	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	---------------

General Information: The Quality Compensation (Q Comp) Aid application is authorized under First Special Session Laws 2005, Chapter 5, Article 2, Sections 39-46; Minn. Stat. § 122A.413, 414, and 415. Submit the completed application (per instructions in the Guidelines available on the MDE Website) to the above address, attention: Kristie Anderson.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number:
Spring Lake Park Public Schools

Superintendent:
Dr. Jeff Ronneberg

Phone:
(763) 785-5525

E-mail:
jronne@district16.org

Fax:
(763) 784 - 7838

CHARTER SCHOOL IDENTIFICATION INFORMATION

Charter School Name and Number:

School Board Chair:

Phone:

E-mail:

Fax:

Authorizing Organization:

Authorizer Liaison:

Phone:

E-mail:

Fax:

SCHOOL IDENTIFICATION INFORMATION

School Name and Number:

Principal:

Phone:

E-mail:

Fax:

ADDITIONAL CONTACT INFORMATION

Contact Person's Name:
Denise Waalen

Phone:
(763) 785 - 5526

E-mail:
dwaale@district16.org

Fax:
(763) 784 - 7838

Street Address:
1415 81st Avenue NE


City:
Spring Lake Park

State:
MN

Zip Code:
55432

ASSURANCE OF AUTHENTIC WORK

This Q Comp application is authentic and is written by the applying entity. Sources are cited appropriately on any material that is paraphrased or copied. Language taken from a template should be customized sufficiently to meet the needs of the entity that is applying. It is to be understood that failure to comply may result in denial of the application.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

Q COMP PROGRAM

To qualify for Q Comp Aid under Minn. Stat. § 122A.413, district, school site, charter school or intermediate district (entity) must have an alternative teacher professional pay system as described in Minn. Stat. § 122A.414. All components of the Q Comp Program must meet the state requirements. To apply, complete the following sections (1-6) describing the applicant’s design of a Q Comp Program. Each entity may reference specific sections of the master agreement, if appropriate, and may attach additional pages as supplements if needed. Incomplete applications or applications stating “see attached” will not be accepted.

[Open the Q Comp Guidelines located on the MDE Website](http://education.state.mn.us/MDE/Teacher_Support/QComp/QComp_Application_Process/index.html), which explains each component and provides examples of how to design and implement plans (http://education.state.mn.us/MDE/Teacher_Support/QComp/QComp_Application_Process/index.html).

Q Comp Application – Components 1-5

<p>Component 1 Career Ladder/Advancement Options</p>
--

Teachers holding career ladder positions are referred to as teacher leaders in this application. (Teacher leaders are expected to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills.)

1.1 Provide a comprehensive overview of the district that describes the demographics and other vital information.


School District 16 serves students and families from the cities of Blaine, Spring Lake Park, and Fridley. With 4,600 students, District 16 and its school community are personal in size, extra-large in opportunity. Our purpose statement is “High expectations, high achievement for all. No excuses.”

We value our diverse student and staff population and recognize that our diversity enhances our World Class Learning Community of Choice. Our student population includes 1.4 percent American Indian students, 9.8 percent Asian students, 8.4 percent Black students, 9.6percent Pacific Island students, 9.3 percent Hispanic students and 70.8 percent white students.

Spring Lake Park School District 16 has three K-3 elementary schools: Woodcrest in Fridley, Northpoint Elementary in Blaine and Park Terrace in Spring Lake Park, each with over 400 students, and a 600-student grades 4 & 5 elementary school (Westwood Intermediate in Blaine). Spring Lake Park High School, a grades 9-12 school of 1,300 students, is the perfect size for teaching and learning. Westwood Middle School has 1,000 students and the Learning Alternatives Community School (a recent Minnesota Program of the Year) has 300 learners. In addition, the district has a highly successful online distance learning program and The Lighthouse Program for highly-driven, highly-able students.

The high school currently has a seven-period day. Opportunities in Emergency Health Care students are 17-time world champions. In a national ranking, Physics students had the highest average of any AP class three of the past four years. The math team recently placed 7th in the state and a state tournament entrant 12 years in a row. The number of Advanced Placement course options is among the states highest. Nine were honored in the most recent National Merit Scholarship program.

The middle school offers accelerated mathematics, differentiated English and science, state-of-the-art industrial technology labs, performing arts, band, and family and consumer sciences. Students scored higher than the mean of

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

students from 41 countries in the Third International Mathematics & Science Study. Middle school academic teams were first in the state, 6th in the nation, in a math competition. They were first in the state in the Minnesota Quiz Bowl.

Elementary reading is literature-based and writing is integrated into all subject areas. Language arts skills include reading, writing, speaking, and listening. Basic skills are incorporated into activities that challenge thinking and offer curricular stimulation appropriate to needs, abilities, and interests. Both science and math use a "hands-on" approach. They were also first in the state, 8th in the nation, in Knowledge Bowl competition.

Three coordinators direct the K-12 gifted and talented program. Students participate in accelerated or enriched courses, advanced placement courses, independent study, mentorships, and college and university option courses.

The Community Education department offers comprehensive school and community programming for all ages.

Our school district community is home to the National Sports Center Olympic Training Facilities, USA Cup—the largest youth soccer Tournament in the world, 3M PGA Seniors Championship, and the PGA Tournament Players Club (TPC) of the Twin Cities golf course. You'll also find the Minnesota Medical Enterprise Park, Medtronic, Cummins Power Generation, Unity Hospital, Anoka County Human Services Center, Anoka Ramsey Community College, and Northtown Regional Shopping Center. In addition, the area is home to Majestic Oaks, Bunker Hills, and Chomonix Golf Courses; Banfill-Locke Center for the Arts; Bunker Hills Regional Park and Bunker Beach Water Park; Sandhill Crane Nature Area; Wargo Nature Center; and Springbrook Nature Center

Professional Learning and Development

The Spring Lake Park School District takes pride in our consistent pursuit of ensuring *High Achievement for All*. In order to accomplish this purpose, our Continuous Systems Improvement Framework purposefully integrates professional learning with the continuous improvement of our processes and practices related to curriculum, instruction, and assessment.

The purpose of professional learning and development in the Spring Lake Park Schools is to enhance the learning of all students by engaging all staff in ongoing learning and support that continuously and collaboratively develops their knowledge and skills.


By creating and sustaining a professional learning community throughout our district and meaningfully aligning the professional work of our staff, we are able to integrate these key processes and successfully plan for and respond to student learning needs.

Curriculum Development, Instructional Alignment, and Assessment

The purpose of the Spring Lake Park Schools Learning Community Framework is to facilitate high achievement for all learners by continuously improving the quality and articulation of the learning experiences we deliver.

Through ongoing study and evaluation of our system we align classroom instructional and assessment practices towards the successful student achievement of our Essential Learning Outcomes. We also recognize that all students learn differently. This framework provides a structure for professional practice that is used by staff to engage and motivate all learners to acquire, practice, and apply their learning in varied meaningful contexts.

In order to support teachers in this work, the Spring Lake Park Schools are committed to engaging staff in high-quality, ongoing, embedded professional learning and providing up-to-date instructional resources that reflect evidence-based best practice.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

1.2 Describe how teacher leaders will support individual teacher growth in instructional practices and promote student achievement gains district wide.

Our teacher leaders facilitate school, team and teacher professional learning and continuous improvement processes aligned with district initiatives in partnership with the principal to improve student learning. Initiatives are based on the yearly professional development evaluation and results of student assessments. Teacher leaders currently conduct observations and walkthroughs, coach staff through reflective conversations, and plan for professional development of teachers both individually and collectively.

Various opportunities exist for teachers to demonstrate leadership skills and professional growth within the Spring Lake Park School District:

The **Continuous improvement coach (CIC)** will facilitate school, team and teacher professional learning and continuous improvement processes aligned with district initiatives in partnership with the principal to improve student learning.


The **Curriculum Lead** provides leadership to ensure that the essential learning outcomes and the instructional program in their content area is aligned, coherent, and implemented to address student needs effectively.

Learning Equity Team (LET) members lead in partnership within the school level Professional Learning Community to facilitate school improvement planning and professional learning to improve student learning. .

The **Learning Teaching and Accountability Advisory (LTA)** members work is in collaboration with other members of the LTA to improve student learning by facilitating a system that results in all staff being engaged in high quality, ongoing professional development that is integrated with the Continuous Systems Improvement Framework.

Shared leadership across the district is responsible for the implementation of the adaptive and learning work (field-testing/researching instructional strategies) and implementation of professional learning. Please reference page 4 of the Spring Lake Park Learning Community Framework for a detailed description of the roles and purposes as they pertain to responsibilities for continuous improvement.

The specific responsibilities fall on different groups within the district depending on the area. For example, the Math Task Force, under the direction of the Director of Educational Services, would engage in year-long study evidence based practice for math. Our continuous improvement coaches are the lead learners for instructional practices in the classroom. The LTA and LTE members conduct the research of our initiatives within the district.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	---------------------------	---------------


1.3 In the table below, please identify the position title, qualifications, responsibilities and teacher ratios for each teacher leader position. (Insert additional rows as needed in order to identify teacher leaders who will support the Q Comp program. This table will expand as needed.)

Note about the ratios below: **Additional** LTA and LET members are paid for with district funds, not Q Comp funds, due to the value we place on professional learning in the district. Careful consideration has been taken to ensure that the roles of our teacher leaders align with the expectations and salary augmentation as outlined in the budget. Those with release time are expected to have a higher level of responsibility. Those without release time are able to complete their responsibilities during prep time or though release time provided through substitutes.

Position Title	Qualifications (bulleted list)	Responsibilities (bulleted list)	Ratio
<p><u>Continuous Improvement Coach</u></p> <p><i>Continuous Improvement Coaches are the lead learners and work with teachers in the area of Instructional Strategies and Practices.</i></p>	<ul style="list-style-type: none"> • <i>Identify the specific qualifications needed for this position.</i> • Demonstrated commitment to the equitable education of all students • Evidence of effective planning and organizational skills • Demonstrated knowledge of effective protocols to facilitate professional learning • Highly effective interpersonal skills • Evidence of effective facilitation skills and ability to work collaboratively with others • Demonstrated application of data driven decision making, effective instructional strategies, evidence based best practice and working within a professional learning community • Demonstrated application of the principles embedded in the Continuous Systems Improvement Framework • Demonstrated the ability to reflect on ones own work • Recognized as teacher leader aligned with District Core Values and Vision 	<ul style="list-style-type: none"> • <i>Identify the specific responsibilities for the person in this position.</i> • Use race, equity and socioeconomic status as a filter in all areas of work • Ensure alignment of practice with the Continuous Systems Improvement Framework • Facilitate embedded professional learning through the use of effective protocols (i.e. book studies, lesson studies, examine student work) • Model and co-teach lessons and facilitate reflection to determine those approaches that best meet learner needs • Conduct walk throughs and gather data for school and district balanced scorecard • Support, lead, and facilitate collaborative Professional Learning Community (PLC) Teams • Conduct non-evaluative observations of teachers and PLC teams to engage in reflective dialogue • Assist individuals and PLC teams in implementing assessment for learning, analyze results and personalizing instruction • Serve as a member of Learning Teaching Advisory (LTA) and Learning and Equity Team 	1:40

		<p>(LET)</p> <ul style="list-style-type: none"> • Collaborate with principal and LET on continuous improvement planning • Provide support/mentoring/coaching for new teachers • Work in partnership with principal, curriculum leads and other school leaders 	
<p>Curriculum Leads</p> <p><i>Curriculum Leads are the lead learners in effective instructional strategies, content pedagogy and evidence based practice in their content area.</i></p>	<ul style="list-style-type: none"> • Demonstrated commitment to the equitable education of all students • Evidence of effective planning and organizational skills • Highly effective interpersonal skills • Demonstrated knowledge of effective protocols to facilitate professional learning and meetings • Recognized as teacher leader aligned with District Core Values and Vision • Recognized as a model teacher with knowledge of effective instructional strategies, content pedagogy and evidence based practice • Demonstrates ongoing personal professional learning • Demonstrates solid understanding of content area knowledge and evidence based practice 	<ul style="list-style-type: none"> • Use race, equity and socioeconomic status as a filter in all areas of work • Facilitate processes outlined within the district-wide Curriculum Development and Improvement process. • Provide guidance and support for teachers to implement evidence based practice in the content area • Communicate vertically within content area to ensure guaranteed, viable curriculum • Facilitate mapping of learning targets to effectively implement Essential Learning Outcomes • Mentor new staff in content pedagogy and curriculum implementation • Facilitate meetings with teachers within same content area • Serve as a member of Learning and Equity Team as appropriate • Collaborate with principal on the implementation of guaranteed, viable curriculum • Facilitate embedded professional learning within the content area, as appropriate (i.e. book studies, lesson studies, examine student work) • Conduct walk throughs and provide feedback on implementation of 	<p>1:10</p>

		curriculum	
<p>Learning and Equity Teams</p> <p><i>Learning and Equity Teams are the building level leadership teams.</i></p>	<ul style="list-style-type: none"> • Use race, equity and socioeconomic status as a filter in all areas of work • Facilitate processes outlined within the district-wide Curriculum Development and Improvement process. • Provide guidance and support for teachers to implement evidence based practice in the content area • Communicate vertically within content area to ensure guaranteed, viable curriculum • Facilitate mapping of learning targets to effectively implement Essential Learning Outcomes • Mentor new staff in content pedagogy and curriculum implementation • Facilitate meetings with teachers within same content area • Serve as a member of Learning and Equity Team as appropriate • Collaborate with principal on the implementation of guaranteed, viable curriculum • Facilitate embedded professional learning within the content area, as appropriate (i.e. book studies, lesson studies, examine student work) • Conduct walk throughs and provide feedback on implementation of curriculum 	<ul style="list-style-type: none"> • Use race, equity and socioeconomic status as a filter in all areas of work • Serve as a teacher leader who works in collaboration with LET colleagues and the principal to align the work of adults around improving student learning • Plan, facilitate and evaluate building level professional learning • Develop, implement, evaluate and communicate the school improvement plan • Regularly communicate Key Messages to colleagues • Promote and encourage Growth Transition Change utilizing district language and imagery (GTC) 	<p>Determined by student/staff population. The district will pay for 30 members out of Q Comp funds. The additional positions (12) will be funded through general education funds.</p>
<p>Learning, Teaching and Accountability Advisory</p> <p><i>Learning, Teaching and Accountability Advisory is the</i></p>	<ul style="list-style-type: none"> • Demonstrated commitment to the equitable education of all students • Demonstrated effective planning and organizational skills • Demonstrated highly 	<ul style="list-style-type: none"> • Use race, equity and socioeconomic status as a filter in all areas of work • Serve as a teacher leader who works in collaboration with LTA colleagues and the principal to align the 	<p>2 representatives per program with the exception of Early Childhood (due to size) paid through Q Comp funds, with option</p>

