Goal 4: Teacher Learning and Leading
We will intentionally focus on enhancing teacher and administrator learning through professional development, formal and informal experiences for teachers and administration, as well as other members of our community to maximize student learning.

Goal 4 Strategy 1: Provide meaningful teacher learning opportunities (Professional Development) ranging from individualized, to small and whole group for every teacher in the district; meaningful PD will be identified as needed/wanted by the teachers due to alignment with the school improvement plan, 21st century skills (such as technology), and other data (surveys, teacher evaluation, etc.) The complex PD system/model will be co-constructed/crafted before September and shares (transparently... to minimally meet the hours/days required by the state of Michigan for Professional Development.)

Task with Description	Person(s) Responsible	Date Range (Beginning/End)	Fiscal and Other Resources Needed	Evidence of Completion
Create survey in google for staff to respond too. (Direct mail/call out to staff for login credentials)	Administration/ Building Principals	August-September annually beginning 2016	Online Access	Google produced survey gauging Professional Development interests and staff abilities.
Teachers provide input thru survey on Professional Development needed to enhance their abilities to lead in the classroom. Teachers will also identify potential Professional Development that they have expertise in and willingness to lead teach, teacher to teacher Professional Development.	Staff/Administration	October 2016	Online Access	Teaching staff completed surveys and compiled results of surveys.

Identify quality Professional Development opportunities offered at local higher education institutions, Intermediate School District (catalog), Online Resources, Staff Teacher to Teacher, Etc. using survey for Professional Development topics. Establish list of internal staff willing to lead professional development based on their strengths and abilities to facilitate on the topics.	Administration/ Building Principals/ISD Personnel	October	Online Access	Document listing staff and Professional Development they would be willing to lead teach to staff. Document listing professional development "catalog"
Create Individualized Professional Development Form Document to be used in next step of process for the individual teachers and admin. to cooperatively complete an Action Plan for future professional development formulated based on teacher/admin. input.	Administration/ Building Principals	October 2016	None	Form Document to be filled out by teacher
Teacher meet with Admin. to formulate individualized teacher Professional Development learning plan (this will be an outcome of 5D+ Teacher Evaluation). Teachers and admin	Administration/ Building Principals/ Staff	By End of November	Form Document	Filled out Individual Professional Development Form Document.

in this meeting will document individual teachers <u>Strengths:</u> (Comfortable with content therefore don't need additional Professional Development in; Possibly willing to lead staff/school wide Professional Development; Areas of interest with willingness to learn more to gain expertise) <u>Weakness:</u> (Areas individuals are deficient in and in need of additional Professional Development opportunities to become competent in) Formulate a plan based on individual strengths and weaknesses as well as professional development opportunities using his information to formulate individual teachers scheduled professional development plan to meet their needs				
Create timeline for the plan for teacher learning.	Administrative/ Building Principals/ Staff	October/November 2016	None	Completed Individual Professional Development Form Document. College Credit and PD

				(SCECH's)
Promote Teacher education (International Baccalaureate certification)	Building Admin	Ongoing	None	

Evidence of Success for Strategy 1: A Professional Development Plan (PDD) for each building and the district to guide the intentional implementation of professional development which will inspire and promote teacher learning and student success/growth. This plan will include graphics/concept map (bubbl.us) which demonstrates the connections to school and district improvement plans. Professional development should include the following components: Whole Group (District-Wide), Small Group (Building, Departmental Level), and Individual(s). Professional Development should be tied to the Building and or District Improvement Plans.

Goal 4 Strategy 2: Develop and expand community focused workshops put on by teachers and administrators, starting on a small scale and expanding to larger scale, to enhance the capacity of community members and enhance communication between schools/home therefore promoting greater efficiency of teachers & administration.

