



Expect
More.

District Curriculum Advisory Committee

February 3, 2025



Agenda

- Welcome & Grounding
- Literacy Committee Adoption Update
- Understanding What and How We Teach



Expect
More.

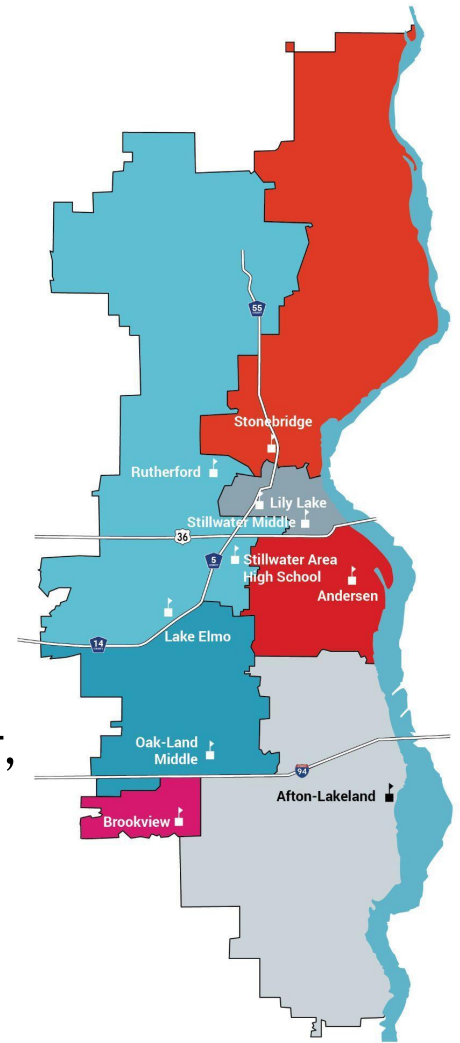
Welcome
And Grounding



Who We Are

Our district covers **150 square miles** and encompasses **18 communities**, including:

Afton, Bayport, Baytown Township, Grant, a portion of Hugo, Lake Elmo, Lakeland, Lakeland Shores, Lake St. Croix Beach, Marine on St. Croix, May Township, Oak Park Heights, St. Mary's Point, Stillwater, Stillwater Township, West Lakeland Township, Withrow, and a portion of Woodbury





Norms For Our Work

Practice the 100 Mile Rule

Be present, focused, and engaged

Be Open

We need all voices to move this work forward, share and listen equally

Practice Patience

Slow is smooth, smooth is fast. Go slow to gain momentum to go fast

Future Focused

Don't get stuck in the past. The past helps us learn how to improve, it can't hold us back

Keep “_____” in mind

We are dedicating this time to designing a Tier 1 experience for ALL learners, keep EACH and ALL in mind

Seek to Understand

Remain curious with yourself and others, ask questions and reflect

Sit with Discomfort

We may discuss things that are upsetting. Do not shut down! Lean in



Literacy Committee Update

Committee meets next Tuesday to:

- Review the data collected during our open house.
- Consolidate and review the surveys
- Finalize a recommendation to present to the board