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

<p><i>district level leadership teams.</i></p>	<p>effective interpersonal skills</p> <ul style="list-style-type: none"> • Demonstrated knowledge of effective protocols to facilitate meetings • Recognized as teacher leader aligned with District Core Values and Vision • Demonstrated ongoing personal, professional learning • Demonstrates knowledge of evidence based practice in professional learning 	<p>work of adults around improving student learning</p> <ul style="list-style-type: none"> • Participate in continuously improving our system, assessing and refining district-wide practices within each of our areas of the Continuous Systems Improvement Framework. • Participate in the development of district-wide professional learning plan. • Facilitate evaluation of district-wide professional development initiatives at building level. • Serve s key communicator with building staff regarding district initiatives as well as communicating building needs and desires to LTA. • Collaborate with the principal, continuous improvement coach, curriculum leads and LET members as appropriate to facilitate the effective implementation of PLC teams and other protocols to facilitate meaningful professional learning. • Develop, implement, evaluate and communicate the school improvement plan • Promote and encourage Growth Transition Change utilizing district language and imagery (GTC) 	<p>for additional members paid by individual schools or programs and general education funds. Total of 15 members.</p>
--	---	---	--

Please see the next four pages for a detailed diagram that clarifies the qualifications, roles and responsibilities for the Continuous Improvement Coach, Curriculum Leads, Learning Teaching and Accountability Advisory and Learning and Equity Team.

Diagram Clarifying Distinct Roles and Responsibilities for the Learning Teaching and Accountability Advisory (LTA) and Learning and Equity Teams (LET)

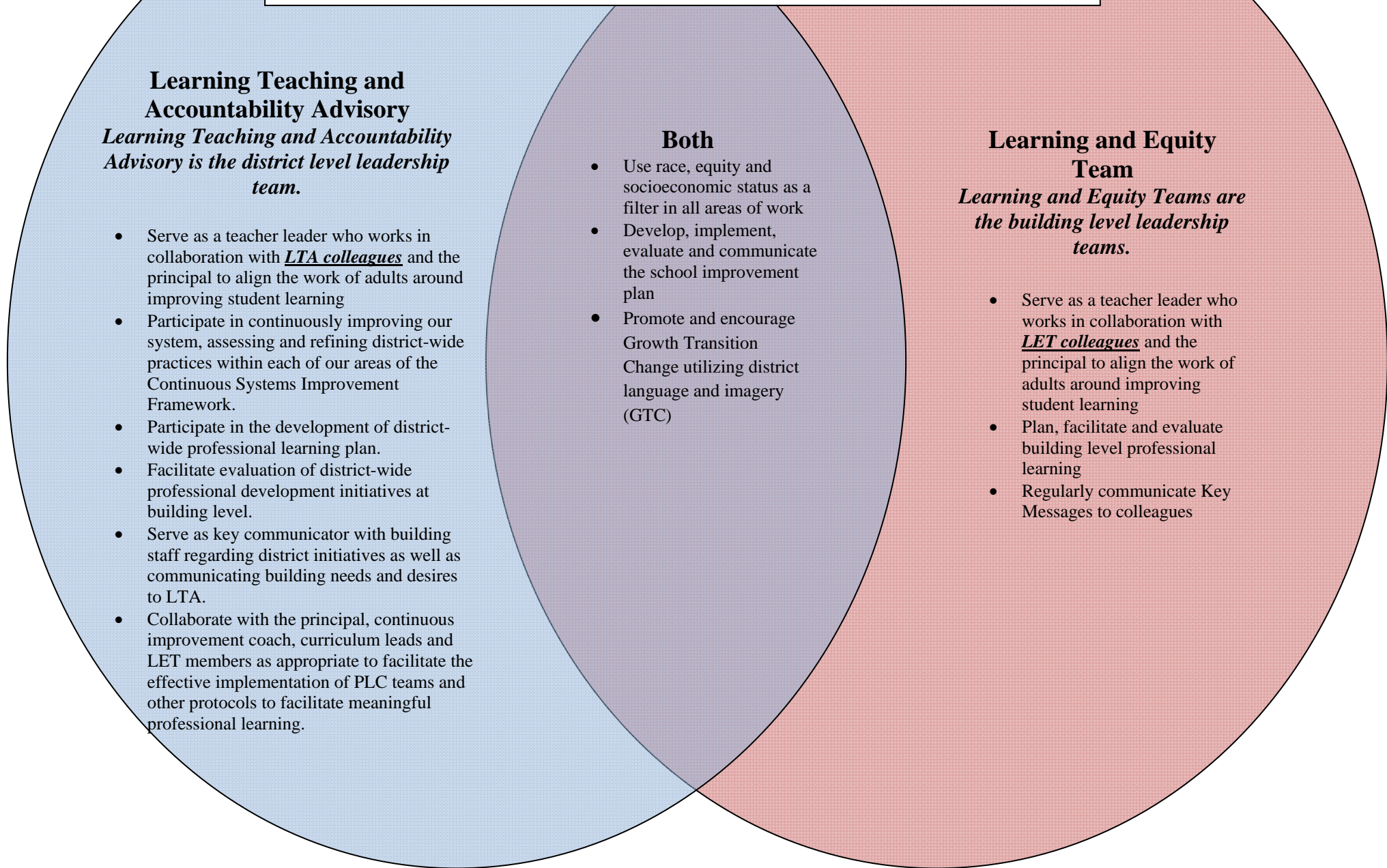


Diagram Clarifying Distinct Roles and Responsibilities for Continuous Improvement Coach and Curriculum Leads

Continuous Improvement Coach

Continuous Improvement Coaches are the lead learners and work with teachers in the area of Instructional Strategies and Practices.

- Ensure alignment of practice with the Continuous Systems Improvement Framework
- Facilitate embedded professional learning through the use of effective protocols (ie book studies, lesson studies, examine student work)
- Model and co-teach lessons and facilitate reflection to determine those approaches that best meet learner needs
- Conduct walk throughs and gather data for school and district balanced scorecard
- Support, lead, and facilitate collaborative Professional Learning Community (PLC) Teams
- Conduct non-evaluative observations of teachers and PLC teams to engage in reflective dialogue
- Assist individuals and PLC teams in implementing assessment for learning, analyze results and personalizing instruction
- Serve as a member of Learning Teaching Advisory (LTA) and Learning and Equity Team (LET)
- Provide support/mentoring/coaching for new teachers
- Work in partnership with principal, curriculum leads and other school leaders
- Collaborate with principal and LET on continuous improvement planning

Both

- Use race, equity and socioeconomic status as a filter in all areas of work

Curriculum Lead

Curriculum Leads are the lead learners in effective instructional strategies, content pedagogy and evidence based practice in their content area.

- Facilitate processes outlined within the district-wide Curriculum Development and Improvement process.
- Facilitate embedded professional learning within the content area, as appropriate (ie book studies, lesson studies, examine student work)
- Provide guidance and support for teachers to implement evidence based practice in the content area
- Conduct walk throughs and provide feedback on implementation of curriculum
- Communicate vertically within content area to ensure guaranteed, viable curriculum
- Facilitate mapping of learning targets to effectively implement Essential Learning Outcomes
- Mentor new staff in content pedagogy and curriculum implementation
- Facilitate meetings with teachers within same content area
- Serve as a member of Learning and Equity Team as appropriate
- Collaborate with principal on the implementation of guaranteed, viable curriculum

Diagram Clarifying Distinct Qualifications for the Learning Teaching and Accountability Advisory (LTA) and Learning and Equity Teams (LET)

Learning Teaching and Accountability Advisory
Learning Teaching and Accountability Advisory is the district level leadership team.

- Demonstrates knowledge of evidence based practice in professional learning

Both

- Demonstrated commitment to the equitable education of all students
- Demonstrated effective planning and organizational skills
- Demonstrated highly effective interpersonal skills
- Demonstrated knowledge of effective protocols to facilitate meetings
- Recognized as teacher leader aligned with District Core Values and Vision
- Demonstrated ongoing personal, professional learning

Learning and Equity Team

Learning and Equity Teams are the building level leadership teams.

All Learning Teaching and Accountability Advisory members serve on the building level Learning and Equity Teams

Diagram Clarifying Distinct Qualifications for Continuous Improvement Coach and Curriculum Leads

Continuous Improvement Coach

Continuous Improvement Coaches are the lead learners and work with teachers in the area of Instructional Strategies and Practices.

- Demonstrated knowledge of effective protocols to facilitate professional learning
- Evidence of effective facilitation skills and ability to work collaboratively with others
- Demonstrated application of data driven decision making, effective instructional strategies, evidence based best practice and working within a professional learning community
- Demonstrated application of the principles embedded in the Continuous Systems Improvement Framework
- Demonstrated the ability to reflect on ones own work

Both

- Demonstrated commitment to the equitable education of all students
- Evidence of effective planning and organizational skills
- Highly effective interpersonal skills
- Recognized as teacher leader aligned with District Core Values and Vision

Curriculum Lead

Curriculum Leads are the lead learners in effective instructional strategies, content pedagogy and evidence based practice in their content area.

- Demonstrated knowledge of effective protocols to facilitate professional learning and meetings
- Recognized as teacher leader aligned with District Core Values and Vision
- Recognized as a model teacher with knowledge of effective instructional strategies, content pedagogy and evidence based practice
- Demonstrates ongoing personal professional learning
- Demonstrates solid understanding of content area knowledge and evidence based practice

1.4 In the table below, please identify the student and teacher/licensed staff count as of October 1, 2009.

Total Student Count October 1, 2009	Teachers/Licensed Staff Count October 1, 2009
4,804	331 (302 FT, 29, PT)

1.5 Describe the hiring process for each teacher leader position in the following areas:

- a) Describe how teachers will be made aware the teacher leader positions are available.

Spring Lake Park Human Resources Department will communicate teacher leader positions in the following ways:

- Email to all Spring Lake Park Staff
- Posted on Spring Lake Park Schools Website on the employment page under Internal Teacher Leader Positions

- b) Describe how teachers express interest in the various teacher leader positions.

Teachers interested in teacher leader positions must submit an application online for the position they are interested. Applications will be tailored to the various qualifications needed for each teacher leader position.

- c) Describe how the candidates will be selected to fill each teacher leader position.

The district hiring process will be used to select the candidate to fill the teacher leader position: The hiring team consists of the appropriate teacher representation.

- Hiring team uses the position qualifications defined in the Q-Comp plan to filter candidates to be interviewed
- Hiring team interviews according to qualification “look fors”.
- Team recommends at least 2 finalists to the principal and/ or Director of Educational Services for final selection

1.6 Specify the amount of release time and/or salary augmentation each identified teacher leader will earn as compensation for completing the extra duties of the position.

Continuous Improvement Coaches (CIC’s) (7.5 FTE of which 6.2 FTE paid out of Q Comp) have varied release time. All of our K-5 CICs have **full** release time. The middle school has four part-time coaches with full release from the classroom. Budget page describes the percentage paid through Q Comp funding. The high school has one full-time coach who is fully released from classroom duties. The high school also has five part-time coaches whose percentage of release time is .2 based on a full day. The Learning Alternative Community School also has a coach who has .2 released from classroom duties. CICs are eligible for the Q Comp stipend similar to any other classroom teacher. Careful consideration has been taken to ensure that the roles of our teacher leaders align with the expectations and salary augmentation as outlined in the budget. Those with release time are expected to have a higher level of responsibility. Those without release time are able to complete their responsibilities during prep time or though release time provided through substitutes.

Curriculum Leads (35 individuals) will receive a stipend based on the current bargaining agreement for their work. The work of the curriculum lead is embedded in their duty day. The augmentation is for curriculum work. Substitutes are provided for meeting structures and ongoing training for our teacher leaders which may occur during the school day. The curriculum leads receive a salary augmentation of \$1,110 for the school year.

