



## Stillwater Area Schools ISD 834 Local Literacy Plan 2024-25

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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

### 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 \(2023\)](#).

### Stillwater Schools ISD 834 Literacy Goal

The goal of Stillwater Area Public Schools is to have every student reading at grade level proficiency. Strategies to help reach this goal include the following:

- Professional development and implementation of phonemic awareness and phonics instruction in kindergarten through third grade
- Professional development in the science of reading
- Offer comprehensive reading intervention services for all identified K-5 students

## Universal and Dyslexia Screening

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

### Grades K-3 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
<b>FastBridge: earlyReading (Grades K-1)</b>  <b>And</b>  <b>CBMReading (Grades 1-3)</b>	<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 checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b>  <b>Fastbridge areading and auto readng</b>	<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 type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Grades 4-12 Screeners

Name of the Assessment	Target Audience	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
<b>Name of Screener:</b> <b>Fastbridge</b> <b>areading and auto</b> <b>readng</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b> <b>CBMReading</b> <b>(Grades 4-5)</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

### Communication of Assessment Data

Universal screening results are shared following the close of each screening window via our online portal with families. If a student performs below grade level and qualifies for a Tier II or Tier III intervention, notifications of the student's qualification for services are communicated by letter, and if needed, by phone or by an arranged conference.

### Communication of Classroom Progress

PreK-5th grade classroom teachers send home classroom updates. These updates range from weekly to monthly dissemination, depending on activities in the classroom. Updates generally include curricular focus, upcoming assignments and assessments, important classroom activities (i.e., class performances or field trips), and classroom volunteer opportunities.

PreK-5th grade parent-teacher conferences are scheduled in the fall and in the spring. A variety of options are available so that parents/guardians can schedule at their convenience. Individual conferences outside of these days may be scheduled with teachers to accommodate families' schedules. Additional contact with individual parents/guardians is made on an as-needed basis. Both positive and needs-based communications are encouraged.

### **Communication of Intervention Progress:**

Each Tier III reading interventionist has a home/school communication system in place. Progress monitoring is done bi-weekly to ensure interventions are increasing student performance. Interventionists also include periodic updates on progress monitoring and intervention progress (bi-annually), as well as notifying parents when exit criteria is met. Interventionists also attend parent-teacher conferences when scheduling allows.

### **Communication of School and District Opportunities for Involvement**

The Stillwater Area Public Schools' Communications and Marketing Department has several avenues in place to encourage parent/guardian and community communication. This department publishes a quarterly print newsletter, sends a weekly e-news email to stakeholders, and holds both online and in-person discussion forums. In addition, the district assembles advisory committees to provide input on a variety of topics ranging from curriculum to programming.

Families enrolled in our school readiness preschool program choose from a variety of options for parent/guardian involvement throughout the school year. These options include seminars as well as structured family activities. Communication at the building level takes place via school newsletters and school webpages. Each of our elementary schools, as well as our Early Childhood Family Center, sends out a weekly parent/guardian newsletter. Newsletters are sent out primarily via e-mail and include updates on building activities, and, when appropriate, building-level volunteer opportunities. Parents/guardians are automatically subscribed to the e-newsletters each year.

Volunteer opportunities are communicated via building newsletters or through building-specific Parent-Teacher Associations. Classroom opportunities for volunteering are communicated through the classroom newsletter or individual fliers sent home with students. At the district level, coordination takes place via Community Thread ([www.communitythreadmn.org](http://www.communitythreadmn.org)) to bring district and community volunteers together. Mandatory background checks are required for all volunteers though the system has been adjusted to allow parents/guardians an easier path to volunteering in their children's classrooms.

Finally, the District's Family and Community Engagement programming run through our Office of Equity and Integration works to:

1. Collaborate with parents to navigate and support us in responsively adapting our district's systems and structures
2. Support home learning environments
3. Develop skills for collaborating with school staff and develop staff skills to improve upon their outreach efforts
4. Provide parents with the necessary information for post-secondary planning

Current efforts include:

**NAPAC:** Native American Parent Advisory Committee: A committee with a core team of 20 parents, Elders and community members meet monthly to support the needs of American Indian students and families in our district. NAPAC includes representatives from Dakota, Lakota, Ho Chunk, Ojibwe, Micmac, Mississippi Choctaw and Menominee Nations.

**Caminos:** Pathways (Partnership in Achievement and Transition to Higher Learning) is an ongoing collaboration with our Hispanic families with a core group membership of 45 families that meet quarterly at the Family Means building in the Cimarron Mobile Home Community.

