

Blackduck Public Schools

ISD #32



The 2022-23 “World’s Best Workforce” Plan of Action
In Accordance with the Minnesota Department of
Education

Vision/Mission/Beliefs

Mission Statement: To ensure access to a healthy and comprehensive educational program, encourage a positive and orderly school environment, empower students to reach their highest personal potential, and enrich social relationships, citizenship, sense of community, and embrace lifelong learning.

Blackduck School District's Response to WBWF Legislation

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce (WBWF). Blackduck School strives to provide the best educational opportunities for every student. Providing an education and preparing Blackduck students to succeed in school from birth through graduation and into post-secondary endeavors, is a goal that must be addressed early in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and postsecondary school readiness.

Blackduck School staff and administration recognize that it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as between students who receive or do not receive special education. Blackduck School's comprehensive strategic plan is intended to serve as a document to align the school's educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

In designing this plan, Blackduck School's WBWF Committee members considered and utilized a number of existing plans, documents and strategies that were already in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I plan, School Improvement Plan, School Readiness Program Plan, Local Literacy Plan; Student Transition Plan to College and Career Readiness, Plan for Educator Effectiveness, Success for the Future program, and the school's Authentic Intellectual Work Plan. Blackduck School District's World's Best Workforce Plan will illustrate how the school's existing district plans to fit together and serve as a blueprint to create a quality educational system designed to equip every student with the skills necessary to succeed in the 21st century.

"World's Best Workforce" requirements mean Blackduck School staff and administration will strive to do the following:

- Have all students meet school readiness goals
- Have all third grade students achieve grade level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers
- Have all students graduate from high school
- Have all students attain college and career preparedness

The Blackduck School Board will develop a plan to support and improve teaching and learning aligned to the World's Best Workforce legislation which includes the following:

- Clearly define student achievement goals and benchmarks
- Process to evaluate each student's progress toward meeting state and local standards
- A system to review and evaluate the effectiveness of instruction and curriculum
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness
- Evidence-based strategies for improving curriculum, instruction and student achievement
- An annual budget for continuation of district plan implementation

Recommended Plan Components

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system
- Description of the form of teacher collaboration i.e. professional learning communities, peer coaching, principal feedback and reflection on instruction
- Description of opportunities for evaluation feedback on instruction for summative evaluators
- Description of the plan for program improvement

Success in reaching the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments
- College and career readiness under section 120B.30, subdivision 1

District Steps to Implementation

- Develop a district strategic World's Best Workforce (WBWF) plan
- Implement WBWF district plan
- Develop a report on the implementation of the previous years' WBWF plan
- Update WBWF plan with new goals and strategies
- Present the results of the plan to the public at a school board meeting

Blackduck School staff and administration will review the plan on an annual basis

Blackduck Public School

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“World’s Best Workforce”

District Advisory Committee

Mark Lundin - Superintendent/High School Principal
Susan Frank - Elementary Principal
Cynthia Nord – School Board Chairperson
Jacob Lien – School Board Member
Melanie Cleveland - Director of Community Education
Theresa Templin – Teacher Representative
Kelly Stultz – Teacher Representative
Robin Mistic – Teacher Representative
Amos Bessler – Agricultural Coop Teacher
Janessa Morris - Title I
Heidi Landis - Community Member
Riley Rockensock - Senior Class President
Gretchen Larson - Student Council Vice President
Bernie Kortem - Parent
Peter Bahr - Parent
Martha Brambrink - Support Staff

- Annual Public Meeting - December 12, 2022
- Committee meets four times a year - 2 Fall/2 Spring
- Yearly Stakeholder Survey - Spring

Central Beliefs Held by Blackduck School

- Learning is a lifelong process
- All people, birth through adulthood, can succeed at learning. (Growth Mindset)
- Raising expectations will improve results collectively and individually
- Educational systems must be student centered
- Students must develop the ability to become self-directed learners in order to become independent learners
- We must provide a variety of opportunities for all people to learn and to prepare for career and college opportunities
- State of the art technology will be part of our educational system
- We must provide a positive educational atmosphere for all students, staff, and community members to participate in learning because a positive, secure, and supportive climate allows quality education to occur.
- The school must provide a safe and stable learning environment
- Respect for self, others, and property is fundamental to all interpersonal interactions
- Family and community must be involved in education
- Partnerships and open communication among students, staff, parents, and community members create a cooperative and success-filled environment
- We must model and promote responsible citizenship
- We must provide and maintain quality facilities
- People and property must be treated with respect
- Appreciation and acceptance of diversity strengthen and enrich the community
- We must promote an understanding of cultural diversity
- We must promote an understanding of global issues
- High Quality staff is essential to learning
- We must promote life-long wellness
- College (Whether 2 or 4 year) and Career Readiness are essential outcomes of our educational system
- All learners are members of an increasingly interdependent and interconnected world-wide community
- We must prepare people to compete and function in the Global Workforce.