Task with Description	Person(s) Responsible	Date Range (Beginning/End)	Fiscal and Other Resources Needed	Evidence of Completion
Create a community/school communication platform using existing communication tools as well as embrace other emerging communication technologies. Tool can provide **anonymity**.	Intermediate School District, Tech Dept	September 2016 Established by February 2017	None at this time	Existence of the tool/platform
Continue and expand upon the Block Party	Collective Staff/Communit	Begin August 1, 2016	Sponsors and groups	Celebration of our

Celebration to boost community attendance and participation.	y Members	End August 22, 2016 (Annually)	participating	District at the Block Party
Workshops/Presentations (Open House) by building or district for parent participation on various topics (such as Parent Portal, Powerschool, Credit Recovery, Work Based Learning, Career Technical Education, District Improvement Plan, School Improvement Plan, Building Orientations)	Building Admin/Dept. Chairs	September-October	Mass Call Out to Students and Parents Teacher/Admin Prepared Topics to Share with Parents	Event held and compiled attendance sheet showing parental and student participation in event.
Solicit ideas from other districts/businesses that allow for better communication with public.	Various Staff	Completed by February 2017	Ongoing	

Evidence of Success for Strategy 2: Community input is recognized, valued, considered for implementation, and celebrated in our publications and on our school website.

Goal 4 Strategy 3: Better leverage local, county and state resources and network for partnerships. Create focal areas for partnerships like STEAM: Science Technology Engineering Arts Math   (Agricultural, Business, Manufacturing, Engineering, etc). Seek Alternative funding to create, promote, and implement instructional support programs that will impact student growth while fostering community partnerships including teachers as leaders.

Task with Description	Person(s) Responsible	Date Range (Beginning/End)	Fiscal and Other Resources Needed	Evidence of Completion
Reach out to local and regional businesses (Jackson) to establish symbiotic	Math, Science, Elective/Encore teachers	October 2016-June 2017	None initially. Funding of field trips as "partners" are identified from General	Creation of a google doc updated on the shared drive

			Fund	
relationships and provide students with diverse learning opportunities within the manufacturing (JAMA-Jackson Area Manufacturers Association), service, agricultural, and other fields				
Contact Chamber of Commerce for list of businesses willing to host/provide student learning opportunities	Social Studies and English Language Arts Teachers	September 2016	None	Acquire list of available Review July issue of Jackson Magazine for published list JAMA: Jackson Area Manufacturers Association
Establish a school based committee to explore community partners through a direct mailing and email form letter to all of our local/regional business, email accounts for local businesses.	Dept. Chairs present to their groups	October 2016	Cost of mailings ($200)	Creation of a list of businesses willing to partner collaboratively with the school to provide feedback and input through forums and additional
Explore various sources for alternative grant opportunities (Consumers Energy, Community Foundation, Other specific	Staff/School Improvement Plan Teams/Content specific grants (District appointed contact point person)	On Going	None	Application for grants Awarding of grants

grant sources that are project dependent)				
Explore Global partners through multiple media platforms (webinars, skype, google hangout, facetime, etc) Professional Organizations	Admin/Information Technology Teachers/Tech savvy staff	Ongoing	None	Student/Teacher feedback. Lesson Plans, Observations, Evaluations
Establish a cohesive K-12 curriculum that supports hands on/project based learning that promotes the integration of Science Technical Engineering Arts and Math curriculum into traditional and non-traditional learning environments.	Admin/Science/Math Teachers	September 2016	$20,000 (currently being pursued through a grant opportunity)	Competition entry Number of participants in after school programming, Lesson plans, Observations, Evaluations.

Evidence of Success for Strategy 3: A fully implemented Robotics/Project based learning program that is competitive, while providing opportunities for students to showcase their interest and expertise through the building and programming of technological devices. The level of participation measured by the number of students enrolled in classes where the curriculum is being presented as well as after school programming. Students will demonstrate their grasp of the concepts through the increase in complexity of their projects as well as be able to present the processes used to create their projects.

Final Evidence of Success for Goal 4: Teachers' knowledge and evaluations will improve as well as an increased positive perception on the teachers' part that NCS is a great place to work. An increased number of teacher and administrators will lead through increased number of STEAM programs and collaborative partnerships available for all.