



St. Croix Preparatory Academy  
Board Meeting Agenda  
June 7, 2024

1. Call to Order
2. Consent Agenda (Board Minutes, Executive Director Report)
  - A. Board Minutes 2
3. Agenda
  - A. Q Comp Approval 5
  - B. Local Literacy Plan -- Approval 12
  - C. Change Management Training
4. Adjourn Meeting

Members Present: R. Hajlo, D. Keyes, J. Johnson (remote), N. Donnay, R. Thorson, T. Gulbransen, K. Denzer, A. Galati, M. Stiles

Members Absent:

Ex-officio Members Present: K. Gutierrez

Guests: None

## **1 Call to Order**

R. Hajlo called the meeting to order at 6:05 PM.

## **2. Open Forum**

- No one.

## **3. Consent Agenda**

### A. Board Minutes

- a. Link: [May 2, 2024 Minutes](#)

### B. Executive Director's Report

- a. Link: [https://drive.google.com/file/d/18IXo5a0xh4dEIFIAv6PE4kko\\_HXF8vCJ/view?usp=sharing](https://drive.google.com/file/d/18IXo5a0xh4dEIFIAv6PE4kko_HXF8vCJ/view?usp=sharing)
- b. Link: [J. Gutierrez Professional Development Version 2 Update](#)

- Motion to Approve: A. Galati
- Second: M. Stiles
- Approved: All

## **4 - Agenda**

### A. Board Election Update - N. Donnay

- a. May election results
  - i. Rita Thorson - teacher
  - ii. Danielle Smith - parent

### B. SCPA FY 25 Original Budget Projections - For Board Approval-Final

- a. Link: <https://drive.google.com/file/d/18M5zoZoafdmszSrCYdxwPtPPjKVGAAxQ/view?usp=sharing>
- b. K. Gutierrez -
  - i. 2 small changes noted

## Motion:

I propose to adopt the 2024-2025 original budget as presented:

- General Fund Revenues of \$16,296,095 and Expenditures of \$16,191,054
- Food Service Fund Revenues of \$791,000 and Expenditures of \$790,000
- Community Service Fund Revenues of \$172,000 and Expenditures of \$183,000

- Motion to Approve: A. Galati
- Second: M. Stiles
- Approved: All

## C. Executive Committee Update - N. Donnay

### a. DRAFT Executive Committee - Information for Board Discussion- May 2024 Board Meeting

#### i. Link:

[https://drive.google.com/file/d/18OkqErmjQv\\_YxZGqm\\_E3TYDQx5pRWPUT/view?usp=sharing](https://drive.google.com/file/d/18OkqErmjQv_YxZGqm_E3TYDQx5pRWPUT/view?usp=sharing)

- #### ii. Brief discussion about length of terms for all committee members. Right now, for the sake of continuity, terms are ongoing unless a member needs to step away from serving.

## D. Succession Planning Committee Update - R. Thorson

### a. Link: [May 1 Minutes](#)

### b. Executive Director Search Simplified WEB Version

#### i. Link:

<https://drive.google.com/file/d/18SW3IKHSMG0gAE5t9r3YxuUhcIH3og4N/viaw?usp=sharing>

1. Will go live in July on SCPA website.

2. Will be communicated to staff before it goes live.

### c. Succession Planning Committee

#### i. Link:

<https://drive.google.com/file/d/18W10M6ucEWkXRrvXALeC22WajUdCXvIn/view?usp=sharing>

## E. Governance Committee Update

### a. [May 9, 2024 Meeting Minutes](#)

- #### i. Concern brought forward regarding Board Succession about N. Donnay being Board Chair next year with B. Hajlo as Vice-Chair. The concern: this puts N. Donnay in a conflict of interest position due to the Board Chair and Executive Director relationship. Discussion about the Board Chair position will be discussed at the next board meeting in June.