ISD #32
“World’s Best Workforce”
Performance/Goals

All Students Ready for School

- By June 1st, 2023 student assessment results from the TS GOLD will show that students transitioning from Early Childhood to Kindergarten will increase from 80% in 2022 to 85%. These students will improve from a basic understanding of academic, social, motor and language skills to an age appropriate level, through increased hours of preschool services, local Pre-K assessment tools and continued partnerships with community early childhood programs.

K- 3rd Grade Performance Goals:

- 42.25% of students in grades kindergarten through third grade are obtaining a proficiency score at or above the 50th percentile by June 1st 2022, according to the NWEA MAP. By June 1st, 2023 the percentage of students will increase to 50% proficient.

Achievement Gap - All students will show growth

- Students in different subgroups; American Indian, White, Special Education, and Free and Reduced Program, will move from 38% meeting the MDE Proficiency for students “on track” for success in reading by June 1st, 2022 to 42% meeting the Target by June 1, 2023.
- Students in different subgroups; American Indian, White, Special Education, and Free and Reduced Program, will move from 38.4% meeting the MDE Proficiency for students “on track” for success in math by June 1st, 2022 to 42% meeting the Target by June 1, 2023.

Students will be “Career- and College- Ready” by graduation:

- 91% of Seniors took ACT, Accuplacer, and/or the ASVAB by June 1, 2022. 100% of Seniors will have taken the ACT, Accuplacer, and/or the ASVAB by June 1, 2023.

- 100% students in ninth and eleventh grade will have taken a careers class by June 1, 2022. 100% students in ninth and eleventh grade will take a careers class by June 1, 2023.
- 100% of Seniors met with the high school guidance counselor to discuss post-secondary planning by June 1, 2022. 100% of Seniors will meet with the high school guidance counselor to discuss post-secondary planning by June 1, 2023.

All Students Graduate:

- The five year graduation rate for Seniors who attended Blackduck Schools will move from 82.7% in 2022 to 85% by June 1, 2023.

Identified Needs Based on Data:

- Current and past practice in the Blackduck School district is to use data from a variety of quality sources but not limited to MCA, MAP, SRSS, and college readiness tests. Like many districts, Blackduck identified needs in the areas of Mathematics, Science, and English Language Arts.

Student Systems, Strategies and Support:

- At Blackduck public schools, students are given many opportunities to be successful. In order to meet the achievement goals, a multi-tiered system of support is in place through research based interventions. These intervention strategies include but are not limited to: TIER I: Classroom Teacher Parents/Guardian, Behavior Interventionist and Native American Services and School Counselor, TIER II: Classroom Teacher, Math and Reading Interventionist, Behavior Interventionist, ADSIS Services, TAT Team (Teachers Assisting Teachers) Title I, Native American Services and CTSS (Children's Therapeutic Supports and Services). TIER III: TAT Team, Child Study Team, and School Psychologist. In addition, the implementation of PLC's has provided us opportunities to evaluate individual and district-wide data for the purpose of narrowing and focusing needs. Teachers and leaders will be provided student data disaggregated in various groups including, ethnicity, demographics and gender. This data in addition to district and state assessment data will be used to guide practices for the purpose of closing the achievement gap.

Teacher and Principal Systems, Strategies and Support:

- The Blackduck ISD#32 Teacher Development and Evaluation plan includes professional Learning Communities (PLCs) throughout the year for personal professional development. It provides opportunities for teachers to take part in peer review sessions along with formal observations, three times per year for probationary staff and once every three years for tenured staff performed by a licensed administration.
- The district has developed a plan to support and improve Principals' instructional leadership, organizational management, and professional development, and strengthen the principals' capacity in the areas of instruction, supervision, evaluation, and teacher development. Principals evaluate teachers and through regular communication check teachers lesson planning for alignment to the standards and their classroom performance on standardized tests.
- The district curriculum review process brings teachers together from all grades and special education to examine their standards, align curriculum to the standards, survey teachers, and select materials. The review committee reports to the District Curriculum Advisory Committee and the school board, which approves the new standards-aligned curriculum outcomes. Teachers are provided training in the new curriculum in conjunction with the Staff Development Committee.

District Systems, Strategies and Support:

- Technology is a major focus at Blackduck Public Schools. We provide one-to-one devices for students in grades K-12. Our Staff Development and Technology committees oversee the planning for staff professional development to ensure staff are trained to use and teach with the latest technology platforms. We offer technology classes at inservices where staff can select their ability level. This technology allows students to have greater access to research and experts in a variety of fields. In addition, a number of surveys have been completed by staff with regard to professional development. Survey results demonstrate that staff believe we have made profound improvement in providing opportunities for training and providing high-quality inservice training.
- Staff also focus on how to provide high-quality instruction and use a rigorous curriculum when the staff meets with their peers in weekly staff meetings, grade-level meetings, and during Professional Learning Communities, PLC's.

