

## Heron Lake - Okabena #330

# HLO District Strategic Plan to Support Teaching and Learning Aligned with the World's Best Workforce. 2023-2024

**SUPERINTENDENT: Paul Bang**

The 2023-2024 District Strategic Plan to Support Teaching and Learning aligned with the World's Best Workforce was approved by the District 330 School Board on October 17, 2023. Prepared by the District Advisory Committee and School Site Teams to inform residents about developments in curriculum, instructional practices and student learning throughout the district.

This plan is reviewed and approved by the School Board. A copy of this is available on the district website at [www.isd330.org](http://www.isd330.org)

This plan contains the following information and more from the 2022-2023 school year.

- Advisory Committee
- District 330 School Board Members
- Mission/Vision Statements
- Student Achievement Goals
- State and Local Testing
- Average ACT Scores: Five Year Trends
- Record of Continuous Improvement
- Post-Secondary Plans during pre-school conferences
- Literacy Plan
- Achievement and Integration plan
- Gifted and Talented Plan
- Professional Development and Evaluation for Teachers

Go Wildcats!

Thank you for the following staff for their dedicated service on the District #330 Curriculum and Instruction Advisory Council during the 2022-2023 School Year:

**Advisory Committee Members:**

Paul Bang: K-12 Principal/Superintendent

Jason Fisher: Dean of Students

Niki Fisher: Mental Health Worker/Elementary Dean

Kelly Beckmann: Title 1 Coordinator/Reading Interventionist

Melissa Untiedt: Second Grade Teacher

Lisa Fest: Parent/Community member

## Heron Lake - Okabena Public Schools Board of Education:

John Volk: Chairperson

Annie Rashe: Clerk

Mark Fest: Director

Bob Egge: Treasurer

Katie Janssen: Director

Travis Hendel: Director

### Belief Statements:

We believe:

- In a safe, caring, mutually respectful, and enthusiastic environment.
- All students can learn and should be challenged to excel and meet their personal potential.
- In striving to offer the highest quality of education possible within the resources available.
- All staff, students, and community members must communicate and collaborate to create the best possible learning environments.
- Teachers should recognize and value different and unique learning styles by providing personalized learning opportunities.
- Parents/Guardians have a role in their child's education.
- In preparing students to be successful in the global community.

### Vision Statement:

Heron Lake-Okabena Schools- United with community to provide a quality education.

### Mission Statement:

In partnership with the community, we educate and inspire students to become productive and respectful members of society.

## 2023-2024 Heron Lake - Okabena District Goals

### All Students Ready for Kindergarten

#### Goal

- 100% of student at Heron Lake – Okabena are prepared for Kindergarten before they start. They will have progressed in Personal/Self Care Skills, Cognitive Skills, Social/Emotional/Behavioral Skills, Motor Skills, and Communication/Language Skills to an age appropriate level.

#### Actions

- The percentage of 4 year old students living in the district that attend preschool will rise from 90% to 93%
- Preschool staffing creates the ratio of staff to students to 1:10.
- Monthly ECFE classes held free of charge to any family.
- Transportation for all afternoon preschool students.
- Licensed ECSE instructor.

- Preschool is available free for all 4 year old students that attend. Using VPK funds.
- Analyze assessment data collected by instructor. Implemented Work Sampling as the approved assessment tool for 3 and 4 year old pre-school.

### **All Students in Third Grade Achieving Grade-Level Literacy**

#### *Goal*

- 90% of students in third grade will achieve grade-level literacy.

#### *Actions*

- Read well by 3rd grade programming
- Keeping student to teacher ratio small in grades K-2.
- RTI implementation with the guidance of SW/WC coop personnel
- Keep the amount of time allotted to reading and math at 75 minutes.
- Keep Title I support for K-2 students utilizing FT Title highly qualified licensed teacher.
- Analyze assessment data collected by instructor on FASTbridge against established benchmarks.

### **Closing Achievement Gap(s)**

#### *Goal*

- Amongst HLO students there is no statistical achievement gap between categories of students. [or less than 5% difference in scores between categories]

#### *Results*

- All students were provided the opportunity to access the 4 hours per week of tutoring provided by a licensed English and ELL instructor.

### **All Students Career- and College-Ready by Graduation**

#### *Goals*

- 100% of graduating seniors have developed a plan for establishing a career before graduation day. They also should realize the plan should be flexible to adjust for life's challenges.
- 75% of students have applied for post-secondary education opportunities.
- 90% of students have attended a career or college fair before 11<sup>TH</sup> grade.
- 95% of students have taken the ASVAB career exploration test.

