Benson Public School, ISD #777
World's Best Workforce Plan
2023-2024

DISTRICT INFORMATION

District Name and Number: Benson Public Schools, ISD #777
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Benson School District's Strategic Statements:

Innovative Learning Opportunities   Exceptional Academics   Caring Staff

<u>World's Best Workforce Goal Areas:</u>

1. All Students Ready For Kindergarten

   - 100% of students will be screened before their 4th birthday
   - 100% of eligible students will be enrolled in one of the district's Pre-K programs.

2. All Students in Third Grade Achieving Grade-Level Literacy

   - According to the AimsWeb assessment, we will reduce all *Red Tier* students by 50%

3. Close the Achievement Gap(s) Among all Groups:

   During the 2023-2024 school year, Northside will close the achievement gap between Hispanic/Latino students and all other students in reading on the AimsWeb assessment by 20 percentage points in the "Green Tier.

4. All Students Career and College Ready by Graduation

   - **80**% of GPA eligible BHS graduates going to a 2 year or 4-year college will earn college credit while in high school.
   - **70**% of seniors will participate in apprenticeships/job shadowing/work experience/career interviews and/or school business experience.
   - **100%** of grades 9-12 students will meet with the BHS Counselor and develop a personal post-secondary plan.
   - **100%** of Juniors planning to attend a 2 year or 4-year college will take the ACT/Accuplacer college entrance exam.

5. All Students Graduate:

   - **100%** of students will graduate from high school as measured through the MDE four-year graduation calculation.

World's Best Workforce District Plan Components and Activities

I.   Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.

A.   How are your district student achievement goals determined and defined?

The Benson school district underwent a comprehensive strategic plan. The planning process included gathering information from stakeholders on the district's educational strengths and opportunities for improvement. The stakeholders included parents, community members, students, teachers, and other district employees. Using the results from this strategic planning process, the Board of Education determined the district strategic plan, including specific goal areas. These goals are approved by the Board of Education.   The district strategic plan is a working document that guides all district work. The district goals serve as a road map for each building's goals. Each site conducts an annual review of data to determine site student achievement goals. The data includes: MCA, growth data, STAR, and the results of other locally used assessments (i.e. AIMSWeb). Disaggregation of the data identifies achievement gaps and other specific areas of need. Goals are set based on the data and communicated to all staff. The district assessment coordinator provides assessment data to each site.

See Appendix A. "Benson District Strategic Plan."

B.   How are your school site student achievement goals determined and defined?

The district strategic plan is a working document that guides all district work. The district Belief Statements serve as a road map for each site's goals. Each site conducts an annual review of data to determine site student achievement goals. This data includes: MCA, growth data, STAR, and the results of other locally used assessments (i.e. AIMSWeb). Disaggregation of the data identifies achievement gaps and other specific areas of need. Goals are set based on the data and communicated to all staff. The district assessment coordinator provides specific assessment data to each site.

Summary of Northside Elementary School Needs Assessment:

Based on the Spring 2023 aimsWeb Plus results; 29.0% of 3rd Grade students tested below the average national mark. The *Red-tier* (students at high-risk of reading below grade level) was reduced by 7 students (50%). In the 5th Grade, 12.2% of students tested below the average national mark while the *Red-tier* decreased by four students throughout the 2022-2023 school year.

Northside Elementary School Site Goals and Benchmarks for Instruction and Achievement:

SMART Goal
Northside Elementary students will achieve at or above state average in 2024 MCA Math and Reading.

Strategies and Action Steps
- Teams will teach math story problems solving strategies.
- Teams will teach reading test-taking strategies.
- Site will work to create a positive testing atmosphere.
- PLC's will work on aligning the reading curriculum to standards.
- Building site will use Title 1, RTI and Reading Corp programs to assist struggling readers.
- Building site will use the Title 1 program to assist struggling mathematicians.
- Will make use of test data received from MCA, aimsWeb, STAR, etc. to check for progress.
- Building site will continue to use library and computer time to expose students to reading.
- Promote reading in class settings by other students and family members.
- Building site will encourage more in-class writing projects to help with reading skills.
- Teams will use online programs within the classroom to strengthen reading and math skills.
- Building site will continue to implement an after-school Targeted Services program to work on reading and math skills for those identified as needing extra help.

Effectiveness of core instruction (Charlotte Danielson's Framework of Instruction, PLCs, best practice meetings, curriculum alignment, Site Staff Development Committee support)
(Resources: AIMSWeb, Literacy Plan, NWEA, STAR, OLPA, Benson Educator Evaluation Plan, Site Staff Development, MRVED best practice meetings)

Summary of Benson High School Needs Assessment:

- 28 of 47 = 60% of BHS Seniors took the ACT (The 28 = 100% of the BHS seniors who took the ACT plan on attending a 2 year or 4-year degree).
- 13 of 47 = 48% of non-4-year college students are in a school-based work experience program.

- 33 of 47 = 70% of BHS seniors are in a school-based work experience program.
- 7 of 20 = 35% of students going to 2-year technical college have taken BHS Concurrent Enrollment classes.
- 16 of 20 = 80% of students going to 4-year college have taken BHS Concurrent Enrollment classes.
- 23 of 40 = 58% of BHS seniors going to a 2- or 4-year college have taken BHS Concurrent Enrollment classes.
- 24 of 47 = 51% of BHS seniors have taken BHS Concurrent Enrollment Classes
- 23 of 32 = 72% of GPA eligible BHS seniors have taken BHS Concurrent Enrollment classes.
- 20 of 47 = 42.5% of BHS seniors plan on attending a 2-year technical college.
- 20 of 47 = 42.5% of BHS seniors plan on attending a 4-year college.
- 40 of 47 = 85% of BHS seniors plan on attending a 2- or 4-year college.
- 5 of 47 = 11% of BHS seniors plan on entering the workforce or military.
- 2 of 47 = 4% of BHS seniors are undecided on their plans after graduation as of 11-1-22.

The BHS guidance counselor will continue to meet with 100% of 9-12 grade BHS students to help them develop possible post-secondary career paths.

BHS will continue to work to maintain a 100% graduation rate through working with students behind in credits starting in 9th grade, utilizing the district Alternative Learning Center, and closely tracking and coding students in grades 9-12 who enter and leave the district.

Effectiveness of core instruction (Charlotte Danielsons' Framework of Instruction, PLCs, STAR, MRVED best practice meetings and on-site meetings, curriculum alignment, Site Staff Development Committee support.

<u>Benson High School Site Goals and Benchmarks for Instruction and Achievement:</u>

SMART Goal
95% of BHS 6-12 students will show annual growth in career readiness skills as measured by participation in career related activities at BHS and annual 9-12th grade career pathway meetings with the counselor.

- Given a curriculum mapping template, PLC's will focus on personalized learning by mapping their classes and identifying power standards in an effort to have all classes mapped out per semester, so students know what is expected in every class at all times.

- Given training sessions and technology integration support, PLCs will focus on personalized learning by creating at least 1 digital lesson per class and posting it on Google Classroom for use in their classroom.

- Departments will teach technical reading and writing/general communication & job skills in their subject areas in order to help our students develop the reading, writing and communication skills required in the workforce.

- Staff will assist students with developing a career path and their career portfolio throughout their BHS career using the MN Career Information System (MCIS), BHS Career Fair, 2- and 4-year college visits and any other available resources.

- Staff will connect with community experts to bring in outside resources to their classrooms or to take field trips to area businesses in an effort to increase awareness of local career opportunities - Grow Our Own.
- Staff will continue to work at developing additional connections with area businesses to create more internship/job/job shadowing opportunities for BHS students.
- Students will take career interest inventories to explore possible career options for life beyond high school.
- Staff will identify students who may want to attend a 4-year college and work toward 100% of those students taking the ACT.
- Support staff will work with identified at-risk students to support reading and homework completion before and after school weekly Monday through Thursday

Effectiveness of core instruction (Charlotte Danielsons' Framework of Instruction, PLCs, STAR, MRVED best practice meetings, curriculum alignment, Site Staff Development Committee support, Before and After School Para support for all students and Connect Time).