PLC's have become an integral part of ensuring that goals are met. These collaborative meetings help staff analyze and reflect on student data, discuss best practices, and create rigorous curriculum across subject areas.

Equitable Access to Excellent Teachers:

- Blackduck has taken pride in the even distribution of students district wide. One of the greatest attributes of ISD#32 is the vastly experienced staff. Students truly have the best opportunity to learn. As ISD#32 is a relatively small district, the process for ensuring access to highly effective teachers is quite simple. Each year teachers, administrators and counselors take time to evaluate the placement of each student, through SRSS scores, MAP scores and MCA data. In addition, the most vital component of this process is administrative vision. It is the vision of administration to ensure that all students receive the best education possible by diversifying the workforce by employing male and female staff, staff of races to match student diversity, and pairing experienced staff with non-experienced staff members. This has resulted in the most customized education possible.

ISD #32
“World’s Best Workforce”
Plan Components/Activities

District Achievement Benchmarks

- District Performance/Goals
- District Staff Development report

Assessment/Evaluation of Student Progress Towards Career/College Readiness

- District Literacy Plan
- Career Planning and Counseling Program

Evaluation of Effectiveness of Curriculum/Instruction

- Teacher Evaluation System
- Principal Evaluation System
- District Staff Development Plan
- World’s Best Workforce Plan
- School Readiness Program
- District Curriculum Advisory Committee

Strategies for Improving Instruction, Curriculum, and Student Achievement

- District Staff Development Report
- Teacher Evaluation Plan
- Principal Evaluation Plan
- District Literacy Plan
- Professional Learning Communities
- School Readiness Program

School Readiness Program

Blackduck Public School's School Readiness Program includes Early Childhood center-based programs, curricula, and assessments. Blackduck School's Early Childhood program offers comprehensive services that are responsive to children's needs to improve learning outcomes, with a particular focus on opportunities for family engagement and parenting education, through "help me grow" resources. Programs partner with Early Childhood Family Education to provide regular, ongoing parenting education on topics about transition to kindergarten and ongoing family involvement in their child's learning in school, child development and learning, and parent-child relationships.

In addition, Blackduck's School Readiness center incorporates compensatory instructional service to accelerate literacy and language development for participating children. Teachers tailor instructional content and activities to address children's learning needs adequately, and promote development to help close the "opportunity gap" so that children perform at age-level or higher at kindergarten entry.

Early childhood staff coordinate the transition from the early childhood classroom to kindergarten and the early grades to ensure a smoother transition to school and to help sustain the positive effects of the early education program into the early elementary grades.

Blackduck Public School ISD #32



Local Literacy Plan 2022-2023

District Mission Statement:

The mission of Independent School District #32 is to **ensure** access to a healthy and comprehensive educational program, **encourage** a positive and orderly school environment, **empower** students to reach their highest personal potential, **enrich** social relationships, citizenship, and sense of community, and **embrace** lifelong learning.

Literacy Plan Summary and Goals:

Minnesota State Statute 120B.12 requires all districts to adopt a local literacy plan to have every child reading at or above grade level by the end of 3rd grade. Students not reading at grade level at the end of kindergarten, grade 1, and grade 2 must be

screened for characteristics of dyslexia. In addition, students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must also be screened for characteristics of dyslexia. (Subd.2). For each student identified as not reading at or above the current grade level, the district shall provide intervention services to accelerate growth. The district must also continue providing reading intervention services until the student reads at grade level. Intervention methods shall include family engagement and collaboration with community and school programs. Methods may also include, but are not limited to, intensified reading instruction that may require a student to be removed from the regular classroom for part of the day, programs that strengthen cultural connections, or personalized learning plans (Subd.3). This literacy plan provides an overview of the process Blackduck Public School will undertake to achieve the goal of ensuring that all students are reading proficiently by the end of 3rd grade.

District Reading Goal:

Blackduck Public School District 32, as required by Minnesota State Statute 120B.12, has adopted this local literacy plan to increase the percentage of students reading at or above grade level no later than the end of grade three. We will use the NWEA MAP test in reading as our standard. Currently we have 42.25% of students in grades kindergarten through third grade obtaining a proficiency score at or above the 50th percentile. Our goal is to increase that percentage to over 50% proficient in the current year. Blackduck Elementary School staff is committed to researching and implementing the best methods for instruction and using reliable testing methods in all five critical areas of reading. All core reading instruction in our district is aligned to the 2010 ELA Academic Standards and specifically addresses the development of the components of reading that are consistent with section 122A.06, subdivision 4.