### b. [Governance Committee Information for the Board](#)

- c. M. Stiles will check policy for Board Officer elections, process, and succession planning.
  - d. J. Gutierrez will be sending a letter to the greater community for recruitment of committee members.
- F. Finance Committee Update - K. Gutierrez
- a. Link:  
<https://drive.google.com/file/d/18awkMQHRWvWxeVizQmXTRBATAetYQro1/view?usp=sharing>

**Adjournment: 7:15 PM**

- Motion to adjourn: A. Galati
- Second: M. Stiles
- Approved: All

Respectfully Submitted by A. Galati, St. Croix Preparatory Academy Board Clerk

# St. Croix Preparatory Academy's 23-24 Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. All information reported should be based on the current school year. We recommend that each question be addressed with a **brief summary of 3-7 sentences**.

## Core Component: Career Advancement Options

### Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.

If not, please explain what changes have occurred and why.

### Impact

**How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?**

TLCs (Teaching and Learning Coordinators) met bi-monthly with PLC leaders to plan PLC meetings based on student achievement. TLCs met monthly with new teachers to offer support in classical education theory, classroom management, assessments, student engagement, seminars, and questioning. TLCs also met one-on-one with new teachers throughout the school year to offer personalized support. PLCs allowed teachers to collaborate and work on curriculum alignment and pacing. They also provided a space to discuss intervention ideas and identify specific student needs based on data collection.

**How did the work of teacher leaders impact student achievement?**

Each PLC devotes time to evaluating students' needs, and PLC leaders and TLCs use that information to guide planning for PLC meetings throughout the year. Individual PLCs discuss data and assessments and review student work throughout the year to monitor student progress and learn new strategies to increase student achievement. PLC leaders can also bring data and information from PLCs to meetings with principals and TLCs. This has helped guide division initiatives and professional development planning. For example, lower school was able to collaborate on STEP testing and using IXL to help prepare students for the MCA tests. Middle school PLC

leaders used MCA strand data to help guide conversations about gaps in the curriculum, contributing to a jump in middle school math MCA scores in 6th grade. Upper school PLCs spent time analyzing assessments.

## Review Findings

**How did the training teacher leaders receive impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?**

K-12 PLC meetings were used to discuss what happened in PLCs and to provide leadership training to PLC leaders. We also reviewed the PLC protocols for check-ins, discussed articles, and reviewed student work. For next year, we would like to send PLC leaders to leadership training provided by MDE.

**What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?**

As part of the Q Comp revamp for this year, PLC leader evaluations were changed slightly. Each PLC leader sent a survey to their PLC members at midyear and end-of-year. This survey included questions about the member's participation, how the PLC leader fulfills the elements of their job, topics/PLC activities useful to each teacher, and ideas for future topics. Each PLC leader meets with their division TLC twice a year to discuss the survey results and complete a PLC leader evaluation.

## Recommendations

**How will the district use the review findings to improve the effectiveness of teacher leadership?**

It has been a while (pre-pandemic) since PLC leaders have attended MDE training for PLC leaders. If MDE offers training next year, it would be helpful for PLC leaders to attend those sessions. PLCs did a lot of work with various forms of student data, so this is something we will continue to build upon next year.

## Core Component: Job-embedded Professional Development

### Implementation

**Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

Yes

**If not, please explain the changes that have occurred and why?**

### Impact

### **How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?**

We started the year by bringing Jeremy Spielman from the National Paideia Center to provide training for all teachers to help revitalize and bring new ideas to seminar. Jeremy trained the entire group and then trained each division separately. We also had professional development from Washington County on mandated reporting. Other PD sessions included bullying prevention, violence prevention, Teach Like a Champion strategies, reading instruction, technology, and cultural competency. The school also participated in the Minnesota Classical Education Conference in October.

### **How did teacher learning from learning teams and other job-embedded professional development impact student achievement?**

Teachers could implement teaching strategies from professional development and PLC meetings in the classroom.

## **Review Findings**

### **How did the sites or learning teams identify needs and instructional strategies to increase student achievement?**

PLCs started the school year by identifying and assessing gaps in learning. Once gaps were identified, PLCs examined strategies for effectively delivering instruction to meet students where they are, help them grow, and hold them to high academic standards.

### **How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?**

Teachers across all divisions used MCA data, internal assessments, semester finals, and STEP testing to guide their focus on student achievement. Many teachers used these assessments to create SMART goals within their PLCs. SMART goal topics included academic vocabulary, summarizing, and STEP assessments. Teachers also reflected on that goal during PLC time and discussed how to continue to improve student achievement.

