

Blackduck Public Schools
ISD #32



The 2025-26 “Comprehensive Achievement and Civic
Readiness” 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.

“Comprehensive Achievement and Civic Readiness” 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 ISD #32

“Comprehensive Achievement and Civic Readiness” District Advisory Committee

Peter Bahr - Superintendent
Kelly Stultz - 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
Annie Browen – Teacher Representative
Robin Mystic – Teacher Representative
Amos Bessler – Agricultural Coop Teacher
Robin Mystic - Title I
Heidi Landis - Community Member
Bella Bloom - Student Council Member
Gretchen Larson - Student Council Member
Carla Brown - Parent
Pete Ofsedal - Parent
Tanya Sundvall - Support Staff

- Annual Public Meeting - December 8, 2025
- 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

“Comprehensive Achievement and Civic Readiness” Performance/Goals

All Students Ready for School

- By June 1st, 2026 student assessment results from the TS GOLD will show that students transitioning from Early Childhood to Kindergarten will increase from 98% in 2025 to 100%. 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.

Achievement Gap - All students will show growth

- Students in different subgroups; American Indian, White, Special Education, and Free and Reduced Program, will move from 39.6% meeting the MDE Proficiency for students “on track” for success in reading by June 1st, 2025 to 44% meeting the Target by June 1, 2026.
- Students in different subgroups; American Indian, White, Special Education, and Free and Reduced Program, will move from 30.4% meeting the MDE Proficiency for students “on track” for success in math by June 1st, 2025 to 35% meeting the Target by June 1, 2026.

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

- 71% of Seniors took ACT, Accuplacer, and/or the ASVAB by June 1, 2025. 100% of Seniors will have taken the ACT, Accuplacer, and/or the ASVAB by June 1, 2026.
- 100% students in ninth and eleventh grade will have taken a careers class by June 1, 2025. 100% students in ninth and eleventh grade will take a careers class by June 1, 2026.
- 100% of Seniors met with the high school guidance counselor to discuss post-secondary planning by June 1, 2025. 100% of Seniors will meet with the high school guidance counselor to discuss post-secondary planning by June 1, 2026.

All Students Graduate:

- The five year graduation rate for Seniors who attended Blackduck Schools will move from 88.6% in 2025 to 90% by June 1, 2026.

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.

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“Comprehensive Achievement and Civic Readiness” 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
- Comprehensive Achievement and Civic Readiness 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.



Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school’s website annually.

District or Charter School Information

District or Charter School Name and Number: Blackduck

Date of Last Revision: Spring 2023

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

To increase the phonics and phonemic awareness of our students in grades K-6 as prior assessments have shown this as a significant area of weakness.

To implement FastBridge in grades K-6 as our screening tool and assessment for math and language arts replacing MAP.

To train 21 of our staff in CORE/OL&LA over the first 8 months of the school year to better understand the science of reading and meet the READ Act requirements.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) Beginning Fall of 2024.

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: We are putting together a plan to address this in the 2024-2025 school year.	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

We identify student reading levels through fall and spring screening and assessments. We use the data to identify students at risk as well as above grade level. Through our Title 1 program we notify parents of students that qualify for services through letters and conferences. We divide them into students needing a pull out program based on their lower skill level and those receiving inclusion support from our paraprofessionals for their moderate skill levels. These groups are fluid and when students meet goals they are moved into inclusion or not receiving services, or if they are failing to meet goals, they are referred to our Teacher Assistant Team (TAT) for additional intervention and possible special education assessment.

Parents are also informed during Parent Teacher Conferences about their child's reading proficiency and/or struggles with reading and what we are doing for interventions to correct deficits in the reading process. Parent Teacher Conferences are scheduled two time per year and additionally as requested by parents.

At all steps parents are offered strategies they can easily use at home with their children including student reading levels and how to choose appropriate books, additional work or manipulatives if requested, and access for home to the supplemental electronic programs we use at school such as IXL and eSpark.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

universally screened

students at or above benchmark in the fall and spring.

students screened for dyslexia

students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	55	27	53	31	53	19
1 st	54	25	51	26	54	17
2 nd	39	15	44	17	44	15
3 rd	52	21	50	21	54	19

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	49	25	58	17
5 th	64	30	68	18
6 th	44	26	50	8
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

We are currently developing a plan on how to screen students in grades 7-12 for the 2024-2025 school year.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Wonders	Comprehensive	Whole class and small group
1 st	Wonders	Comprehensive	Whole class and small group
2 nd	Wonders	Comprehensive	Whole class and small group
3 rd	Wonders	Comprehensive	Whole class and small group
4 th	Wonders	Comprehensive	Whole class, differentiated
5 th	Wonders	Comprehensive	Whole class, differentiated