Identification of Students Not Reading at Grade Level:

Universal Screenings: These screenings are given to all students three times a year and are used to:

- Determine students' levels of proficiency
- Identify areas of academic need
- Guide intervention services
- Identify staff development needs
- Communicate proficiency levels to parents/guardians,
- Provide classroom teachers with a starting point to drive instruction and aides in flexible groupings

- Track longitudinal growth to determine what we are doing well and areas of need regarding programming, curriculum, and instruction

NWEA MAP Growth Reading: For the 2022-2023 school year all students will be given the NWEA MAP Growth Reading test which is a nationally normed, computerized, adaptive test that measures a student's academic growth and proficiency in reading. Teachers use this test to form instruction, personalize learning, and monitor student growth. Administrators can use the scores to see the progress of and performance of a classroom, grade level, or school. Parents are provided with their child's MAP Student Progress Report after each testing session. This may be sent by itself, given at conferences, or mailed in report cards.

MWEA MAP Reading			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
Kindergarten	136.65	146.28	153.09
First	155.93	165.85	171.4
Second	172.35	181.2	185.57
Third	186.62	193.9	197.92
Fourth	196.67	202.5	204.83
Fifth	204.48	209.12	210.98
Sixth	210.17	213.81	215.36

McGraw Hill Wonders 2020: Oral Reading Fluency: Our district adopted Wonders 2020 in 2020. This curriculum helps build a foundation for reading success with daily, explicit, systematic instruction aligned to the Science of Reading. Wonders 2020 aides teachers in differentiating instruction, extends students' knowledge, connects ELA skills to content area reading with science and social studies, and fosters social emotional skills.

Students are given the Oral Reading Fluency Assessment three times a year which is used as a screening assessment in the fall. It is also used for progress monitoring in the winter and spring. Fluency is the ability to read with speed, accuracy, and expression. In order to understand what they are reading, children must be able to read fluently whether they are reading aloud or silently. Fluency goals listed in the table below are based on national norms.

National Oral Reading Fluency (Wonder's Assessment)			
Grade	Fall Target	Winter Target	Spring Target
Kindergarten	NA	NA	NA
First	NA	29	60
Second	50	84	100
Third	83	97	112
Fourth	94	120	133
Fifth	121	133	146
Sixth	132	145	146

Additional screening assessments include the Quick Phonics Screener, an Inventory of Developmental Spelling, and Wonders High Frequency Words. The Quick Phonics Screener by Dr. Jan Hasbrouck is an accurate way for teachers to identify individual students' strengths and instructional needs in phonics and decoding. This also helps teachers confirm mastery of specific skills, document changes in student performance throughout the year, communicate results with parents, and utilize assessment data to form instruction. The Inventory of Developmental Spelling is used to help group students by spelling developmental stages based on key spelling components at each stage. Wonders High Frequency Words assesses the students' ability to recognize and read words quickly which is critical for them to become efficient readers.

Diagnostic Assessments: Diagnostic assessments provide additional information beyond screenings. They are used to assess specific skills or components of reading such as oral language, phonemic awareness, phonics, fluency, and vocabulary. They can be formal standardized tests (i.e Woodcock-Johnson) or informal assessments (i.e.

Rapid Letter Naming). These assessments enable teachers to drill deeper into specific reading needs to tailor individual instruction. Not all children need this in-depth reading assessment which is most important for struggling and at-risk readers. Assessments highlighted in italics are aligned with MDE dyslexia recommendations. Examples of diagnostic assessments include but are not limited to:

- Oral Language
 - Preschool Developmental checklists
 - Direct observation
 - Informal Reading inventories
 - Chrichlow Verbal language Scales
- Phonemic Awareness
 - Phonological Awareness Screening Test (PAST)
 - *Heggerty Phonemic Awareness Assessments*
 - Dibels Next
 - *Phoneme Segmentation Fluency (PSF)*
 - *First Sound Fluency (FSF)*
- Phonics
 - Dibels Next:
 - *Nonsense Word Fluency-Correct Letter Sounds (NWF/CLS)*
 - *Letter Naming Fluency (LNF)*
 - *Word Blending (NWF-WWR)*
 - Informal Reading Inventories
- Fluency
 - Read Naturally
 - Informal Reading Inventories
 - *Acadience Reading Diagnostic*
 - Dibels Next
 - *Oral Reading Fluency Words Correct (DORF)*
 - *Oral Reading Fluency Accuracy*
 - *Retell*
- Reading Comprehension
 - McLeod Assessment of Reading Comprehension
 - Wonders 2020 Reading Comprehension Tests

- Metacognition Strategy Index
- *Dibels Daze Adjusted Score*

Dyslexic Tendencies: The skills required for component reading include phonics (letter and sound identification), phonemic awareness (identifying and manipulating sounds in words), vocabulary (understanding and use of words), fluency (rate of reading written word with accuracy and expression), and comprehension (ability to understand what has been read). When a student does not read well by third grade it is an indication they have a deficiency in one or more of the skills listed, and they are considered to have Dyslexic Tendencies. The school cannot diagnose dyslexia, but we may assess students for reading difficulties or a learning disability if warranted. Parents may get a diagnosis from a clinic. Teachers can use the Colorado Learning Disabilities Checklist-Reading Subscale as a tool to measure the risk of reading disability. (See the Screener below.)

