related Student Achievement Goal:

Student Achievement Goal: With increased data collection and analysis, students will receive more individualized instruction to meet academic achievement goals and be better prepared for state and district assessments.

District Staff Development Goal Alignment:

With appropriate training, Ogilvie staff will utilize technology in accessing curriculum maps and test data, analysis of student data, and test preparation for students. Staff training is available through Lake ECMECC Summer Technology Conference as well as through Ogilvie Public Schools' Technology Summer Camp.

Elementary (Pre-K) School Staff Development Goal #2 Findings:

Findings: Our District's JMC Attendance and Student Management system compiles all district data for access, analysis, and interpretation. Our District's Atlas Rubicon program tool assists staff in creating up-to-date curriculum maps. To better inform parents and students, and teacher's own instruction, the staff need time to periodically update programs and procedures for accessing and analyzing available test data.

Impact on Student Learning: Student individual instructional needs were more effectively addressed by the availability of data through individual JMC Parent/Student Portal parent and student account access. Study Island and NWEA Learning Path, Xtra Math, McGraw-Hill Everyday Math - ConnectEd, Targeted Services programs, Elementary Math and Reading Clubs, Odysseyware and programs were available to students to promote academic achievement and test preparation for students.

Impact on Teacher Practice: An increase of data analysis, the additional usage of MCA Test Specifications and an emphasis on identifying students who "did not meet" or "partially met" the standards were implemented. Teachers were given the time necessary to analyze and interpret data, resulting in effective data-driven curriculum decisions. The Ogilvie Public Schools' Technology Summer Camp was cancelled due to COVID-19 concerns and restrictions.

OGILVIE ELEMENTARY (PK-5) SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 Elementary (PK-5) Staff Development Goal #3

Elementary (PK-5) School Staff Development Goal:

Staff Development Goal: Ogilvie staff will maintain a focused, working curriculum that aligns Minnesota Academic Standards/Benchmarks with instructional activities recorded on Curriculum Maps.

Related Student Achievement Goal:

Student Achievement Goal: As a result of scientifically-based strategy instruction, students will increase math, reading, and science achievement scores on the MCA - III, NWEA - Measure of Academic Progress, and FAST assessments.

District Staff Development Goal Alignment:

District Staff Development Goal: Ogilvie staff will maintain a focused, working curriculum that aligns Minnesota Academic Standards/Benchmarks or National Standards with instructional activities, documented on curriculum maps.

Elementary (PK-5) School Staff Development Goal #3 Findings:

Findings: All teachers continued to align Minnesota Academic Standards or National Standards curriculum using Atlas Rubicon Curriculum Management as a tool. All subject areas need to be aligned with the primary focus in math and reading for the district. Teachers need to review text and materials in the selection process and evaluate instructional materials for adjustments.

Impact on Student Learning: Increased alignment of the Minnesota Comprehensive Assessment Standards/Benchmarks to curriculum leads to successful test preparation for students in all disciplines.

Impact on Teacher Practice: Teachers continued alignment of curriculum areas to the Minnesota Academic Standards/Benchmarks using Atlas Rubicon. The Big Ideas, Content, Skills, Assessments, and Learning Activities were identified through this curriculum process. The Minnesota State or National standards were referenced for goal achievement. Teachers continued to align curricula in 2019-2020.

The following designs, strategies and high quality components were utilized in developing and implementing Ogilvie Elementary (PK-5) School's staff development goals:

Designs and Strategies:

- Bi-Weekly
- Full-Day Workshops
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Classroom assessment data
- Student work
- Demonstration teaching
- Instructional strategy modeling
- Progress monitoring
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

High Quality Components:

An integral part of school board, districtwide and school-wide educational improvement plans.

Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

Provided for professional learning communities that focus on student achievement.

Included the use of data and assessments to inform classroom practice.

Provided technology training to improve teaching and learning.

Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, English learners and at-risk students.

Helped all school personnel work effectively with students and their parents.

Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

Developed with extensive participation of teachers, principals, parents, and administrators.

Evaluated regularly to improve the quality of future professional development.

Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.

OGILVIE HIGH/MIDDLE SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 High/Middle School Staff Development Goal #1

High/Middle School Staff Development Goal:

Ogilvie staff will incorporate best scientifically-based practices and instructional strategies when teaching reading, math, science, and all disciplines across the curriculum.-

Related Student Achievement Goal:

Student Achievement Goal: As a result of scientifically based strategy instruction, students will increase achievement scores on the MCA - III, ASVAB, and NWEA Measures of Academic Progress assessments in reading, math, and science.

District Staff Development Goal Alignment:

District Staff Development Goal: Ogilvie staff will incorporate scientifically based instructional strategies for teaching all subject areas across the curriculum.

High/Middle School Staff Development Goal #1 Findings:

Findings: A continued high level of use of data to inform instruction, continued use of scientifically-based research strategy instruction, a Professional Learning Community format, differentiated instruction practices, and AIW (Authentic Intellectual Work) practices increased effective teacher strategy instruction, intervention applications, and teacher collaboration to more effectively meet student academic needs.