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Wonders	Comprehensive	120 minutes
7 th	Voyagers Sopris Standards Based Novels	Vocab/Writing Comp	60 minutes
8 th	Voyagers Sopris Standards Based Novels	Vocab/Writing Comp	60 minutes
9 th	Standards Based Scope Common Lit	Comprehensive Comp	60 minutes
10 th	Standards Based Scope Common Lit	Comprehensive Comp	60 minutes
11 th	No Red Ink Membean Standards Based Novels	Writing Vocab Comp	60 minutes
12 th	No Red Ink Membean Standards Based Novels	Writing Vocab Comp	60 minutes

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

We are utilizing a multi-tiered system of support through our Teacher Assistant Teams (TAT) both at the elementary and high school levels. Teachers who are looking for assistance for a struggling student, both academically and behaviorally, schedule a meeting where our TAT teams work with them to analyze what they have already done and their data, make suggestions for other tiered interventions, and schedule another meeting to check on the progress of the intervention with the teacher. The teams are composed of administration, interventionists, counselors, special educators, and additional teachers of an appropriate grade level for the student being discussed.

We have not attended MnMTSS training as a team or participated in cohorts.

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

We have been using a number of different data sources to obtain yearly information on our students including assessment embedded in the Wonders curriculum, parts of Dibels, and other components recommended by our Title I director to fulfill the areas required for screening. The Title I director compiles the data in various spreadsheets and analyzes it, with the assistance of the building principal, for students at risk, requiring intervention, and at which level. We look at continuing years of data for students who have been in our school for more than one year for trends and concerns. She categorizes each student and color codes the sheet for intervention level and site.

Next year we hope that FastBridge will encompass most of the independent assessments.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Through our TAT process, the core TAT team monitors individual student progress using various sources of data like classroom teacher, Title 1 program, and assessment data. If the team feels the interventions are not being successful, we move to a higher tier. Teachers are given data collection sheets for ease of use and implement the next intervention. We meet as a team again to see if progress has been made. In some cases, no progress has been made and we move to the next tier or to a special education evaluation. In some cases progress has been made, but not at a rate that will reasonably catch the student up and we move on to the next tier or a special education evaluation. In some cases the intervention is successful and is continued with the student in the classroom or Title I program.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

We will be training 21 staff members this coming school year in Phase 1. The district has chosen CORE/OL&LA as the professional development for all in Phase 1. We will be starting with Module 1 during fall inservice and doing the remaining modules 2-9 one per month September through April. Our completion date is May 5th, 2025 with the final online meeting. The district will be paying them for an additional 50 hours of their time to complete CORE training outside of the regular work day.

Phase 2 training will include the staff in grades 4 through 12 and paraprofessionals. We are waiting to see what the recommendation is for this grade level span and the paraprofessionals before we make a selection and schedule training.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

We are currently in the 4th year of a 6 year contract with McGraw Hill for the Wonders curriculum. As it was prepaid upfront, we are not looking at changing for two years. Because it has a weakness in phonics/phonemic awareness, we looked at programs to supplement. We are currently piloting UFLI in 4 classrooms and have purchased it for the fall implementation for all of PreK-grade 3 and LD services. We also piloted HD Word in grade 4, but as that did not make the state approval list, we are now looking at Word Study (formerly Words Their Way) to supplement in grades 4 through 6.

We are implementing FastBridge next fall for screening language arts, math, and data collection. We are in the initial training process now and will continue in August.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	2	0	0	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	12	0	0	12
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	0	0	9
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	6	0	0	6
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	13	0	0	13

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	13	0	0	13
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	3	0	0	3
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	5	0	0	5

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

We were identified for students not showing adequate growth in a few of our populations over the last two assessment windows. With the assistance of our Regional Center for Excellence we have created an Instructional Leadership Team (ILT) to look at our overall struggles with reading/language arts in our district. This has been a very positive experience and it has been a very cohesive team. We have looked at data, grade level teams, PLCs, assessment, and the READ Act.

The Regional Center for Excellence has been imploded to the Northwest Service Cooperative and we will continue to work with their staff in the fall to assist us with our continued growth and improvement toward more student success. They are helping us better implement PLCs and data driven instruction at each grade level K-6.

We have also set aside time throughout the next year through our staff development committee for teachers and paraprofessionals to gain more training and knowledge to better serve our students.

Our contract with Wonders is for two more school years. Prior to it expiring we will be looking at our data to see if we want to continue with it and the supplements that will be in place or move to another reading series at that time.

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 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.”

2023-2024

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: Alecia Moore, Lisa Larson, Cody Gross

High school teachers: Jill Morris, 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.