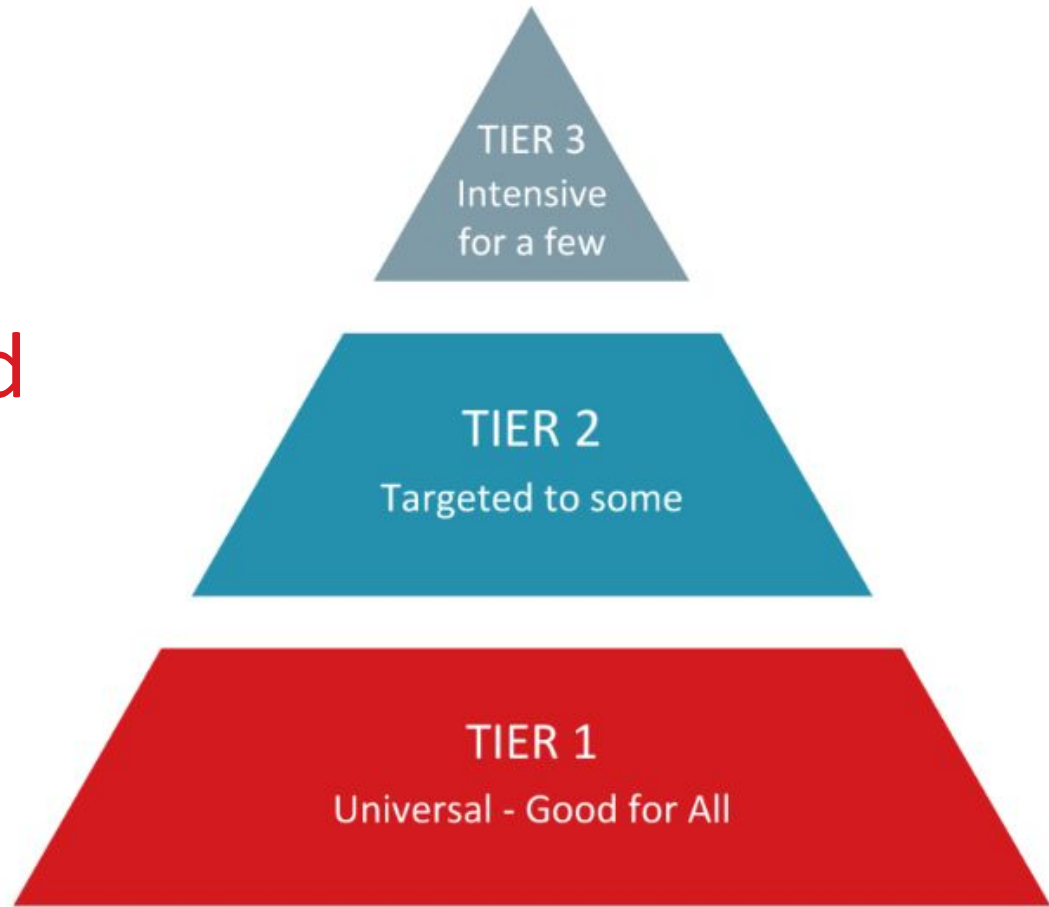




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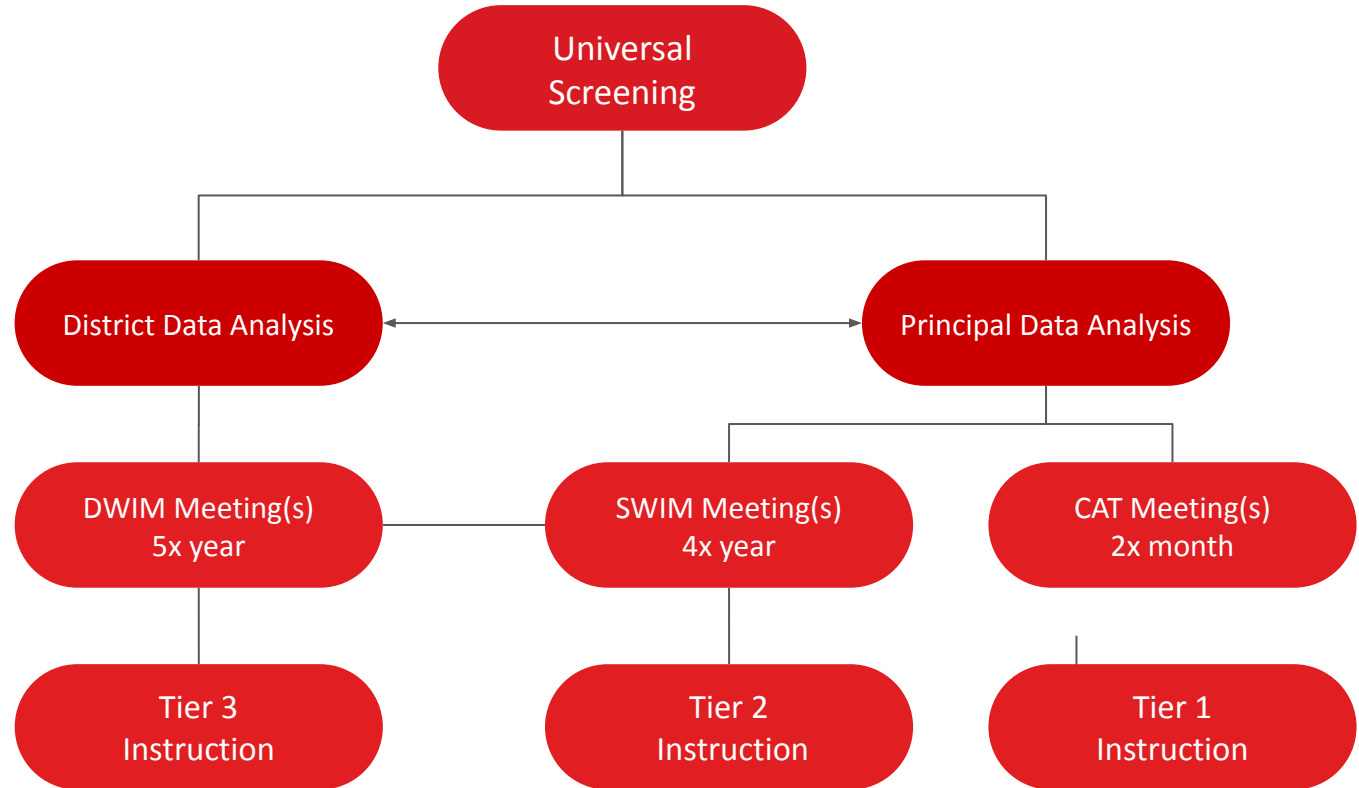
Understanding What and How We Teach

