



Annual Report Summary Professional Development

Goals by 2026:

Have an annual, as well as three year plan, for professional development based on feedback from staff and use of data to identify needs. Staff trainings would model the SD308 [Expectations for Engagement](#)

Indicators of success for the past year's progress (agreed upon at last year's annual report and/or August BOE update):	Progress made on each indicator:
<p>Create a three year professional development and coaching plan.</p> <p>The three year plan will align with next steps needed for improvement in curriculum and instruction as identified by student achievement data and classroom walkthrough data, and aligned with needs identified in staff and student surveys.</p>	<p>Three year plan aligned with Climate for Learning Framework including staff survey results to determine needs.</p> <p>Archive of district provided professional development for 2023-24</p> <p>Nearly 2000 classrooms were visited this year. Each school received school wide feedback twice a year aligned to the SD308 Climate for Learning Framework. These visits were used to assess the success of our current professional development.</p>
<p>Vision Component Completed for all seven areas of the Climate for Learning Framework</p> <ul style="list-style-type: none"> ● Explicit Instruction for Expectations for Behavior (High School) ● Supportive Discipline ● SEL Integration with Academics 	<p>All Schools now have explicit instruction and expectations for behavior (High School is new this year.)</p> <p>Vision for Supportive Discipline - The District Behavior Design team read and discussed, "Hacking School Discipline", by Nathan Maynard and Brad Weinstein, in an effort to expand conversations and create a vision for restorative practices at the building level within the classroom. We are working to establish a vision and practice around analyzing district and building wide data.</p>

	<p>SEL Integration with Academics - This year, both high schools learned about the vision for implementing Social Emotional Learning into the curriculum. During these vision meetings, it was determined that each content area would begin analyzing the SEL standards and align it to their curriculum. The content area departments have aligned the SEL standards to their curriculum. Next year, there will be professional development created to support staff integrating SEL into daily instruction.</p>
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Indicators of success that will be reported on at next year's annual report:

Three year plan aligned with next steps needed for improvement in curriculum and instruction as identified by student achievement data and classroom walkthrough data, and aligned with needs identified in staff and student surveys

Establish system for data collection and analysis for effectiveness on student behavior using new SIS

Highlights/connections of this work to finance, student learning, support for student learning, and/or community partnerships:

Finance: By increasing the effectiveness of our instruction, especially in the younger grades, we can diminish the need for more costly interventions in the upper grades.

Student Learning: By improving instruction for academics and behavior, we will increase student achievement.

Support for Student Learning: By increasing staff's capacity to meet the needs of our students, we will provide better support for student learning.

Community Partnerships: An improvement in staff professional development can increase staff morale and allows for more time to create community partnerships