DEPARTMENT OF EDUCATION

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 8th Edition
☑ DIBELS Data System (DDS) with DIBELS 8th 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?
DIBELS Data System (DDS) with DIBELS 8th Edition	☑ Grade K ☑ Grade 1 ☑ Grade 2 ☑ Grade 3	☑ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	☑ Universal Screening ☑ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (at-risk students only) ☑ 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?
DIBELS Data System (DDS) with DIBELS 8th Edition	☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☑ Phonological Awareness ☐ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	☑ Universal Screening ☑ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (at-risk students only) ☑ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ Grade 9 ☑ Grade 10 ☑ Grade 11 ☑ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	☑ Universal Screening ☐ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☐ Winter (optional) ☑ 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 3rd Grade

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

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

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	91	41	91	79	11	3
1st	92	58	90	79	16	7
2nd	89	66	90	77	19	4
3rd	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
4th	91	10	10	0
5th	93	14	0	0
6th	93	18	0	0
7th	96	25	0	0
8th	95	14	0	0
9th	100	0	0	0
10th	95	0	0	0
11th	91	0	0	0
12th	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

		Skills, Knowledge Building, Comprehensive or Supplemental)	**(Include Minutes Dedicated to Whole Class and Differentiated Instruction)**
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)
1st	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)
2nd	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)
3rd	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)
4th	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
6th	Into Literature Grade 7	comprehension, vocabulary, writing	45-minute class periods daily
7th	Into Literature Grade 8	comprehension, vocabulary, writing	45-minute class periods daily
8th	Into Literature Grade 9	comprehension, vocabulary, writing	45-minute class periods daily
9th	Ancient Literature	vocabulary development, literary analysis (writing), comprehension and inference	45-minute class periods daily
10th	British Literature	vocabulary development, research and writing, inference, comprehension	45-minute class periods daily
11th	American Literature AP Language and Comp	vocabulary development, research and writing: synthesis, rhetorical analysis, personal statements	45-minute class periods daily
12th	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.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	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.