**African Family and Community Engagement Group:** Incorporating the voices of our Muslim families in collaboration with the Eastern Twin Cities Islamic Center (the Mosque in Afton) /Islamic Resource Group). More detailed information follows in the section “Communication of Opportunities to Support Child Development.

**Communication of Opportunities to Support Child Development:**

Caminos (PATHways) (Partnership in Achievement and Transition to Higher Learning), run by our Office of Equity and Integration, offers a variety of topics relating to Preschool, Elementary, Middle and High School. These learning sessions address the specific needs of students at each of these four levels. Parents/guardians are recruited by building staff and are asked to commit to attending quarterly sessions that are 1.5-2.0 hours in length.

The preschool curriculum is designed to engage parents/guardians in a conversation about school readiness, and their role in preparing their child for kindergarten. The curriculum teaches parents/guardians strategies for fostering early literacy and math skills. The literacy skills it focuses on are Vocabulary building, phonemic awareness, and print concepts. In addition, it stresses the importance of reading with children regularly at home. The elementary curriculum clarifies the language about academic standards, teaches parents/guardians about the importance of parent-teacher conferences, clarifies the coding on our report cards, and reinforces the importance of open and honest communication with schools about student progress. In addition, it establishes a connection between academic achievement and positive discipline, self-esteem, and providing structures in the home (like a quiet space for homework, and early bedtime, etc.) that allow students to maximize their academic potential. The middle and high school curricula are geared toward college readiness. Specifically, parents/guardians learn about the role of the guidance counselor, they are taught about the concept of academic rigor, they are taught how to calculate a student’s GPA, and they are coached about how to advocate for their student within the school building.

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

### Summary Data Kindergarten through 3<sup>rd</sup> Grade

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	480	359	456	315	480	8
1 <sup>st</sup>	530	288	539	359	530	10
2 <sup>nd</sup>	500	309	511	357	500	13
3 <sup>rd</sup>	580	371	592	415	580	5

### Summary Data 4th and 5th Grade

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 <sup>th</sup>	545	213	545	4
5 <sup>th</sup>	541	223	541	0

## Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model
<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	Letterland	Phonics	30-40 minutes daily  Whole group & differentiated small groups
<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	Heggerty	Phonemic Awareness	10-12 Minutes daily  Whole Group
<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"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	Units of Study	Knowledge Building	60 minutes daily  Whole group & differentiate small groups
<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"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	PRESS	Supplemental -Tier 2 Reading Intervention	20 minutes daily  differentiated small groups
<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	Words Their Way	Foundational Skills	30-40 minutes daily  Whole group & differentiated small groups

### Core Reading Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model
<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	Units of Study  Reading and Writing	Comprehension  Writing  Vocabulary  Knowledge Building  Foundational Skills	50- 55 minute class period
<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11	Into Literature (HMH)  Open Education Resources	Comprehension  Writing  Vocabulary  Knowledge Building  Foundational Skills	50- 55 minute class period
<input checked="" type="checkbox"/> Grade 12	Open Education Resources	Comprehension  Writing  Vocabulary  Knowledge Building  Foundational Skills	50- 55 minute class period



## Data-Based Decision Making for Literacy Interventions

### **Multi-Tiered System of Support (MTSS)**

The district utilizes a comprehensive system of Learning Supports that incorporates a multi-tiered system of support protocol. Through this system, our buildings look at academic interventions alongside social, emotional, and behavioral needs and concerns. School social workers and school psychologists loop into community Connection meetings on a bi-weekly basis to identify, discuss and track students who are not performing at grade level. The teams will then take this multi-tiered systems approach to implement individual student response-to-intervention plans.

Academic interventions are determined on a rolling 6 week basis using universal screening and progress monitoring data. Once the data collection period is complete grade levels meet to discuss progress, and make adjustments to interventions where needed at their school wide intervention meetings.

Tier I class-wide interventions or Tier II small-group interventions using PRESS, FastBridge, or Letterland reading interventions are planned and administered by the individual teacher or grade-level teams. For students performing below benchmark, Tier II interventions are targeted to the student's area of greatest need.

Students demonstrating intensive need, typically those performing below the 16<sup>th</sup> percentile nationally, will be scheduled for pull-out, intensive intervention with a trained reading interventionist (Tier III). These students will work with an interventionist 4-5 days per week in groups of 3-5 students in their area of greatest need.