Convergence Insufficiency: This is a condition that affects how your eyes work together when looking at nearby objects like books. The school nurse screens students' vision in grades 1, 3, and 5 yearly and other students when requested. Teachers will refer students for screening when they notice eye fatigue, students trying to use one eye instead of both, or other vision issues that may affect the way students see written work. The nurse does not diagnose, but makes families aware of potential vision issues based on her screening results. They can make an appointment with an eye doctor for a diagnosis if a condition is present.

Progress Monitoring: This data is collected on an ongoing basis. Curriculum-embedded tests measure the extent to which students have learned the materials taught and help the teacher identify which students have mastered the skills and are ready to move on. General progress monitoring is given three times a year and includes the NWEA MAP Reading Growth test, Quick Phonics Screener, and Oral Reading Fluency measures. For students receiving intervention services, progress monitoring includes both skill-level and grade-level progress monitoring.

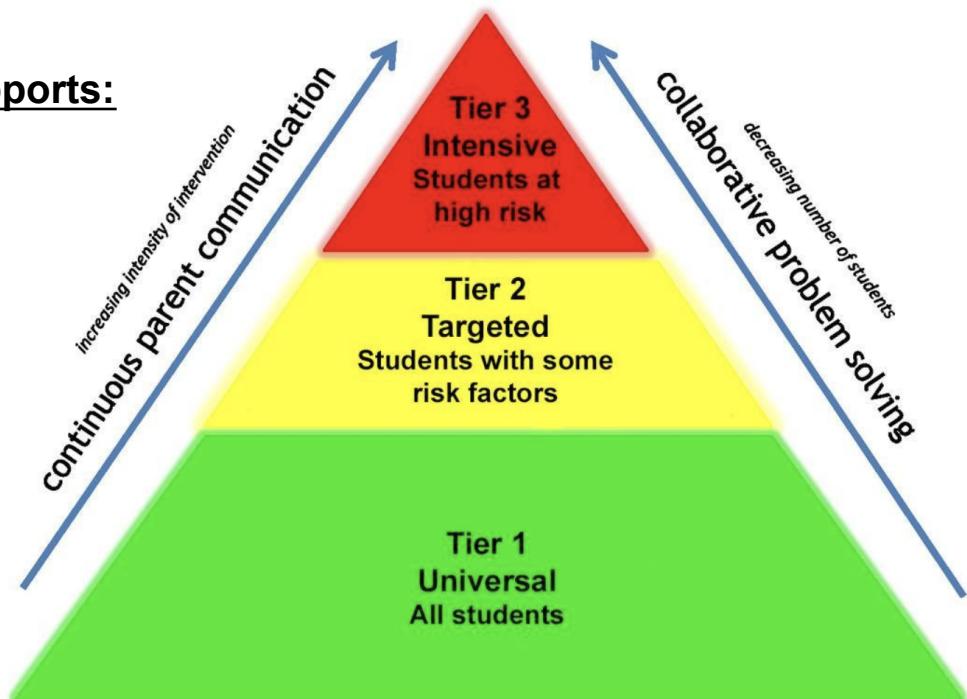
Parent Notification and Involvement: Staff communicates with parents and guardians regarding their child's literacy development through:

- Parent Conferences
 - Current level of performance
 - Universal Screening Results

- Teacher provided interventions in the classroom
 - Intervention Services
 - Title 1 Support
 - Home support parents can provide
- Special Education Programming
- Synergy Grade Book online
- Emails, phone calls, and Remind
- Family Fun Night
- Title 1 Night
- Back to School/Open House

Staff Development: Staff development is offered to all staff members individually, as a group, and as an entire staff. They have the opportunity to participate in opportunities germane to their positions by applying to the staff development committee. As a school we provide workshops on inservice days for the entire staff on topics such as Phonics and Phonemic Awareness, Dyslexia, Writing in the Reading Curriculum, and Recognizing Eye Tracking Issues in Young Students. Staff members do online or in person workshops on Dyslexia, Phonics, the Science of Reading, Word Walls, and other topics. We purchased a new elementary reading series recently and the staff has been provided with three separate workshops on the appropriate implementation of the curriculum with all learners.