II.   Provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce.

A.   What process is used for assessing and evaluating student progress towards meeting state and local academic standards?

MCA data, STAR reading, AIMSWeb, and local assessment data is used to evaluate student progress.

B.   How are strengths and weaknesses of instruction assessed with respect to students' progress and growth toward career and college readiness?

STAR, ASVAB, ACT, Student Career Planning System

C.   A system ensuring curriculum, instruction, and assessment is aligned with state and local academic standards is documented and professional development is in place to ensure all educators utilize a standards-based education system to ensure ALL students meet or exceed career- and college-ready standards.

MRVED Best practices meetings. 9-year cycle. Pacing.

See Appendix B. "MRVED 9 Year Cycle."

D.   Measures used to assess and evaluate student progress toward state and local academic standards are described, along with timelines, process for reviewing data and identifying strengths and weaknesses in each of the following areas.

- All students ready for kindergarten – The district has implemented curriculum at the preschool level to prepare students for Kindergarten. The district offers 3-year-old classes to begin early learning, as well as school-based daycare. The preschool teacher is a member of the Kindergarten PLC so curriculum and outcomes are shared to close the gap between preschool and K. Summer school Targeted Service program is used for at-risk kindergarteners.
- Closing the achievement gap – Sites goals are set for increasing all reading results to close the achievement gap between Hispanic-Latino students and all other students.
- All students in third grade achieving grade level literacy – The "Read Well by 3rd Grade" Literacy plan is attached.
- All students attaining career and college readiness before graduating from high school – The Pathways to Success plan for Benson High School (BHS) is attached. BHS will provide off campus experience for seniors as well students working directly at local businesses. MCIS will be used, along with student meetings to ensure students and parents are prepared for college and career goals after high school. In addition, BHS holds a bi-annual "Career Fair" at BHS where business leaders present information about specific careers to students.
- All students graduating from high school – BHS will provide support for at-risk students. Students needing further support will utilize the Alternative Learning Center for credit recovery. Truancy Intervention will be used to assist families with truancy concerns. The High School Principal and Counselor will monitor student needs to graduate.

See Appendix D. "BHS Student Preparation Plan."

See Appendix E. "Benson 2022 Read Well by Third Grade Plan."

E.   Information gathered via the assessments is disaggregated by student groups to determine the extent to which the district is closing the achievement gap.

Grades 3-6

	All Students	Free/Reduced Price	Special Education
Reading	55.9	45.6	26.1
Math	58.6	47.5	37.8
Science	61.8	51.6	28.6

Grades 7-12

	All Students	Free/Reduced Price	Special Education
Reading	48.6	32.4	11.5
Math	43.2	34.9	8.7
Science	36.4	26.3	14.3

F.   Strengths and weaknesses of instruction are regularly assessed through a student progress monitoring process and staff is skilled in adjusting instruction as needed to promote student and school success.

Northside Elementary School utilizes RtI (Response to Intervention), AIMSweb, and STAR to monitor and support student learning. Benson Educator Evaluation Plan.

III.   Describe the system in place to periodically review and evaluate the effectiveness of all instruction and curriculum, considering strategies and best practices, student outcomes, building principal evaluations and teacher evaluations.

A.   How are strategies and best practices used to evaluate the effectiveness of instruction and alignment to the curriculum? A comprehensive needs assessment is used to determine strengths and needs of the school. Strengths are celebrated and needs are discussed through staff development committees, Building Leadership Teams, and PLC's. Data is used to support areas of need, strategies are developed, and goals are set and worked into instruction. Benson uses MCA, AIMSWeb, and STAR data throughout the school year, Classroom/grade level assessments. Teachers meet regularly through PLC's and departments to observe and make hypotheses about data.

B.   How is curriculum aligned to state and local academic standards and how is it ensured that instruction reflects that alignment? Curriculum is aligned to state and local standards through work at the MRVED and on local professional development days. Professional Learning Communities (PLC'S) district wide work collaboratively to align courses and subject areas to state standards both horizontally and vertically.

C.   How are student outcomes used to periodically review and evaluate the effectiveness of instruction and curriculum? Benson uses MCA, NWEA, and STAR data throughout the school year, Classroom/grade level assessments. Teachers meet regularly through PLC's and departments to observe and make hypotheses about our data.

D.   How are principal and educator evaluation systems linked to effectiveness of instruction and curriculum? Principals are evaluated using a district created plan that follows the State Principals' model. A year long, collaborative process has resulted in the Benson School District developing a district specific evaluation model called Benson Professional Growth, Collaboration, and Evaluation Plan. Benson Professional Growth, Collaboration, and Evaluation Plan use Charlotte Danielson Domains to collect classroom level data. This data allows principals and other administrators to provide instructional feedback and support to teachers.

See Appendix C. "Benson Professional Growth, Collaboration, and Evaluation Plan."

E.   How are results of evaluations used to inform professional development and ongoing coaching?

Teachers set personal learning goals as a part of our commitment to continuous improvement. Observation, goals, and portfolio data is aggregated and needs are noted. This data is brought to the staff development committee and influences professional development decisions. Professional development is conducted throughout the year which supports research on student achievement. District, site, and classroom goals are aligned with professional development to ensure training needs are met.

F.   Effective forms of teacher collaboration are in place such as Professional Learning Teams (PLTs) that are effective and use data to regularly review and evaluate the effectiveness of instruction and curriculum and alignment with the state academic standards at all grade levels.

PLC's meet 2x/month.

G.   A teacher evaluation system is in place (as evidenced by an established agreement between local union and school board) that includes a rubric defining effective instruction and the professional standards the district used to develop the system.

A year-long, collaborative process has resulted in the Benson School District developing a district specific evaluation model called Benson Professional Growth, Collaboration, and Evaluation Plan. Benson Professional Growth, Collaboration, and Evaluation Plan uses Charlotte Danielson Domains to collect classroom level data. This data allows principals and other administrators to provide instructional support to teachers.

See Appendix C. "Benson Professional Growth, Collaboration, and Evaluation Plan."

H.   A system is in place where feedback on instruction from trained summative evaluators is provided on a regular basis to reflect on and improve teacher strategies and practices tied to student outcomes.

Benson's principals use Charlotte Danielson Domains to collect classroom level data. Feedback is provided to teachers following the observation/walkthrough.

I.   **A system of continuous improvement is in place to review and evaluate effectiveness of instruction and curriculum considering implementation of an instructional program using well-defined practices and strategies**

Educator evaluation data will be aggregated and synthesized to determine areas for group and individual professional development based on Charlotte Danielson Frameworks.

IV.   Provide specific information on strategies for improving instruction, curriculum, and student achievement.

A.   **What are the targeted strategies for improving instruction, curriculum and student achievement?**

District, site, PLC and individual learning goals – all connected

STAR Data

MCA Data

Frequent observations/walkthroughs

Follow the 9-year MRVED curriculum cycle

Regular Curriculum Review

MRVED Best Practices meetings

Educator Growth, Collaboration, and Evaluation Plan

B.   **How plans for professional development are informed by student outcome data and implementation data (assessments of effort and quality)?**

Benson educators will be attending the MRVED MELT professional development trainings. MRVED Districts have collaborated to hold three professional development trainings during the school year. Professional development for individual staff members will be based on individual and class student achievement goals. Lower student achievement data at the secondary level has led to targeted professional development in the area of reading for secondary teachers. Teachers provide input on the professional development offerings for the combined conferences.