## **Recommendations**

### **How will the district use the review findings to improve the effectiveness of job-embedded professional development?**

The Q Comp team and leadership gathered input from teachers and PLC leaders on professional development needs. Professional development needs include:

- Curriculum work
- Mental health
- Strengthening background knowledge
- Classroom management
- School and student culture (student behavior, group-think mentality among students, boundary setting)
- EL/SPED Modification/Accommodations

## Core Component: Teacher Evaluation

### Implementation

**Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

Yes

**If no, please explain the changes that have occurred and why?**

### Impact

**What impact did the observation/evaluation process, including coaching, have on classroom instruction?**

Feedback from teachers on how the observation/evaluation process impacted classroom instruction included:

Lower

- It's nice to get someone else's opinion
- learn strategies to increase participation
- better understanding of seminar
- fluency strategies

Middle

- nonjudgemental evaluation of teaching
- classroom/time management strategies to improve instruction
- opportunity to discuss areas teachers want help
- second set of eyes

Upper

- feedback on classroom management and student engagement
- validating practices/techniques that are working
- noticing "quiet behaviors" and giving feedback on how to engage those students

**What impact did the observation/evaluation process, including coaching, have on student achievement?**

With the Q Comp plan changes, TLCs informally observed and coached teachers instead of formally observing seminars. This allowed for a focus on the everyday routines and instruction in the classroom. Teachers could utilize strategies learned in post-observation discussions to increase student engagement and refine classroom management and instructional techniques.



## Review Findings

**How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?**

Teacher self-reflection, both for individual observations and end-of-year summative portfolios, shows that teachers are eager for feedback and strategies to implement in their classrooms. Some areas teachers worked to improve throughout the year based on feedback from observations are chunking out lesson plans, lesson pacing, classroom management, using technology and data to drive instruction, and student engagement.

**How did the training observers/evaluators receive throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?**

Over the summer, the curriculum and instruction team developed new rubrics and/or modified current rubrics to focus on teacher feedback and growth. Throughout the year, TLCs and principals met to discuss teacher observations and create plans for supporting the needs of teachers.

## Recommendations

**How will the district use the review findings to improve the effectiveness of teacher evaluation?**

Teacher feedback showed that feedback from observers is valuable in helping them see their lessons and classrooms from different perspectives. The biggest takeaway from this year regarding evaluation is the importance of providing teachers with the space for self-reflection and providing coaching so teachers can continue to improve instruction.

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

**Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

YES

**If no, please explain the changes that have occurred and why?**

**Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

YES

**If no, please explain the changes that have occurred and why?**

## Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?

Data not yet available

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?

Data not yet available

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?

Data not yet available

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?

Data not yet available

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

No

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

N/A

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

Data not yet available

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

Data not yet available

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

Data not yet available

## Recommendations

### **How will the district use the data to improve the effectiveness of this core component?**

This year's MCA scores will be used as a baseline to determine instructional needs for next year. The data from these tests will be used to identify additional student support areas. Teachers will use PLC time to discuss any curricular adjustments or supports that need to be implemented next year to see growth in student achievement.

## General Program Impact and Recommendations

### **What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?**

By participating in the Q Comp program, teachers have collaborated with their colleagues within their grade levels, content areas, and divisions on teaching strategies and best practices. They have also been able to grow their practice through professional development catering to the needs expressed by staff. Observation has allowed teachers to reflect on their practice, learn new strategies, and improve instruction.

### **What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?**

PLCs have allowed teachers to collaborate on methods to improve student achievement. Teachers have worked together to discuss teaching techniques and strategies to engage students. Teachers have also used PLC time to discuss assessment methods, teaching strategies, student engagement, technology usage, academic integrity and AI challenges, and ways to support students' mental health and social-emotional learning. The results from common assessments, benchmark assessments, and standardized assessments directly reflect the work done in PLCs.

### **How will the district use the review findings to improve the overall effectiveness of the program?**

As the school grows, we constantly reflect on what works well and what areas we need to strengthen. One of these growth areas is using teaching and learning coordinators in each division to support teachers by focusing on student achievement, curriculum alignment, mission, and school culture. A TLC in each division allows our TLCs to support staff in division-specific needs. Along with working with their divisions, TLCs work as part of the curriculum and instruction team to continue aligning all divisions with the school's mission. This provides a more comprehensive and authentic teacher leadership level to continue to move our students, teachers, and community forward while staying true to our mission. The curriculum and instruction team took feedback from staff members and rewrote the Q Comp program for this year to provide teachers with more coaching.



