

## 2015-2016 World's Best Workforce Plan

MISSION: Braham Area Schools is dedicated to providing high quality positive lifelong learning to nurture each individual's unique potential, talent, and self worth. This will be accomplished by:

- fostering a high level of community commitment
- creating increased opportunities for learning
- encouraging open communication
- recognizing that education is a cooperative responsibility, and
- building meaningful relationships with all stakeholders

Braham Area Schools consists of a two building campus and provides PreK-12 programming for approximately 850 students under the direction of 60+ licensed staff and a 60+ member support team. The district offers 24 co and extra curricular activities and is committed to serving the community at the highest level. Check out the district website or contact us for additional information.

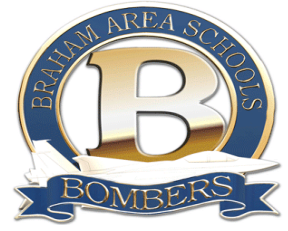
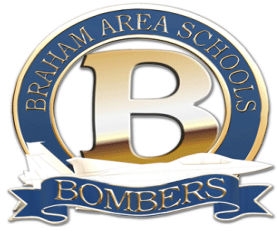
Minnesota law MS 120B.11 requires each school district to adopt at a public school board meeting a comprehensive, long term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

This district plan is organized around the following components:

1. Goals and benchmarks for student achievement. Braham Area Schools aim:
  - a. to ensure all students are ready for kindergarten
  - b. for all students in 3<sup>rd</sup> grade to achieve grade level literacy
  - c. to close the achievement gaps in reading and math
  - d. for all students to be career and college ready before graduation
  - e. for all students to graduate from high school
2. Systems, Strategies, and Support
3. Identified Needs Overview
4. Professional Learning Community Overview
5. Curriculum Overview
6. Technology Overview
7. Staff Development Plan
8. Budget Overview
9. Teacher Development Plan

### DISTRICT ADVISORY COMMITTEE:

Mary Adam - community / parent	Jeff Eklund - principal / parent	Ken Gagner - superintendent	Chris Thielen - support staff
Robert Hughes - community	Shawn Kuhnke - AD / C.ED. / parent	Matt Lattimore - principal	Luke Becker - teacher
Ken Lindgren - community / parent	Allison Londgren - board / parent	Trina Olson - community / parent	Karen Prigge - teacher
Ursula Scheele - teacher	Mike Thompson - board	Jake King - community / parent	
Hunter Richmond - student	Ryan Riesing - student	Holly Olson - support staff / parent	



1. Goals and benchmarks: Meeting / Not Meeting / New (based on 14-15 data)

a. All Students Ready for Kindergarten:

i. Preschool Reading: The percentage of students entering kindergarten from Braham Area pre-school programming who meet early reading target scores will meet or exceed state averages in the following categories:

1. Picture naming (IGDI)
2. Rhyming (IGDI)
3. Alliteration (IGDI)
4. Letter naming (FAST)
5. Letter sounds (FAST)

ii. Preschool Math: The percentage of students entering kindergarten from Braham Area pre-school programming who meet early numeracy target scores will meet or exceed state averages in the following categories (COLLECT FALL 2016):

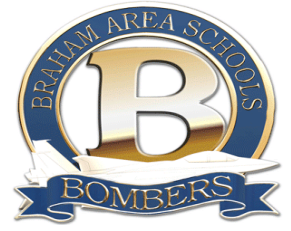
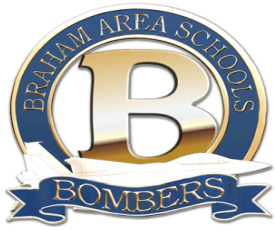
1. Oral Counting (IGDI)
2. Number Naming (IGDI)
3. Quantity Comparison (IGDI)
4. 1-to-1 Correspondence Counting (IGDI)

b. All Students in Third Grade Achieving Grade-Level Literacy:

- i. The percentage of students in grade three reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's
- ii. The percentage of students in grade three reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's
- iii. 4th grade reading growth scores as measured by the MCA's will show improvement as compared to spring 2015.
- iv. Average growth for grades 1-3 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2014-2015 year average

c. Close the Achievement Gap(s) Among All Groups:

- i. Elementary and High School Achievement Gap Reduction Scores will show improvement as compared to the three year average taken from MMR Braham School District reports. Scores will be broken down into two groups; free/reduced, and special education. Current three year avg. 7.18

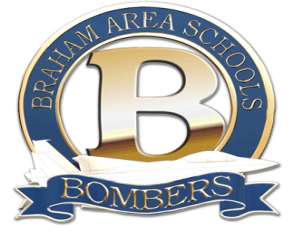
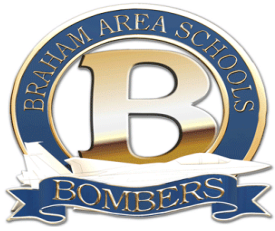


d. All Students Career and College-Ready by Graduation

- i. The percentage of students in grade 3-8, and 10 reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's
- ii. The percentage of students in grade 3-8, and 11 reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's
- iii. Average growth for grades 4-6 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2014-2015 year average
- iv. The percentage of students in grade 5, 8, and 10 reaching proficiency levels in science will meet or exceed the state average as measured by the MCA's
- v. The composite score for students taking the ACT will meet or exceed state averages [2014-2015: *seniors = yes, juniors = no*]
- vi. Percentage of juniors and seniors taking at least one college level course will increase as compared to 2014-2015 data. *Current - 16%*
- vii. Percentage of students in grades 9-12 enrolled in at least one CTE (Career and Technical Education) course will meet or exceed 2014-2015 data. *Current - 66%*
- viii. Maintain or exceed three year average on proficiency and growth scores as measured on elementary and high school MMR reports.
  - i. *Elem Prof. 25 / 25      Elem Growth 8.7 / 25*
  - ii. *HS Prof. 9.8 / 25      HS Growth 8.3 / 25*

e. All Students Graduate

- i. District will continue to reach state graduation target rates as measured by high school MMR reports.
- ii. Increase actual graduation rate compared to spring 2015. *Current 89.58%*
- iii. Attendance rate will meet or exceed 95% in Elementary and 90% in HS
- iv. Total % of discipline reports will decrease **as compared to 2016-2017**
- v. Fall Parent-Teacher Conference rates will:
  - exceed 95% in grades K-6
  - will increase 5% in grades 7-12 (42% in fall 2015)
- vi. Percentage of students participating in one or more extra or co-curricular activities will increase **from 2015-2016 baseline data**
- vii. Student survey results regarding Braham school culture will show improvement from baseline **gathered in spring of 2016**



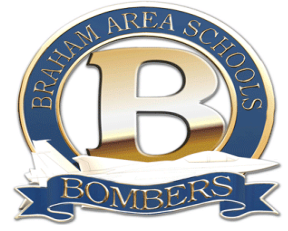
*Systems, Strategies and Support*

<b>Goal(s)</b>	<b>Action(s)</b>	<b>Evidence</b>	<b>Std</b>	<b>T/P</b>	<b>Dist</b>	<b>Responsible</b>
a	Offer high quality programming; First-Step and Kinderstep programs	% of students meeting or exceeding state averages for early literacy targets	X			L. Rasmussen
a	Encourage preschool screening completion between ages of 3 <sup>1/2</sup> and 4	measure % rates at kindergarten entrance (first day)	X			J. Bendickson
b, c	Title I and reading intervention staff provide evidence based student programming and use regular progress monitoring to make educational decisions	All K-6 students are eligible to receive Title One assistance during the school year. District will track progress using MCA, FAST, and IGDI data.	X			J. Eklund M. Linn
b, c	SMART room, W.I.N. time	# and frequency of KG students using the SMART room/equipment.  W.I.N. effectiveness tracked using FAST score growth	X			J. Eklund
b, c,	Bomber Boost – targets reading/math for grades 1-6	Track # served, # of days, # of CLP’s	X			J. Eklund
a, b, c	School of Excellence self-study	Leadership team formed, data collected, action plan started, complete by 3-1-17		X		J. Eklund
<b>All</b>	<b>Peer Review [16-17]</b>	<b>All teachers / Every year (TDP)</b>		<b>X</b>		<b>Gagner</b>
b, c, d, e	Student Assistance Teams (RtI) in each building will meet on a regular basis to interpret multiple indicators of student achievement and growth (FAST, MCA, Teacher assessments, etc.). Interventions (WIN, Reading Corp, Title, etc.) will be discussed to determine impact and identify modifications for students not meeting adequate proficiency. Progress will be monitored over the course of the year by using internal controls and assessments.	Track: <ul style="list-style-type: none"> <li>● # of meetings</li> <li>● # of students receiving service</li> <li>● % of students exiting program and/or showing growth using WBWF data</li> </ul>	X			Eklund Lattimore Kirchberg
e	mentorship program for grades 7-8	Track: participation rates, # of meetings, school attendance rates	X			Lattimore
c, d	<b>Extra dose math class for students of need in grades 7-8 [16-17]</b>	<b>Track:</b> <ul style="list-style-type: none"> <li>● <b>Comparative math MCA scores vs. state avg. (close the gap)</b></li> </ul>	<b>X</b>			<b>Lattimore</b>