Learning and Equity Team Members (LET) (30 individuals) will receive stipend based on current bargaining agreement for their work. The work of the Learning and Equity Team Members is within the current contract day. The LET team members receive a salary augmentation of \$500 for the school year.

Learning, Teaching and Accountability Advisory Members (15 individuals) will receive a stipend for their work. The LTA members receive a salary augmentation of \$1000 for the school year.

1.7 Describe the evaluation process for each teacher leader position in the following areas:

- a) Describe how the evaluation is based on the fulfillment of the position's responsibilities.
- b) Describe how the results of the evaluation will be used to determine salary augmentation.

The job description, roles and responsibilities, and qualifications for the teacher leader positions were developed by a team during the summer of 2009. They are included in the Appendix G for your review. Each teacher leader uses The Staff Developer Innovation Configuration (Appendix H) to evaluate/ reflect on their performance. This tool will be utilized three times during the school year with their building principal and Teaching and Learning Coordinator as appropriate to set goals, implement a plan, and evaluate progress towards their individual goals. During the meetings the tool will be scored collectively through observation and reflection. In order to receive the salary augmentation, growth needs to be demonstrated as measured by success indicators (measures to determine growth) on the Innovation Configuration. Competency is based on the individual's ability to show evidence of professional growth as measured by the tool based on initial individualized data. The process mirrors the flow chart for classroom teachers, complete with setting goals for success criteria which are indicators to specify mastery of instructional strategies.

The Staff Developer Innovation Configuration tool is based on the following work: National Staff Development Council. (2003). Moving NSDC's Staff Development Standards into Practice: Innovation Configurations.

NSDC: Oxford, OH. The tool was selected and modified to correlate with the staff development initiatives and roles within the district. Selection of the tool for evaluation was determined by investigating which tool would help the team function in a collaborative, supportive manner, yet advances the skills and dispositions for success.

Component 2 Job-Embedded Professional Development
--

Each district or Charter school is required to select one district student achievement goal from their educational improvement plan (EIP) as the achievement focus for this Q Comp application. Additional goals may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development and teacher evaluation.

Once the district student achievement goal is determined, each site (organizational unit) within the district is required to develop a school wide SMART goal based on the district goal. Once a school wide SMART goal is identified, each implementing site (organizational unit) within the district must complete sections 2.3–2.6 and identify the job-embedded professional development activities to be implemented to meet the school wide SMART goal. Each building or program LET team will meet in August of each year to review the current student achievement data, set appropriate goals and revise the goals and professional development for their program or building to support teachers in this work.

School wide goals must be updated annually, no later than October 1, based on new student achievement data. Site and district goals must align with each other.

2.1 Identify the district student achievement goal for Q Comp focus:

We will raise our highest levels of learning while narrowing the gap between our highest and lowest achieving students.

2.2 In the table below, identify each site (organizational unit) within the district: (This table will expand as needed.)

Site (organizational unit) Name
Northpoint Elementary
Park Terrace Elementary
Woodcrest Elementary
Westwood Intermediate
Westwood Middle School
Spring Lake Park High School/Distance Learning
Learning Alternatives Community School
Early Childhood
Adult Diploma

Replicate sections 2.3 – 2.6 for each site listed in section 2.2 above.

Northpoint Elementary

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit) _____. (*Examples of SMART goals can be found in the Q Comp Guidelines. Note that the starting value should match with the trend data of the current year found in 2.4c.*)

The percentage of students in kindergarten to grade 3 meeting or exceeding expected targets in fluency at Northpoint Elementary School will increase from 83.1% in 2009-10 to 87% in 2010-11 in the area of reading as measured by the DIBELS assessment.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

Research indicates students not learning to read by the end of third grade are at extreme risk of ever closing that gap. Therefore our focus is to develop in our students' key literacy skills (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) in the primary grades. We are also implementing a school wide Reading System of Intervention for student growth and success. Being in our third year of being a K-3 school, we now have two years of trend data to use as a basis for our SMART goal. With both classroom (Tier II) and basic skills (Tier III) interventions the PLC teams have in place, we feel that we can increase the percent of students from 83.1% to 87% as measured by the DIBELS in the 2010-11 school year.

b) Outcome Statement:

The 4 percent increase represents about (a calculated number) 28 students based on a predicted enrollment of 695 total students being tested at the site.

c) Aligned Supporting Data:

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal: DIBELS (Dynamic Indicators of Basic Early Literacy)									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: K-3						District trend data for all grades		
	School trend data*			District trend data					
	*New school to district in 08-09 school year								
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): percent at grade level target	NA	79.9%	83.1%	76.2%	77.4%	80.3%	75.7%	72.3%	78.0%
Number of students actually tested	NA	603	652	1329	1431	1401	1954	2094	2097
Number of students eligible for testing	NA	603	683	1349	1431	1422	1971	2094	2103

*All percentages should be calculated to at least one decimal place.

d) Add any additional supporting data needed to explain your rationale (as needed):

Northpoint was a new school to the district in the 2008-2009 school year. Therefore our trend data only extends back two school years.

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

A school improvement plan will be developed (by principal/teacher leaders), implemented, and utilized during the course of the school year to identify, focus, and structure the work of adults as it relates to the needs of students. Specific attention will focus on increasing the reading fluency scores of our K-3 students from 83.1% to 87% in 2010-11. The plan will consist of school wide, team, and individual professional learning focused on raising the highest levels of learning while narrowing the gap currently predicted by race and socioeconomics. PLC teams will meet for 90 minutes every two weeks with a focus on student learning (results). To compliment our PLC time certified staff will be meeting in Study Groups twice a month with a focus on staff learning (response to results). Continuous Improvement Coaches and Curriculum Leads will support the application and reflection of professional development and its implementation.

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.
 - To deepen and center our conversations around the district Learning Community Framework within our NP Professional Learning Community.
 - a. What is it that we want all students to learn? (Essential Learning Outcomes)
 - b. How will we know when each student has acquired the knowledge and skill? (Assessment)
 - c. What happens, despite our best efforts, a student does not learn? What happens when a student is exceeding expectations? (Instruction)
 - d. What instruction will take place to best meet the needs of our students? (Results/Response)
 - e. What do we need to know and be able to do, and what support do we need, so we are able to collectively and effectively respond to student needs?
 - To align the work of the adults at NP to continuously improve personalized instruction and responsiveness.
 - f. Differentiation – Instructional Strategies, Flexible Grouping, Lesson Complexity
 - g. Authentic Instruction – Higher Order Thinking Skills, Substantive Conversations, Connections to the World Beyond the Classroom
 - h. Meaningful Relationships – Classroom Culture, Equity Pedagogy
- b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.
 - a. Grade Level/Department PLC Teams focused on Content and common students. Grade level teams average 6-8 teachers per team. Department teams average 3-4 teachers per team.
- c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.
 - a. The principal is the instructional leader in the building and is the one most accountable for identifying, implementing, and refining school level, team, and individual work as it relates to student achievement and staff professional development. The building principal works weekly with the building Continuous Improvement Coach, the Learning and Equity Team, and each PLC in identifying short term, intermediate, and long term work specific to increasing student achievement.
- d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).
 - a. Learning and Equity Team – (NP Teacher Leaders) meet twice a month within teacher-contract day for 45 minutes
 - Our SLP strategic framework and the four quadrants (curriculum, assessment, instruction, and results/response) support our NP Continuous Improvement Plan and identified SMART goals. The LET's focus on these areas and the NP CIP supports identified work during PLC meetings, in-service days, and early release.
 - b. PLC Meeting – PLC teams will meet for 90 minutes every two weeks with a focus on student learning
 - c. Study Groups – meet twice per month for 45 minutes
 - Vertical/cross categorical teams (k-3) meet to discuss what staff needs to know and be able to do as it relates student needs. Staff learning and focus in study groups is specific to Personalization and Engagement: differentiation, authentic instruction, and building meaningful relationships. Innovation Configurations are used to measure school, team, and individual progress during the course of the school year.

- e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- i. Teacher team meetings/PLC meetings
 - i. 90 minutes every two weeks
 - ii. Introduction of specific instructional strategies.
 - i. PLC Meetings – each week
 - ii. Study Groups – twice per month
 - iii. In-service Days, Early Release, Whole Staff PD mornings (vertical share)
 - Oct. 14 – Early Release
 - Oct. 15 – Two Hour In-service
 - November 12 – Full Day In-service
 - December 6 – Two Hour In-service
 - January 27 – Early Release
 - January 28 – Two Hour In-service
 - February 22 – Full Day In-service
 - March 11 – Two Hour In-service
 - April 29 – Early Release
 - iii. Coaching cycles.
 - i. Three times per year or more – teacher/coach/curriculum lead
 - iv. Teacher evaluation timeline.
 - i. First tri, Second tri, third tri
 - v. Occurrence of any other professional development activities.
 - Oct. 14 – Early Release
 - Oct. 15 – Two Hour In-service
 - November 12 – Full Day In-service
 - December 6 – Two Hour In-service
 - January 27 – Early Release
 - January 28 – Two Hour In-service
 - February 22 – Full Day In-service
 - March 11 – Two Hour In-service
 - April 29 – Early Release

Park Terrace

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit) _____.

The percentage of students in kindergarten to grade 3 meeting or exceeding expected targets in fluency at Park Terrace Elementary School will increase from 81.5% in 2010 to 85.5% in 2011 in the area of reading as measured the DIBELS assessment.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

We are continuing to raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics. Research indicates students not learning to read by the end of third grade are at extreme risk of ever closing that gap. Therefore our focus is to develop in our students' key literacy skills (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) in the primary grades. The trend data for Park Terrace shows 1.2 % increase from 2008-2009 and a 2.6% increase from 2009-2010. This year, 2010-2011, we feel we should be able to make a realistic increase of 4 %. We chose a 4 percent increase feeling with the interventions put in place this school year; we can move at least an additional 4 students per grade level to proficiency. The rationale for this building goal is also based on current building level student achievement, recognition of System of Intervention research, and recognition of individual, group, and school improvement.

b) Outcome Statement:

The 3.5 percent increase represents about (a calculated number) 16 students based on a predicted enrollment of 400 total students being tested at the site.

c) Aligned Supporting Data:

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal: DIBELS (Dynamic Indicators of Basic Early Literacy)									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: K-3						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): Percent meeting or exceeding grade level benchmarks	77.7%	78.9%	81.5%	76.2%	77.4%	80.3%	75.7%	72.3%	78.0%
Number of students actually tested	480	446	400	1329	1431	1401	1954	2094	2097
Number of students eligible for testing	482	446	TBD	1349	1431	1422	1971	2094	2103

***All percentages should be calculated to at least one decimal place.**

d) Add any additional supporting data needed to explain your rationale (as needed):

Boundaries were changed in the 2008-2009 school year with a new K-3 building opening, changing the population and demographics of Park Terrace.

Overall description of the site’s job-embedded professional development plan:

2.5 Describe the site’s job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Park Terrace will primarily focus on three overarching professional development initiatives this year: System of Interventions, Personalization, and effective work of the PLC. The school improvement plan is developed and implemented by the Learning and Equity Team (LET), which includes the building principal and the Continuous Improvement Coach to identify, focus, and support the work of adults as it relates to the needs of students. PLC teams will meet weekly with a focus on student learning while Study Groups and Staff Learning Meetings will each occur two times per month with a focus on staff learning. Continuous Improvement Coaches and Curriculum Leads will support the application and reflection of professional development and its implementation.

Specific description of the site’s job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.
 - Park Terrace will implement our System of Interventions with fidelity this year. The implementation will include the standard treatment protocol, Peer Assisted Learning Strategy (PALS).
 - Staff will continue to align the work of building level PLCs with the district Learning Community Framework.
 - Staff will deepen their conversations about student learning using an equity lens to ensure culturally competent teaching.
 - All staff will engage in study groups focusing on building meaningful relationships with students to enhance personalized learning.

- b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.
 - Learning and Equity Team comprises the Continuous Improvement Coach, Curriculum Leads, Principal, Basic Skills/Special Education, and one teacher from each grade level.
 - All licensed staff are members of the Professional Learning Communities which are comprised of grade level (4-5 members) and/or by teachers focused on content or common students (3-4 members).

- c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

The principal is the instructional leader in the building and is the one most accountable for identifying, implementing, and refining school level, team, and individual work as it relates to student achievement and staff professional development. Student achievement will increase through the implementation of instructional strategies supported by professional development and study groups. The building principal works weekly with the Continuous Improvement Coach, the Learning and Equity Team, and each PLC in identifying short term,

intermediate, and long term work specific to increasing student achievement goals which are aligned with professional development. Teacher proficiency will be monitored through reflective conversations with the Continuous Improvement Coach, Curriculum Leads, and principal.

- d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

LET team meets for 60 minutes 2 times/month

- The LET will plan and assure that all PD activities are aligned with the Park Terrace school improvement plan and our school continuous improvement goals to improve classroom instruction and increase student achievement. LET members are school leaders who focus the professional learning at Park Terrace around the overarching professional development initiatives determined by the district. They are equipped with the skills and knowledge to assure the content and processes of our professional development are aligned to our school goals.

Study Groups meet for 60 minutes 2 times/month

- Study Groups are focused on teacher learning and continuous improvement. The study group topics are determined by the LET and are aligned with our PT continuous improvement goals. The study group aligns its learning with the innovation configuration designed to support the implementation of district initiatives.