C.   A comprehensive professional development plan for all educators is in place that clearly outlines selection criteria and essential functions expected of staff along with the goal of educating ALL of Minnesota's students to graduate from high school career and college ready in order to create the world's best workforce.

Each site has a staff development committee that looks at data to determine professional development needs. PLC's will further provide professional development.

D.   A comprehensive professional development plan that reflects best practice is in place to ensure professional growth opportunities are specific to the content required in order to meet the goals and benchmarks outlined in the WBWF Plan.

Benson Public Schools has two active Staff Development Committees who work to identify needs for professional growth opportunities both inside and outside the district. In addition, teachers are provided opportunities to share their professional development needs.

E.   A comprehensive professional development plan that reflects best practice is in place that clearly outlines opportunities for ongoing coaching to continue to ensure effective implementation of instructional practices and curriculum aligned to state academic standards.

Benson Public Schools has two active Staff Development Committees who work to identify needs for professional growth opportunities both within and outside the district. In addition, teachers are provided opportunities to share their professional development needs.

F.   A comprehensive plan for professional development is in place to ensure that staff are effective in providing instruction that ensures: Benson Public school staff will participate in ongoing, targeted professional development opportunities geared toward preschool, data analysis and teaching strategies to close the achievement gap, having third grade students reading at grade level and providing opportunities and courses so students are college and career ready and on pace to graduate.

<u>District Requirements</u>:

V.   Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.

❑ Constituencies may include students, parents, community members, school staff and others relevant to the school community.

❑ Assessments of satisfaction are geared specifically to the intended audience and modified as needed (e.g., language translated, accessible format).

❑ A procedure for constituents to review survey items for relevance and clarity prior to distribution of the survey is in place.

❑ Intentional efforts to gather input from representative stakeholders (including those who may be difficult to contact) are made.

❑ Results of satisfaction surveys are disseminated broadly and used to inform celebration of strengths, challenges and resulting actions including educational improvements.

VI.   District Reporting Requirements

A.   The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.

1.   Public report to be titled: District Number, *District Name* Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11 in a manner that is accessible and relevant.

2.   The World's Best Workforce plan and report is approved by the district school board prior to posting and updates are provided at predetermined intervals throughout the year as needed.

3.   Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the published report.

B.   The school board shall hold an annual public meeting to:

1.   Review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction.

2.   Review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

❑ Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the plan and report.

❑ Key messages are prioritized, highlighted and tailored to the relevant audiences.

❑ Feedback from key constituents is gathered before posting the report.

❑ A functional ongoing mechanism for gathering stakeholder feedback and providing updates publicly throughout the year is established so that the report is not the only source of information.

C.   The school board must transmit an electronic summary of its report to the commissioner of the Minnesota Department of Education.

Summary report to be titled: District Number, *District Name* Local World's Best Workforce Summary Report, submitted in a manner that is accessible and relevant by December 15.

Summary report includes a summary of progress toward improving teaching and learning and striving for the world's best workforce; specifically progress towards closing the achievement gap, all students ready for kindergarten, all students in third grade achieving grade level literacy, all students attaining career and college readiness before graduating from high school, all students graduating from high school.

Summary report highlights information about best practice strategies that are being implemented and that are showing improvement

Staff Development

List of Staff Development Advisory Committee Members:
PK-5 Committee: Lindsay Smith – K, Julie Carroll – 3, Julie McNeill – 1, Courtney Cook – K, Mitch Maurer – 4, Deb Ose – 2, Barb Ruppert - Title 1, Brennan Kent- Admin.
6-12 Committee: Tom Foley – Math, Michelle Goossen – ELA, Renee Helgenset – Foreign Language, Mike Knutson – Admin, Steve Ricard – Social Studies, Jeff Guest – Sped.

List the district staff development goal(s):

PK-5 Goal: Math and Reading will be above state average as measured by MCA

6-12 Goal: Students will increase the reading index score by 5 points, as measured by MCA Reading.

List the staff development goal(s) for each school site in the district:
    Same as above.

List the percentage of teachers and other staff involved in instruction who participated in effective staff development activities:

100% of staff is involved in high quality professional development activities during the school year. This includes certified staff as well as support staff.

Gifted and Talented

Process to Assess and Identify Students for Participation in Gifted and Talented Programs:

We have a well-developed process for identifying students who are gifted and talented. This process includes a combination of assessments, recommendations, observations, products and performances. The following is an outline for identifying a student for participation in gifted and talented programs.

The process typically begins with a recommendation for assessment by teacher or administrator based on evidence of above grade level achievement or ability. If identified as gifted and talented, the gifted and talented determination team will make recommendations for the student which may include acceleration or other learning modifications designed to accommodate the student's abilities and talents.

Academic Acceleration

Academic acceleration practices "involve allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation…These research-based best practices include grade skipping, telescoping, early entrance into kindergarten or college, credit by examination, and acceleration in content areas through such programs as Advanced Placement and International Baccalaureate at the high school level." (NAGC, 2004)

Single-subject acceleration may be recommended for a student who tests extremely high in one content area. Whole-grade acceleration may be considered when a student demonstrates significantly higher academic performance in multiple content areas. Other examples of academic acceleration offered by this district include dual enrollment, Independent Learning, and credit by examination or portfolio.

Early Admission to Kindergarten and First Grade

Children who become five (5) years of age on or before September 1 of the calendar year in which the school year commences are eligible to enter kindergarten. A legal birth certificate or passport is required as proof of age.

Students who demonstrate superior academic readiness will be considered for early entrance to kindergarten if they will be turning five (5) years of age between September 2 and August 31 of their early entrance school year.

The district's early admission plan describes the process and procedures for a comprehensive evaluation in cognitive, social, and emotional development domains to help determine the child's ability to meet kindergarten grade expectation and progress to first grade in the subsequent year.

All children in Minnesota are required to begin attending school by the age of seven. Children are not required by statute to complete kindergarten before beginning first grade. The district highly recommends that children attend kindergarten before entering first grade.

See appendix "F" for details regarding early admission to kindergarten.

Access to Excellent and Diverse Teachers

Equitable Teacher Distribution

In rural schools like ours, we work diligently to make sure all students have access to excellent teachers. While options are limited due to the low number of available sections, our administration strives to assure that all students, regardless of race or income levels, will not have an inexperienced, ineffective, or out-of-field teacher two years in a row.

Each year, at a meeting of all district administrators, we review staffing in each of our buildings. We review experience, qualifications, and effectiveness based on our teacher evaluation model. After reviewing the data, changes in assignment are considered. Administrators use this data as part of the criteria when assigning students to teacher classrooms.

Access to Diverse Teachers

The Benson School District is committed to ensuring every student has equitable access to experienced and effective teachers who teach classes for which they are licensed to teach. In the 2017-2018 school year, Benson Schools had only 3.4% of teachers who were in their first three years of teaching. 100% of our teachers held the appropriate licensure to teach the classes they were teaching. Administrators consistently look at teacher effectiveness when considering student placement. This includes reviewing class lists in the elementary grades and core classes at the secondary level. Based on the review of our data, there are no statistically significant disparities between student groups in our district concerning access to effective, experienced, and in-field teachers.

Finding qualified teachers is becoming increasingly difficult in rural Minnesota. We make every effort to hire the best candidate for our open teaching positions. Hiring individuals who bring diversity to our staff and reflect the diversity in our schools is a priority.

On an annual basis, administrators review the diversity of our overall staff and seek ways to increase the diversity as we hire. Additionally, we strive to increase

opportunities for students to learn from our teachers and staff who represent underrepresented populations.

District Advisory Committees

Will provide input on the needs and scope of continuous improvement strategies needed to meet and exceed student achievement goals.

Assessments Advisory Committee

The district utilizes site Staff Development Committees to provide recommendations to administration on the selection and administration of any additional standardized assessments to be administered to students.