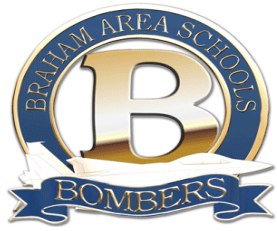


**BRAHAM AREA SCHOOLS, ISD 314  
ISANTI, KANABEC, CHISAGO & PINE COUNTIES  
531 Elmhurst Avenue South  
BRAHAM, MINNESOTA 55006**

**Commitment to Excellence / Commitment to Service**

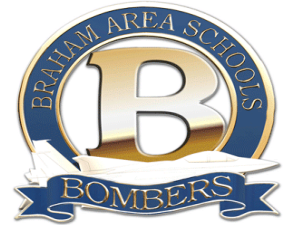


All	Staff Development funds available to increase instructional effectiveness and district provides two days in-house [16-17]	Track: <ul style="list-style-type: none"> <li>funding total (\$)</li> <li>participation rates</li> </ul>			X	Stone
All	4 half-day (develop/refine curriculum) and five full work-day opportunities	Track: .5 day progress monitored through summary report to principal		X		Lattimore Eklund
All	Structured PLC's meet twice monthly focused on meeting WBWF goals [16-17]	Track: Att. submitted by PLC leaders and annual WBWF progress		X		Lattimore Eklund
All	Annual performance reviews will be conducted on all employees (including activities) per school policy [16-17]	Track: <ul style="list-style-type: none"> <li>Checklist of signed evaluations</li> </ul>			X	Gagner Kuhnke
All	Licensed instructional staff receive written pertinent feedback regarding effective instructional practices/student engagement a minimum of 3 times each school year	Track: <ul style="list-style-type: none"> <li>documents submitted by principals</li> </ul>		X		Gagner
All	District will meet yearly objectives as defined in curriculum review cycle	Track progress on curriculum standards and evidence document			X	Admin.
All	Grades 7-12 Study Lounge 3:15-5:15 as per schedule [16-17]	'16-'17: track attendance rates (study lounge vs. school) unduplicated students	X			M. Becker
All	Student surveys / instructional effectiveness	Principals TDP (partial 15-16, all 16-17)		X		Gagner
All	Student surveys/culture and climate [16-17]	18 formalized lessons / Bomber Pride	X			Principals
d, e	Trio Upward Bound (11-12 grade)	Track participation vs. college entrance	X			Scheele
e	Youth First (grades 4-7) SADD (grades 7-12) Friends of Rachel (grades 7-12)	Track participation rates	X			Kuhnke Allen Klemz
b, c, d, e	Provide enrichment opportunities K-6	Track: <ul style="list-style-type: none"> <li>Spelling and Geography Bee</li> <li>Math Masters / grades 5 &amp; 6</li> <li>Gifted and Talented programming</li> </ul>	X			Lundin Eklund
<b>Future Possibilities:</b> <ul style="list-style-type: none"> <li>Link Crew, Internet access on busses, SMART expansion, ECMN Learning Academy, ADSIS - (apply winter 2017), reform RtI process to target assistance, measure progress more frequently, and use objective data to guide decision making</li> </ul>						



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### **Identified Needs Based on Following Data:**

1. MCA Scores
2. MMR Scores
3. ACT Reports
4. FAST Reports
5. Annual Student Culture Survey
6. Administrative Reports

**Professional Learning Communities:** PLC's consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning. A stipend is provided to PLC facilitators who attend additional monthly meetings to report progress on WBWF goals.