#### *Actions*

- Grades 7-12 are doing written plans kept in office and this year will utilize the Minnesota Career Information System to provide interest surveys and support.
- 12th grade students participate in the annual regional college fair and are assisted with the scheduling of individual college visits. Seniors have a one on one visit with the Dean of Students prior to the completion of the first semester. Seniors are also encouraged to utilize FAFSA resources provided by MN Office of Higher Education.
- 11th grade students make use of the ASVAB career exploration program. 10th grade students participate in a career exploration expo sponsored by MN West. Participants are

able to look at interactive demonstrations of careers and participate in a career learning game that uses SW MN job information.

- Scholarships in excess of \$30,000 are distributed every year to graduating seniors.

### All Students Graduate

#### Goal

- The percentage of seniors graduating from Heron Lake -Okabena will remain above 90%
- Within 18 months of the original expected graduation date, all student(s) that do not graduate will be followed up on with remediation.

#### Actions

- Heron Lake – Okabena’s senior graduation rate is above 95% for the past 5 years.
- We encourage student(s) that missed the graduation requirements to take summer credit recovery courses or come back as 5th year seniors (super seniors)

***Due to distance learning in spring of 2020, no test scores are available.***

### 2022-2023 Spring MCA Test Scores Heron Lake-Okabena School

[Percent of Students that met the MCA standard.]

| Reading  | 2018   | 2019 | 2020    | 2021 | 2022 | 2023   |
|----------|--------|------|---------|------|------|--------|
| Grade 3  | 62.60% | 50%  | No Data | 67%  | 36%  | 44.00% |
| Grade 4  | 45.00% | 41%  | No Data | 47%  | 43%  | 16.00% |
| Grade 5  | 64.70% | 52%  | No Data | 43%  | 41%  | 27.50% |
| Grade 6  | 37.50% | 50%  | No Data | 42%  | 32%  | 53.00% |
| Grade 7  | 46.70% | 28%  | No Data | 30%  | 37%  | 11%    |
| Grade 8  | 36.70% | 29%  | No Data | 26%  | 22%  | 23.60% |
| Grade 10 | 44.50% | 38%  | No Data | 22%  | 35%  | 36%    |
| Math     | 2018   | 2019 | 2020    | 2021 | 2022 | 2023   |
| Grade 3  | 75.10% | 60%  | No Data | 67%  | 36%  | 44.40% |
| Grade 4  | 70.00% | 65%  | No Data | 47%  | 36%  | 21.10% |
| Grade 5  | 35.30% | 28%  | No Data | 14%  | 6%   | 5.90%  |

|                |             |             |             |             |             |             |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Grade 6        | 33.30%      | 33%         | No Data     | 21%         | 14%         | 28.60%      |
| Grade 7        | 26.60%      | 24%         | No Data     | 16%         | 16%         | 10.50%      |
| Grade 8        | 33.30%      | 23%         | No Data     | 18%         | 14%         | 16.70%      |
| Grade 11       | 68.80%      | 24%         | No Data     | 24%         | 7%          | 24%         |
| <b>Science</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> |
| Grade 5        | 35.30%      | 44%         | No Data     | 29%         | 44%         | 23.50%      |
| Grade 8        | 26.70%      | 12%         | No Data     | 12%         | 23%         | 5.90%       |
| High Sch       | 26.40%      | 40%         | No Data     | 33%         | 22%         | 5%          |

**HLO Average ACT Scores: 5 Year Trends September 2023**

| Grad Year | District Tested | English | Mathematics | Reading | Science | Composite (District) | Composite (State) |
|-----------|-----------------|---------|-------------|---------|---------|----------------------|-------------------|
| 2019      | 17              | 18.6    | 20.9        | 20.3    | 22      | 20.6                 | 21.4              |
| 2020      | 16              | 22.1    | 22.4        | 22.9    | 22.7    | 22.7                 | 21.3              |
| 2021      | 29              | 16.8    | 18.4        | 20      | 19.9    | 18.9                 | 21.4              |
| 2022      | 12              | 18.1    | 19.5        | 21.1    | 20.8    | 20                   | 21                |
| 2023      | 13              | 19.5    | 23          | 20.9    | 21.8    | 21.5                 | 21                |