Tiered System of Supports:



Tier 1: Core Instruction

All students receive 120 minutes of core instruction. Students at or above grade level benchmarks and are making adequate growth will likely have their needs met through core curriculum. Students at or below grade will be provided with Tier 2 interventions.

Tier 2: Extra, Targeted Support: Students not making adequate progress with Tier 1 universal instruction will be supported in the classroom through small group intensive instruction based on specific needs. They will be supported through Title 1 and may also take part in supplemental reading instruction outside of the classroom.

Tier 3: Intensive Support: Students significantly below grade-level benchmarks will be provided with individualized, intensive, intervention support outside of the classroom. Placement in Tier 3 may coincide with special education, but referral is not automatic. Students may need intensive intervention before being evaluated for a reading disability.

References and Resources:

[MN statute Sec. 120B.12 Reading Proficiency No Later Than the End of Third Grade](#)

[Comprehensive, Scientifically Based Reading Instruction Statute](#)

Dyslexia Screener

Student's Name: _____ Grade: _____

Teacher: _____ Date: _____

The Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R) is a screening tool designed to measure risk of reading disability (i.e. dyslexia) in school-age children (Willcutt et al., 2011). Normative scores for this questionnaire were developed based on parent-reports of their 6-to-18- year- old children, as well as actual reading testing of these children. Willcutt, et al. (2011) found that the CLDQ-R is reliable and valid. It is important to note that the CLDQ-R is only a screener and does not constitute a formal evaluation or diagnosis.

School Age Dyslexia Screener – CLDQ-R

Please read each statement and decide how well it describes the child. Mark your answer by circling the appropriate number. Please do not leave any statement unmarked.

	Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a bit	Always/ a great deal
1. Has difficulty with spelling	1	2	3	4	5
2. Has/had difficulty learning letter names	1	2	3	4	5
3. Has/had difficulty learning phonics (sounding out words)	1	2	3	4	5
4. Reads slowly	1	2	3	4	5
5. Reads below grade level	1	2	3	4	5
6. Requires extra help in school because of problems in reading and spelling	1	2	3	4	5

Scoring Instructions:

Add up the circled numbers and record that as the Total Score _____

The following cutoffs apply:

- Total Score <16 = Minimal Risk
- Total Score 16-21 = Moderate Risk
- Total Score >21 = Significant Risk

See below for details for each Risk Group.

Minimal Risk: The score indicates that there is little in the child's developmental history to indicate that he/she is at risk for a reading disability (dyslexia). However, if there are concerns about the child's reading progress, an evaluation with the school or a licensed child psychologist is recommended to examine the nature of these difficulties.

All Students Will Graduate From High School and Attain College and Career Preparedness

Ongoing gains achieved by Blackduck Secondary School in regard to increased proficiency and college readiness are attributed to a number of practices including:

- More student / teacher instruction minutes per week as provided by 4-day week
- Monday help groups offered by many teachers on “off day” to help students in need of extra assistance, as provided by 4-day week
- Active full time Title 7 Program
- 1:1 technology provided by district
- Implementation of remedial classes taught in science, math and reading
- Mandatory and optional job fairs
- Careers classes required in grades 9 and 11
- Academic advisor
- PLAN, ASVAB, ACT tests offered
- College Visits / career advisor

Blackduck School Teacher Development and Evaluation Plan

In Blackduck Public School, we believe that a comprehensive teacher evaluation system does not have to be divisive. There is one shared priority, to ensure that Blackduck students receive the best education possible. Teachers are the foundation of student success and when teachers succeed, students succeed.

To ensure that the students of Blackduck School are receiving the best education possible, teachers will have access to quality support, training, and evaluation feedback. With that in mind, this plan details the process with the hope that all parties involved will understand the importance of teachers continually improving their knowledge base and instructional practices.

Development and Evaluation Activities

Points of Contact

Points of contact are “defined opportunities for a summative evaluator and peer reviewer(s) to gather evidence for evaluation and to provide feedback to a teacher for growth and development.” Every point of contact provides opportunity for feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Points of contact include classroom observations and other activities that support a teacher’s growth and evaluation. Every year of the three-year professional review cycle, a teacher defines multiple points of contact through the Individual Growth and Development Plan (Appendix A).

All points of contact must be:

- **Face to face**—Every point of contact must include an in-person, two-way conversation at which evidence collected and feedback on teacher practice and student impact is shared and discussed. Conversations may be formal, lengthy, scheduled conferences or more informal and concise. Conversations must take place within one calendar week of the point of contact activity.
- **Documented**—The documentation may be as detailed or as concise as required to reflect evidence collected, to provide feedback on teacher practice, and student impact and to summarize the face-to-face conversation. All documentation other than the summative evaluation will be kept by the teacher and available to the administration upon request. For both tenured and probationary teachers observation documentation is completed within one calendar week and shared with the teacher. Recommended areas for improvement and future goals must be clearly stated.