The Stillwater Schools MTSS System also includes programming for gifted students. All students in third grade will have the opportunity to take the Cognitive Abilities Test. Parents/guardians and/or teachers can also request testing for any student who is new to our district and who did not have the opportunity to test in 3rd grade. The assessment is administered online by trained classroom teachers, and results are available within 48 hours. Students who have CogAT composite scores of 96% Age Percentile Score (9th Stanine) or better, accompanied by high achievement scores in reading and math, are invited to our GATE school, which is a school for the highly gifted within the district. Students who have CogAT subtest scores of 89% Age Percentile Score (8th Stanine) or better, accompanied by high achievement scores in reading and math, will be considered for a cluster placement within their regular classroom. These students are clustered with peers of similar intellectual ability, and are given more opportunities to go deeper within a concept or topic and are regularly given more challenging material as the teacher feels is appropriate.

To deepen our MTSS system, Stillwater Area High School, Lake Elmo Elementary, Brookview Elementary and Afton-Lakeland Elementary have been implementing the Building Assets, Reducing Risks (BARR) program, a strengths-based whole school model that provides schools with a comprehensive approach to meeting academic, behavioral, social, and emotional needs of all students. Program evaluation and resource allocation in combination with our participation in MDE's COMPASS cohort will determine next steps for MTSS development and BARR expansion.

### **Intervention Opportunities (Tiers I, II, and III)**

Elementary principals and staff are committed to scheduling intervention opportunities outside of core instructional times. The goal is to support all teachers within the classroom setting and to support services with differentiation training to allow for best practice intervention and enrichment opportunities.

**Tier I:** The district offers on-going professional development in both foundational skill development and in the critical thinking skills expected when reading. During class, teachers are able to individualize instruction through flexible grouping determined by student need, through small group or one-to-one instruction. In addition to a focus on an environment rich with literature and critical thinking, elementary literacy instruction includes dedicated time each day for the development of foundational literacy skills.

Classes that demonstrate significant need in phonemic awareness, phonics, fluency, and comprehension will receive a class-wide intervention using PRESS targeted, class-wide intervention activities. PRESS interventions are delivered by the classroom teacher and also address foundational literacy skills.

**Tier II:** In addition to Tier I instruction in the classroom, teachers provide targeted, Tier II small-group interventions using an analysis of screening and diagnostic data, and PRESS, FastBridge, and Letterland targeted intervention activities. These interventions are skill-driven and are targeted to a student's area of greatest need. These interventions are served in small groups of less than 6 students, and occur during the schools 'What I Need Time' (WIN Time)

Five of our elementary buildings have applied for a Minnesota Reading Corps (MRC) tutor. These MRC tutors will serve as Tier II interventionists in grades K-3 to provide students with additional guided practice in reading, outside of classroom reading instructional time. Students who are slightly below grade level will meet with MRC tutors daily for approximately twenty minutes to develop foundational literacy skills.

**Tier III:** Tier III reading intervention is supported by the ADSIS grant at each of our elementary buildings in a program called Read with Me (RWM). Additionally, Title I and local funding provide for additional Tier III reading intervention. Title I funding is generally split between reading and math intervention and has decreased significantly with the improvement of the economy over the past few years. In each funding case, students in Tier III reading intervention receive 20-30 minutes of instruction with groups of three to five students in addition to the student's classroom literacy instruction.

All reading interventionists use UFLI Intervention, when indicated, to reinforce and reteach foundational skills taught in the classroom. UFLI is based on the science of reading and supports the development of early phonics and phonemic awareness skills. It is also evidence based in increasing a students fluency in reading.

In addition to UFLI, elementary reading interventionists are trained in level one of the multisensory Orton-Gillingham method of early reading instruction, Language Essentials for Teachers of Reading and Spelling (LETRS), or have a MN reading license.

### **Using Data to Determine Intervention**

Each building relies on data from FastBridge *earlyReading*, FastBridge *aReading* and *AUTOReading*, and Minnesota Comprehensive Assessments to determine a student's need for intervention. Additional diagnostic

assessments such as the PAST or the Bear Spelling inventory are also used to help guide data analysis. Once students are screened, teachers review data using the PRESS data protocol to determine the appropriate level and type of intervention.