**Process establishing strategies, practices and curriculum to improve instruction**

The strategies, practices and curriculum at the high school are established off the Minnesota State Standards for each instructional area. Each department uses the standards to guide instruction. The staff utilize weekly PLC’s in order to research new strategies and current best practices of instruction. The instruction at the elementary is also guided by the Minnesota State Standards. Each teacher establishes benchmarks for their grade level and communicates them to the students in “I can” statements. At the elementary a team of lead teachers along with the administration meet monthly to discuss the implementation of best instructional practices. The lead team is assisted by outside experts from the SWSC and the Regional Center for Excellence. The lead team then guides the direction of the weekly PLC’s based on the needs

of the instructors. It is believed that the improved instruction will increase the percent proficient on the Fastbridge and MCA assessments.

## **District 330, Heron Lake - Okabena Elementary School Record of Continuous Improvement**

Heron Lake –Okabena Elementary had qualified as a Focus school. After the 2018 MCA data was released, HLO Elementary had a three-year average of proficiency that removed us from the Focus category. Our Spring of 2022 scores were not enough to be identified for assistance.

### **Post-Secondary Planning**

We are beginning in junior high with written goals and aspirations. At before school conferences, each student creates a written plan for high school classes and post-secondary plans. This is kept in the office and revisited with the Dean of Students. The district will utilize the Minnesota Career Information System to help advise students on future choices. It assist them in planning their high school courses and their post-secondary plans.

## **District 330, Heron Lake - Okabena School Local Literacy plan**

Approved June 20, 2023 by Heron Lake-Okabena Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3. The Literacy Plan can be accessed on the District Website under Our District.

<https://www.isd330.org/statereports>

## **Multi-District Integration Plan for NCIC**

The Nobles County Integration Collaborative, which HLO ISD 330 is a member, has developed a plan to work for integration and achievement of students. The integration plan can be accessed on the District Website under Our District.

<https://www.isd330.org/statereports>

### **English Learners:**

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screeener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as

identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 37 English Learners; or approximately 12.5% of our student body. Resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FASTBridge, STAR, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## **Gifted and Talented Plan**

Gifted and Talented students at Heron Lake – Okabena School are encouraged to excel and to take advantage of as many of the opportunities available to them. Heron Lake –Okabena contracts with the SWWC service coop to provide enrichment opportunities in the areas of writing, science, and art for grades k-8. The full time visual art teacher, full time choir and band instructors provide extra –curricular shows for students to display their talents outside the classroom. The high school offers College Now courses in Mathematics, ELA, and Science. Students in grades 10-12 also have the ability to utilize PSEO to enrich their education. Funding from the Gifted and Talented is used to offset the costs of College Now courses, ACT

preparation, and NHS activities. We provide co-curricular activities such as FFA and Robotics that provide the gifted and talented a chance to challenge themselves. There is currently no formal process for identifying students, but we believe that if the student is willing to put forth the effort, then they can participate in the enrichment activities.

## Professional Development and Evaluation for Teachers

### Teacher Development and Evaluation Plan:

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### **Teacher Development: The Individual Growth and Development Plan (IGDP)**

**Purpose:** To provide structure and focus to each teacher's yearly development.

**Description:** Each teacher will fill out the provided Individual Growth and Development Plan (IGDP) (p.14) form with their building administrator as a part of their end-of-year review.

**Instructions:**

- The form will be provided by the administrator at the end-of-year review.



- The end-of-year review will be a discussion with the building administrator covering the following topics:
  - performance review based on walk-through from the year
  - review and analysis of the previous year's IGDP
  - Filling out the next year's IGDP.
- The form will be filled out by the teacher being reviewed.
- Once completed, this form will be returned to the administrator who will put it in the reviewed teacher's personal file.
- This process will be repeated on a yearly basis for **all** teachers.

**Teacher Evaluation:  
Summative Evaluation**

**Purpose:** To facilitate each teacher and building supervisor in establishing a baseline of performance from which to measure the teacher's professional growth.

**Description:** Each tenured teacher will engage in a summative evaluation with their building administrator once every three years.

**Process:**

- The summative evaluation will be the culmination of all of the following steps
  - IGDP analysis
  - The Formal Observation
  - Out-of-district observation
  - Self reflection/video review
  - Data analysis
- The Summative evaluation will be discussed at the end-of-year review during the year of the teacher's formal observation.

