

Secondary Comprehensive Literacy Plan: Executive Summary

The Edina Secondary Literacy Plan has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The success of the Secondary Implementation Plan will be measured by the District Data Metrics Plan each year.

PreK-12 Comprehensive Literacy Plan Guiding Change Document

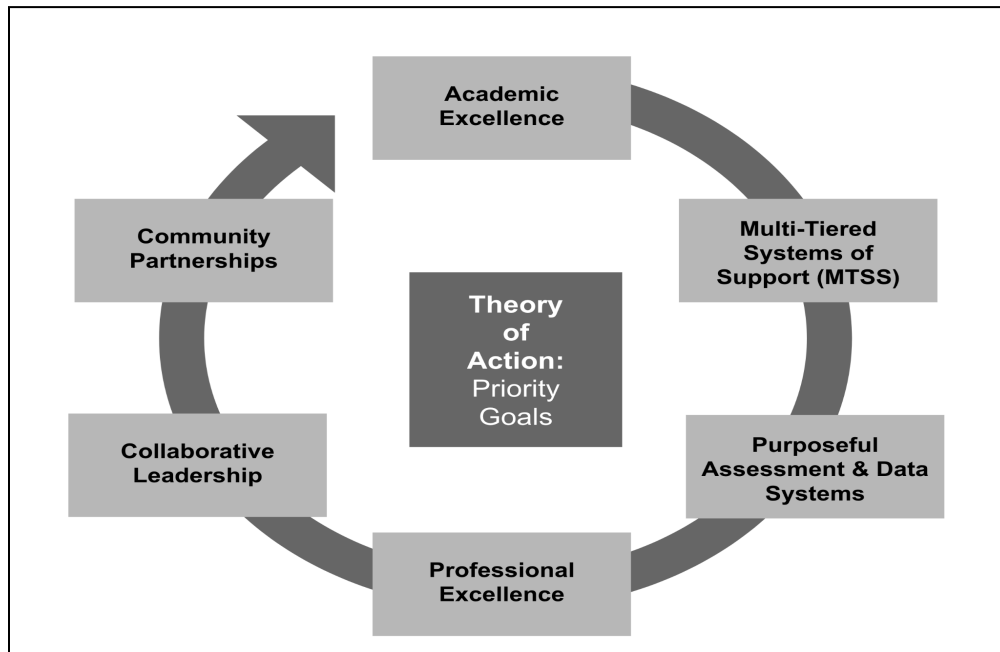
Context and Reality <i>Why the plan is being created.</i>	Plan Development <i>The process taken for the plan to be created.</i>	Expected Results <i>The end result after the plan is created and implemented.</i>
<ul style="list-style-type: none"> • The literacy development of all learners is prioritized in Strategic Plan A.4. • Every student has the right to read, write, and communicate. • Not all students are meeting proficiency targets. • Not all students are meeting their growth targets. • There are predictable, yet unacceptable achievement gaps impacting students of certain demographics. • Gaps in necessary foundational skills are present across all populations for some students. • Leadership has varying levels of experience, knowledge surrounding literacy. • Staff have varying levels of experience and instructional styles. • Staff are professional, committed life-long learners. • Learning is a collaborative, community responsibility. • There are personalized learning expectations of Learner Profile, Customized Learning Paths, and Proficiency-Based Progress. 	<ul style="list-style-type: none"> • Seek input from the school board, district and building administration, teachers, students, families, and community. • Include diverse stake-holders as valued team members. • Identify resources, including but not limited to budget, materials, time. • Engage in comprehensive data analysis of historical literacy data. • Gather current data through classroom walkthroughs. • Collectively engage in learning about evidence based literacy and language practices. • Collectively engage in learning about current research on the Science of Reading. • Determine and follow systems change processes to organize input, data, and research. • Develop timeline for implementation. • Communicate with stakeholders and engage stakeholders in continual review and improvement of PreK-12 CLP. 	<ul style="list-style-type: none"> • All students are College, Career, Civic, and Future Ready. • Every student meets proficiency and developmental growth targets, at a minimum. • All students build foundational literacy and language skills as they read, write, and communicate. • All students develop rich vocabulary, communication and comprehension skills and strategies, necessary to engage in high levels of critical thinking across all literacy modalities and content areas. • School leadership is supported in implementing all components of PreK-12 CLP, as well as PLCs and MTSS in alignment with the PreK-12 CLP. • School and district leadership collaborate to honor the systems and processes developed to successfully implement the Comprehensive Literacy Plan. • Relevant staff become highly knowledgeable in how children learn to read and write, recognizing areas of strength and difficulty and responding to them. • Staff's impact on literacy and language instruction is maximized through data driven, job embedded professional development on evidence-based literacy and language instruction. • Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices. • Curriculum materials and instruction are culturally empowering to all students.