Early Learning

The district provides a school readiness program that:

- Assesses each child's cognitive and language skills;
- Provides a comprehensive program with content and intentional instructional practices that are aligned with the state's early childhood learning guidelines and kindergarten standards;
- Focuses on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten;
- Is a Voluntary Pre-Kindergarten funded school and meets all state requirements

Appendix A

Exceptional Opportunities for Every Student's Success

The Benson Public School District is committed to innovative learning opportunities to reach the potential of every student through exceptional academics, activities and staff.

District Belief Statements:

- We believe in ensuring a safe, welcoming, nurturing, and respectful learning environment.

- We believe in hiring, mentoring, and developing high-quality staff that puts the needs of every student first.

- We believe that academic excellence is accomplished through high expectations and continual improvement in curriculum, instruction, and technology.

- We believe that every student will have the opportunity to develop leadership and volunteer skills to enable them to be responsible, productive, and contributing members of their community.

- We believe that every student will graduate from Benson High School with a solid educational foundation and the life skills needed to experience success in their future endeavors.

- We believe in providing year-round, diverse learning opportunities, both in and out of the classroom, where students participate and achieve excellence.

- We believe that school district leaders must be fiscally responsible, maximize district resources, and provide quality facilities for the benefit of students from birth through graduation.

Appendix B
MRVED 9 Year Curriculum Cycle

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Standards Review/Research	Gather Materials/Purchase Year	Implementation	Monitor & Adjust	Monitor & Adjust	Data & Evaluation	Monitor & Adjust	Standards Development	Prep
Unpack Standar Identify Power Standards Report to Administration a Board	Gather and Evaluate Materials Draft of Pacing Guide Prep for Implementation ELA Alignment	Create Common Formative Assessments Review Test Specs Compare actual with anticipated draft pacing guide Reflection on Power Standards and Pacing	Find/Evaluate Supplemental Resources Identify Academic Vocabulary Adjust Pacing Guide	Adjust Pacing Guide Find/Evaluate Supplemental Resources K-12 Vertical Alignment o ALL standards Revisit/Revise Power Standards	Data Analysis Full Evaluation o Resources Differentiation Accommodations & Modifications Accelerating and Gifted and Talented	Providg Effective Feedback Parent and Community Involvement Revisit ELA Alignment	Provide Fee to the State & New Standa Begin Creating/Re Locally Deve Standards	Finish Lo Developi Standard Approve Adopt Standar Needs Assessm

Appendix C

Benson Educator's Professional Growth, Collaboration, and Evaluation Plan

Independent School District #777

Benson Public Schools

Educating Students To Be Productive and Responsible Citizens

Professional Growth, Collaboration, and Evaluation

4/1/14

Table of Contents

OVERVIEW

Benson Public Schools Professional Growth, Reflection and Evaluation Plan

Statement of Philosophy

Recognizing that excellence in education is dependent upon professional teaching performance; Benson Public Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of Benson Public Schools are directed to implement and maintain a systematic program of educator growth, reflection and evaluation.

Assumptions of the Benson Public Schools Educator Professional Growth, Reflection, and Evaluation Plan:

1. All employees of Benson Public Schools are committed to on-going professional growth and proficiency.

2. Professional development is supported through effective performance evaluation.

3. Non-tenured educators, who are in the process of achieving continuing contract status in the Benson Public Schools, will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by the ISD #777 Standards of Performance in order to achieve continuing contract status.

4. Educators who are in the Continuing Contract Track of the Benson Public School educator Professional Growth and Evaluation Plan will perform at or above the level of proficiency as defined by the ISD #777 Standards of Performance.

5. Educators who are in the Continuing Contract Track of the Benson Public School Educator Professional Growth and Evaluation Plan who are not performing at or above the level of Proficient measured by Charlotte Danielson's Evaluation Tool will be placed in the Educator Assistance Track.

Purposes of the Benson Public Schools Educator Professional Growth, Reflection, and Evaluation Plan:

1. To improve student learning.

2. To facilitate communications between and among staff and administrators.

3. To provide specific assistance and feedback for staff to promote professional growth.

4. To promote continuous improvement and learning.

5. To provide continuous written record of professional staff performance and service as an acknowledgement of effective job performance. Continuous record includes ongoing data collection such as student engagement, feedback from PLC's, and optional portfolio documents.

6. To aid the educator in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.

7. To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Educator Assistance Track.

Our belief is that professional growth is an on-going process not limited to the third year observation. Continuing dialogue with colleagues through activities such as PLC's contribute to the professional learning community that supports you in this process. The ultimate responsibility for the success of a professional growth plan, however, depends on the individual educator.

Years #1 and #2 - Professional Growth and Reflection

Educator will:

☐ Complete SMART Individual Growth and Development Plan (Page 10) that aligns with district, site and PLC goals. Plan is due to the building administrator by October 1st. This is 15% of the student achievement portion of the summative evaluation.

☐ Complete SMART Site goals that align with district and site goals by the first week of school. (Page 14) This is 10% of the student achievement portion of the summative evaluation.

☐ Actively participate in assigned Professional Learning Community (PLC)

☐ Complete SMART PLC goal(s) that align with district and site goals. Turn goal(s) in to the building administrator by October 1st. (Page 15)

☐ Summarize longitudinal data on student engagement using at least two points of data as evidence of student engagement in your classroom/area. Data may include feedback on parent and/or student survey, optional peer review data, among others.

☐ Optional: Collect articles of professional growth and evidence of student growth in your portfolio.

Year #3 – Summative Evaluation Year

Educator will:

☐ Complete SMART Individual Growth and Development Plan (Page 10) that aligns with district, site and PLC goals. Plan is due to the building administrator by October 1st. This is 15% of the student achievement portion of the summative evaluation.

☐ Complete SMART Site goals that align with district and site goals by the first week of school. (Page 14) This is 10% of the student achievement portion of the summative evaluation.

☐ Actively participate in assigned Professional Learning Community (PLC).

☐ Complete SMART PLC goal(s) that align with district and site goals. Turn goal(s) in to the building administrator by October 1st.   (Page 15)

☐ Summarize longitudinal data on student engagement using at least two points of data as evidence of student engagement in your classroom/area. Data can include feedback on survey, peer review data, among others.

☐ Optional: Collect articles of professional growth and evidence of student growth in your portfolio.

☐ Have a summative evaluation completed by a building administrator. Evaluation should come from at least three points of contact.

☐Have a post evaluation meeting with building administrator to share evidence of educator growth, student growth, student engagement, etc.

Summative Evaluation Tool

ISD #777 Standards of Performance Evaluation Tool are based on Charlotte Danielson's book: Enhancing Professional Practice: The Framework for Teaching and the 2013 Framework.   This tool will be used for all educators with modifications made for "Non-Teaching" areas.

DISTRICT 777 EDUCATOR ASSISTANCE TRACK

Overview

The purpose of this track is to provide organizational support and assistance to educators who are not meeting the district's standards of performance. This track does not include probationary educators. There are constitutional, statutory, and contractual protections including the grievance procedure to prevent any misuse of this track. The District is responsible for determining whether an educator's conduct is such that he/she should be subject to discipline or placed in this track. BEA shall not have any role in that decision, but retains its right to grieve any discipline of an educator. Situations might arise which involve some conduct by an educator which would warrant discipline and some which would be best addressed by this track. Again, the District is responsible for determining which conduct should result in discipline (subject to the grievance procedure) and which conduct should be placed in this track. BEA will not have a role in that determination. The educator will remain in this track until their performance is judged by the District to be at least proficient in all five domains of the ISD #777 Standards of Performance, or until the District concludes that the educator has had sufficient time and resources to improve to a satisfactory level, has not done so, and is now subject to employee discipline, including but not limited to termination of employment. The employee will be given a timeline by administration to meet stated expectations through each phase.