**Teacher Evaluation:  
The Three Year Cycle**

**Purpose:** To give each teacher the opportunity to establish a base line of performance, receive detailed constructive feedback, learn from their colleagues, and grow through self observation and peer coaching. This is all a part of each teacher's summative evaluation process.

**Description:** Each teacher will complete the steps below as per their tenure status and year grouping.

**Process:**

- Tenured Staff:
  - Year 1: Formal Observation
  - Year 2: Video Self Observation
  - Year 3: Out of district observation
- Each tenured staff member will be assigned a number by the building administration which corresponds with the year of the three year cycle that they will begin their tenure with. (ex. #2 begins on year 2: Self Observation)
- Non-tenured Staff:
  - At least three observations annually

- At least one of which will be a formal evaluation
- The summative evaluation process will include an analysis of Data.
- Teacher progress through the three year cycle will be monitored through a master list kept in each buildings teachers lounge

### **Teacher Evaluation: Formal Observation**

**Purpose:** To help each teacher and their building administrator establish a performance base-line from which to gage the teacher's growth.

**Description (Tenured Teacher):** Each teacher will have a formal observation once every three years. This observation will be performed by the building administrator.

**Description (Non-Tenured Teacher):** Each teacher will have at least three observations per year, at least one of which will be a formal observation. This observation will be performed by the building administrator. The first observation will occur within the first 90 days of employment.

**Process:**

- Each formal observation will be scheduled in advance by the building administrator
- Each formal observation will include a pre-observation meeting between the teacher and the building administrator. This will occur no more than 2 days prior to the observation itself.
- The building administrator will fill out the **formal observation rubric** (p.14).
- Each formal observation will include a post-observation meeting between the teacher and the building administrator. This will occur no more than 1 day after the observation itself.

### **Teacher Evaluation: Portfolio Option**

**Purpose:** To provide an alternative to the formal observation of the Summative Evaluation: Three Year Cycle.

**Description:** Each teacher that elects this option must write a Teacher Philosophy Statement. They must choose at least 5 piece of evidence from the list provided (P.17). Evidence no on the list provided may be approved by the building administration.

**Instruction:**

- Write a Teacher Philosophy Statement.
- Include at least 5 pieces of evidence (examples p.17) supports your Teaching Philosophy Statement.
- Present your portfolio to the building administrator at a previously scheduled time.
- Following presentation, your portfolio will be given to the building administrator and put in your personal file.

**Teacher Evaluation:  
Out of District Observation**

**Purpose:** To provide the opportunity for teachers to observe their peers in other school districts and gain insights and ideas for their own classrooms.

**Description:** Each teacher will observe a peer from another school district and fill out the provided **Teacher Development Plan – Out of District Observation form** (p.19) form as a part of the Summative Evaluation: Three Year Cycle.

**Instructions:**

- Arrange at least 72 hours in advance an observation with one of your peers from a different school district.
- Be sure to arrange for a substitute.
- The out of district visit should last a minimum of half day or two or three class periods depending on how far you have to travel.
- Fill out both sides of the **Teacher Development Plan – Out of District Observation form** (P.19).
- This form should be kept in your personal file and the visit checked off on the master list kept in each building's staff lounges.
- Be prepared to discuss the visit in your End-of-Year review.

**Teacher Evaluation:  
Video Self observation**

**Purpose:** To provide the opportunity for teachers to observe their own teaching and to encourage growth and reflection through self-observation.

**Description:** Each teacher will fill out the provided **Teacher Development Plan – Video Self Observation Form** (p.21) as a part of the Summative Evaluation: Three Year Cycle.

**Instructions:**

- Video tape a lesson
- Fill out the provided form
- This form should be kept in your personal file and the visit checked off on the master list kept each buildings staff lounge.
- The Video self-observation should last a minimum of 30 minutes.
- Be prepared to discuss the experience at your end-of-year review.

**Teacher Evaluation:  
Data Submission**

**Purpose:** To allow teachers to statistically prove the effectiveness of their teaching.

**Description:** Each teacher will fill out the attached **Data Submission Form** (p.23) and give it to the building administrator, along with any supplementary evidence, at their end-of-year review.