Students are placed in the tiers of intervention based on screening, diagnostic, and historical data, as well as teacher input during data team meetings. Tier I classroom interventions are administered when 50% or more of the classroom indicate need for particular skill instruction. Tier II small-group, classroom interventions are generally administered by a classroom teacher to students between the 15<sup>th</sup> and 40<sup>th</sup> percentile. Tier III interventions generally consist of the most at-risk students, usually those below the 16<sup>th</sup> percentile. Because each school has unique needs, these cut points are approximate:

### ***Tier III Reading Intervention Entrance Criteria***

#### Kindergarten and 1st Grade

- Kindergarten students are not selected for Tier 3 interventions until after the January screening period  
K:
  - Winter: students with BOTH a Composite <14% & letter sounds <14%
- 1st -
  - Fall: students with BOTH a composite ≤ 15% & Nonsense Words ≤ 15%
  - Winter: students with BOTH a composite ≤ 15% & CBM ≤ 15%

#### Grade 2 through 5

- Priority 1: 3+ scores ≤ 15% ( CBMreading, Autoreading (4th & 5th) aReading)
- Priority 2: 2 scores ≤ 15% ( CBMreading & another screener)
- Priority 3: ≤ 15% on CBMreading

### ***Tier III Reading Intervention Exit Criteria***

Students are exited to Tier 2 interventions when they

- reach the 16th national percentile on a universal screener in corresponding screening period **or**
- perform above the 16th national percentile on three consecutive progress monitoring assessments

\*Students are exited from **all** intervention programming when they reach the 40th national percentile on a universal screener in the corresponding screening period **or** have 2 data points at or above the upcoming 40th percentile

### **Progress Monitoring**

Progress monitoring is used to measure increments of growth in a targeted skill and to determine response to interventions. Students receiving interventions have their progress monitored frequently so that interventionists can know quickly whether or not the intervention is working. If a student is not progressing fast enough it might be that intervention is not sufficiently intensive, the intervention does not target the appropriate skill(s), the

progress monitoring tool is not designed to measure the skill being targeted, and/or the student requires an alternate intervention.

In K-5, once a student demonstrates through screening that there is need for any tier of intervention, the teacher or interventionist administers targeted instruction and progress monitors the student on a cycle that includes both skill-level progress monitoring and grade-level progress monitoring. The intent of skill-level progress monitoring is to determine improvement or lack of improvement on discrete skill instruction and to adjust or intensify interventions as necessary. The intent of grade-level progress monitoring is to monitor skill transfer to grade-level reading goals, and to monitor academic gap closure.

## Professional Development Plan

### District-Wide Professional Development Alignment

#### Strategic Directions

- Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs
- Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students
- Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning
- Strategic Direction D: Develop strong partnerships with the communities we serve

Our district calendar is currently set up to provide seven professional development days during the student-contact year. Teaching and Learning staff will work with instructional coaches and the district professional development committee to create a detailed plan to support the maintenance of existing skills and to deepen understanding and practice of the science of reading. Professional development will be aligned with this plan, building site improvement plans (Action Cards based on our 4 strategic directions), and the mentorship program. Literacy is a district focus, and all schools have a goal around literacy in Strategic Direction A. The plan will align district-wide professional development days and on-going professional development in buildings.

Phonemic awareness, phonics, fluency, vocabulary development, and comprehension instruction —the five pillars of literacy instruction—are currently in place and will be enhanced using a comprehensive literacy approach that incorporates differentiation, gradual release of responsibility, and a Multi-Tiered System of Support (MTSS). Instructional Coaches will continue to deliver professional development in the classroom, at the building level, and district-wide in support of developing instructional skills in the five pillars of literacy.

### Building Based Assets, Reducing Risks (BARR)

The District is committed to offering Building Assets, Reducing Risks (BARR), a strengths-based whole school model that provides schools with a comprehensive approach to meet academic, behavioral, social, and emotional needs of all students. Stillwater Area High School implemented BARR for ninth grade students in the 2017-2018 school year. The ninth grade student failure rate has decreased by 56% from the year prior to BARR implementation, and by 24% the following year. Two of our elementary schools currently have fully implemented BARR, and we have seen successful test results in literacy. To continue this effort in reducing achievement disparities, we will be expanding the BARR model in Stillwater to both of our middle schools, and one additional elementary school. This provides three years of ongoing coaching and professional development in meeting student needs.

### **Job-Embedded Professional Development and Evidence-Based Reading Instruction**

The Stillwater Schools' Teaching and Learning team will continue developing a clear plan for Professional Learning Communities (PLC) and Intervention instruction. PRESS reading intervention data analysis will help to drive school wide intervention meetings and provide support for at risk students. PLC teams will examine student performance and data to determine their own professional development needs, learning from each other where possible, and reaching out to Instructional Coaches and the Department of Teaching and Learning for greater professional development needs.