Staff Learning Meeting meets for 60 minutes 2 times/month

PLCs meet 1 time/week for 50 min. (25 minutes are embedded in the student contact day; all of the 50 min. are within the teacher contract day.)

- e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- i. Teacher team meetings/PLC meetings.
 - o PLC meetings 1 time each week for 50 min. (25 min of which is embedded in the student contact day) Beginning the week of September 20, 2010
 - PLC work will focus on analyzing student data to respond appropriately with personalized instruction.
 - ii. Introduction of specific instructional strategies.
 - Study Groups will meet bi-monthly beginning Thursday, Oct. 28, 2010 continuing through May 26, 2011
 - o The Study Group focus will be building meaningful relationships, which is the emphasis in the third year of our Personalization initiative.
 - Staff Learning Meetings are scheduled to meet bi-monthly beginning September 16, 2010 continuing through June 2, 2011
 - o Staff Learning Meetings will focus on the implementation of the System of Interventions, specifically PALS (Peer Assisted Learning Strategies). There will also be an equity focus.
 - In-service Days, Early Release Days, Whole Staff PD Days
 - o Early Release Days: October 14, 2010; January 27, 2011; April 29, 2011
 - o In-service Days: October 15, 2010; December 6, 2010; January 28, 2011; March 11, 2011; June 10, 2011
 - o Whole Staff PD: August 30, 2010; August 31, 2010; September 2, 2010; November 12, 2010; February 22, 2011
 - o The above PD days will focus on building meaningful relationships with students, implementing our System of Interventions, deepening our understanding of equity as it relates to culturally competent teaching, and the implementation and support of new math curriculum.
 - Coaching cycles.
 - Three times per year or more – each teacher meets with the Coach

iii. Teacher evaluation timeline.

- 1st Trimester, 2nd Trimester, 3rd Trimester

iv. Occurrence of any other professional development activities.

Early Release

10/14/10 Math Curriculum

1/27/11 Peer Assisted Learning Strategies (PALS)

4/29/11 Tier II Interventions

In-Service Days

10/15/10 Math Curriculum

12/6/10 21st Century Fluencies and Balanced Literacy/Guided Reading

1/28/11 Meaningful Relationships

3/11/11 Culturally Competent Teaching

6/10/11 Equity and Meaningful relationships

Whole Staff PD

8/30/10 Building data review and Meaningful Relationships

8/31/10 Reading Assessments, ELOs, Essential Questions

9/2/10 Math Curriculum

11/12/10 Meaningful Relationships

2/22/11 21st Century Fluencies, Culturally Competent Teaching, Equity

Woodcrest Elementary

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit) _____.

The percentage of students in kindergarten to grade 3 at Woodcrest Elementary School will move to meeting or exceeding expected targets in fluency from 74.2% in 2010 to 80% in 2011 in the area of reading as measured the DIBELS assessment.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

- Research indicates students not learning to read by the end of third grade are at extreme risk of ever closing that gap. Therefore our focus is to develop in our students' key literacy skills (Phonemic Awareness, Phonics, Fluency) in the primary grades. We are also implementing a school wide Reading System of Intervention for student growth and success. In looking at our trend data, in 2009 the percent of students meeting the expected targets dropped 8.3% to 73.2%. In 2010 74.2% met the reading target. We chose a 6% increase based on current building level student achievement, recognition of System of Intervention research, and recognition of individual, group, and school improvement to close the gap from 2010 to 2011, bringing us closer to the data from 2008.

b) Outcome Statement:

The 6 percent increase represents about (a calculated number) 21 students based on a predicted enrollment of 355 total students being tested at the site.

c) Aligned Supporting Data:

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal: DIBELS (Dynamic Indicators of Basic Early Literacy)									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: K-3						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): Percent at grade level benchmark	81.5%	73.2%	74.2	76.2%	77.4%	80.3%	75.7%	72.3%	78.0%
Number of students actually tested	489	382	357	1329	1431	1401	1954	2094	2097
Number of students eligible for testing	492	383	379	1349	1431	1422	1971	2094	2103

***All percentages should be calculated to at least one decimal place.**

d) Add any additional supporting data needed to explain your rationale (as needed):]

Boundaries were changed in the 2008-2009 school year with a new K-3 building opening, changing the population and demographics of Woodcrest.

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

A school improvement plan is developed each year with the school's Learning and Equity Team, which include the continuous improvement coach, team reps, and the principal. This plan focuses in supporting the learning of adult around indentified areas of need related to student achievement. This plan further outlines the following:

- PLC teams will meet weekly, focusing on Essential Learning Outcomes, Assessment, Personalization, and Results/Response.
- All staff will engage in professional development (in the form of study groups, whole group, small group, team planning, book study, teacher-led walk-throughs and coaching) focusing Personalization (with an emphasis on Equity), Reading, and Math
- Staff will have ongoing job-embedded support of the use of the System of Interventions, including tiers, process and supporting documents to support problem solving process.

Specific description of the site's job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal. To provide opportunities for teachers to learn new knowledge and skills, review student data, create and modify assessment and instruction strategies, and to engage in conversation around the needs of all students, subgroups of students, and individual students.

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

Grade Level/Department PLC teams focus on common groups of students as they use DuFour four questions to guide their conversations and actions. Teams average 4-5 members.

c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

The principal is accountable to see that professional development needs are identified, based on student data. They will work in collaboration with the continuous improvement coach, members of the Learning and Equity team and curriculum leads.

d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

- a. Learning and Equity Team LET meetings are held monthly for 50 minutes, within the teacher contract day. This team also meets for half and/or full days in the summer months and 1-2 half or full days during the school year. The LET will plan and assure that all professional development activities are aligned to the Woodcrest School Improvement Plan and focused on our school goals. LET members will be the lead learners in the school, equipped with the skills and knowledge to assure the content and processes of our professional development is aligned to our goals. Our SLP strategic framework and the four quadrants (curriculum, assessment, instruction, and results/response) support our Woodcrest Continuous Improvement Plan and identified SMART goals. The LET's focus on these areas and the Woodcrest Continuous Improvement Plan supports identified work during PLC meetings, in-service days, and early release.

- b. PLC meetings are held one time per week during the teacher contract day for 45 minutes, 40 minutes of which are embedded in to the students' contact day. This averages to 90 minutes every two weeks.
- c. Study Groups met throughout the year, averaging about once monthly, lasting 45 minutes. Study groups focus on teacher learning and application. The topics studied are aligned to our Woodcrest School Improvement Plan and content knowledge is aligned to the specific Innovation Configuration for the initiative the study group is addressing.
- e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
 - i. Teacher team meetings/PLC meetings.
 - i. Teams meet from 9:00-9:45 daily, on a rotating basis so that each team meets once per week.
 - ii. Introduction of specific instructional strategies.
 - ii. PLC meetings
 - iii. Professional Development meetings, which occur approximately twice monthly on Thursday mornings from 8:10-8:55.
 - iv. In-service Days, Early Release Days
 - iii. Coaching cycles.
 - v. The coach meets with individual teachers a minimum of three times a year. These experiences include a pre-conference, observation, and a post-conference. Coaches may also team teach with classroom teachers. New teachers or teachers focusing on further refinement of practices may meet more frequently.
 - iv. Teacher evaluation timeline.
 - vi. Evaluations occur three times throughout the year, most often averaging one evaluation per trimester.
 - v. Occurrence of any other professional development activities.

Examples may include principal and teacher walk-throughs focusing on culturally relevant pedagogy, in implementation of reading strategies, specifically related to the five areas of reading: phonic awareness, phonics, fluency, comprehension, and vocabulary development, and in math instruction. Data collected on these walk-throughs will be used to analyze and reflect on current practices, determine next steps in professional development and to close the knowing–doing gap as our teachers implement initiatives in the areas mentioned above

Westwood Intermediate School

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit) _____.

The percentage of students in grades 4 and 5 meeting or exceeding grade level proficiency at Westwood Intermediate Schools will move to a from 67.0% in 2010 to 71% in 2011 in the area of reading as measured the Measure of Academic Progress (MAP) assessment.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

e) Rationale for this goal: *(Explain the reasoning behind choosing the content area and how the amount of increase is strategic and fits into a larger context.)*

Over the past three years in the area of reading there has been limited growth over time. In 2008 the percent of students who were proficient was 59.1% in reading, in 2009 the percent of students proficient was 62.6%, in 2010 the percent of students proficient was 67.0%. With the work we have been doing with our Systems of Interventions and in our teams we have made a 7.9 percent proficiency growth over the past 3 years with the greatest amount of growth last year. In order to continue this growth we will further develop and refine the implementation of the professional development in reading in the 2010 – 2011 school year. We chose a goal of increasing the percent of students by 4% to start closing the gap and reflecting growth we are seeing in math and accelerate the growth we are seeing in the area of reading on the Minnesota Comprehensive Assessments (MCAII).

f) Outcome Statement: *(Complete this statement based on the best forecast of students tested.)*
The 4 percent increase represents about 30 students based on a predicted enrollment of 735 total students being tested at the site.

g) Aligned Supporting Data: *(The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)*

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal: NWEA									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: Grades 4 and 5						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): Percent proficient	59.1%	62.6%	67.0%	59.1%	62.6%	67.0%	64.4%	67.6%	66.1%
Number of students actually tested	628	653	675	628	653	675	1934	1954	2009
Number of students eligible for testing	634	659	689	634	659	689	1941	1967	2023

***All percentages should be calculated to at least one decimal place.**

h) Add any additional supporting data needed to explain your rationale (as needed):

MCAII Reading Trend	06 - 07	07-08	08-09	09-10
Percent proficient	69.6%	72.7%	73.2%	76.3%

Year	% Proficient Math Grade 4 NWEA	% Proficient Math Grade 5 NWEA	% Proficient Math MCA II
2010	63.7%	71.5%	75.0%
2009	66.4%	65.6%	71.5%
2008	69.6%	62.9%	67.9%
2007	64.9%	64.9%	63.7%

Overall description of the site’s job-embedded professional development plan:

2.5 Describe the site’s job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

The PLC team is responsible for the four areas of implementation in the Spring Lake Park Community Framework: Quadrant 1 - What do we want students to learn, Quadrant 2 - How will we know they have learned it, Quadrant 3 - How will we personalize and engage the learning for students, and Quadrant 4 - What is our response for students who are and are not learning. During this PLC process teachers share, research, and implement instructional practices. The Curriculum Improvement Coach works with each PLC team during the year and provides feedback to each PLC team.

As a school we have also aligned our professional development goal in the area of Personalization which includes the following three components: differentiation, authentic instruction, and meaningful relationships with students. This relates to quadrant 3 in the Spring Lake Park Learning Community Framework.

In additions to Professional Learning Communities, Personalization, we are also working in the area of System of Interventions. This is related to Quadrant 4 in the Spring Lake Park Learning Community Framework.

Specific description of the site’s job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

f) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.

Personalization in the area of Authentic Instruction we are focusing on Classroom Culture, Equity Pedagogy, Higher Order Thinking Skills, Substantive Conversation, and Connections to the World Beyond the Classroom.

System of Interventions: Training in instructional strategies related to reading including PALS, reciprocal teaching, and reading comprehension interventions.

g) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

The Professional Learning Community Structure consists of 4 – 5 teachers per team at a grade level or department. The Learning and Equity Team meets every other week. Their main function is to plan, implement, and refine the School Continuous Improvement Plan centered on improving student learning and professional development.

- h) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

The building principal and continuous improvement coach are responsible for working with each of the PLC teams to assist the team in developing their goals, assessments, instructional strategies they will be using and response to learning. Each team also has a member on the building Learning and Equity Team.

- i) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes)

PLC teams meet three times over two weeks during the contract day from 8:35 – 9:10.

The Learning and Equity Team meet every other week from 7:45 – 8:25.

- j) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- i. PLC Meeting – meet three times over two weeks for 35 minutes each time during the contract day from 8:35 – 9:10

- b. Introduction of specific instructional strategies.

Sept. 3 – Personalization – Meaningful Relationships

Oct. 14 – Comprehension Instructional Strategies

Oct. 15 – Engaging in Higher Order Thinking Skills

Nov. 12 – Meaningful Relationships – Equity Pedagogy

Dec. 6 – Response to learning – flexible grouping (Differentiation)

Jan. 27 – Reading Interventions

Jan. 28 – Reciprocal Teaching, Questioning, Vocabulary Development, Interactive Technology

Feb. 22 – PALS, Reciprocal Teaching, Higher Order Thinking Skills

March 11 – Intervention planning for MCA II

April 29 – Meaningful Relationships – Equity Pedagogy

- c. Coaching cycles.

- i. Three times per year or more occurring at least once every trimester

- d. Teacher evaluation timeline.

- i. Three times during the year: evaluation 1 by December, evaluation 2 by February, evaluation 3 by April

Occurrence of any other professional development activities

Study groups – study groups will meet once a month beginning in December for 45 minutes on the following dates:

12/14... 1/11... 2/1... 3/8... 4/5... 5/10

The focus for the study groups at Westwood is in the area of meaningful relationships relating to classroom culture and equity pedagogy. Staff participates in study groups by completing a learning cycle of researching, implementing, and refining instructional practices.