**Instruction:**

- Obtain **Data Submission Form** from staff lounge or appendix of TDE booklet (p.23)
- Fill out and attach any supplementary data.
- The building administrator is responsible for data being placed in teachers folders.
- The influence data will have on each teachers summative evaluation is shown in the appendix (**Data Structure**, p.28)

**Teacher Improvement Plan (TIP)**

**Purpose:** To help an under-performing teacher perform at an acceptable standard. This is not a punitive process.

**Description:** The Teacher Improvement Plan (TIP) is a legally binding document that provides an under-performing tenured teacher the opportunity to improve their performance to an acceptable standard.

**Process:**

- When developmental coaching has failed and the teacher's level of effectiveness is judged to be marginal, the building administrator will create a formal Teacher Improvement Plan.
- The teacher of concern will be entered into a TIP at the recommendation of the building administrator.
- The administrator will fill out the TIP form with input from:
  - The association representative
  - The Mentor Teacher (if applicable)
  - Any other administrator deemed necessary by the building administrator
  - The teacher has opportunity for input. This can be accepted or rejected at the building administrators discretion
- The TIP will Include:
  - Achievable, performance related goals.
  - A timetable for achieving the stated goals.
  - Strategies for achieving the stated goals.
  - Tools for measuring the progress of the teacher of concern.
  - Resources and support that the school district will provide.
  - Consequences for failure to meet the stated goals.

**Appendix:**

IGDP Form

Formal Observation Rubric

Portfolio Option

Out of District Observation Form

Video Self Observation Form

Data Submission

Data Structure  
TIP Template  
TIP Sample

## Individual Growth & Development Plan

For year 20\_\_\_\_ to 20 \_\_\_\_

Teacher \_\_\_\_\_ Current Assignment \_\_\_\_\_

Developed by (individual, group, dept., mentor/mentee etc.?) \_\_\_\_\_

Reviewed and Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Goal

- Aligned with goals (site goal, PLC goal, grade-level goals, subject matter goals, district goals)

### Plan

- Identify support or resources needed
- Identify professional development needed

### Measurements

- What tools and data will be used to set and measure benchmarks and End-of-Year Target(s)





### Showing Professionalism

Service to Students, Advocacy, Decision Making

#### **Comments:**

#### **5. Specific Concerns and/or Recommendations**

#### **6. Is a Teacher Improvement Plan necessary at this time? Y or N**

If yes, complete plan and arrange second conference.

---

[Teacher Signature]

[Date]

[Evaluator Signature]

[Date]

Signature acknowledges receipt of a copy of this form. Teacher shall have the opportunity for rebuttal of any statements contained in this report. A written record of such rebuttal, if there is such, is to be filed with this report.

## **Portfolio Option**

### **Choose at least 5 of the following pieces of evidence**

Examples and Evidence you may include:

- Sample Syllabi
- Courses Taught
- Courses Planned (tailor for specific applications)
- Sample Assignments and Assessments
- Essay Assignments
- Exams
- Comments on student papers
- Evidence of Teaching Effectiveness
- Students Evaluations
- Evaluations by faculty member or other observer
- Teaching Awards
- Video of a class
- Evidence of Professional Development
- Teaching workshops, seminars, publications, etc.

"Creating a Teaching Portfolio." *The Teaching Center*. Washington University in St. Louis, n.d. Web. 12 Apr. 2014.  
<<http://teachingcenter.wustl.edu/About/ProgramsforGraduateStudentsandPostdocs/resources/Pages/Creating-a-Teaching-Portfolio.aspx>>.





# Teacher Development Plan – Out of District Observation Form

Date of visit \_\_\_\_\_ Type of class visited \_\_\_\_\_

Location of visit \_\_\_\_\_ Teacher observed \_\_\_\_\_

Time arrived \_\_\_\_\_ Time departed \_\_\_\_\_

A. What are the students doing? Amount of time on activity

- |   |       |
|---|-------|
| _____ Receiving information                           | _____ |
| _____ Applying skills                                 | _____ |
| _____ Practicing new skills                           | _____ |
| _____ Participating in group/collaborative activities | _____ |
| _____ Doing homework (working on their own)           | _____ |
| _____ Taking a test or quiz                           | _____ |
| _____ Using technology - specify _____                | _____ |
| _____ Media - videos, etc. - specify _____            | _____ |
| _____ Presenting information                          | _____ |
| _____ Using resources other than texts                | _____ |
| _____ Other - specify _____                           | _____ |
| _____ Other - specify _____                           | _____ |

B. As you observe, what do the students demonstrate?

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| _____ Interest in subject matter      | _____ Critical thinking skills        |
| _____ Competency in the subject area  | _____ Ability to follow directions    |
| _____ Time management skills          | _____ Respect for others              |
| _____ Self-discipline                 | _____ Participation from all students |
| _____ Expression of personal opinions | _____ Reading and writing skills      |
| _____ Other _____                     | _____ Other _____                     |

See reverse side for **Observation** questions.