Multi-Tiered Systems of Support





Data- Based Decision Making



Instructional Core

STUDENTS

Engagement



TEACHERS

High Quality Instruction

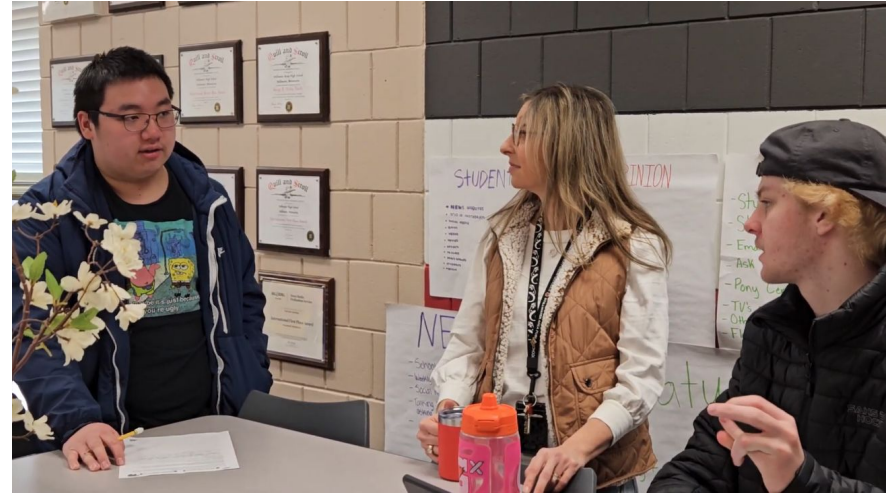
CONTENT

Guaranteed and Viable Curriculum



CONTENT: Guaranteed and Viable Curriculum

- **Guaranteed:** All students in the same class, course, or grade level are exposed to the same curriculum, regardless of the teacher
- **Viable:** Curriculum can be taught within the available time





Essential Components Of A Lesson

- The field of neuroscience has expanded shedding light on the processes the brain goes through when learning
- In order to ensure our students are learning all standards we need to design lessons with the brain in mind





Neuroscience of Learning

Input

- Brain decides which information to pay attention to
- 5-20 seconds until brain decides if it will elaborate or filter out input

Elaboration

- Learning for understanding
- Making material memorable and meaningful

Application

- Opportunities for practice and real world application
- Use it or lose it
- Have 24-48 hours to revisit in order to move to long term memory



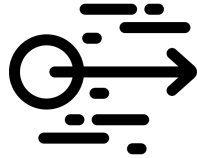
TEACHERS: High Impact Instructional Strategies

- A teaching method that uses students' perspectives to create more meaningful and engaging learning experiences
- Adaptive