Westwood Middle School

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit)

The percentage of students in grades 6-8 meeting or exceeding grade level proficiency at Westwood Middle School will move from 64.1% in 2010 to 70% in 2010 - 2011 in the area of reading as measured by the Measure of Academic Progress (MAP) assessment.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

Literacy has been a focus for teachers in all content areas. All teachers have focused instruction and assessment on literacy in the content areas. Previous data has shown that our students need improvement in this area. After reviewing of all our data, this was determined to be our greatest area of need. Our trend data shows that we made a 4.3% increase from 2008 to 2009. With this trend we chose 6% for our target, which will build toward our long-term goal of 85%.

b) Outcome Statement:

The 6 percent increase represents about (a calculated number) 60 students based on a predicted enrollment of 1000 total students being tested at the site.

c) Aligned Supporting Data:)

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal: Measure of Academic Progress (MAP)									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: Grades 6-8						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): percent at grade level target	64.9%	69.2%	64.1%	64.9%	69.2%	64.1%	64.4%	67.6%	66.1%
Number of students actually tested	949	921	949	949	921	949	1934	1954	2009
Number of students eligible for testing	955	927	967	955	927	967	1941	1967	2023

*All percentages should be calculated to at least one decimal place.

d) Add any additional supporting data needed to explain your rationale (as needed):

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Professional development will be developed and provided in the areas of: literacy across the curriculum, personalization and differentiation in the content areas for all students, use of assessment for learning data to use alternative instructional strategies as well as implementing Tiers II - IV of our System of Intervention.

Specific description of the site's job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

- a. We will provide a list of specific instructional strategies that will be implemented to meet the school-wide SMART goal. Examples are: literacy across the curriculum strategies, mini-clinics with anchor activities, tiered lessons, enhancing writing through the use of constructed response in all content areas, flexible grouping, HOTS, personalization/differentiation and use of interventions related to identified reading deficit.

- a) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

Our definition of a PLC is teachers who teach like content to like students (e.g. 7th grade American Studies). The average number of teachers within a PLC is 3.

- b) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

The building principal works with the building leadership team to develop the specific topics for the upcoming professional development days. Each faculty meeting, professional in-service day and early release day is planned based on faculty needs in relation to the District initiatives. The building leadership team meets two Wednesdays out of each month. We have bi-monthly faculty meetings that are dedicated to professional development as well as each district scheduled professional development days.

PLC agendas are developed by the district framework. The discussions center around what it is we expect students to learn, how we will know if they learned it, what response we will have if they haven't learned it and what enrichment we will provide when they have learned it or know it already.

- c) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

Each PLC/grade level will meet for a minimum of 60 minutes at least once per week embedded in the student day.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:


- i. Introduction of specific instructional strategies.
October – Personalization – meaningful relationships
November – Literacy
December – Interventions
February – 21st Century Fluencies

- ii. Coaching cycles.
Three times per year or more

- iii. Teacher evaluation timeline.
All probationary teachers complete the evaluation cycle between October – March.
All teachers receive feedback in the area of learning targets, Success criteria which are indicators to specify mastery of instructional strategies, student engagement and elements of personalization/differentiation on a trimester basis

- iv. Occurrence of any other professional development activities.

September 8th – Persisting	October 15th – (conf prep?) Meaningful Relationships
September 22nd – Managing impulsivity Finding humor	November 12th - Literacy
October 6th – Listening with understanding and empathy	December 6th - Interventions
November 3rd – Thinking flexibly	January 28th – (conf prep?) Literacy
November 17th – Thinking about your thinking (Metacognition)	February 22nd - 21st Century Fluencies
December 1st – Striving for accuracy	March 11th - Literacy
December 15th – Questioning and problem posing	
January 5th – Applying past knowledge to new situations	
January 19th – Thinking & communicating with clarity and precision	
February 16th – Gather data through all senses	
March 2nd – Creating, imagining, and innovating	
April 6th – Responding with wonderment and awe	
April 20th – Taking responsible risks	
May 4th – Thinking interdependently	
May 18th – Remaining open to continuous learning	
 Early Release Days:	
October 14th – Assessments	
January 27th – Personalization	
April 29th – Meaningful Relationships	

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	----------------------

Spring Lake Park High School & Distance Learning

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for Spring Lake Park High School and Distance Learning.

The percentage of all students in grade 10 at Spring Lake Park High School and Distance Learning passing the GRAD portion of the Reading MCA-II will increase from 76.6% in 2010 to 80.6% in 2011.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

The Spring Lake Park High School faculty recognizes the importance of reading for success in all disciplines, careers and college readiness, and basic citizenship. We chose a 4% increase because we believe this is attainable but will not be simple. As a high school, we have implemented a System of Interventions focused on getting all students reading at the level prescribed by the state exam by grade 10. Since we are about 25% from having 100% of our students meeting our goal, we set our goal at 4% and will continue to do that each year so that we meet our long term goal of all students in 6 years.

b) Outcome Statement:

The 4% percent increase represents about (a calculated number) 14 students based on a predicted enrollment of 353 total students being tested at the site.

c) Aligned Supporting Data:


MCA-II data must include MTELL and MTAS results.

X GRAD Reading (SLPHS & DL) <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: Grade 10					
	School trend data*			District trend data		
	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): percent proficient	75.9%	73.4%	76.6%	72.2%	70.9%	74.8%
Number of students actually tested	311	320	334	345	347	361
Number of students eligible for testing	314	322	335	350	349	363

***All percentages should be calculated to at least one decimal place.**

d) Add any additional supporting data needed to explain your rationale (as needed):

Overall description of the site’s job-embedded professional development plan:

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

2.5 Describe the site’s job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Professional development will be identified, developed and provided in the areas reading: decoding, fluency, and comprehension, equity, differentiation, and interventions. Each of these is designed to meet the needs of individual students and improve reading scores. We will do this through our school improvement plan that will be developed (by principal/teacher leaders), implemented, and utilized during the course of the school year to recognize the work of adults as it relates to the needs of students. The plan will consist of school wide, team, and individual professional learning focused on raising the highest levels of learning around reading. PLC teams will meet weekly with a focus on student learning.

Specific description of the site’s job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal. Professional Learning Teams: Teachers meet on a weekly basis in discipline-based professional learning teams. This time allows teachers to create concept maps for each unit, determine a plan for pre-teaching vocabulary, and other reading strategies specific to the discipline.

Professional development to implement reading interventions: Teachers have been identified to provide specific instruction in the area of reading. Each will be trained to deliver instruction in decoding, fluency, or comprehension strategies.

Cultural competence professional development: There is a gap in the achievement levels of our white students compared to the black, Hispanic, Asian, and American Indian students in the building. Our goal with this training was to develop skills to work with ALL students and eliminate gaps based on race.


System of intervention training: All teachers have been trained to identify students’ needs, address them in the classroom whenever possible, and to refer students when the professional learning team or small learning community could not meet the needs of students. The referred students’ needs were addressed by the building problem solving team.

Personalization professional development: All teachers worked with coaches on Personalization. There have been two specific areas that are targeted by our coaches: differentiation and authentic instruction as described in the work of Fred Newmann. Coaches will continue to focus on these areas this year.

- b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

The professional learning teams in our building are identified by each department. They range in size—from two to five-- dependent on the number of teachers in the course. The criterion for teams is to be in course-alike groups. Some teachers may be on multiple teams due to the number of courses they teach.

- c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

The Learning and Equity Team (LET) at the building level is responsible for continuous improvement and professional development. There are two types of work that may be led by this group: learning work and adaptive work. When we determine that there is a need to change procedures or practices, a task force is identified to research and make recommendations for change. This is learning work. If those recommendations require the implementation of new practices or procedures an implementation committee is formed to provide leadership in the change process including professional development. This is adaptive work. With the leadership of the LET and our task forces and implementation committees, we provide professional development to staff. The time frames and determination of the activities are typically decided by LET since there are LET members on each task force and committee.

Our building LET meets every two weeks for an average length of 1.5 hours per meeting. At each meeting the School Improvement Plan is reviewed and adjusted to ensure progress. Our professional development plan is created in August prior to the start of the school year and shared with staff before school starts. It is at this time that action plans are created, facilitators named and projects and initiatives to support our school wide goal are identified.


- d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

The high school professional learning teams (PLTs) have 30 sessions over the school year with a student late start. Each team meets for 45 minutes per week for a combined total of 1.5 hours every two weeks. In addition, on some professional development days or early release days, extra time is provided for teams to have discussions on topics that have been presented to determine implementation of the professional development or to complete work that is difficult to complete in a short meeting. (See schedule above for typical PLT time)

Our building LET meets every two weeks for an average length of 75 minutes per meeting 45 of which will be considered during contract time. Teachers receive additional compensation for being a member of LET.

Study Groups: Each teacher is on a study group and the meetings are at the discretion of this group. It has been recommended that they meet every three weeks for 45-60 minutes after school but still during contract time.


- e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- i. Teacher team meetings/PLC meetings.
 - Wednesdays Professional Learning Team – Teachers from the same course work together to improve learning and teaching. These conversations include reading strategies that were presented the previous year. The team will meet for 30 sessions over the school year with a student late start. Each team meets for 45 min per week for a combined total of 1.5 hours every two weeks. This time is during the teacher contract time.
 - Professional Learning Team – Collaborative work by course alike teams (3 hours on a conference preparation day)
 - September 15 Faculty Meeting - Information on the Student Assessment and Reporting procedures. Plan around meaningful relationships
 - a. Introduction of study groups around personalization
 - October 14 Early Release – Review procedures for system of interventions. Focus on culturally competent instructional strategies to address differentiation. Content area instructional strategies for reading (2.5 hour early release)

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

October 15	In-service – Teachers met in professional learning teams to identify personalization strategies they are already using and intending to implement. Team will also work on T2 assessments and reporting procedures and aligning targets and assessments. (2.75 hour session on conference preparation day)
November 12	In-service – Continuation of professional development with additional information of how to determine if students need a referral to the problem solving team, PLT time and projects related to our Professional Learning Plan. Content area instructional strategies for reading (7 hours on professional development day)
November 17	Faculty Meeting – Learning options and schedules reviewed to provide flexibility, quality and other extended learning alternatives within a six-period day (0.75 hour faculty meeting)
December 7	In-service - Cultural Competence – The equity task force will provide professional development to continue school wide dialogue about race and its impact on our students and us (2.5 hours early release)
December 15	In-service. Continue our dialogue from December 7 (0.75 hour faculty meeting)
January 19	Faculty Meeting – PLT planning for using data to plan instruction, responding to learners and reviewing common assessments (0.75 hour faculty meeting)
January 27	Early Release – Professional learning around meaningful relationships, personalizing instruction (2.5 hours early release)
January 28	In-service – Reflective practice and the impact on student learning and how we can use in the our classrooms (2.75 hour session on conference preparation day)
February 16	Faculty Meeting – System of Intervention. Using data to work with your PLT for Tier 1. (0.75 hour faculty meeting)
February 22	In-service – School priorities professional development around advisory, assessment practice, system of intervention...creating a learner center community and the results we are seeing. (7 hours on professional development day)
March 11	In-service – PLT planning and guide work for T3, reviewing data and teamwork protocols.
March 23	Faculty Meeting – Professional learning around meaningful relationships, personalizing instruction (0.75 hour faculty meeting)
April 20	Faculty Meeting – professional development to continue school wide dialogue about race and its impact on our students and us (0.75 hour faculty meeting)
April 29	Early Release – Content area instructional strategies for reading (2.5 hours early release)
May 18	Faculty Meeting - Reflective practice and the impact on student learning and how we can use in the our classrooms (0.75 hour faculty meeting)

- ii. Coaching cycles.
Each teacher is observed by a Continuous Improvement Coach during each trimester. These observations are followed by a structured dialogue with the coach. In addition, teachers have the opportunity to meet with a coach on a regular basis to work on any topic related to teaching and learning.
- iii. Teacher evaluation timeline.
We currently evaluate each teacher who is not on a continuing contract at least three times during each school year, with the goal of evaluating once per trimester. These evaluations are completed by the principal or assistant principals.

The administrative team, in addition, completes walkthroughs in all teacher classrooms on an ongoing basis throughout the year. It is difficult to see reading interventions when in the classroom for a short period of time but feedback is provided to teachers on the strengths and concerns identified during the walkthrough. Concerns are typically followed up with a face-to-face conversation.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	----------------------

All teachers, moreover, receive feedback from Continuous Improvement Coaches concerning their use of Personalization, which includes Differentiation, Authentic Instruction, and Meaningful Relationships. Teachers have the opportunity for such feedback at least three times throughout the year but can opt for additional professional learning with their Continuous Improvement Coaches if they choose.

- iv. Occurrence of any other professional development activities.

Learning Alternatives Community School

2.3 Identify the student achievement school wide SMART goal as the focus of job-embedded professional development for (organizational unit) _____.

The percentage of all students in grade 10 at Learning Alternative Community School passing the GRAD portion of the Reading MCA-II will increase from 48.1% in 2010 to 60% in 2011.

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

In looking at our data, we felt that our greatest area of need was in the area of reading. We have started to implement a Systems of Intervention and support to our students so that they will meet the state level in the area of reading. We chose a goal of a 12% increase and while that may seem high, it is only about an increase of 4 students. We feel that is attainable with the systems we have put in place this year.

b) Outcome Statement:

The ___12%_ percent increase represents about (a calculated number) __4___ students based on a predicted enrollment of ___27__ total students being tested at the site, Learning Alternatives Community School.

c) Aligned Supporting Data:

d) MCA-II data must include MTELL and MTAS results.