**Curriculum:** Curriculum answers four basic questions:

1. What do we want students to learn? [In Minnesota these are called *standards*]
2. When do we want students to learn it?
3. What activities/lessons will we use to teach it?
4. How do we know if students learned it?

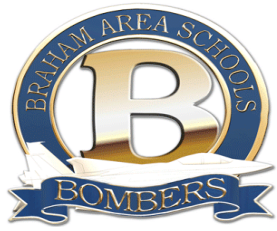
All public schools in Minnesota have the same *standards* for the following subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

These standards were developed by the Minnesota Department of Education and are reviewed on a regular cycle. You can view the state approved standards at the Minnesota Department of Education website: <http://education.state.mn.us/MDE/EdExc/StanCurri/index.html>

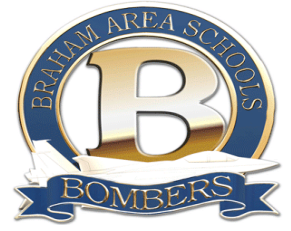
The state allows districts to develop or adopt their own standards in:

- Health
- Career and Technical Education
- World Languages
- Arts



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Braham Area Schools revises curriculum on an annual basis with portions of five days devoted to the tasks shown below. In addition, staff may request staff development funds for additional time. Resources, depending on need, may be allocated on the following **seven-year cycle:**

<b>Year</b>	<b>Subject(s)</b>	<b>Budget / TBD</b>
2017-2018	Math	
2018-2019	Social Studies	
2019-2020	Science	
2020-2021	Language Arts	
2021-2022	Music / Arts / ELL	
2022-2023	Career and Tech Ed. & World Languages	
2023-2024	Health & Physical Education	

**Curricular Review Tasks:**

- Continually check key sources of data to ensure students are making adequate progress. Ask:
  - Do we need to change instructional practices?
  - Do we need to change or supplement curriculum?
- Review curriculum maps to ensure adopted standards are up-to-date and resources/activities/assessments reflect actual practice. Maps should include:
  - When the standard will be taught
  - How the standard will be delivered
  - How student learning will be assessed

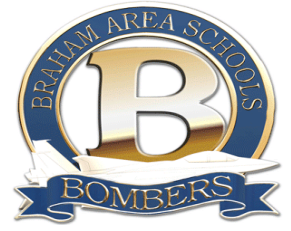
Current Curriculum: The public may at any time request a copy of curriculum for any subject area. As curriculum is updated, we will also place a copy online (see district website).

**Technology Update:** Braham Area Schools is committed to using all available tools to promote increased student engagement and learning. The use of technology is one of the key pieces of this tool kit. District #314 is proud to say that all 5th-12th grade students are provided individual Chromebooks while K-4 students have significant access to Ipad carts at every grade level. Budgeting priority is developed to ensure resources are kept up-to-date.



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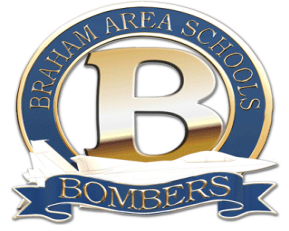
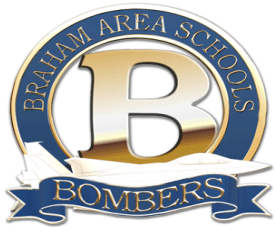
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**Staff Development Plan:** The fundamental purpose of staff development is to improve student learning. The District seeks to ensure effective education practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture. National, state, and local assessment results will be used to determine progress as shown in the WBWF plan. The district will focus on aligning goals and resources to achieve maximum performance. Identified resource allocations for the 2016-2017 school year include:

- Support PLC's that focus on student learning, raising achievement scores, building a collaborative culture, and implementing the teacher development plan.
  - 10 @ 1150 = \$11,500 [PLC Group Leader stipend \$1000]
- Provide mentorship and induction programming to new teachers, along with support for implementation of strategies and expectations as appropriate to the program.
  - 7 @ 575 = \$4,025 [Mentor stipend \$500]
  - New teacher workshop = \$2000
- Staff Development Chair stipend \$400 = \$460
- Continuing Education Chair stipend \$400 = \$460
- Provide opportunities for staff to engage in activities (workshops, curriculum revisions, competitive grants, etc.) which increase capacity for effective instruction and/or apply to skills directly related to job requirements.
  - 12 days sub pay for peer review @ \$150 per day = \$2000
  - Fall Inservice (2 days) = \$34,500
  - Conferences and workshops
    - Board, admin., nurse, counselor, sec., tech., training, district, AD, = \$23,500
    - Licensed teaching staff = \$15,000
  - Competitive grants = \$10,000

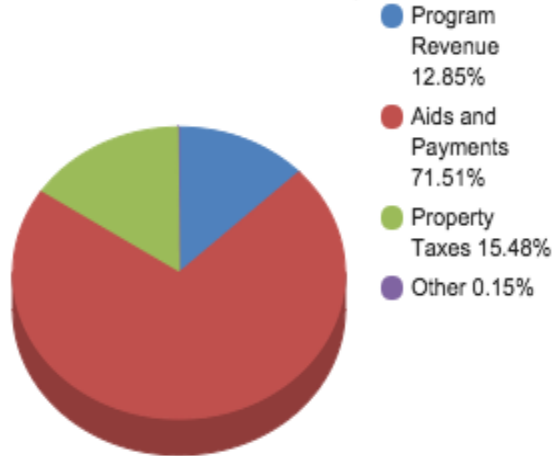
**TOTAL: \$103,445**



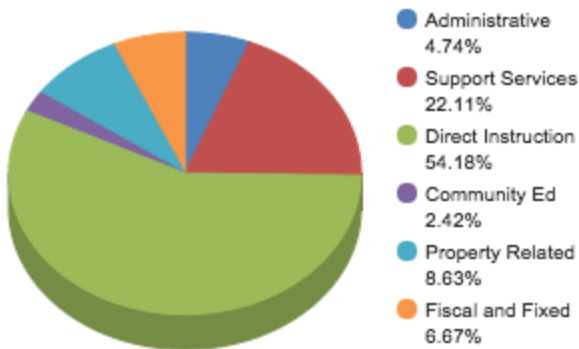


**Budget Overview**

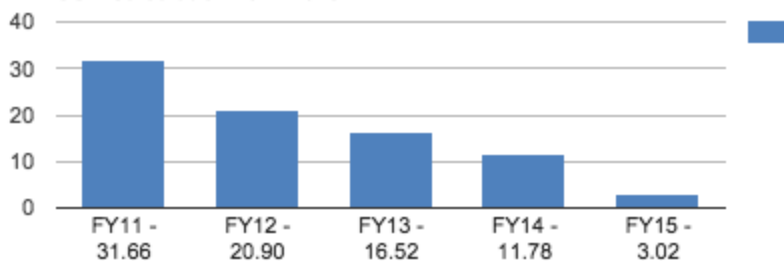
**Revenue for Year Ended June 30, 2015**

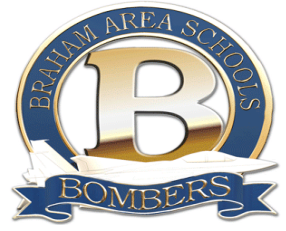
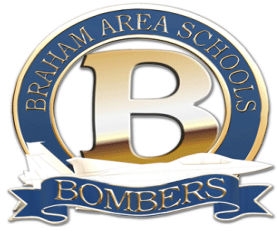


**Expenses for Year Ended June 30, 2015**



**SOD Calculation 2011-2015**





**Teacher Development Plan:**

During the special legislative session in the summer of 2011, the Minnesota Legislature passed new statewide teacher development and evaluation requirements. This language is part of Minnesota Statutes 122A.40 and 122.41, the law that governs employment of licensed teachers. The law was amended during the 2013 session.

Under the new requirements, all public school districts in Minnesota must have a teacher development and evaluation plan that meets statutory requirements in place by the 2014-2015 academic year.

The guiding principles used in creating the plan for ISD 314 include:

- A culture that supports excellence in teaching strengthens our District’s capacity to attract, develop, and retain highly effective professionals.
- All professionals desire improvement of their job performance.
- Both experienced and inexperienced teachers need ongoing support to succeed.
- Periodic evaluation of all professional staff assists professionals to perform their jobs better.
- Collegial collaboration and ongoing support from peers and administrators contribute significantly to teacher effectiveness.