Impact on Student Learning: As a result of the District's Q-Comp reading goal, all students were exposed to a variety of instructional reading strategies to promote increased vocabulary and comprehension across all disciplines. In March 2020, the Deputy Commissioner of Minnesota's Department of Education received approval from the federal government to cancel the 2019-2020 Minnesota Comprehensive Assessments due to the COVID-19 school shutdown.

Impact on Teacher Practice: Teachers more effectively met student academic needs in all subject areas with data-driven decisions, scientifically-based strategy instruction, and collaboration in Professional Learning Communities.

OGILVIE HIGH/MIDDLE SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 High/Middle School Staff Development Goal #2

High/Middle School Staff Development Goal:

Ogilvie staff will utilize technology to access curriculum maps, test data, and to assist in the analysis of student data. Staff will use technology to prepare students for assessments. Staff training will be provided for the usage of Odysseyware, APEX, Study Island, NWEA Learning Path, and Chromebook programs to promote student academic achievement. Staff training is available through Lake ECMECC Summer Technology Conference as well as through Ogilvie Public Schools' Technology Summer Camp.

Related Student Achievement Goal:

Student Achievement Goal: With increased data collection and analysis, students will receive more individualized instruction to effectively meet academic achievement goals and be better prepared for state and district testing.

District Staff Development Goal Alignment:

District Staff Development Goal: With appropriate training, Ogilvie staff will utilize technology in accessing curriculum maps and test data, analysis of student data, and test preparation for students.

High/Middle School Staff Development Goal #2 Findings:

Findings: Our District's JMC Attendance and Student Management system compiles all district data for access, analysis, and interpretation. To better inform parents and students, and teacher's own instruction, the staff need time to periodically update programs and procedures for accessing and analyzing available test data.

Impact on Student Learning: Student individual instructional needs were more effectively addressed by the availability of data through individual JMC Parent/Student Portal parent and student account access. Pearson Access Next, Study Island and NWEA Learning Path, Targeted Services programs, Math Club, Odysseyware, and APEX programs were available to students. In FY18-19 the District implemented an ALP (Alternative Learning Program), which is another way Ogilvie students can continue to be enrolled in Ogilvie Schools, while working through the ALP Program to make up credits needed in order to graduate with their class. The ALP continues to be an important component in assisting student learning.

Impact on Teacher Practice: An increase of data analysis, the additional usage of MCA Test Specifications and an emphasis on identifying students who "did not meet" or "partially met" the standards were implemented. The planned Ogilvie Public Schools' Technology Summer Camp was cancelled due to COVID-19 concerns and restrictions.

OGILVIE HIGH/MIDDLE SCHOOL'S STAFF DEVELOPMENT GOALS

2019-2020 High/Middle School Staff Development Goal #3

High/Middle School Staff Development Goal:

High/Middle School Staff Development Goal: Ogilvie staff will maintain a focused, working curriculum that aligns Minnesota Academic Standards/Benchmarks with instructional activities recorded on Curriculum Maps.

Related Student Achievement Goal:

Student Achievement Goal: As a result of focused, standards based instruction, students will increase achievement scores on the MCA - III and individual student growth on Northwest Evaluation Association - NWEA, Measure of Academic Progress - MAP assessments.

District Staff Development Goal Alignment:

District Staff Development Goal: Ogilvie staff will maintain a focused, working curriculum that aligns Minnesota Academic Standards/Benchmarks or National Standards with instructional activities, documented on curriculum maps.

High/Middle School Staff Development Goal #3 Findings:

Findings: All teachers continued to align Minnesota Academic Standards or National Standards to their curriculum using Atlas Rubicon Curriculum Management as a tool. All subject areas need to be aligned with the primary focus in math and reading for the district. Teachers need to review text and materials in the selection process and evaluate instructional materials for adjustments.

Impact on Student Learning: Increased alignment of the Minnesota Comprehensive Assessment Standards/Benchmarks to curriculum leads to successful test preparation for students in all disciplines.

Impact on Teacher Practice: Teachers continued alignment of curriculum areas to the Minnesota Academic Standards/Benchmarks using Atlas Rubicon. The Big Ideas, Content, Skills, Assessments, and Learning Activities were identified through this curriculum process. The Minnesota State or National standards were referenced for goal achievement. Teachers continue to align curricula in 2019-2020.

The following designs, strategies and high quality components were utilized in developing and implementing Ogilvie High/Middle School's staff development goals:

Designs and Strategies:

- Bi-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
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

High Quality Components:

An integral part of school board, districtwide and school-wide educational improvement plans.

Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

Provided for professional learning communities that focus on student achievement.

Included the use of data and assessments to inform classroom practice.

Provided technology training to improve teaching and learning.

Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, English learners and at-risk students.

Helped all school personnel work effectively with students and their parents.

Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

Developed with extensive participation of teachers, principals, parents, and administrators.

Evaluated regularly to improve the quality of future professional development.

Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.

Staff and Staff Development Activities:

One hundred (100%) of all full time teachers and other staff involved in instruction, participated in effective staff development activities.