Identify standardized assessment in the SMART goal: Graduation Required Assessment for Diploma (GRAD)									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: Grade 10						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate): passing GRAD portion	35.2%	29.6%	48.1%	72.2%	70.9%	74.8%	72.2%	70.9%	74.8%
Number of students actually tested	34	27	27	345	347	361	345	347	361
Number of students eligible for testing	35	26	28	348	351	363	348	351	363

***All percentages should be calculated to at least one decimal place.**

e) Add any additional supporting data needed to explain your rationale (as needed):

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

Specific description of the site’s job-embedded professional development plan:

The LACS staff will get trained in technology tools to enhance student engagement of setting goals and processes. The LACS staff will develop an advisory system that supports student efficacy and positive goal setting

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.
 -we will get training on Project Foundry, a project learning-based technology tool to increase student participation in determining learning goals and objectives
 -we will get training on developing advisories that include goal setting, coaching support, and positive psychology for staff to teach students more effectively

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

Teachers who are in the Learning Alternatives Community Schools, 9-12.

c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

This will be a team decision based on the steps developed to reach our goal

d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

PLCs meet every week for 45 minutes for a total of 90 minutes every other week.

We will dedicate one full day of training on Project Foundry and one full day on developing an advisory system.

We will also dedicate 50% of our weekly PLC meetings to both of these goals

e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

i. Teacher team meetings/PLC meetings.

Wednesday morning for PLC meetings, One day in August, one day in October.

ii. Introduction of specific instructional strategies.

Lecture, discussion, question and answer

iii. Coaching cycles.

Once a month

iv. Teacher evaluation timeline.

Twice a year – November and March

v. Occurrence of any other professional development activities.

Oct. 14 - Early Release - Project-Based Learning

Oct. 15 - Two Hour In-service - Coaching Strategies

November 12 - Full Day In-service - Coaching Strategies

December 6 - Two Hour In-service - Coaching Strategies

January 27 - Early Release - Project-Based Learning

January 28 - Two Hour In-service - Coaching Strategies

February 22 - Full Day In-service - Coaching Strategies

March 11 - Two Hour In-service - Project-Based Learning

April 29 - Early Release - Coaching Strategies

Yearly MAAAP conference

Early Childhood

2.3 Identify the student achievement schoolwide SMART goal as the focus of job-embedded professional development for (organizational unit) Early Childhood Programs. *(Examples of SMART goals can be found in the Q Comp Guidelines. Note that the starting value should match with the trend data of the current year found in 2.4c.)*

By May 27, 2011, 80% of parents in designated Early Childhood Family Education classes will successfully implement 2 Indicators (long-term learning goals) in the Social-Emotional Development Component of the Early Childhood Development Domain in the Minnesota State Parent Education Core Curriculum Framework and Indicators.

2.4 Provide the rationale and supporting data used to determine the student achievement schoolwide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal:

Early Childhood Development is a major area in the Minnesota State Parent Education Core Curriculum Framework and Indicators and social-emotional development is the key to school readiness and later school success. The component of social-emotional development was chosen for our school wide goal because of its importance in the overall early childhood learning arena and its alignment to the district-wide initiative of Systems of Intervention.

Outcome Statement: **We do not currently have trend data. This year would be a baseline measurement of this data.**

b) Aligned Supporting Data:

We do not currently have trend data. This year would be a baseline measurement of this data.


MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal:									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal:						District trend data for all grades		
	School trend data*			District trend data					
		07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09
Valid measure of achievement (e.g., percent proficient, index rate):									
Number of students actually tested									
Number of students eligible for testing									

***All percentages should be calculated to at least one decimal place.**

c) Add any additional supporting data needed to explain your rationale (as needed):

This is our first year of measuring parent student achievement in this area.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

Overall description of the site’s job-embedded professional development plan:

2.5 Describe the site’s job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Job embedded professional development will be planned by the Learning and Equity Team to align the learning work of adults with the identified needs in student achievement. All staff will participate in professional development focusing on Systems of Intervention, Personalization, and 21st Century Learning skills through study groups, large and small group work, teacher walk-throughs, coaching, and training. This work will take place on scheduled professional development days and in PLC’s.

Specific description of the site’s job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal. Instructional strategies to meet the school wide goal will include: Coaching, modeling, reflective parenting, observation and feedback, parent education/discussion in large and small groups, and book study.

Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.
PLC’s are organized by grade level and discipline. The average number of members is 4.

- b) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated schoolwide SMART goal. The ECFE Coordinator and ECSE Coordinator are ultimately responsible for identifying, developing and evaluating all professional development at the Early Childhood Level. The teacher leaders in our Learning and Equity Team give direct input into identifying goals and strategies for the learning work in the program. The PD Plan below describes who is responsible for what, when in this year’s plan.
- c) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes)

Early Childhood PLC’s meet weekly for 60 minutes during the school day.


Early Childhood Learning and Equity team meets at least once a month for 1.5 hours during the school day and in the summer for 1-2 full days.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
 - i. Teacher team meetings/PLC meeting

Teacher team meetings

ECFE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	<p align="center">8:00-9:00 Collaboration & Planning weekly</p>	<p align="center">7:30-8:30 LET (2nd of month)</p> <p align="center">8:00-9:00 Collaboration & Planning</p>	<p align="center">8:00-9:00 Parent Ed PLC weekly</p> <p align="center">8:00-9:00 EC Teacher PLC weekly</p>		<p align="center">Staff meetings monthly</p>

- ii. Introduction of specific instructional strategies

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	----------------------

- PLC's weekly, All Staff meetings
- iii. Coaching cycles.
Three times per year.
 - iv. Teacher evaluation timeline.
Three times per year
 - v. Occurrence of any other professional development activities.

2010-2011 EC Professional Development Plan

<i>Date</i>	<i>Who is responsible</i>	<i>When</i>	<i>What</i>
OCT 15th	ECFE/ECSE Coord	All day	Intro to P.D. for the year
OCT 19th	ELL/Equity Coord.	8:00-9:30	Positive Behavioral Supports
NOV 12th	ECSE Coord.	8:00-12:00	CPI Refresher Training
		1:00-4:00	Positive Behavioral Supports
DEC 6th	ECFE/ECSE Coord.	All day	Positive Behavioral Supports Communication/Collaboration Personalization
JAN 28th	ECFE Coord.	8:00-12:00	Personalization Positive Behavioral Supports Communication/Collaboration
	Teacher Leaders	1:00-4:00	Review Literacy SOI
FEB 22nd	ECSE & Preschool Teachers	All Day	Fall Programming
MARCH 11th	ECSE & ECFE Coord.	All Day	Scorecard Personalization Positive Behavioral Supports
MAY 31st	ECFE/ECSE Coord.	8:00-10:00	Year in Review

Adult Diploma

2.3 Identify the student achievement schoolwide SMART goal as the focus of job-embedded professional development for (organizational unit) _____. (Examples of SMART goals can be found in the Q Comp Guidelines. Note that the starting value should match with the trend data of the current year found in 2.4c.) Percentage of Adult Diploma students in grades 12+, meeting NRS Educational Functional Level goals will increase from 40% in 2010 to 42% in 2011 as measured by the TABE test.

2.4 Provide the rationale and supporting data used to determine the student achievement schoolwide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal: (Explain the reasoning behind choosing the content area and how the amount of increase is strategic and fits into a larger context.)

NRS Educational Function Level achievement is reached by increased attention to individualized awareness of student needs and data assembly resulting in meeting target goals set by the state. The 2% increase is higher than the target required by the ABE division at MDE.

b) Outcome Statement: (Complete this statement based on the best forecast of students tested.)
 The 2 percent increase represents a target percentage increase for NRS Educational Function Goals.


c) Aligned Supporting Data: (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)

MCA-II data must include MTELL and MTAS results.

Identify standardized assessment in the SMART goal:									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify NRS Educational Function Level in the SMART goal:								
	Adult Diploma NRS trend data*			State NRS Targets/Actual					
	07-08	08-09	09-10	07-08	08-09	09-10			
Valid measure of achievement (e.g., percent proficient, index rate):	29%	26.2%	40%	32.5%	30.5%	36.5%			
Number of students with NRS level change	64	62	106						
Eligible participants	220	236	265						

***All percentages should be calculated to at least one decimal place.**

d) Add any additional supporting data needed to explain your rationale (as needed):

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

Overall description of the site’s job-embedded professional development plan:

2.5 Describe the site’s job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Professional development will be developed and provided in the areas of: literacy across the curriculum, personalization and differentiation for all students, use of assessment for learning data to use alternative instructional strategies and System of Interventions.

Specific description of the site’s job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.

b)

The Adult Diploma Teacher/Coordinator will work with the Director of Community Education and ABE Site Supervisor to develop a Professional Development plan which would include the following: personalization and differentiation, system of interventions, on-line learning resources and opportunities and individualized student learning plans

c) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

PLC Teams consists of Adult Basic Education teaching staff at the Metro North Consortium. Average number of staff on the PLC Teams vary from 2-8 depending on the PLC meeting.

d) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated schoolwide SMART goal.

e) Adult Diploma Coordinator works with Metro North Consortium leadership staff on professional development topics and implementation.

Metro North has weekly PLC meetings planned and based on student and staff needs.

Adult Diploma staff meets quarterly to address professional development, curriculum, and student achievement data.

f) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

Metro North Teacher Teams meet 60 minutes a week, every week.

g) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

e. Teacher team meetings/PLC meeting

Weekly for 60 minutes

f. Introduction of specific instructional strategies


In-Service Days, District Professional Development, Adult Basic Education PLC Meetings

g. Coaching cycles.

Three times per year or more each teacher meets with a coach

h. Teacher evaluation timeline.

Quarterly

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

- i. Occurrence of any other professional development activities.
In-Service Days, Whole Staff PD Days, State Conferences, ABE specific learning opportunities

<p>Component 3: Teacher Evaluation/Observation</p>

An objective and comprehensive teacher evaluation/observation system includes all of the following:


- **Aligned with the district educational improvement plan and the staff development plan;**
- **Conducted at least three times per year using an objective performance evaluation rubric;**
- **Implemented by a locally selected and trained evaluation team; and**
- **Based on classroom observations of instructional practice.**

Overall description of the teacher evaluation/observation system:

3.1 Describe the overall teacher evaluation/observation process and how it is implemented under the guidance of the teacher leaders and supported by the job-embedded professional development plan.

- At the beginning of each year, each tenured and probationary teacher will meet with their coach to determine their focus/goals for the year on the teacher performance appraisal or innovation configuration. If a tenured teacher or his or her principal has identified an additional need on the Teacher Performance Appraisal rubric, they may also choose a goal from that rubric too, and the assigned coaches will support that teacher to improve performance.
- One element, such as Authentic Instruction from the Innovation Configuration or a domain from the Teacher Performance Appraisal (TPA) is selected for focus. All staff will be expected to perform at or above standard on the TPA rubric before choosing the Innovation Configuration goal, again ensuring multiple measures over time.
- The administrator and teacher leader will review the goals and approve all goals at the beginning of the year.
- During the year, at least three formal observations will be conducted by two different teacher leaders for each tenured and non-tenured teacher to collect evidence and determine if the teacher has met their goal(s). Progress toward the goal will be shared with the teacher and principal each trimester. Our Human Resources department will track this also and send reminders to staff so that all teachers understand their progress towards achieving their performance pay.
- The progress toward the goal will be forwarded to the administrator and LET team for final approval and then sent to Human Resources for payment.
- If the coach and administrator approve the attainment of the goal, the teacher will earn the related performance pay of 80% or \$1360.

The district wide job embedded professional development plan is congruent to the Q Comp plan. In this plan, teachers work with their coach in the identified area with the ultimate goal of increasing demonstrated knowledge and skills that will improve student achievement.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

The Spring Lake Park Learning Community Framework guides all school improvement initiatives. (Please see Appendix A for the example of the Framework). These initiatives are then evaluated using a rigorous professional development evaluation tools (walkthroughs, teacher surveys, LTA feedback, interviews with coaches) and data analysis of student achievement results from MCA II's, NWEA and DIBELS. Teacher leaders work collaboratively with colleagues on continued professional growth including content knowledge, instructional strategies, assessment practices and cultural competencies.


Personalization has been the focus area for the past two years and will continue for next year. The components are differentiation, authentic instruction and meaningful relationships with students. Personalization was defined by a task force and has three main components related to student achievement. Our continuous improvement coaches work with teachers on two options for observations in the area of personalization. Please review the Framework for the Future Document in Appendix B for a detailed explanation of the process.

Detailed description of the teacher evaluation/observation rubric and system:

Each time, prior to meeting with a teacher leader, teachers will fill out or update the “Pre-Observation” form so that he or she can reflect on which portion of the Teacher Performance Appraisal rubric or Innovation Configuration they choose to focus and why. The Pre-Observation form also requires the teachers to indicate which levels of Bloom’s Taxonomy they are aiming for in the lesson, what type of instructional strategies and assessments will be used, as well as any special accommodations they will make for students. The success criteria, which are indicators to specify mastery of instructional strategies for attaining the selected goal or goals, will be indicated on the pre-observation form. Building administrators will be able to review this form and provide any feedback they feel might be helpful and supportive of the process. This pre-observation form will then be given to the coach in advance of all of the observations. The Teacher Performance Appraisal rubrics were designed to support new staff and assist in evaluating basic competency. The Innovation Configurations are representative of the initiatives and expected practice within the Spring Lake Park Learning Community and represent a professional growth goal. All are supportive of the goal of increasing student achievement for all students. The Pre-Observation conference should take place one week prior to each of the observations.