## Local Literacy Plan Template: 2024-25 School Year

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

### District or Charter School Information

District or Charter School Name and Number: St. Croix Preparatory Academy #4120

Date of Last Revision: June 1, 2024

### Minnesota READ Act Goal

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

### District or Charter School Literacy Goal

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

**LS (K-4):**

1. 80% of students will achieve STEP level proficiency at each grade level.
2. MCA scores in reading in grades 3-4 will increase from 79.2% at or above proficiency to 79.7% at or above proficiency.

**MS (5-8)**

1. MCA scores in reading in grades 5-8 will increase from 81.9% proficiency to 83% proficiency.

# Universal and Dyslexia Screening

## Identify which screener system is being utilized:

- 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

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</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 (at-risk students only) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Grades 4-12 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input 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 (at-risk students only) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input 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 type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

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

### **Lower School (K-4):**

Formally, Parent/Teacher Conferences occur prior to the school year (Prep 4 Success), in November, and in February. During those conferences, parents and teachers discuss students' reading success and areas of growth, as well as discussions regarding intervention services, if applicable. Parents are notified if a student is below, at, or above grade level in any/all of the reading benchmarks given quarterly. Parents also receive report cards 4Xs/year. At the end of each year in June, final assessment data is reported to parents in an additional letter if the student is below in any of the benchmarks taken at the end of the school year. These include the STEP assessment, fluency assessments, DIBELS, percentage of attendance, and habitual truancy. With this letter, parents are sent resources and strategies that may be used at home to support reading growth specific to the student's reading levels.

Additionally, if a student is below grade level benchmarks and receives ADSIS support (the bottom 33% of students in each grade), parents are notified of the intervention and receive quarterly progress reports that include growth, areas to still improve, and/or exit from programming due to meeting goals.

If a student is receiving special education services, parents are notified of goals and growth toward those goals annually. In the other 3 quarters, a progress report is sent to parents to notify them of progress and growth.

Informally, teachers continually communicate with parents by phone calls and/or emails. They notify if a student needs additional support, and if they give interventions that can be tried at home. Teachers communicate if a student is being referred to Child Study, the interventions that have been tried, what the team discusses, and if future interventions/actions need to be facilitated. Teachers also email weekly newsletters that inform parents of previous and future lessons/assessments. Our reading specialist also sends a monthly newsletter with resources and interventions that can be used at home. Every teacher emails every family a newsletter of strategies for summer support in reading.

### **Middle School (5-8):**

Once we have identified students who are not reading at grade level as evidenced by the DIBELS, Growth Measure (5-8), and previous year's MCA scores, we notify parents through a letter. This letter notifies parents that their student has qualified for reading intervention services. It also explains how the grading and grade book will be set up. For example, main idea, cause and effect, compare and contrast, etc. Grading in reading intervention is based on the skills that students are working on. The letter also includes different strategies parents can use at home to support their students. Parents are able to follow along with their students' progress through ParentVue. Parents also receive report cards 4Xs/year, which includes their grade for Reading Intervention.



A student is able to exit reading intervention once they have demonstrated mastery of grade-level skills. Parents are notified by a letter indicating their student has met the grade-level standards.

Informally, teachers continually communicate with parents by phone calls and/or emails. They notify if a student needs additional support, and if they give interventions that can be tried at home. Teachers communicate if a student is being referred to Child Study, the interventions that have been tried, what the team discusses, and if future interventions/actions need to be facilitated.

**Upper School (9-12):**

EL students and special education students reading below grade level expectations or who have a reading specific goal will be screened using DIBELS. A different Universal Screener may be used once further MDE guidance is available. Parents will be notified in writing of any identified concerns. Progress will be measured through quarterly progress reports (one of which may be in the form of the annual IEP team meeting). Specific skill-building strategies will be implemented in the classroom and discussed at IEP meetings or in progress reports.

More information about parent notification and implementation will be provided as MDE issues additional guidance.