The Educator Assistance Track may include up to three phases:

1. Awareness

2. Assistance

3. Discipline

AWARENESS PHASE

Initial Contact

The principal/supervisor makes a formal contact with the educator related to unsatisfactory teaching performance specifying in writing the following:

1. Explanation of concerns identifying the standards, domain(s), and/or other concerns. This may include having a rating or ratings that are below proficient on the ISD #777 Standards of Performance.

2. Explanation of evidence supporting such concerns.

3. Date and time of meeting which will provide the opportunity for the educator to present his/her evidence.

4. Right to have BEA educator rights representative or designated union representation at the meeting.

5. This document will be placed in the educator's personnel folder.

6. A time and date of a collaboration meeting will be established as determined by the principal/supervisor.

7. The employee will be given a timeline by administration to meet stated expectations.

8. If an educator voluntarily transfers to another teaching assignment in the district, the immediate supervisor of the new assignment may decide to remove the educator from "Educator Assistance Track" status.

ASSISTANCE PHASE

An administrator may recommend the Assistance Phase for an educator who has been through the Awareness Phase and continues to perform below Proficient on the ISD #777 Standards of Performance. During this phase, the educator may request to be paired with a mentor from within the district to assist in improving the area(s) that have been identified for improvement through the ISD #777 Standards of Performance. The administrator must approve the mentor. The employee will be given a timeline by administration to meet stated expectations. There will be regularly scheduled meetings for the educator, mentor and administrator to review progress toward meeting Proficient marks in the identified domain(s) of the ISD #777 Standards of Performance.   Several types of support for educator on the assistance phase are listed below. The list below has ideas of support for educators, but there may be others:

- Turn in lesson plans to administrator

- Video review

- Workshops

- Seminars

- Peer observations

- Webinars

NOTICE OF DEFICIENCY OR DISCIPLINARY PHASE

1. The plan is based on growth and support. Support for staff is provided in the Awareness and Assistance phases. Employee will enter the disciplinary phase only if the individual does not make sufficient growth or progress toward meeting identified requirements during the Awareness and Assistance Phases.

2. This Phase begins with a meeting between the principal/supervisor, the superintendent, educator, and BEA President or designated union representation, if one is desired by the educator.

3. The administrator will identify in writing the specific Standard(s), rule, or policy violation in a written reprimand with directives and/or a Notice of Deficiency. The educator will be given an opportunity to respond. Following the discussion, the administrator will indicate a timeline for responding back to the educator on whether there will be revisions to the written reprimand and/or Notice of Deficiency. Thereafter, depending upon whether or not the teacher corrects the deficiencies (unless the deficiency is so great that immediate action is required), action may be taken, such as, but not limited to, any one or combination of the following. All actions are subject to due process rights in local and state law.

   a. Requirement of specific training or evaluation by a professional

   b. An improvement plan with timeline

   c. Verbal Reprimand

   d. Written Reprimand

   e. Placement of the teacher on a non-disciplinary paid administrative leave

   f. Withholding Increment

   g. Suspension without pay

   h. Termination pursuant to M.S.122A.40, Subd.9

i. Immediate Discharge pursuant to M.S. 122A.40, subd.13

FINAL SUMMATIVE EVALUATION MEASURES

Model Component	How is this component defined?	How is this component measured?	Percent of overall total?
Teacher Practice	By 4 domains-planning, instruction, environment, and professionalism-in the ISD #777 Standards of Performance.	Using the ISD #777 Standards of Performance rubric and evidence gathered from - Observations - Self-assessment - PLC Participation - Optional teacher portfolio	**45%** 30% - Summative evaluation 15% - Educator Growth
Student Engagement	As an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and effective components. It is influenced by the context of family, peers, community, and school. Within the classroom, educators can influence student engagement through their relationship with students, family engagement, and the relevance and rigor of their instruction.	20%, using evidence gathered from at least two of the following options. Each option counts as one point of data. - Observations - Self-assessment - Audio recordings - Video recordings - Peer Review - Student work samples	**20%**

		- Optional teacher portfolio - Parent and/or student survey	
Student Learning and Achievement	Through student growth measurement as determined by agreed upon assessment measure.	According to an educator's assignment using a combination of Growth goals, PLC goals, and Site goals. Percent based on meeting the goals.	**35%** 15% Meet/Exceed Student Growth Goal 10% Meet/Exceed PLC Goal 10% Meet/Exceed Site Goal

A SMART Way of Thinking – How to write SMART Goals

SMART goals are results-based: aimed at specific outcomes that can be measured or observed. Results-based goals define not only what is expected, but they also communicate a desired end point. Results could come in the form of student achievement in a particular area, a percentage of students who improve in a certain area, or as a demonstration of learning that can be defined and measured. Finally, SMART goals are time-bound. As mentioned before, putting a time element in a goal helps you determine attainability. But even more importantly, agreeing on a time frame for achieving the goal helps to keep it a priority. It makes the goal more compelling by giving it some urgency. Having a time limit as part of a goal makes it imperative that we periodically check how well or swiftly we are progressing toward the goal. This helps to keep the goal a dynamic part of the improvement process.

In short, SMART goals let us monitor which of our efforts are making a difference and by how much.

SMART Goals:

- **Strategic and Specific.** This is What, Why, and How of the goal. The goal should be simplistically written and clearly defined what is going to be done. What data is used to determine the goal? Why that goal?

• **Measurable.** Goals should be measurable so there is tangible evidence to track progress and determine if goal was reached. The goal must include number(s). What data will be used to determine progress toward the goal(s).

• **Attainable.** It is neither so conservative to be uninspiring nor so high that people will think it is impossible to achieve. Goals should make staff stretch so there is a challenge, but defined well enough so that they can be achieved.

• **Results-Focused.** It describes and measures the outcome, not the process or activity that might contribute to that goal.

• **Time-bound.** It gives a time frame to achieve the goal. Set periodic "progress check dates" and a final date.

Because SMART goals provide a basis for assessing progress, and a tool for assuring that team efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning.

SMART Goals will be used for setting Site, PLC, and Individual goals. Goals will align with district goals.

SMART Educator Growth and Development Plan

Educator:

School

Date:

This plan is:

☐ A NEW Individual Growth and Development Plan

☐ REVISIONS to an approved plan

AREAS TO CONSIDER

What areas for growth have you identified based on your summative evaluation and self-assessment?
What are current district, school, and PLC goals?

Professional Growth Goal and Plan

The SMART Individual Growth and Development Plan must have at least one professional growth goal and supporting plan. Growth goals are based on the educator's individual areas for growth and should support district, school, and/or professional learning community priorities, goals and activities.

Domain	
Component	
Explanation	
Growth Goal	(Growth goals are based on educator growth and outcomes-what will you learn and accomplish)

Activities (What are you going to do?)	Resources Needed (Including Peer Support)	Target Date (Evidence of Completion)

After implementing the activities and achieve the professional growth goal, describe how this will increase student learning and student engagement?

Student Growth Goal

Assessment Used to Determine Student Growth:

Student Growth Goal (must include a percent):

Starting data:_____   Ending data:_____

Based on what measure:

Student Growth Goal Met _____ Yes   _____No

The educator will sign the SMART Individual Growth and Development Plan to indicate that the professional growth goals and activities, student growth, and assessment have been approved by the evaluator.

Educator: _____   Date: _____

The summative evaluator will sign the SMART Individual Growth and Development Plan to indicate that the professional growth goals, activities and assessment have been approved by the evaluator.

Evaluator: _____   Date: _____

Quality of Student Engagement in Professional Learning (from student perspective)

1. **Authentic Engagement** – I was very involved in this learning experience most of the time. The activities were designed in ways that appealed to the various ways that I best learn such content. The content will be valuable to me and to my school or department or school system.