Observations are for a full class period. In addition, walk throughs can be used as an additional coaching tool. Walk throughs consist of a coach visiting a classroom for 10-15 minutes several times throughout a given period of time. Teacher leaders will document the observation experience and provide feedback during a post conference session. Currently our observations are focusing on the personalization initiative within the district which emphasizes differentiation, authentic instruction and developing meaningful relationships with students. Our focus may change with the data that we receive on student performance and professional development evaluations. Please reference Appendix C for the Spring Lake Park Innovation Configurations explanation and supporting documents. During the observation, teacher leaders will take notes on the “Q Comp Observation Guide.” This form will be used as a tool to help guide the reflective post-conference and to help promote inter-rater agreement between the teacher leader and the teacher being observed.

As a follow-up to the observation, the teacher and teacher leader will schedule a mutually-agreeable date, within 48 hours of the observation, to meet for the post-conference. Prior to the post-conference, the teacher will fill out the Q Comp Post-Conference Reflection Guide that will assist with the reflective process. Both the teacher and teacher leader will bring the completed Q Comp forms to the post-conference and use them as points of discussion to lead the dialogue. When the lesson has been debriefed, the teacher leader will evaluate the lesson according to the Innovation Configurations and successful attainment of the success indicators that were chosen earlier in the process. If consensus is reached, the post-conference will conclude. If there is disagreement about the evaluation scores, both parties will review their notes and explain where they feel the lesson should be scored on the IC or rubric. If, though this type of discourse, agreement is still not reached, the teacher can opt to appeal the observation and evaluation. Evaluations will then be forwarded on to the administrator for final review and approval. If, through the course of appeal, an additional observation is recommended to demonstrate attainment of the goal, a coach can work with that teacher during a two-week period of time

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

to improve his or her performance before another observation is conducted. If for some reason, an observation needs to be cancelled by a teacher or coach, a new observation date must be scheduled within 48 hours.

The evaluation system that is currently in place for our non-tenured staff members is a system created through a process comprised of a committee of teacher leaders, principals, coaches, and human resources representatives. As with all non-tenured staff in the state of Minnesota, our non-tenured staff must engage in three observations per year and demonstrate competency, as defined by the evaluation rubric, by the end of the third year to be recommended for tenured status. The Spring Lake Park model is based on Charlotte Danielson’s rubric for effective teacher evaluation but adapted to the professional learning needs of our district. Probationary teachers will also participate in additional observation sessions with teacher leaders to be eligible for Q Comp Performance pay which will still be based on the Innovation Configurations goals. Please see Appendix D for the Spring Lake Park rubric. Continuous Improvement Coaches will be trained in the Teacher Performance Appraisal model by the Teaching and Learning Coordinator at the team’s bi-weekly meetings. Materials from ETS Pathwise will be used to support the training.

The Personalization Innovation Configurations are connected to the Teacher Appraisal rubric in that the ICs are considered a guide for how implementation of the Teacher Appraisal “Instructional Domain” should look when enacted at its optimum level.

3.2 Provide a description of the teacher evaluation/observation rubric and process for all staff in these areas:


- a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

New teaching staff will meet with individual principals during the teacher induction sessions for an overview of the process and rubrics/IC’s before the start of the school year. Teacher leaders with observation duties will then mentor the new teachers and help them prepare for evaluations before the first formal evaluation with the principal. Coaches will check for understanding throughout the year. Returning staff will have a yearly review of the process from their Learning and Equity Teams each year during back to school workshop. Staff will set individual goals with coach at the beginning of the year.

- b) Describe when the following components are conducted during the evaluation/observation cycle:

Observations will occur three times a year, one each trimester. Each staff member will be observed by at least two trained coaches to ensure inter-rated reliability. At least two observations must be completed by the end of the second trimester. Pre-conference sessions will occur prior to each lesson and post conferences will follow each lesson. Self analysis and reflection occur before the post observation session with the teacher leader. Pre and post conference sessions will occur within 48 hours of the lesson. Progress will be documented on the Teacher Observation Record found in Appendix E. Please reference Appendix E for the observation forms.

- i. Pre- and post-observation conferences for each observation cycle.
 - a. Using personal growth and change reflection form
 - b. Year long goal setting plan
 - c. Classroom Coaching Visit
- ii. Self-analysis and reflection.
 - Occurs after the lesson with a follow up from the coach

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

3.3 Describe the process that will be used to instruct all evaluators/observers in their duties to ensure integrity and sustainability of the process. Please include the following elements of the process:

- a) Prevention of score inflation or deflation.
- b) Adherence to formal observation cycles.
- c) Initial training and ongoing training to all evaluators/observers.
- d) Ensuring inter-rater reliability.


Our teacher leaders have engaged in extensive professional development using “Reflective Practice to Improve Schools” by Jennifer York-Barr and William A. Sommers which has provided practical tools and insights to facilitate a transition from theory to practice. Our teacher leaders have also had extensive training in literacy through the Reading First grant, Authentic Instruction with Dr. Avery from the University of Minnesota, Cognitive Coaching with William Sommers, Equity through the Pacific Educational Group, and data analysis with Jerelyne Nemanich. Inter-rater reliability and personalization training is led by Dr. Jennifer Kunze. Also included are the Innovation Configurations from The National Staff Development Council on which the professional growth of teachers is determined. Both of these tools were developed with groups of teacher leaders and administrators from across the district. Please see Attachment K for the calendar of Teacher Leaders’ Training Calendar.

The coaching process has been a part of the professional development plan in the Spring Lake Park Schools for the past five years, each year expanding the opportunities for staff. The formal cycle is supported by continuous improvement teacher leaders, curriculum leads and principals. The professional development training referenced in Component 3.2 to train all observers is an on-going process throughout the year that prevents score inflation and increases inter-rater reliability as does the innovation configuration model also previously referenced. The formal process will include one observation per trimester, two to be completed by the end of the second trimester. Teachers will be observed by more than one teacher leader and we plan on using a combination of coaches and leads for this purpose to ensure inter-rater reliability.

The teacher leaders who will be serving as observers and evaluators will go through an extensive and ongoing training program throughout the course of the year. The training program will include a three-hour “pre-session” for those newly hired and five additional meetings—that total 24 hours—at which the teacher leaders will be trained on the observer process so that high levels of inter-rater reliability can be achieved. Attachment K, the Teacher Leaders’ Training Calendar referenced above, indicates the dates of those meetings as well as the length and purpose. The specific steps¹ that Jennifer Kunze will take to train teacher leaders for inter-rater reliability include the following:

- a) Review of Innovation Configurations and Teacher Performance Appraisal rubric: what they are, what their purpose is, and what the content is in each that will be used in the Q Comp Program;
- b) As a whole group, watch classroom video of a Spring Lake Park classroom that was taken during the 2009-2010 school year and take notes, using the “Q Comp Observation Guide” about the pedagogy observed;
- c) Share dialogue with partners about what was observed;
- d) Independently, evaluate the lesson observed by scoring the Innovation Configurations or rubrics;
- e) With another teacher leader, compare and contrast evaluation scores on the IC or rubric. When there is any difference of opinion, teacher leaders will explain why they have scored the tool as they did and will continue to discuss what was observed until consensus is reached. In the event that consensus is not reached, the two teacher leaders will compare and contrast evaluation scores with another pair and repeat the process until consensus is reached; and

¹ The steps mimic the training that Jennifer Kunze received from Dr. Patricia Avery, a U of M professor in Curriculum and Instruction as she was learning how to evaluate teachers as part of the Post-Baccalaureate program, in 1997-1998. Dr. Avery also trained all members of the Spring Lake Park K-8 coaching team in this identical process in 2009.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

- f) Jennifer Kunze will then debrief the scoring process with all teacher leaders to provide any needed directions and determine consensus.

This training is an iterative process that will be repeated in each Teacher Leader meeting throughout the duration of the school year.

3.4 Describe the evaluation/observation process designed for licensed staff not assigned to direct classroom instruction (e.g., nurses, school counselors, psychologists) and explain how all staff will be provided with initial and ongoing training in the differences.

The process will mirror classroom teachers but each of the specialized areas will have a rubric designed to meet their special needs. All teachers will begin by demonstrating a meets standards level on the Teacher Performance Appraisal rubric. If applicable, the teacher may choose an element from the Innovation Configurations or a domain from the rubric created for specialists. Goal setting, pre observations, observations, post observations and walkthrough protocols will remain the same as for classroom teachers. Goal setting will occur at the beginning of the year as will the review of the process. The specialty area staff may be supervised by a director/coordinator verses principal. New staff members will also go through the process during new teacher induction with the appropriate administrator or teacher leader. Please see the attached rubric, Appendix F, from Charlotte Danielson’s work for specialty areas such as psychologists and counselors.

3.5 Describe any differences in the evaluation/observation process between probationary and tenured teachers (*if applicable*) and explain how all staff will be provided with initial and ongoing training.

Formal observations will continue under state statute for probationary staff with the building principal *in addition* to three sessions with coach using the Innovation Configurations. There will not be variations in the Q Comp process between the tenured and on-tenured staff. Please see Appendix D for the rubric for probationary teachers.


3.6 In the table below, please identify each teacher evaluation/observation position title and identify their responsibilities.

NOTE: There must be at least two different individuals assigned to evaluate/observe each teacher each year.

Position Title	Number of teachers this person will observe	Number of times per year this teacher will observe each teacher	If applicable, other evaluation/observation responsibilities
Teacher Leader (Coach)	1:40	2	Documenting/reporting observations and progress towards goals
Teacher Leader (Curriculum Lead)	1:10	1	Documenting/reporting observations and progress towards goals

3.7 Attach the following teacher evaluation/observation documents.


- Evaluation/observation rubrics.
- Pre-observation conference forms.
- Post-observation conference forms.
- Self-analysis and reflection forms.
- Walk through form as referenced in section 3.1 and also the last form in Appendix E.
- Other forms, as applicable, to ensure the reviewer is able to completely understand the process. Please see Appendix E for evaluation observation documents.

	<p>School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p>Q Comp Application</p>	<p>ED # 02382-01</p>
---	---	---------------------------------------	-----------------------------

3.8 Describe the appeals process for teachers who have concerns with the reliability/accuracy of their formative evaluations.

During an appeals process, a meeting between the teacher and observers will be scheduled for dialogue to determine next actions. If there is a discrepancy or disagreement between members about level of growth, additional observations will be scheduled with both observers present. If, through the course of appeal, an additional observation is recommended to demonstrate attainment of the goal, a coach can work with that teacher during a two-week period of time to improve his or her performance before another observation is conducted. Please see the flowchart and timelines attached in Appendix E that outline the dates and process for each teacher.

If there is an appeal about a process issue, it will be brought before the Spring Lake Park Quality Compensation governance team for resolution. Membership of this team will consist of district administrators, union representation, principals, teacher leaders and human resource representatives. Appeals will be reviewed by a sub committee of this governance team with at least one member of this team possessing an administrative license.

	<p>School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p>Q Comp Application</p>	<p>ED # 02382-01</p>
---	---	--------------------------------------	----------------------

**Component 4:
Performance Pay**

A performance pay system rewards teachers for demonstrated student and teacher performance and aligns with the professional development plan and teacher evaluation/observation process described in the previous components.

The performance pay system must include the following:

- Meeting school wide student achievement goals on standardized assessments.
- Demonstrating attainment of measure(s) of student achievement such as a grade level, team or classroom student achievement goal based on a measureable assessment that does not need to be standardized.
- Earning a set performance standard through the teacher evaluation/observation process.

4.1 Describe how the performance pay system is based on student and teacher growth through the implementation of the professional development and teacher evaluation/observation processes. (This should include the total amount of performance pay for which each teacher is eligible if all student and teacher performance standards are met.)

Our school wide improvement goals are based on the data that we receive from the results of our student achievement assessments. LET members meet in August to review the district and school data and write a SMART goal. This SMART goal is brought back to the building and shared with the staff. The school wide SMART goal is then approved by the assessment coordinator and director of educational services.


Professional development is designed to support achievement of these school wide SMART goals. Upon attainment of the school wide SMART goal, the data to demonstrate progress towards the school wide goal is gathered by the LET and forwarded for approval to the director of educational services for final approval. Upon final approval, the director of educational services will forward the appropriate documents as outlined in Appendix E to human resources for payment.

Meeting SMART school wide achievement goals based on standardized assessments consists of ten percent or \$170 of a teacher's opportunity for performance pay. This portion of the performance pay is paid out in July after the district receives the results of our student achievement assessments.

In addition to school improvement goals, each Professional Learning Community Team sets student achievement goals based on identified measurable assessments. PLC goals are set in the fall of each year and sent to the LET, which includes the principal, for approval. PLC goals are revisited for progress in January of each year, adjusted by the team, if necessary based on solid rationale, and reviewed again in the spring for attainment of the goal based on the results of the data collected. When a PLC goal is attained, the data to demonstrate attainment of these PLC goals are forwarded to the LET for approval. Attainment of PLC goals is sent to the director of educational services and human resources. Performance pay is received (10% OR \$170) for this portion in June of each year.

Each fall, there will be a performance goal established by each teacher based on their level of expertise and previous demonstration of performance. Each teacher, regardless of role, will work in collaboration with the continuous improvement coach and /or principal to set the performance goal. This goal must be approved by the principal and is based on one of the two tools (Teacher Performance Appraisal or Innovation Configurations as outlined below).