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

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

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

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

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	91	41	91	79	11	3
1 <sup>st</sup>	92	58	90	79	16	7
2 <sup>nd</sup>	89	66	90	77	19	4
3 <sup>rd</sup>	91	79	91	78	17	3

## Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 <sup>th</sup>	91	10	10	0
5 <sup>th</sup>	93	14	0	0
6 <sup>th</sup>	93	18	0	0
7 <sup>th</sup>	96	25	0	0
8 <sup>th</sup>	95	14	0	0
9 <sup>th</sup>	100	0	0	0
10 <sup>th</sup>	95	0	0	0
11 <sup>th</sup>	91	0	0	0
12 <sup>th</sup>	89	0	0	0

## Core Reading Instruction and Curricula Grades K-5

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

Grade	Implemented Curricula	Description of Curricula Use (Foundational	Instructional Delivery Model
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		<b>Skills, Knowledge Building, Comprehensive or Supplemental)</b>	<b>(Include Minutes Dedicated to Whole Class and Differentiated Instruction)</b>
KG	Imagine It! (McGraw Hill/SRA) RIGGS Heggerty Core Knowledge Stories STEP Library Voyages Grammar	Phonics Phonemic Awareness Foundational (Core Knowledge Sequence) Grammar Comprehensive Knowledge Building	Direct Instruction Large Group instruction Small group instruction  at least 150 minutes (135 whole group + at least 15 minutes of reading groups/ intervention)
1 <sup>st</sup>	Imagine It! (McGraw Hill/SRA) RIGGS Heggerty Core Knowledge Stories STEP Library Voyages Grammar	Phonics Phonemic Awareness Foundational (Core Knowledge Sequence) Grammar Comprehensive Knowledge Building	Direct Instruction Large Group instruction Small group instruction  at least 140 minutes (125 whole group + at least 15 minutes of reading groups/ intervention)
2 <sup>nd</sup>	Imagine It! (McGraw Hill/SRA) RIGGS Heggerty Core Knowledge Stories STEP Library Voyages Grammar	Phonics Phonemic Awareness Foundational (Core Knowledge Sequence) Grammar Comprehensive Knowledge Building	Direct Instruction Large Group instruction Small group instruction  at least 140 minutes (125 whole group + at least 15 minutes of reading groups/ intervention)
3 <sup>rd</sup>	Imagine It! (McGraw Hill/SRA) RIGGS Book Club Core Knowledge Stories STEP Library Voyages Grammar	Phonics Phonemic Awareness Foundational (Core Knowledge Sequence) Grammar Comprehensive Knowledge Building	Direct Instruction Large Group instruction Small group instruction  at least 135 minutes (120 whole group + at least 15 minutes of reading groups/ intervention)
4 <sup>th</sup>	Imagine It! (McGraw Hill/SRA) RIGGS Greek and Latin Roots Core Knowledge Stories STEP Library Voyages Grammar 40 Book Challenge	Phonics Phonemic Awareness Foundational (Core Knowledge Sequence) Grammar Comprehensive Knowledge Building	Direct Instruction Large Group instruction Small group instruction  at least 130 minutes (115 whole group + at least 15 minutes of reading groups/ intervention)

## Core ELA Instruction and Curricula Grades 5-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
5th	Into Literature Grade 6	comprehension, vocabulary, writing	45-minute class periods daily
6 <sup>th</sup>	Into Literature Grade 7	comprehension, vocabulary, writing	45-minute class periods daily
7 <sup>th</sup>	Into Literature Grade 8	comprehension, vocabulary, writing	45-minute class periods daily
8 <sup>th</sup>	Into Literature Grade 9	comprehension, vocabulary, writing	45-minute class periods daily
9 <sup>th</sup>	Ancient Literature	vocabulary development, literary analysis (writing), comprehension and inference	45-minute class periods daily
10 <sup>th</sup>	British Literature	vocabulary development, research and writing, inference, comprehension	45-minute class periods daily
11 <sup>th</sup>	American Literature AP Language and Comp	vocabulary development, research and writing: synthesis, rhetorical analysis, personal statements	45-minute class periods daily
12 <sup>th</sup>	Contemporary Literature AP Literature and Composition	vocabulary development, researching and writing: literary argument, literary analysis, compare/contrast, poetry analysis	45-minute class periods daily