2. **Strategic Compliance** – I participated in this learning experience throughout the time allotted. I believe attendance at this course is part of what others expect of me.

3. **Ritual Compliance** – I was in attendance throughout the course. I have made some contributions, but nothing significant.

4. **Retreatism** – Although I was present during the learning experience, I did not always clearly focus on the content, presentations or discussions. Most of the time, my attention was on other matters.

5. **Rebellion** – Throughout this learning experience I found ways, other than the planned activities, to occupy my time and attention. I chose to derail some of the work during the course.

(Source: Schlechty Center for Leadership in School Reform)

Student Engagement Characteristics: Part 1

Positive body language • Students exhibit body postures that indicate listening and attention to the teacher and/or other students. Eye contact, head position, leaning forward or backward, and positions of arms all indicate a student's level of interest and attention.

Consistent focus • Students are focused on the learning activity with minimum disruptions. Consider these questions regarding student behavior during the entire observation: Are students focused on the learning experience? Does their attention waiver because of lack of interest, lack of knowledge of how to proceed, frustration, or some outside distraction?

Verbal participation • Students express thoughtful ideas and answers. They ask questions that are relevant or appropriate to learning. Student participation is not passive; it involves sharing opinions and reflecting on complex problems.

Student confidence • Students exhibit confidence to initiate and complete a task with limited coaching or approval-seeking and can actively participate in team-based work.

Fun and excitement • Students exhibit interest and enthusiasm and use positive humor.

Student Engagement Characteristics: Part 2

Individual attention • Students feel comfortable in seeking help and asking questions.

Clarity of learning • Students can describe the purpose of the lesson or unit. This is more comprehensive than describing the activity based on the lesson of the day.

Meaningfulness of work • Students find the work interesting, challenging, and connected to learning.

Rigorous thinking • Students work on complex problems, create original solutions, and reflect on the quality of their work.

Performance orientation • Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated.

Professional Learning Communities (PLC's)

Professional learning communities will be assigned by administrators and teams will be reviewed annually. Educators will work collectively and co-labor to improve student achievement. While the action to meet goals will be the implementation activities, the focus will be on improved results – improved student learning. The following are PLC implementation components.

1. Less is more: Limit the number of district initiatives and make certain the initiatives reflect the priority of high levels of learning for all students.

2. Tie all goals to district goals: Each site (K-4, 5-6, and 7-12) and PLC will establish a *limited* number of SMART goals that are specifically aligned with district and site goals.

3. Provide templates for goal setting for every PLC: The templates should reinforce the premise that the PLC must focus on improving results rather than implementing activities. Templates must also clarify how the achievement of the goal will be attained, monitored, and measured.

4. Make certain goals are PLC goals rather than individual goals: Remember that an effective goal will require PLC members to work interdependently in order to achieve it. Members should be able to clarify both individual and collective responsibilities.

5. PLC goals should be established by PLC members rather than for them. PLC's will create goals that are aligned with school and district goals and are consistent with specified parameters. Each PLC should have autonomy in articulating its goals.

6. Monitor work toward a goal by requiring teams to create specific products that are directly related to the goal: Typical products include collective commitments or norms, aligned curriculum, common assessments, collective analysis of results, improvement plans for student groups, etc.

7. Goals must be clear and concise: PLC must be able to easily answer the question, "How will we know our students are achieving our goals?"

8. Celebrate progress: Plan for, seek out, and celebrate small wins.

9. District goals should include stretch goals: These goals will be so challenging that people throughout the district will be called upon to build new capacities in order to achieve them.

10. Achieving stretch goals and resetting goals leads to continuous improvement in a district.

SMART Site Goal		
School:	Building:	Team Leader:
Team Members:		

District Goals				
SITE SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: Our SMART Goal:				

SMART Professional Learning Community (PLC) Goal		
School:	Team Name:	Team Leader:
Team Members		

District Goals				
School Goals				
Team Smart Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality:				
Our SMART Goal:				

Professional Learning Communities (PLC's):

PLC's will meet two times per month according to the schedule below:

1. PLC's will meet on staff in-service dates according to the school calendar.

2. PLC's will meet the first Wednesday of each month:

- Northside Elementary will meet after school from 3:05-3:30

- Benson Elementary (Grades 5 & 6) will meet before school from 7:30-7:55

- Benson High School (Grades 7-12) will meet after school from 3:05-3:30

Agreement BETWEEN THE "Parties" BENSON PUBLIC SCHOOL DISTRICT #777 AND THE BENSON EDUCATION ASSOCIATION REGARDING BENSON EDUCATOR EVALUATION PLAN

The "Parties" agree as follows:

1. The "Parties" have collaboratively developed an educator evaluation plan and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd. 8.

2. The Benson Educator Evaluation Plan is applicable to all members of the "teacher" bargaining unit represented by the exclusive representative.

3. The Teacher Evaluation Committee will meet at least four times per year to monitor the progress of the "Plan."

4. Any modifications to the Benson Educator Evaluation Plan will be made by mutual consent of both "Parties."

5. Upon agreement by both "Parties," the Benson Educator Evaluation Plan shall go into effect and will be in effect until proposed revisions have been approved by both "Parties."

6. If the "Parties" do not agree on the "Plan," the district shall implement the State Evaluation Model.

The "Parties' ' hereby represent and warrant that each person whose signature appears hereon has been duly authorized and has full authority to execute this Agreement on behalf of the organization for whom such signature is indicated.

_____   _____

District #777 School Board Chair   Date

_____   _____

District #777 Superintendent   Date

_____   _____

Benson Education Association President   Date

Appendix D

BHS Student Preparation Plan

Benson Pathways to Success Framework

9th Grade Foundation	Milestone	Time Frame
Orientation and Registration for 9th grade	Register for Classes, Course Planner – establish 4 year plan*	Feb/Mar – Grade 8
Develop Portfolio - MCIS	Incoming Benchmark Surveys (student & parent)*	Oct/Nov
Course Planning, Schedule, Registration	Course Planner/Credit Status – annual updates*	Mar/April
Career Interest Inventory	MCIS Career Cluster Finder*	Mar
Resume Builder	MCIS	Ongoing
3 session Target Days	MCIS	Ongoing
BHS Career Fair	Odd Years	March
Accuplacer for qualifying Students		Ongoing
10th Grade Foundation	**Milestone**	**Time Frame**
Course Planning, Schedule, Registration	Course Planner/Credit Status – annual updates*	Feb/Mar-Grade 9
Resume Builder - Update Resume	MCIS	Ongoing
3 session Target Days	MCIS	Ongoing
BHS Career Fair	2018, 2020, 2022, 2024, 2026	March
Career Fair at Ridgewater College		April
Accuplacer for qualifying Sophomores		Ongoing
11th Grade Foundation	**Milestone**	**Time Frame**
ASVAB		Sept
ASVAB Interpretation		Oct
College Exploration	Meet to discuss college visits, application process and deadlines, financial aid	Oct
College Exploration	College Fair UMM - Students research options for college	Oct
Course Planning, Schedule, Registration	Course Planner/Credit Status – annual updates*	Feb/Mar-Grade 10
College Exploration	Attendance at College Fair or College Rep Visit	Ongoing
College Exploration	On Campus College Visits - 2	Ongoing
College Readiness Benchmarks	BHS ACT Prep Course	April
ACT		April
Resume Builder - Update Resume	MCIS	Ongoing
3 session Target Days	MCIS	Ongoing
BHS Career Fair	2017, 2019, 2021	March
12th Grade Foundation	**Milestone**	**Time Frame**
Course plan review and Counselor led credit check	Graduation Status Review & Approval*	August
Senior Group Meetings	Postsecondary Action Plan – Colleges I'm Applying To*	Ongoing