### C. Evaluation questions

For **off-site observations**, when you are visiting a classroom in another school district, you may answer these questions on what you saw during your visit that day.

1. What things in the lesson went well?
2. What things didn't go as well or as planned?
3. What did you learn?
4. What are some goals you have as a result of the visit?

## Teacher Development Plan – Video Self Reflection

Date of video \_\_\_\_\_

Type of class \_\_\_\_\_

Time \_\_\_\_\_

A. What are the students doing?

Amount of time on activity

- |   |       |
|---|-------|
| _____ Receiving information                           | _____ |
| _____ Applying skills                                 | _____ |
| _____ Practicing new skills                           | _____ |
| _____ Participating in group/collaborative activities | _____ |
| _____ Doing homework (working on their own)           | _____ |
| _____ Taking a test or quiz                           | _____ |
| _____ Using technology - specify _____                | _____ |
| _____ Media - videos, etc. - specify _____            | _____ |
| _____ Presenting information                          | _____ |
| _____ Using resources other than texts                | _____ |
| _____ Other - specify _____                           | _____ |
| _____ Other - specify _____                           | _____ |

B. As you observe, what do the students demonstrate?

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| _____ Interest in subject matter      | _____ Critical thinking skills        |
| _____ Competency in the subject area  | _____ Ability to follow directions    |
| _____ Time management skills          | _____ Respect for others              |
| _____ Self-discipline                 | _____ Participation from all students |
| _____ Expression of personal opinions | _____ Reading and writing skills      |
| _____ Other _____                     | _____ Other _____                     |

\_\_\_\_\_  
Signature of teacher

See reverse side for **self-evaluation** questions

### C. Self-evaluation questions

1. What things in the lesson went well?
2. What things didn't go as well or as planned?
3. What did you learn?
4. What are some goals you have as a result of the visit?

## Data Submission

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Data Type                  | Data Description | Actual Data (if Applicable) | Attached? |
|----------------------------|------------------|-----------------------------|-----------|
| <b>Student Engagement</b>  |                  |                             |           |
| <b>Student Achievement</b> |                  |                             |           |

Examples of student engagement data:

- Enrollment Numbers (electives)
- Tardies
- Behavior referrals
- Student participation in honors activities
- Student surveys

Examples of Student achievement data:

- Test Scores
- Grades
- Results from competitions
- Performance recordings
- Examples of student work

## Data Structure

- (tenured teacher)

| Teacher Evaluation Components |                                | Points     | Control |
|-------------------------------|--------------------------------|------------|---------|
| 3 year cycle                  | Summative Evaluation/Portfolio | 35         | Admin   |
|                               | Peer Observation               | 5          | Staff   |
|                               | Vide Self Reflection           | 5          | Staff   |
| Individual Growth Plan        |                                | 15         | Staff   |
| Data                          | Building Results               | 25         | Admin   |
|                               | Individual Data                | 15         | Staff   |
| <b>Total</b>                  |                                | <b>100</b> |         |

- (non-tenured teacher)

| Teacher Evaluation Components |                  | Points     | Control |
|-------------------------------|------------------|------------|---------|
| Formal Observations           |                  | 45         | Admin   |
| Individual Growth Plan        |                  | 15         | Staff   |
| Data                          | Building Results | 25         | Admin   |
|                               | Individual Data  | 15         | Staff   |
| <b>Total</b>                  |                  | <b>100</b> |         |

## Teacher Improvement Plan Template

|                          |  |                           |                                    |                             |                            |
|--------------------------|--|---------------------------|------------------------------------|-----------------------------|----------------------------|
| <b>Team Members</b>      | <i>Teacher</i>                               | <i>Principal</i>          | <i>Association Representative</i>  | <i>Mentor Teacher</i>       | <i>Other Administrator</i> |
|                          |  |                           |                                    |                             |                            |
| <b>Summary Statement</b> |  |                           |                                    |                             |                            |
| <b>Performance Goal</b>  | <i>Strategies, Activities, and Timetable</i> | <i>Support Structures</i> | <i>Data Collection and Sources</i> | <i>Evidence of Progress</i> |                            |
| Enter the goal here      |  |                           |                                    |                             |                            |