Yearly Points of Contact Cycle

Probationary Teacher	3 peer reviews completed by assigned mentor	3 Summative Evaluations completed by a District Principal
Tenured Teacher	1 peer review completed by Dean of Students/School Guidance Counselor/Assign Tenured Teacher *Provided to Teacher	1 Summative Evaluation completed every 3rd year by a District Principal *Placed in Personnel File
Review/Evaluation Cycle will be provided to teachers during Fall workshops		

Professional Learning Communities (PLC)

A group of teachers who meet regularly as a team to study data, to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement. The PLC will assist in the creation or revision of a teacher's Individual Growth and Development Plan. The PLC will decide whether a teacher's assessment used for collecting student data is valid, reliable, and meets the SMART goal criteria. Initially, Blackduck PLCs will meet eight times per year, two hours each time: once per quarter (4), once during the fall workshop (1), and at the end of quarters 1, 2, & 3 (3). The discussion topics for these meetings will be dictated by the building Principal. Each PLC will have a team leader who is responsible for the notes taken using the Team Meeting Log (Appendix G) with one copy kept for the team and one given to the building administrator within one calendar week of the meeting. The District will provide teachers the opportunity to participate in a PLC either as a part of their regular work day or compensate them if the PLC meets outside of the contractual day. In order to be compensated, PLC meetings must meet in a two hour block.

Staff Development Committee

The Staff Development Committee will provide high-quality professional development that is designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-based strategies; and help teachers implement new technology.

Teacher Improvement Process (T.I.P.)

Minnesota Statutes, section 122A.40 and 122A.41 state that the teacher evaluation model “must give teachers not meeting professional teaching standards...support to improve through a teacher improvement process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the teacher improvement process...”

A teacher who receives an “Unsatisfactory” rating on a summative evaluation enters a teacher improvement process. This activity replaces the Individual Growth and Development Plan for that teacher. The purpose of the teacher improvement process is to provide support and assistance to teachers who are not meeting standards of performance. A teacher remains in the teacher improvement process until:

- The teacher improves in all areas identified in the improvement plan; or
- The teacher has had sufficient time and resources to meet performance standards and has not done so.

In the case of improved performance, the teacher returns to the three-year professional review cycle and completes an individual growth and development plan.

Role of the exclusive representative of teachers

There are constitutional, statutory, and contractual language to ensure that due process is followed. The district is responsible for determining whether a teacher's performance is such that he/she should be subject to discipline or placed in the teacher improvement process. The union shall not have any role in that decision and retains its right to grieve any discipline of a teacher.

Role of the administrator (summative evaluator)

A licensed administrator must facilitate the teacher improvement process with a teacher receiving an “Unsatisfactory” rating.

To make clear the distinction between “summative evaluator” in the evaluation model and this role in the teacher improvement process, this person is referred to as the “administrator.” The administrator must:

- Have a Minnesota administrator’s license.
- Have successfully completed training on the evaluation models.
- Be employed in a supervisory position in the district, preferably the teacher’s direct supervisor.

Role of peer coaching or mentoring

A teacher may request, as part of his teacher improvement plan, the support of a peer(s) during the teacher improvement process. A licensed teacher(s) should play a role in supporting and coaching a teacher in the teacher improvement process.

This peer may serve in a coaching or mentoring role and must be approved by the administrator. Should a peer be named and approved, that peer may be involved in any meetings between the teacher and administrator at the teacher's request. The peer will not evaluate the teacher or the teacher's progress in the teacher improvement process.

Discipline

Minnesota Statutes, section 120A.40 and 120A.41 state that discipline "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."

Should a teacher enter the discipline phase, the administrator must follow board policies and teacher contract language established in the school district as well as state statutes.

Should the district ultimately seek to terminate a teacher based on performance, arbitrators' decisions based on case law and statute (primarily M.S. 122A.40, Subdivision 9) have typically determined that sufficient time for improvement is a minimum of six months.

PERSONNEL – ADMINISTRATIVE EVALUATION

The School Board of Blackduck Public Schools recognizes that accountability is a key factor in maintaining high performing schools. A comprehensive evaluation system establishes accountability and creates consistent means for professional growth.

The Superintendent is responsible for developing procedures and forms that facilitate the evaluation of administrative staff. Administrators shall develop a Professional Growth Plan annually. Administrators required to hold a license shall be evaluated in accordance with the provisions of Minnesota Statute 122A.40 during the applicable probationary period and all other administrators shall be evaluated annually. A Summative Evaluation- must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness. Assistant principals will be evaluated by Principals.