Under the Teacher Development and Evaluation Plan, teachers also participate in peer observation through learning labs and discussion, providing an additional layer of professional development. In addition to individual coaching for probationary teachers, Instructional Coaches will work with principals and with the Department of Teaching and Learning to provide district-wide and in-building professional development to support the curriculum implementation.

Beginning September of 2021 Stillwater Schools' teachers began receiving evidence-based reading instruction professional development through LEXIA/LETRS. We will continue to facilitate these trainings in phases for our educators over the next three years to ensure our staff responsible for instruction in literacy have received this important training.

LEXIA/LETRS for Educators is a professional course of study to help educators master the content and principles of effective reading, language, and literacy instruction. With its flexible blend of online and in-person coursework that includes video modeling and interactive activities, print resources, and virtual support, this research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success. LETRS increases the quality, effectiveness, and consistency of literacy instruction within a classroom, school, district, and state.

Below is a summary 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 as of Spring 2024.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	34	0	0	34
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	121	18	47	103
Grades 4-5 (or 6) Classroom Educators (if applicable)	47	0	1	46
K-12 Reading Interventionists	18	8	10	0
K-12 Special Education Educators responsible for reading instruction	73	2	1	70
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades pk-5	5	0	1	4
Pre-K through grade 5 Instructional Support Staff who provide reading support	TBD based on guidance from the MDE			

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
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Grades 4-12 Classroom Educators responsible for reading instruction	77	0	1	76
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	10	0	0	10
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	TBD based on guidance from the MDE			
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

### Data and Assessments

In addition to the Universal Screening and Progress Monitoring procedures mentioned above, teachers in grades K-5 will use periodic assessment of foundational literacy skills acquisition and word study instruction (Letterland K-3, Words Their Way 4-5), individual and small-group conferring (K-5), and pre-/post-performance assessments (Units of Study 3-5) to monitor students' acquisition of grade-level-appropriate skills. Information from these assessments will help teachers to address the individual student's needs and track progress towards and beyond grade level benchmarks. In addition to these formal formative assessments, teachers conduct other informal formatives as necessary in their classrooms. These assessments are shaped by individual teachers or teacher teams and are meant to address a classroom population's unique needs to guide instruction.

Students identified during a universal screening assessment as being at risk in foundational reading skills are specifically discussed at our school wide intervention meetings every 6 weeks. At these meetings we align instruction to their individual diagnostics to target their individual learning needs. Teachers, along with principals and interventionists design groups, instruction, and progress monitoring plans to ensure that we are focused on tier II instruction alongside our tier I practices. All student goals are set to be at grade level by the end of the year to ensure we are focused on closing the gap between their current performance and their end of year performance goals.

## Action Planning for Continuous Improvement

As an organization focussed on continuous improvement, we have worked to solidify a strategic set of next steps to ensure we are systematically helping to meet the needs of all of our students.

### **Tier I Phonemic Awareness Gap: Implementation of Haggerty and Letterland**

During the 2022-2023 school year we made the strategic decision to add to our literacy programming mid review cycle. This decision was made after an audit of current literacy practices and identifying an instructional gap in Phonemic Awareness at our K-2 levels, and a need for phonics instruction to continue into our third grade classrooms. We saw immediate improvements in student achievement from these additions, and will continue to focus on including all of the pillars of literacy in each of our instructional days at every grade level.

### **Tier II instructional Gap: Implement WIN time (What I Need) time**

This was fully implemented at each school. We did professional development around PRESS, which is our evidence-based Tier II intervention used. This needs to continue to be done with walk throughs and data tracking on student growth using this intervention.

### **Curriculum Selection Process**

We gathered a district-wide literacy committee together in February to begin discussions on what teachers were looking for in a new resource. This ongoing process will continue this year, as we try to make a decision to have a resource that includes all five pillars of literacy and engages each of the benchmarks at a deep level of rigor in order for all students to read at grade level.

### **Support for Multilingual Learners**

Our Student Support Services Department provides specialized support for the Multilingual Learners Instructional Department. District Multilingual Learner teachers meet for one day each quarter to coordinate curriculum, instruction, resources, and services. Principals support the unique needs of the ML department at a building level.