College Exploration	Meet to discuss college visits, application process and deadlines, financial aid	Oct
Apply to College	College and/or Career Application*	OCT/NOV
Apply for FAFSA LOGIN/ID		Sept/Oct
Financial Planning/FAFSA – College Goal Support Activities	Financial Literacy	Oct
Resume Builder - Update Resume	MCIS	Ongoing
3 session Target Days	Formative Assessment/Intervention/Enrichment	Ongoing
BHS Career Fair	2018, 2020, 2022, 2024, 2026	March
College Exploration	Attendance at College Fair or College Rep Visit	Ongoing
College Exploration	On Campus College Visits - 3	Ongoing
College Readiness Benchmarks	BHS ACT Prep Course	April/June
ACT		Ongoing Dates
Final Transcripts Sent to Postsecondary School of Choice		June

Appendix E

Benson Literacy Plan

District 777, BENSON PUBLIC SCHOOLS
Local Literacy plan

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

Literacy Plan Summary:

Our district is currently using HMH Into Reading, a balanced literacy program to teach reading in kindergarten through grade 3. Included in this program are: guided reading, read aloud, shared reading and independent reading. The program includes both written materials and online components. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses the Accelerated Reader (AR) program which is a computerized program that tests basic reading comprehension. Students select books at their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-3 are given the AIMSWeb diagnostic screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from STAR READING: grades 2-3,, MCA-data, Unit data from reading series, and data gathered from the AIMSWeb aids in identifying struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly (approximately every 6 weeks using the unit assessments from reading series (grades 1 & 2), weekly for grades K & 3) and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Benson district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Benson's literacy program, please contact: Brennan Kent at 320-843-2717 or bkent@benson.k12.mn.us.

Literacy Plan Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Read Well Literacy Team & Staff Development Team will review, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Grade Level Teams will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to achievement gaps. Best practices will be shared.

Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

Assessments:

The STAR assessments are often used to screen students for their reading achievement levels. STAR Reading ™ assessments help determine reading achievement levels in order to place students into the Accelerated Reader™ program. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. STAR™ assessments can also be used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict

students' performance on the state test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.

Reading Status Norms (40th Percentile)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
1	73	87	133
2	189	239	291
3	319	357	393

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: Developmental Reading Assessment (DRA), Fountas and Pinnell, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories, or the Gallistel-Ellis - Revised (GE-R) test of Coding Skills.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A & B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3	C	3		
Grade 1	4		4		
	5	D	6	PrePrimer 2	
	6				
	7	E	8	Preprimer 3	
	8				
	9	F	10		
	10			Primer	
	11	G	12		
	12				

	13	H	14	Grade 1	200-299
	14				
	15	I	16		
	16				
Grade 2	18	J & K	20	Grade 2	300-399
	20	L & M	28		400-499
Grade 3	22	N	30	Grade 3	500-599
			34		
	24	O & P	38		600-699
Grade 4	26	Q / R / S	40	Grade 4	700-799
Grade 5	28	T / U / V	44	Grade 5	800-899
Grade 6	30	W / X / Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Based on these diagnostic assessments, instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading **(phonemic awareness, phonics, fluency, vocabulary, and comprehension)**.

Within 10 days (for computer generated tests), following the assessment results, parents will receive a letter informing them of the assessment, results of the assessment, and supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit about their child's educational needs and ask any questions they may have. A list of potential supports that the parent can use to assist the child in achieving grade-level proficiency will be provided to the parent

A complete outline of the parent communication and involvement process is listed in the section below.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:
  A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
  B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
  C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
  D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.

E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.

F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria is based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

Parent Communication and Involvement:

The district has developed a parent communication letter that will communicate the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Students, who are not meeting benchmark targets as indicated by the previously described assessment process, will be diagnosed for specific skill deficits using one or more of the following assessments: DRA, AIMSWeb assessments, Fountas and Pinnell, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories, or GE-R test of Coding Skills.

Based on these diagnostic assessments, interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

The purpose of providing additional time on task, through these intensive interventions, is to effectively accelerate student achievement to match grade level expectations.

HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?
- Teachers will communicate screening, diagnostic, and progress monitoring results for all students during fall and winter conferences. During conferences, teachers will provide parents with strategies to accelerate their child"s literacy development in areas where a skill deficit has been identified.
- Grades are reported three times per year and will indicate the areas of need and whether students are reading at grade level.

● Parents are notified when students participate in pull-out literacy programs. The notification includes the program's purpose and entrance and exit criteria.

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Benson School District has started a Response To Intervention (RTI) program during the 2013-2014 school year. RTI uses a multi-tiered level of support that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Other Intervention programming may include:

● Reading Response in grades 1-3: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions
● Special Education in grades K-3: instruction and interventions targeted to students" individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines
● Targeted Services in grades 1-3: a before or after school literacy program for at-risk students

Multi-Tiered Systems of Support:

**A Model of School Supports and the Problem Solving Process**

ACADEMIC SYSTEMS
Tier 3: Intensive, Individual Interventions
Students who need individualized interventions.
Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*
Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*
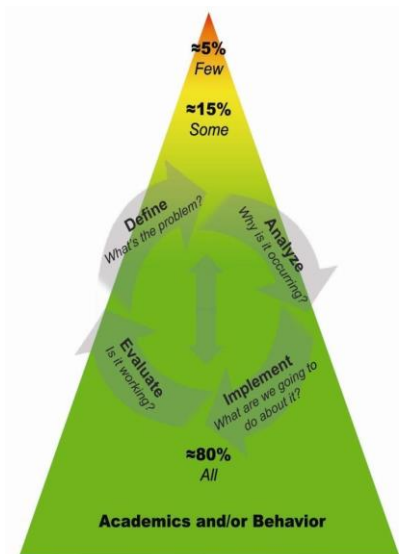
The first level of support occurs in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum. Teachers differentiate instruction in small groups according the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s).

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support. Students receiving Special Education services are included at this level.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Reading					Writing	Speaking
Phonemic Awareness	Phonics/Word Study	Vocabulary	Fluency	Comprehension		
Read stories with rhyme, especially nursery rhymes.	Practice recognition of letters and letter sounds	Read and talk to your child	Repeated reading (Practice reading the same passage several times.)	Ask your child questions about the story or text	Have your child draw pictures and ask your child to write or tell you about them.	Read to and with your child
Ask your child to name the beginning, middle, or ending sounds in words.	Practice spelling with your child. Try this website: Spelling City	Explain unknown words to your child	Record your child reading, practice the passage, and record again. Listen for the improvement.	Retell stories or main ideas	Provide your children with a journal to draw or write about their experiences.	Try activities from ASHA -- American Speech-Language-Hearing Association
Create rhymes. (For example: bat, sat, cat, rat, hat)	Practice letter sounds and reading words. Try this website: www.starfall.com	Use pictures to explain word meanings. (in text or by drawing)	Partner read with your child. (You read a page; your child reads a page.)	Preview the story with your child before he/she reads it (picture walk)	Share your own writing with your children.	
		Relate the word to a real life situation		Predict what might happen next	Have your child make lists (grocery lists, to do lists)	
		Discuss the words multiple times		Read stories with your child and take an AR (Accelerated Reader) test.		

Professional Development:

The Benson District has days built into the school calendar that will be used for Professional Development.

Professional Development is provided through:
- Grade-Level Common Planning Time
- Monthly Grade-level collaboration meetings
- Regional Professional Development through Minnesota River Valley Education District (MRVED)
- Basal Training from Company Representative
- Administrators use formal and informal evaluations to identify training needs.
- Literacy Team and Staff Development Committee
- Mentoring

The Benson district is a member of the Minnesota River Valley Education District (MRVED). The nine districts of the MRVED collaborate on curriculum review and development and professional development. There is a six

year Curriculum Review and Development cycle that is adhered to by member districts. The purpose of the best practices meetings are as follows:

- Prepare the Best Practice team members to lead the curriculum review and development process in their district.
  - Mapping of standards
  - K-12 alignment of standards
  - Tasks as listed on the review cycle
  - Data driven instruction
  - Development of assessments
- Encourage professional networking with educators from other districts and look for opportunities to collaborate.
- Read and discuss current research to increase student achievement in the content area.
- Learn about new instructional strategies and /or technology along with approaches for classroom implementation.
- Capitalize on opportunities to bring in specialists.