The first tool is the Teacher Performance Appraisal (TPA) tool which is very similar to other rubrics based on Charlotte Danielson's teacher appraisal work. This is provided in Appendix D.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

The Innovation Configuration describe expectations for professional practice through the implementation of our Learning Community Framework and district initiatives. The Learning Community Framework defines expectations with in the key processes of curriculum, assessment, instruction alignment and response to results. This document is provided in Appendix C.

Supervising administrators document overall performance that meets standards through the use of the Teacher Performance Appraisal and/or Innovation Configurations by reviewing summary reports of observations with continuous improvement coaches, as well as performance reviews conducted with the teacher based on observations, walkthroughs, and teacher reflection through conferencing. A summative review documenting overall performance will be completed each spring. Tenured teachers whose overall performance has met standards in the previous year will choose a goal within the Teacher Performance Appraisal or Innovation Configurations aligned with our Learning Community Framework.

There will be three peer observation cycles with the continuous improvement coach and/or curriculum lead throughout the year. Each observation cycle includes a pre and post conference session providing feedback and growth toward the goal. Progress towards these performance goals will be documented by the teacher observation record form found in Appendix E.

Upon achieving the performance goal (as measured in the goal setting and record sheets found in Appendix E) the teacher will receive the remaining 80% of the possible performance pay amounting to \$1360 for a combined total of \$1700 payable in June of each year.

In summary, if a teacher 1) meets school wide student achievement goals on standardized assessments, 2) demonstrates attainment of measure(s) of student achievement such as a grade level, team or classroom student achievement goal based on a measureable assessment and 3) earns the set performance standard through the teacher evaluation/observation process they will be eligible for \$1700 in performance pay.

4.2 Identify the amount of performance pay each teacher is eligible to earn for meeting the school wide student achievement goal identified in Component 2.


\$ 170 is earned by each teacher if the school wide site goal is met.
10 % is how much of the total performance pay this dollar amount represents which is payable in July of each year.

4.3 Describe the measure(s) of student achievement and provide any forms, directions or instructions related to this measurement of student performance.

The student achievement goal will be set by PLC teams using the process for goal setting previously outlined in the continuous improvement framework. Planning templates will be used for recording and submitting goals. Please refer to Appendix I for examples of the current PLC Guides and Templates used for reporting this information.

The PLC goals will be submitted to LET teams and principals for initial approval based on alignment to building goals, curricular outcomes or district initiatives. If the goals do not align, PLC teams will work with principals and teacher leaders to redesign the goals.

The LET team consists of the building principals and teacher representatives as described in Component 1.2. LET and PLC teams will review evidence of progress towards goals in January and make adjustments as needed so continued

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

work towards improvement can be achieved. Any needed adjustments to the initial goal will be approved by the director of educational services.

The building principal and building LET teams will pre-approve when performance pay for this area has been earned by reviewing the current data and measuring progress towards the goal as defined in the plan. Buildings will submit data, information and recommendations to director of educational services and human resources for performance pay by the end of the school year. Please refer to the PLC goal setting and recording form in Appendix I

4.4 Identify the amount of performance pay each teacher is eligible to earn for meeting the measure(s) of student achievement identified in section 4.3.

\$ 170 is earned by each teacher if the measure(s) of student achievement is met.
10 % is how much of the total performance pay this dollar amount represents.

4.5 Describe the standard of performance teachers are expected to attain through the teacher evaluation/observation process and identify when this standard must be attained

Each fall, there will be a goal setting conference with each teacher, regardless of role, based on their level of expertise and previous demonstration of performance. This goal is developed in collaboration with the continuous Improvement coach, reviewed the LET, and approved by the principal. These goals will be identified using the TPA or Innovation Configurations as described in Component 4.1. Attainment of these goals will be documented by the teacher observation record form found in Appendix E. This performance goal must be met by May 15.

Teachers identified as in need of improvement will identify their performance with the principal, and the continuous improvement coach will be a resource for improvement. Progress towards this goal will be reviewed and determined with the principal.

Upon achieving the goal as determined by the teacher and coach and approved by the principal (as measured in the goal setting and record sheets found in Appendix E) the teacher will receive the remaining 80% of the possible performance pay amounting to \$1360 for a combined total of \$1700 payable in June of each year.


Identify the amount of performance pay each teacher will earn through the teacher evaluation/observation process.

\$ 1,360 is earned by each teacher through the evaluation/observation process.
80 % is how much of the total performance pay this dollar amount represents.

4.6 (*Optional) Describe any additional measures of teacher or student performance for which teachers can earn performance pay. N/A

4.7 (*Required only if 4.6 is completed) Identify how much performance pay each teacher can earn for attaining the teacher or student performance standard identified in 4.7.

\$ N/A is earned by each teacher if this other measure of performance is met.
 % is how much of the total performance pay this dollar amount represents.

	<p align="center">School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p align="center">Q Comp Application</p>	<p align="center">ED # 02382-01</p>
---	--	---	-------------------------------------

**Component 5
Alternative Salary Schedule**

A reformed salary schedule, at a minimum, determines increases to a teacher’s base salary on the attainment of specific student and teacher performance indicators rather than years of service and continued employment.

5.1 Describe how the alternative salary schedule relates to the job-embedded professional development system, the teacher evaluation/observation process and the performance pay system.

Professional development in Spring Lake Park is determined by analyzing our student performance data and designing experiences and training based on the development needs of our staff. School improvement plans are developed to support adult learning that directly correlates with student need. The teacher observation process ensures that all teachers are receiving the professional learning and support necessary to positively impact student achievement. The observations also help determine the level of fidelity our initiatives actually have within the classroom. Our teachers work in professional learning teams during the day to support the work that aligns with their team and building goals. Determining school wide goals, PLC goals and engaging in peer observations has been part of the culture of this district for the past several years. The addition of performance pay will reward our staff for their efforts to continually improve their instruction to increase student achievement.


Performance pay is prorated to reflect evidence of accomplishment of the stated goals. Advancement on the salary schedule is earned by achieving the performance standards outline in Component 4.5.

5.2 School district, school site, and intermediate district applicants:
a) Describe how the salary schedule has been reformed to determine a teacher’s vertical movement on indicators of student and teacher performance.

Teachers at any career level may move vertically on the salary schedule one cell by meeting the performance goal as outlined in Component 4.5. Advancement may also be attained by demonstrating overall performance that meets standards as outlined in Component 4.1. Upon completing professional development opportunities and earning sufficient district board credits, or an approved equivalent, a teacher may move right on the salary schedule within their Career Level or cell, if available.

This is subject to the right of the District to withhold increases in the form of increments, career levels, or other increases in individual cases for just cause. A salary increase shall not be withheld unless the teacher is notified in writing of the deficiency and given opportunity to correct such deficiency.

The parties have entered into a collective bargaining agreement covering the period July 1, 2009 through June 30, 2011. The parties have agreed to an alternative teacher professional pay system as described in Minn. Stat 122A.414 through June 30, 2011. The parties have agreed that if either party declines to renew the alternative professional pay system or if Minn. Stat 122A.414 is repealed, Salary Schedules A and B of the 2011-2013 Agreement will reflect the components of Schedule A of the 2010 Agreement. The parties have agreed that if either party declines to renew the alternative professional pay system or if Minn. Stat 122A.414 is repealed, cell placement on Schedules A and B of the 2011-2013 Agreement will reflect the accrued career steps and educational lane movement earned between July 1, 2010 and June 30, 2011. The Letter of Agreement shall be in full force and effect from the period of execution of this document through June 30, 2011.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	---------------

- b) Provide a copy of the salary schedule grid and an example of how teachers now move through this reformed schedule.

Please see Appendix J for the Spring Lake Park salary grid and supporting information.

All members in the bargaining unit, regardless of level, can earn up to \$1,700 performance pay. This pay will be prorated according to FTE and based upon successful demonstration of student and teacher performance and successful completion of the professional development plan and teacher evaluation/observation process. The performance pay shall be earned as such: 80% based upon professional development and observation; 10% student achievement; 10% site goal. Teachers shall be notified of the amount of performance pay earned for the year by May 15th and awarded payments shall be included in the June 15th pay period with the exception of building goals which will be awarded in July.

Q Comp Application – Budget

Q Comp Budget

The following budget accounts for all Q Comp funding in alignment with the plan as outlined in Components 1-5. In addition, the budget adheres to all Uniform Financial Accounting and Reporting System (UFARS) requirements and restrictions.


Please complete the following charts as needed. The charts will expand to include all related expenditures:

6.1 Career Ladder Expenditures: Teacher leader salary augmentation/release time cost

Position Salary Augmentation	Accounting Calculation (Repeat the calculation for each position.)	Expenditure Subtotal
Identify Position(s): Coaches 7.75 1.5 from Gen Ed	$\$63,433$ (salary augmentation) + $\$8,341$ (applicable benefits—TRA/FICA) + $\$0$ (any related extended time pay/substitute coverage); all multiplied by 6.2 (the number of teachers in the position) = $\$445,001.53$ (Total cost for the _____ position) $63,433 + .1315 (63,433) = 71,775$	\$445,002

6.2 Other Career Ladder Expenditures: Training, resources or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
LTA, LET, Curriculum Leads	Curriculum Leads: $35 @ 1,110 = 38,850$ + benefits $4,915 = 43,765$ LET: $30 @ 500 = 15,000$ + benefits $1,972.50 = 16,972.50$ LTA: $15 @ 1000 = 15,000$ + benefits $1,972.50 = 16,972.50$	\$77,710

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	-------------------------------	---------------

6.3 Job-Embedded Professional Development Expenditures: Resources, training, substitute teachers or other needs.


Purpose	Accounting Calculation	Expenditure Subtotal
PD Materials	<ul style="list-style-type: none"> All of our continuous improvement coaches have engaged in extensive professional development that has prepared them for their teacher leadership. Facilitated by Jennifer Kunze, they have participated in a book study on “Reflective Practice to Improve Schools” by Jennifer York-Barr and William A. Sommers to learn both the philosophical framework of the coaching and reflective process as well as the practical tools and insights of how to go about coaching one-on-one and with small groups and teams. They have also have been trained in equity pedagogy by the Pacific Educational Group. In addition, all continuous improvement coaches have had inter-rater reliability training led by Jennifer Kunze that specifically focused on Authentic Instruction as defined by Fred Newmann. K-8 continuous improvement coaches, meanwhile, have also been trained by Dr. Patricia Avery from the CEHD at the University of Minnesota, regarding Authentic Instruction. The K-8 continuous improvement coaching team has been trained in Cognitive Coaching by William Sommers and in data analysis with Jerelyne Nemanich. <p>The professional development training referenced in Component 3.2 to train all observers is an on-going process that prevents score inflation and increases inter-rater reliability as does the innovation configuration model also previously referenced.</p>	\$57,133

6.4 Teacher Evaluation/Observation Expenditures: Resources, training, substitute teachers (not calculated under Career Ladder)

Purpose	Accounting Calculation	Expenditure Subtotal
Stipends for summer training Subs for curriculum leads and part-time coaches for training	<ul style="list-style-type: none"> August training stipends \$4200 Sept-April training sub costs 	\$5500 \$17,280 TOTAL = \$22,780

6.5 Performance Pay Expenditures: \$1,700 total

Performance Pay Area	Accounting Calculation	Expenditure Subtotal
School wide student achievement goals	$\$_{170}$ (performance pay) + $\$_{22.36}$ (applicable benefits--TRA/FICA); all multiplied by $_{325}$ (the number of teachers) = $\$_{62,517}$ (Total possible performance pay cost)	\$62,517
Measures of Student Achievement	$\$_{170}$ (performance pay) + $\$_{22.36}$ (applicable benefits--TRA/FICA); all multiplied by $_{325}$ (the number of teachers) = $\$_{62,517}$ (Total possible performance pay cost)	\$62,517

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 02382-01
---	--	---------------------------	---------------

Teacher Evaluation/Observation	\$ _1360_ (performance pay) + \$ _178.84_ (applicable benefits--TRA/FICA); all multiplied by _325_ (the number of teachers) = \$ _500,123_ (Total possible performance pay cost)	\$500,123
Other:	\$ ____ (performance pay) + \$ ____ (applicable benefits--TRA/FICA); all multiplied by ____ (the number of teachers) = \$ _____ (Total possible performance pay cost)	\$ ---

\$625,157

6.6 Other Program Expenditures:

Purpose	Accounting Calculation	Expenditure Subtotal
	Administrative Support	\$60,000

6.7 Total Expenditures: \$ __1,251,380__ (Add the Expenditure Subtotal column from all tables above.)

6.8 Revenues:

Revenue Source	Calculation of Revenue Amount	Revenue Subtotal
Q Comp Funding	Number of students on 10/1/09 multiplied by the per student amount of aid available = Total Q Comp funding <ul style="list-style-type: none"> • 4813 X 260 = District amount: between \$169 (no levy) and \$260 (\$169 with \$91 full levy) • Charter or intermediate district amount: estimate \$240 (amount can change depending on the average of all levies) 	\$1,251,380
Staff Development Funding		\$550,000
Federal Funding		\$1,450,000
Other District Funding		\$

6.9 Total Revenue: \$ __1,251,380__ (Add the Revenue Subtotal column from the table above.)