The annual evaluation must:

1. Support and improve a principal's instructional leadership, organizational management, professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;
2. Include formative and summative evaluations based on multiple measures of student progress toward career and college readiness;
3. Be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multi-year growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;
4. Include on-the-job observations and previous evaluations;
5. Allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;
6. Use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets;
7. Be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and

8. For principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequences if the principal's performance is not improved.

DISTRICT STAFF DEVELOPMENT PLAN

“To improve student achievement by increasing staff effectiveness.”

2022-2023

District Staff Development Plan

Vision Statement: To improve student achievement by increasing staff effectiveness.

We believe that professional development...

- Focuses on all staff as members of an inclusive learning community that plans and works collaboratively.
- Values learning and improvement as a continuous process.
- Has inquiry and improvement embedded in the daily life of a school.
- Respects and nurtures the intellectual and leadership capacity of all.
- Reflects the best available research on learning and practices in teaching and leadership.
- Uses student data to drive decisions.

District Staff Development Committee Membership

2021-2022 District Staff Development Committee Membership:

Superintendent: Mark Lundin

High School Dean of Students: Theresa Themplin

Elementary Principal:Sue Frank

State reporting agent: Staff Development Team

Teacher's union rep.: Pete Ofstedal

Elementary teachers: Becky Haugan, Lisa Larson, Cody Gross

High school teachers: Cody Nord, Jeremy Berg, Amos Bessler

Para and parent: Carla Brown

School Board member: Jacob Lien

Facilitator: Kelly Stultz

Grant Writer: Janessa Moris

Athletic Director Representative: Josh Ziegler

Guidelines: Minnesota Statute 122A.60 states that “A majority of the District Staff Development Committee must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents and administrators.”

The Committee shall consist of:

Superintendent (1)

Principal (1)

Dean of Students (1)

State reporting agent (1)
Teacher's union or representative (1)
Teachers from the elementary school (3)
Teachers from the high school (3)
Paraprofessional: (1)
School Board member (1)
Parent (1)

Length of Membership

1. The following positions are permanent members of the Committee.

Superintendent
Union/Representative
State Reporting Agent
Principal

Teacher positions will be rotated on a three-year cycle.

The following positions will be rotated yearly:

1 Paraprofessional
1 Parent
1 School Board Member

2. In the spring of the year new member positions will be filled by rotation and members notified. The principal will recruit a parent. July 1st is the beginning of the new term.

3. Membership rotation will drop members who move out of the district or retire and add new hires at the bottom of the list. A separate rotation list for high school teachers, elementary teachers, and paraprofessionals or secretary/clerical representatives will be compiled and updated annually.

Facilitation

A licensed teacher will facilitate.

Stipend

District Staff Development Committee facilitator will receive \$500 per year.

District Staff Development Committee Responsibilities

- The district staff development plan will be reviewed by the District Staff Development Committee on an annual basis and updated as needed. The plan

will be submitted by the superintendent to the school board on or before the May meeting for approval.

- The District Staff Development Committee facilitator will communicate that the plan is available to all district employees by September 15th of each school year.
- The District Staff Development Committee will develop a preliminary budget in the fall for the school year.
- Individuals or groups requesting Best Practice or District-wide staff development funds shall present requests to the District Staff Development Committee. Approval of these staff development activities will be funded from the District or Best Practices Staff Development account.
- The District Staff Development Committee shall be responsible for taking action on all requests from individuals or groups requesting staff development funds from grant programs that provide staff development funds.
- Requests from district administration or school board members for staff development activities shall be submitted to the board of education for approval. Expenses will be distributed from district-wide staff development funds.
- The District Staff Development Committee will reevaluate the staff development goals on an annual basis.
- The District Staff Development Committee will ensure staff development opportunities are available to all district employees and that these opportunities will meet some or all of the goals listed.
- The District Staff Development Committee will plan district-wide staff development in-service days.

District Staff Development Meeting Guidelines

- We will begin and end our meetings on time.
- We will follow the agenda as scheduled and stay focused on the topic being discussed.
- We will distribute agendas and minutes in a timely fashion.
- We will actively listen to and respect all views with as little side conversation as possible.
- We will promote a safe environment where everyone is respectful of all viewpoints offered.
- We will work to gain agreement or consensus. Once the group makes decisions, they will be supported.
- We will keep our purpose in mind, learning together as a committee to improve the achievement of Blackduck School students.

- We will come prepared to meet – reading all materials, reflecting on issues to be discussed – in order to make contributions to the decision-making process.

Staff Development Goals

Staff Development Goals:

1. To provide opportunities for offering and improving an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state's diversity rule and the district's diversity plan to ensure a safe working and learning environment.
2. To provide opportunities to improve instructional methods in all curricular areas with an emphasis on reading, mathematics, writing, or technology.
3. To provide time and activities for district employees to share workshop information, plan, collaborate, motivate, and communicate.
4. To provide motivational speakers at in-service activities.