MRVED Staff assist districts with both horizontal and vertical alignment of curriculum, as well as the development of pacing guides.

During the fall of 2012, the MRVED districts created four common professional development days each year. These days allow for focused work on disaggregating and using data to plan instruction, aligning curriculum to current state standards, assuring mastery of the

standards at the appropriate cognitive levels, and providing content specific learning opportunities based on the needs of the member districts.

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

Scientifically-Based Reading Instruction:

The scientifically-based reading curriculum Benson uses is Journeys which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

English Learners and Other Diverse Populations:

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

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

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

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language

- Language of Language Arts

- Language of Mathematics

- Language of Science

- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten

- Grades 1-2

- Grades 3-5

- Grades 6-8

- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.
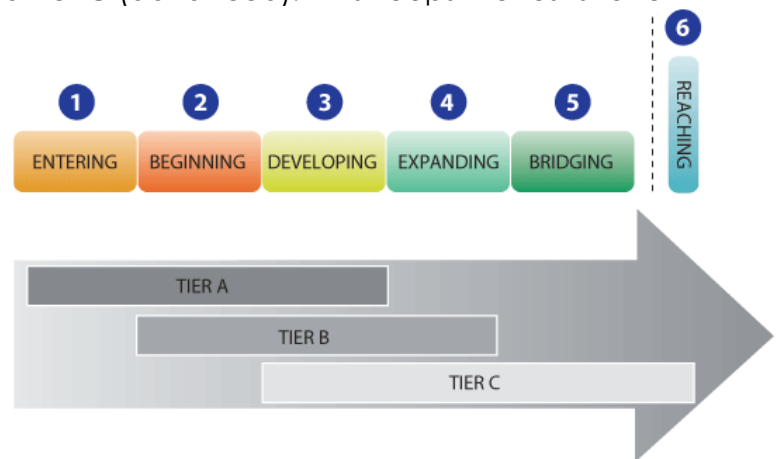
Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:
- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities – MRVED meetings
- Testing Training
- Integration Activities: Open-house, school communications in other languages, iPad apps for translations.
- ESL teachers take on trainer/coaching roles with regular education teachers
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used specifically with ELs. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMSweb, Fountas and Pinnell, DRA, MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Read Well Literacy Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

In regard to Professional development, the MRVED plans and facilitates five workshops throughout the year for teachers who work with ELs. Each district sends their ESL instructor(s) and depending on the content of the day, other teachers and/or paraprofessionals. These workshops follow the previously mentioned MRVED Best Practices format. This format breaks the day into two parts: one part of the day is focused on professional development, which will build the capacity of the workshop participants. Each year ESL instructors develop a list of potential topics that are identified as areas of need through looking at student data.

The second part of the day is a facilitated discussion format. The facilitated discussion portion of the day includes a research component, sharing best practices, challenges and potential solutions, data driven decision making, developing an effective parent program, etc. This part of the day is dedicated to strengthening the districts' ability to meet the needs of ELs and their families. Each district will identity areas needing improvement and develop an annual plan to meet the identified needs. In the areas where there are common needs, the MRVED staff facilitates activities to meet those needs. As is the tradition of MRVED staff development, instructors will have "homework" and will be asked to provide evidence that what they are learning is being put to use in the district and classroom. This evidence will include sharing of student work.

Studies show that newsletters can be an effective way to provide educational information. Some of the benefits include convenience, ability to save past issues for future reference, and timely, relevant information. Often times, small adjustments in teaching by a mainstream teacher can make significant differences for ELs. Mainstream teachers are bombarded by staff development opportunities, so if they don't have many ELs in their classrooms, they may choose another professional development opportunity over the courses being taught on strategies for ELs. The newsletter serves both as an introduction to strategies for working with ELs and also a follow-up. As a follow-up it provides consistent reinforcement of strategies already learned. The newsletters also provide a spring-board for discussions on how to better serve our EL population.

WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY AND COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?

Spring STAR READING and AIMSWeb for grades 2 & 3 and local data from diagnostic assessments for grades K-1 will be reported annually to the Minnesota Department of Education Commissioner.

Data will include percentage of students proficient in:
- Kindergarten: letter recognition & sounds, blending & phoneme segmentation fluency, sight words & nonsense word fluency, rhyming & beginning sounds.
- First Grade: word & nonsense word fluency, vowel sounds (long & short vowels), decodable words, oral language.
- Second Grade: word recognition, vocabulary, informational & narrative comprehension, literature
- Third Grade word recognition, vocabulary, informational & narrative comprehension, literature

The Benson Reading Well by Third Grade Literacy Plan will be updated and posted on the Benson website during the summer of 2019.

WHAT ARE OUR NEXT STEPS?

During the school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students" needs, to analyze data to make programming decisions, and to determine training for our educators.

Appendix F

Early Entrance Policy

BENSON SCHOOL DISTRICT POLICY #607.1

607.1 EARLY ENTRANCE TO KINDERGARTEN, CRITERIA & PROCESS

I. PURPOSE
The purpose of this policy is to establish the age requirements for entrance to school.

II. GENERAL STATEMENT OF POLICY
All children in Minnesota are required to begin attending school by the age of seven. Children are not required by statute to complete kindergarten before beginning first grade. The district recommends that children attend kindergarten before entering first grade.

III. PROCEDURE
A. Children who are five years of age on or before September 1 of the school year may enroll in kindergarten. Registration takes place in late March or early April of the prior school year. The registration process will define school enrollment options and kindergarten programming options available to kindergarten families.

B. Children who are five years of age on **September 2nd through October 1st** of the calendar school year may enroll in kindergarten only if they meet the district's early admission to kindergarten assessment and timeline requirements outlined below.

IV. PROCESS
A. Parents requesting early admission for their child shall submit their request in writing to the elementary principal prior to February 1 of the year for which the child would begin school.

B. The district will conduct a meeting with the parents to explain the early admission assessment and timeline requirements.

C. The assessment requirements must include a cognitive functioning & pre-academic skills testing.
   1) For the cognitive area, we recommend the Differential Ability Scales - II or the Wechsler Preschool and Primary Scale of Intelligence. **A score of 115 or higher is needed.** In the pre-academic skills area we recommend the Woodcock-Johnson Tests of Achievement or all three of the following: the Test of Early Reading Ability, the Test of Early Mathematics Ability, and the Test of Early Written Language. **The child must score 115 or higher. <u>An outside agency will complete the assessment at parent expense.</u>**

   2) The child requesting early entrance must demonstrate above average readiness skills. A team of kindergarten teacher(s) will complete this screening before May 15th.

   3) The child requesting early entrance must demonstrate above average social, emotional, & behavioral skills. This will be evaluated using the Achenbach System of Empirically Based Assessment or the Behavior Assessment for Children Parent Rating Scale. **<u>An outside agency will complete the assessment at parent expense.</u>**

   4) **<u>A summary of the child's test results is to be provided to the elementary principal by May 15th.</u>** The principal and school psychologist will review the test data and information from the kindergarten teachers.

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a) Verification of acceptance or rejection will be made in writing to the concerned parents by June 15. This decision must be accepted by the parents as final.

b) If your child is accepted for early kindergarten entrance, registration forms will be included in the correspondence sent to you regarding your child's enrollment. If you have any questions concerning this procedure, please feel free to contact the building principal or the Superintendent's office.