**ISD 314 TEACHER DEVELOPMENT PLAN COMPONENTS**

The Teacher Development Plan for ISD #314 meets all requirements of the Minnesota Department of Education and district staff development resources support plan requirements. This revised agreement between the BEA and Braham Area School Board will take effect the 2016-2017 school year:

- BEA President: \_\_\_\_\_ Date: \_\_\_\_\_
- Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Individual components of the TDP are located on the Staff Only section of the Braham Area School’s website or may be obtained from the district office. Components referenced in this document include:

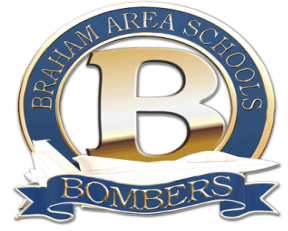
- Orientation to process
- Individual Growth and Development Plan
- Pre and post observation teacher questions
- Observation templates (includes classroom and summative information)
- Walkthrough document
- Student survey
- Charlotte Danielson’s Framework for Teaching rubric
- MN Standards for Effective Practice for Teachers
- Peer Review
- Danielson Framework for Teaching Evaluation Instrument, 2013 (resource)

- 1) The evaluation process will consist of the following components on an annual basis:
  - a. Individual Growth and Development Plan
    - i. Complete necessary components prior to Oct. 1 (additional components required at a later date) and submit to primary building administrator for review and approval. Administrative response will be provided no later than Oct. 15.



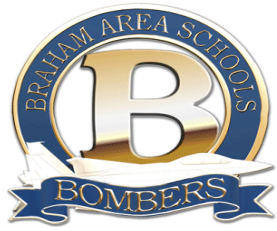
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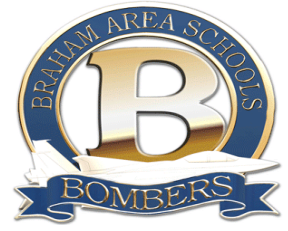
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- b. Observations
  - i. Annual minimum of;
    - 1. 1 formal and 3 walkthrough for tenured
    - 2. 3 formal and 3 walkthrough for probationary
      - a. 1<sup>st</sup> probationary formal will occur within 90 days of school year start
  - ii. Formal observation will typically include an annual orientation to the process, a required response pre and post observation (in writing), and participation in a post conference with the administrator. During the post observation conference teachers are required to submit evidence showing progress for domains one and four and student survey results - including a summary. Evidence may include videos, pdf's, etc. and include information from the past twelve calendar months. The teacher will guide the discussion and should focus on how student learning was impacted. For example, if you are showing evidence from Domain 1: *Planning and Preparation* you might say; "This piece of evidence shows how lessons and units are designed to engage students in high level thinking and problem solving." The phrase, "lessons and units are designed to engage students in high level thinking and problem solving" is taken directly from the Danielson rubric.
  - iii. Student engagement will include formal observation, walkthrough, and survey data.
  - iv. Teachers are required to conduct a yearly student survey and submit results and a brief summary during the post observation conference.
  - v. Observations will be aligned with Charlotte Danielson's Framework for Teaching and/or MN Standards for Effective Practice for Teachers.
  - vi. Summative evaluations are larger than the classroom observation and therefore are all encompassing of various aspects of teacher performance and professional conduct. Summative evaluations will be based on the percentages below and may not be finalized until the following year when MMR results are released:
    - 1. Teacher practice – 50%
      - a. Formal observation(s), walkthroughs, and survey data
    - 2. Student growth data – 35% [from valid and reliable assessments]
      - a. District/school/building goal(s) 15%
      - b. Individual growth and development plan goal(s) 20%
    - 3. Professional development activities – 15%
      - a. Active participant in peer review and PLC's
- c. Participation in a Professional Learning Community
  - i. PLC's consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning.
- d. Participation in the Peer Review process
  - i. The purpose of the Peer Review Program is to maintain our goal of teaching excellence at Braham Area Schools, and to provide a venue for us to share teaching ideas and strategies with each other. In order for the program to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. Only two copies of this form should be made, one to be given to the faculty member observed and one to be kept by the