## Data-Based Decision-Making for Literacy Interventions

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

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

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

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

### **LS (K-4):**

Although not specifically the MnMTSS framework, a Response to Intervention Plan is used in the LS to support students. Our shared LS philosophy is that we will support all students. There are times when typical strategies do not work for an individual student to maintain quarterly academic, social or emotional grade level benchmarks. When this happens, we have steps in place to be certain that the individual student needs are met. We implement a Response to Intervention (RTI) model. Special education assessment will be considered only after formal intervention strategies (Tier 2 in RTI language/ADSIS) have not been successful in helping a child attain grade level academic, social or emotional benchmarks. 504 processes will be guided by our 504 coordinator. Child Study Team Members include (but are not limited to): principal, director of special education, general education teacher(s), special education teacher(s), specialists (reading/math/EL), other staff as needed (i.e. counselor), and parents.

The following identifies criteria for each tier:

RTI Tier 1: Refers to the core instruction given to all students.

RTI Tier 2: Refers to the interventions (which can be academic, social or emotional) to support children who have fallen below grade level benchmarks. According to Federal Special Education Law, a child must have at least two documented interventions that each last six weeks before a recommendation for Special Education Assessment may begin. These interventions can happen together or one after another. After the interventions are complete, the Child Study and/or ADSIS Team will assemble and review how the student has progressed in

his/her goals of reaching the grade level academic, social or emotional benchmarks. At this point, one of three things can happen:

1. If data and evidence provided at this meeting supports that the child is indeed at or above benchmarks, the child will then again be considered in Tier 1.
2. If the data and evidence provided at this meeting shows that the child is making progress, yet more time or interventions are needed to meet benchmarks, the child will stay in Tier 2.
3. If the data and evidence provided show the child is not yet at grade level benchmarks and at least two formal interventions have occurred, the student may stay in Tier 2 or may be considered for assessment of Special Education. This assessment will determine if the child meets criteria to receive Special Education Services.

The process for Child Study is as follows:

1. Schedule a Child Study time with the LS Office Manager. Child Study Meetings occur each Tuesday sometime between 8:15 – 9:00 am and/or 4:15-4:45 pm. An assigned time block will be scheduled.
2. Before the meeting, the teacher will complete the Academic and Behavior Checklist AND collect 3-5 pieces of evidence supporting their concerns about the student. Materials such as work samples, formative / summative test results, and anecdotal notes are required. The teacher will identify all interventions and the results of those interventions.
3. During the meeting, the team will brainstorm/share/record/collaborate additional intervention ideas and decide on next steps. When these interventions begin, a child is considered to be in Tier 2/ADSIS. NOTE: An excellent resource for intervention ideas is a text titled Pre-Referral Interventions (copy in LS office).
4. Teacher then implements the Interventions as directed.
5. The team will reconvene at the Child Study Meeting on or before the 6 weeks to report progress and decide next steps, if needed.

#### MS/US (5-12)

The middle and upper school ELA team will be going through phase of MnMTSS training starting Summer 2024. We will update our process as we proceed through the training.

#### Tier 1

In the middle school, Gen Ed teachers use the following Tier 1 strategies with students:

1. Modeling - reading aloud to them and pausing to check for understanding -- talking "out loud" to myself - to model how to check my understanding.
2. Visualizing
3. Annotating - intentionally teaching how and for what information students should annotate.
4. Probing questions in discussion.
5. Direct vocabulary instruction before reading. Then use/practice the vocabulary throughout.
6. Providing context for the reading - historical/background information.
7. Checking in during reading time.
8. Starting class with a review -- review questions - either Do Now, Turn and talk, or quick discussion - about what we did/read yesterday.
9. Show pictures or a short video depending on topic being covered -- especially during background knowledge building.

Other interventions used are: preferential seating, small group testing, close notes, planner checks, fidgets, and alternative seatings.

In the Upper School, Gen Ed teachers begin by structuring a class that allows for a variety of modes of instruction. The typical class includes lectures with guided note taking, small group work, individual work time, and time for rich discussions such as Socratic seminars. This structure allows teachers to make time for students who are struggling with texts or materials. Small groups are strategically selected, and teachers can use individual conferences to help student understanding by re-teaching as needed.