## Teacher Improvement Plan Sample

|                          |   |                  |                                   |                       |                            |
|--------------------------|---|------------------|-----------------------------------|-----------------------|----------------------------|
| <b>Team Members</b>      | <i>Teacher</i>  | <i>Principal</i> | <i>Association Representative</i> | <i>Mentor Teacher</i> | <i>Other Administrator</i> |
|                          | Whim Winger   | Paul Bang        | J. Schneider                      | D. Zepplin            | A. Anderson                |
| <b>Summary Statement</b> | Mr. Winger fails to have coherent unit or lesson plans that align with the district curriculum. The students are unaware of organizing themes or objectives. His assessments consist of low order of questioning, are sporadic, and are not linked to local or state standards. The students have difficulty expressing what they have learned. Mr. Winger has limited knowledge of the |                  |                                   |                       |                            |



| Performance Goal   | subject matter and has difficulty seeing complexities and sometimes presents inaccurate information.   |   |  |  |
|--|--|---|--|--|
|  | Strategies, Activities, and Timetable  | Support Structures  | Data Collection and Sources  | Evidence of Progress   |
| <p>Mr. Winger will create unit and lesson plans that incorporate varied assessments. The units should be aligned with the local and state standards.</p> <p>Mr. Winger will participate in educational opportunities to increase his knowledge of earth science and geology.</p> | <ul style="list-style-type: none"> <li>- Create unit plans with objectives selected from local standards. Domain 1c</li> <li>- Create detailed daily plans that align with unit themes or objectives. Plans will include daily objectives, content, and student actions. Domain 1e</li> <li>- Develop multiple assessments that are varied. Include evaluations that contain higher order</li> </ul> | <ul style="list-style-type: none"> <li>- Mentor provides models and samples of unit plans. A copy of local standards is given to instructor</li> <li>- Mentor provides samples of lesson plans with objectives. Mentor provides feedback on what could be included.</li> <li>- Mentor provides samples of assessments. Allow time during day to observe another teacher that employs daily</li> </ul> | <ul style="list-style-type: none"> <li>- Hand in unit plans at the beginning of each unit for the remainder of the school year to the principal. Six random drop by visits by principal.</li> <li>- For the remaining school year hand in lesson plans with objectives each week to mentor and administration. Meet bi-weekly with administrator to go over lessons and connections to local standards.</li> <li>- Provide samples and scores of 4 different assessment</li> </ul> | <ul style="list-style-type: none"> <li>- Unit plans should include objectives that directly link to the local standards to be completed during the course. Observed lesson and objectives will be connected to current unit.</li> <li>- The lesson plan should contain details of student actions with estimates of time allotted and a summary of content to be included. The objectives should be linked directly with the local and state standards that are placed next to point in lesson when addressed.</li> <li>- The students are able to express to administration what they have learned, and should be better able to deal with the curriculum specialist's assessments. The assessments will have a selection of all</li> </ul> |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>questioning. Include at least one daily assessment per unit.<br/>Domain 1f,3b,3d</p> <p>- Attend take classes in earth science or geology at community college.<br/>Domain 1a</p> <p>- Read literature on subject matter.<br/>Domain 1a</p> | <p>assessment .</p> <p>- Continuing education credits and lane changes. Assist in finding tuition free courses and give release time if necessary.</p> <p>- Study group with other teachers in department reading same literature.</p> | <p>methods. Provide results of a single daily assessment.</p> <p>- Show transcripts of coursework. Two formal observations [with pre and post meetings] of classroom by administrator.</p> <p>- Attend bi-weekly study group and engage in discussions.</p> | <p>levels within Bloom's Taxonomy.</p> <p>- There is evidence in lessons and during observations that instructor can include new ideas and knowledge not in text. The instructor will be able to incorporate supplementary topics in his lessons.</p> <p>- There is evidence in lessons and during observations that instructor can include new ideas and knowledge not in text. The instructor will be able to incorporate supplementary topics in his lessons.</p> |
|--|--|--|---|--|

## Teacher Mentoring Program

Heron Lake-Okabena ISD 330 has a mentoring program for teachers new to the district. It has a handbook that guides mentors and mentees through the process that begins in the summer and continues through the next 2 years.