The EL Department utilizes the Sheltered Instruction Observation Protocol (SIOP) professional development model and assesses English Proficiency Levels using WIDA (World-class Instructional Design & Assessment). All students are assessed immediately after enrollment to ensure proper student placement within their grade level, WIDA standards, and EL courses. The plan of service delivered to each student depends upon grade level as well as their proficiency level (Entering, Beginning, Developing, Expanding, or Bridging). Instructional support time related to number of days per week and number of instructional minutes also varies.

### **Tier 1 Learning and Design**

We received the MnMTSS grant for the next two years to further our training in the COMPASS MnMTSS Cohort training. We have established teams at both the elementary and secondary and trained cohorts. We now receive additional training for next year. The first one is Principal Leadership for MnMTSS where all district principals will participate, so we have a clear understanding of all three tiers.



The second one is a two part series on Tier 1 instruction. The first one is Envisioning High Quality Tier 1 instruction for five sessions. The second part is Implementing, Monitoring, and Sustaining High quality Tier 1 instruction.

This will help us be able to strengthen our Tier 1 instruction more effectively at a high level of rigor to ensure students get exposed to grade level materials.

### **Move to Academic Q Comp goals**

In line with our strategic direction A and focus on strong literacy instruction, our staff's individual student achievement goals were focussed on increasing literacy screening scores. Goals were set to specifically increase the number of students who were low risk as measured by the end of year FAST assessment. Once goals were established, coaching cycles were focussed on supporting educators towards achievement of these goals. In future years we will continue to refine our assessment practices to ensure goals are not only established, but met for all students.

### **School Improvement Planning; Action Cards**

As stated above, we have four strategic goals that we create a goal and action steps around. Our building instructional leadership teams work to analyze the data and make action steps to ensure the goals are met. There is accountability from the principals to report progress four times a year to district leadership and adapt as needed. We have worked hard to align our strategic directions, goals, and professional development all to align.

### **Supports for Students with Dyslexia**

Stillwater uses explicit, systematic instructional practices. Teacher-led instruction enables our educators to provide prompt, targeted feedback in response to children's mistakes, to ensure students receive targeted instructional redirection for grade level achievement. Structured literacy explicitly and effectively addresses foundational literacy skills, a core need of children with dyslexia, and proven instruction for all students. Our foundational skill emphasis is on clear instruction with defined targets, because of this, our diagnostic tools are able to identify dyslexic tendencies early.

### **Instructional leadership Development**

In an effort to improve literacy instruction from all corners of our district we are also providing all of our building leadership with evidence-based literacy instruction. LETRS for administrators is a course of study that focuses on supporting instructional leaders in improving their school literacy structures and outcomes.

LETRS for Administrators helps literacy leaders:

- Understand the importance of implementing a holistic literacy initiative
- Learn how to select literacy curricula and assessments
- Build empowered educators by giving them the support they need on their own LETRS journey
- Gain access to practical tools and guides to implement a successful and sustainable literacy initiative

## District Advisory Committee/ Curriculum Advisory Committee

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following four WBWF goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

This is now known as the Comprehensive Achievement and Civic Readiness with the new performance measures.

120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to ~~create the world's best workforce~~ for comprehensive achievement and civic readiness must include at least:

- (1) the size of the academic achievement gap, rigorous course taking under section [120B.35, subdivision 3, paragraph \(c\), clause \(2\)](#), and enrichment experiences by student subgroup;
- (2) student performance on the Minnesota Comprehensive Assessments;
- (3) high school graduation rates; and
- (4) career and college readiness under section [120B.307](#).

Currently, we have a Curriculum Advisory Committee and District Advisory Committee, but due to the new legislative changes, this may be merged into one to meet the needs of the statute and provide input from the public. This year we improved our District Advisory Committee to be more than 50% parents or community members. We need to create a better system moving forward where committee members have a voice in all stages of the planning and implementation process. This is a work in progress, as we work to get members and follow the statutes. We will also work to include all the new guidelines for this committee moving forward.

### Multi-Tiered System of Support (MTSS)

The district began designing a comprehensive system of Learning Supports at the secondary level that incorporates a multi-tiered system of support protocol. Through this system, our buildings will look at academic interventions alongside social, emotional, and behavioral needs and concerns for students in 6th-12th grade. In 2024-2025 our middle schools will begin implementing academic and social emotional universal screening for all students. The teams will then take this multi-tiered systems approach to implement individual student response-to-intervention in coming years. This work is a continued effort to refine our practices for students achieving below grade level to ensure all students' needs are being met.