Acceleration vs Remediation



Acceleration

Strategically prepares students for success in current grade-level content

Accelerates to grade level



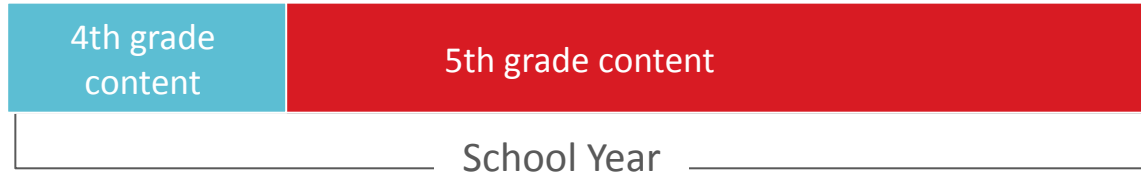
Remediation

Focuses on drilling students on isolated skills that bear little resemblance to current curriculum

Aim to fill in gaps from previous years

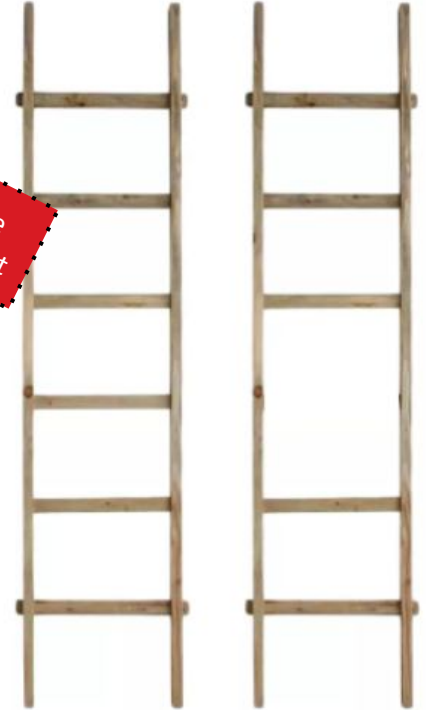
Focus Time and Attention on What Matters

Traditional Remediation Approach



The rest of the 5th grade content

Just In Time Intervention





Guaranteed and Viable Curriculum Phases

SY24-25	Arts	Science	ELA/ Literacy	Social Studies	Math
Phase 1 Assessment of current state					
Phase 2 Working with upcoming standards/benchmarks					
Phase 3 Getting ready to implement					
Phase 4 Full Implementation					
Phase 5 Ongoing refinement					


- Follows MDE 10 year cycle
- Two years for implementation
- This cycle pushed back three years to COVID
- World Language, Health, PE, Library Media follow national standards



COMMUNITY ENGAGEMENT

Public Participation Model for the Stillwater Area Public Schools

Our learning community is committed to building positive relationships, and engaging with our stakeholders is an essential part of our mission. The school board has adopted a Community Engagement Model to guide its work. While we will most often consult and involve, different decisions will fall within different areas of this spectrum. This model allows the district to clearly define community engagement for large-scale decisions.

	Increasing Level of Community Impact 				
	Inform	Consult	Involve	Collaborate	Empower
Our Goal	To provide our community members with information related to our schools and our district	To gather public feedback on school and district issues	To work with our community members to ensure their concerns and desires are understood and considered	To partner with our community members in developing options and identifying preferred solutions	To place final decision-making in the hands of our community members
Our Promise	We will keep our stakeholders informed	We will listen and acknowledge our stakeholders' concerns, and consider their new ideas	We will work with stakeholders to reflect their feedback in decision-making	We will seek advice, and incorporate ideas, from our stakeholders into the decision-making process to the maximum extent possible	We will implement decisions made by our stakeholders
Our Methods (examples)	<ul style="list-style-type: none"> District and school newsletters Factsheets and brochures Websites Social media Open houses 	<ul style="list-style-type: none"> Listening sessions Public forums Community leader forums Surveys and focus groups Public meetings 	<ul style="list-style-type: none"> Community Conversations Deliberative polling Cross-district teams 	<ul style="list-style-type: none"> Taskforce 	<ul style="list-style-type: none"> Referendums/ elections



Questions