Marshall Public Schools
Staff Development Plan 2015-16

Marshall Public Schools has established a Staff Development Committee to develop a district wide Staff Development Plan consistent with Board Policy #425. This plan consists of goals that align to the District’s Strategic Plan and School Continuous Improvement Plans (SCIPs). The Staff Development Committee consists of teachers representing various grade levels, subject areas, and special education.

The following goals have been developed and used when developing staff development opportunities by the Staff Development Committee.

- SD activities align to our Strategic Plan and/or School Continuous Improvement Plans
- SD activities are aligned with state academic standards and state assessments
- SD activities have a positive and lasting impact on classroom instruction
- SD activities on instructional strategies for improving student academic achievement
- SD activities are developed with participation of teachers and administrators
- SD activities are designed to increase the success of teachers providing instruction or support to limited English proficient students
- SD activities provide training to help teachers effectively use technology in the classroom to improve instruction and learning
- The number of initiatives from the district are realistic and manageable

Each site will also use their Site Leadership Team (SLT) as their Site Professional Development Team. These members go through the selection process as defined in the teacher contract.

**Objectives**

The staff development objectives for 2015-16 are listed below by building.

**Park Side**
- Train all new K-4 teachers in Cognitive Guided Instruction (CGI)
- Integration Technology into ELA standards
  - Focus was in 1st and 2nd grade where they received iPads for all students with the 1:1 roll-out.
- Shift from “coverage” of content area and teaching to the middle to “mastery” of content area with a focus on English Language Arts (ELA) foundational reading skills
- Develop ways to monitor English Learners (ELs) students and their growth
- Introduce and provide Sheltered Instruction Observation Protocol (SIOP) training
- Continued training on effective PLCs

*May 2016*
West Side

- Train all new K-4 teachers in Cognitive Guided Instruction (CGI)
- Implement ELA Standards into teaching
- Train staff on standards based learning/grading
- Introduce and provide Sheltered Instruction Observation Protocol (SIOP) training
- Continued training on effective PLCs

Middle School

- Train staff on standards based learning/grading
- Train staff on ELA Standards in Literacy
  - Collect data and document where these standards are already being taught
- Train teachers on how to integrate technology into their content area
- Train admin and staff on how to use MEIRS data to identify and support students at risk of dropping out
- Introduce and provide Sheltered Instruction Observation Protocol (SIOP) training
- Continued training on effective PLCs

High School and MA-TEC

- Train teachers on how to integrate technology into their content area
- Train staff on ELA Standards in Literacy
  - Collect data and document where these standards are already being taught
- Continued training on how to implement Ramp Up to Readiness for all students in grades 9-12
- Train admin and staff on how to use MEIRS data to identify and support students at risk of dropping out
- Introduce and provide Sheltered Instruction Observation Protocol (SIOP) training
- Continued training on effective PLCs

District Wide

- Professional Learning Communities (PLCs) are implemented pre-K-12 in all content areas. PLCs are established to improve student achievement. The focus of the PLCs is to facilitate professional development and student growth. Our PLCs ensure curriculum is aligned to state and local academic standards. PLCs create common outcomes, common assessments, and discuss appropriate classroom interventions. PLCs meet for one hour on a weekly basis.
  - On the 4th Wednesday of each month, the building site level staff development teams are determining what staff development opportunities they will be working on.
- Technology Integration
  - The district is in the second year of a three year roll-out plan. Much time and planning has gone into the staff development around this.
- Train staff on standards based learning/grading

May 2016
Plan to Meet Outcomes
Each building has a SCIP that is aimed at helping all students move forward and identified multiple intervention strategies for all students. The SCIPs include Key Strategies and Key Activities that they will implement to help meet their student achievement goals. The staff development committee uses the SCIPs when planning their staff development opportunities during the year. Time and money is then allocated to the areas of focus in the SCIPs, Strategic Plan, and/or district initiatives.

The director of teaching and learning works with building principals to prioritize activities that will be focused on during the school year. MPS has eight staff development days throughout the year. In addition, they have two days when school is let out at noon so teachers have staff development in the afternoon. The dates in 2015-16 were Oct. and Feb.

Evaluating Progress
Progress will be monitored each year by the director of teaching and learning along with the staff development committee. They will monitor if goals set are being met and what areas may need to improve before the end of the school year.

Needs of Diverse Populations
One of the focuses for the 2015-16 is on closing the achievement gap with our at risk populations. Much time has been spent on looking at MEIRS data and developing interventions. Time was spent reviewing the MPS EL Program to ensure that we are meeting the needs of this group.

Mentoring
Marshall Public Schools has a mentor program per the teacher contract. Every new teacher to the district is assigned a mentor teacher for up to three years. Teachers who currently work in the district but move into a new role are provided a mentor for up to one semester. The role of the mentor teacher is that of a guide, supporter, friend, advocate, and role model.

Mentor teachers and their mentee are expected to meet at a minimum of on a weekly basis. The mentee will observe their mentor once during the school year. The mentor will observe their mentee twice during the school year. The new teachers also meet on a monthly basis with the new teacher coordinator. During that time staff development focuses on learner outcomes, classroom management, and instructional strategies.

The mentor program is evaluated each spring by using a survey sent out to both mentors and mentees. The information gained in those surveys helps to improve the program for the next year.

Peer Coaching
Teachers will participate in two peer reviews annually by a trained peer coach. The training for peer coaches will take place in August before school starts. For each peer review, there will be a pre- and a post-conference. The peer reviews will be documented on the PLC sharesite.
**Digital and Blended Learning**

MPS has made a commitment to move to a 1:1 environment. In order for the 1:1 initiative to be successful, we need to provide our teachers with the tools to use the devices effectively in their classrooms. The technology committee works to provide staff development in this area. Staff training has been offered in the summer and during the school year. Training is offered online through Schoology, large group, and small group sessions.