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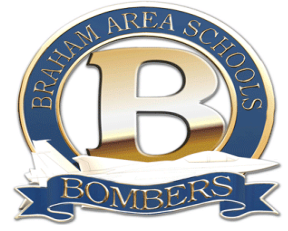
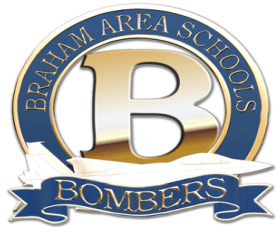
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observer, a signed front page should be turned into the building Principal. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The expectation is that each teacher will BOTH be observed, and observe other teachers.

- ii. At no time will this observation be placed into a teacher's personnel file. Under no circumstances should copies of completed class observation forms be shared or distributed outside the department.
- 2) Portfolio Option for Summative Evaluation: Evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan may be organized in a portfolio. The teacher has the option to submit a portfolio to their summative evaluator as a source of evidence. A teacher choosing to submit a portfolio for consideration shall use the Portfolio Template, which is included as Appendix A. Portfolios will be taken into consideration, along with the components required in the summative evaluation.
  - 3) Teacher Improvement Plan
    - A. Definition: A teacher improvement process is an individually customized improvement plan to be used by teachers who do not meet professional teaching standards as identified by the summative evaluation.
    - B. Statutory requirements: The annual evaluation process for teachers must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines; and [evaluation process] must discipline a teacher for not making adequate progress in the teacher improvement process that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.
    - C. Background and context: The Teacher Improvement Plan (TIP) is intended to provide professional development for teachers not meeting professional standards identified through summative evaluation or principal/administrator observation. At every point in the TIP process, the teacher has the right to union representation in all meetings.

Initially, the principal/administrator will have a non-disciplinary conversation about the area(s) of concern (unless teacher behavior meets criteria outlined in MS 122A.40). The principal/administrator will write a summary of the meeting for the teacher, including a timeline to check in on progress and offer of resources for the teacher's development, if needed. The timeline will be dependent upon the area(s) of concern and the impact upon students. If the teacher does not show satisfactory improvement, the principal/administrator may invoke the a formal written plan including the following components:

- The teacher's current level of performance is clearly identified, explained and documented.
- The areas needing improvement are spelled out, and clear, specific, measurable expectations are established.
- A plan for support is developed and resources are provided to ensure the teacher receives the assistance necessary to meet standards.



- The specific, measurable level of performance necessary to complete the process is established and made clear to the teacher.
- Measurement conditions, criteria and procedures are established up-front in the plan.
- Timelines are realistic and focused on adequate progress, not just deadlines.

**APPENDIX A / Teacher Portfolio (Optional)**

A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation. The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure requirements listed in Minnesota Statutes § 122A.18, subdivision 4, paragraph (b), and must include a teacher’s own performance assessment based on student work and examples of teachers’ work, which may include video among other activities.

The portfolio must include a reflective statement of professional accomplishment and the teacher’s own assessment of professional growth showing evidence of

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or
- Continual professional development that may include (a) job-embedded or other ongoing formal professional learning or (b) other similar professional development efforts made during the re-licensure period.

A teacher may use the same reflective statements for the evaluation and for re-licensure.

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be collected through points of contact or other Model activities, so a portfolio is also a teacher’s opportunity to share that evidence with the assigned summative evaluator. A teacher choosing to submit a portfolio must align the evidence collected with the Performance Standards for Teacher Practice and/or the Individual Growth and Development Plan. **If submitting summative portfolio include the following in electronic format:**

<b>Professional Teaching Standard</b>	<b>Evidence (include dates)</b> <ul style="list-style-type: none"> <li>• Student work</li> <li>• Video of Teacher</li> <li>• Relevant handouts</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>• Impact of student learning</li> <li>• Best practice / include source</li> <li>• Potential future lesson changes/rationale</li> </ul>

*The World’s Best Workforce Plan will be approved annually by the School Board and published on the Braham Area School website at <http://brahamhs.ss5.sharpschool.com>. A summary report of progress will be shared with the School Board, published on the school’s website, and sent to the Commissioner of the Minnesota Department of Education by Dec. 1, 2016.*