We also utilize team-taught classrooms with both a Gen Ed instructor and a SpEd teacher or specialist for classes with larger groups of students on IEPs. This allows for time to re-teach difficult concepts, modify assessments or projects, and for help with note taking, assignment tracking, or other needs.

If students continue to struggle despite classroom intervention, that student may move to the Student Study Team for more strategic interventions.

Tier 2 - Student Study Meetings help teams identify interventions that can be used in the classrooms for students who are not meeting classroom expectations. These meetings are held once a month, and teachers use a protocol to look systematically at student progress and/or common struggles.

## Professional Development Plan

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

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

CAREIALL - Phase 1:

St. Croix Prep has chosen to use CAREIALL, an MDE/READ Act-approved training provider, as our structured literacy professional development program for Phase 1 instructors (K-3 teachers, K-12 SpEd teachers, K-12 EL teacher, K-12 curriculum coordinators, and K-8 principals, K-12 Director of Student Support Services). Training through CAREIALL will begin on August 21st, 2024, and conclude on May 12th, 2025. Phase 1 instructors will complete asynchronous training throughout the school year during weekly one-hour sessions and two-hour sessions during professional development days. This timeline will allow teachers time to complete the required work prior to the two-hour synchronous training that will take place monthly during professional development days and two after-school training sessions for a total of eight synchronous trainings.

Teachers, along with the curriculum coordinators, principals, and CAREIALL district facilitator will complete the required training and review implementation strategies regularly during weekly PLC meetings, observations/coaching opportunities, monthly meetings with principals and the special education director, and professional development days.

Instructors in grades K-4 will collect data on all students using DIBELS 2-3x/year (letter names and sounds, phonics, phonological awareness, fluency, vocabulary, and comprehension), STEP assessments 4-5x/year (letter names and sounds, phonics, phonological awareness, early reading print skills, fluency, and comprehension),



and quarterly fluency passage 4x/year. Students needing additional intervention/special education support may also use Heggerty assessments (phonological awareness). This data is analyzed 1-2x/quarterly with the principal and quarterly during PLC meetings. Using this data, instructors will reflect on whole-class instruction, small-group/WIN time instruction, curriculum implementation, assessments, and ADSIS intervention groups. In addition, ADSIS reading intervention groups will change quarterly based on assessment results.

In addition to the newly required reading instruction by MDE, K-4 teachers, educational assistants, and paraprofessionals who are new to St. Croix Prep receive a week-long training based on the RIGGs curriculum (The Writing and Spelling Road to Reading and Thinking) and STEP reading assessment.

Instructors in grades 5-12 special education will collect data on students using DIBELS (all 5-8) and growth measure (reading intervention students only).

Phase 2: We will wait for MDE's guidance regarding the structured literacy training for Phase 2 instructors.

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

<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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	13	0	0	13
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	14	0	0	14
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

<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>
Grades 4-12 Classroom Educators responsible for reading instruction	14	0	0	14
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## Action Planning for Continuous Improvement

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

Since Phase 1 implementation of the READ Act will be attended and implemented in the 2024-25 school year, that will be our sole focus of professional development for the year in grades K-3. Grade K-3 teachers and EAs, as well as LS administration, curriculum coordinators, special education teachers, and specialists (reading/math/EL) will attend the trainings and use the data to continue lesson development and improvement that supports the students' goals. Grade 4 teachers will be trained in STEP assessments for levels 13-21 so that accurate reading data can be collected to support specific reading goals.

Middle school (5-8) implemented a reading intervention program in the 2023-2024 school year. We will continue to identify and support students who are below grade level in reading. Middle school is exploring options for reading assessment and will make future decisions on which evidenced-based reading programs, assessments, and materials we will utilize. Middle school special education, reading intervention, and ELA teachers will be trained in Science of Reading methodologies in either phase 1 or phase 2 of CAREIALL training. The middle school reading intervention team will also be working on compiling a list of reading intervention strategies that teachers can use in the general education classroom to support readers who are below grade level.

Phase 2 implementation of the READ Act will be the focus of continued improvement beyond next year.

Upper school (9-12) special education teachers who teach reading will participate in Phase 1 training. Additional training for upper school teachers will be determined once further guidance is made available by MDE.