<ul style="list-style-type: none"> • Technology is expanding as a resource for the delivery and support of literacy. • Resource challenges need to be considered including: funds, staff, and time. • There is a lack of alignment across the district in terms of systems, resources, and instruction. • The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. • Vertical alignment and communication at all levels needs improvement. • Implementation of new Minnesota ELA Standards. 		<ul style="list-style-type: none"> • Literacy and language learning is personalized for all students and inclusive of a strengths based mindset. • Technology is leveraged and embedded as a tool to accelerate and enhance literacy and language. • Literacy and language instruction will follow a clear, district aligned MTSS structure. • PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment • Comprehensive literacy data at all levels is accessible and reviewed annually for continuous improvement planning. <ul style="list-style-type: none"> • Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students. • Edina's literacy climate is engaging, empowering, relevant, and inclusive.
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Priorities

1 Instruct	Best practices in reading instruction: A unified commitment to systematic, explicit and rigorous reading instruction that supports Each and Every student to reach their full potential and THRIVE.
2 Support	Systematic Tiered Support: A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. This includes intervention AND enrichment.
3 Empower	Empowered by Literacy: A unified commitment that prioritizes that students and staff are empowered by literacy. This includes collective efficacy, growth mindsets, and prioritizing inclusion and belonging for <i>all</i> .
4 Confirm	Data Literacy: A unified commitment to verify that the work defined in this plan meets its goals. Educators across the system who are skilled in data use will develop more effective leadership, classroom and instructional practices, which ultimately will lead to improved student performance.

K-12 Comprehensive Literacy Plan Goals



Summary of 6 Goal Areas Outlined in the Edina 6-12 Comprehensive Literacy Plan

Goal #1: Academic Excellence (Page 10)

Standards and Curriculum - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The Minnesota Reading and ELA Standards outline clear goals for reading, writing, listening, speaking, viewing and exchanging ideas:

- support effective instruction, alignment, and application of the standards;
- provide strategies for differentiated instruction based on students' needs;
- are culturally and linguistically relevant and responsive; and
- build background knowledge and understanding of key learning concepts.

Universal Design for Learning framework will be used as teachers engage in curriculum writing and implementation.

Data guides the framework for instructional delivery in ELA core instruction. Teachers and leaders must have an internalized knowledge of current research and effective practices in literacy curriculum, instruction and assessment in order to design, deliver, and assess literacy instruction. The critical elements for all ELA courses were identified by the Secondary ELA Design Team in the spring of 2022:

Alignment	Curriculum is aligned with standards--horizontally and vertically. Common summatives and teacher consistency are important.
Authenticity	Reading and writing tasks are meaningful and relevant to students because they grow abiding skills and address enduring human questions.
Relevant	Students are developing as readers and broadening their reading horizons. They should have

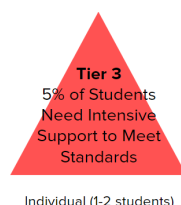
Reading	access to a wide variety of diverse texts. Students should also have access to both informational and fictional works.
Language Fundamentals	There is clear alignment in BOTH vocabulary and grammar instruction across grade levels.
Relevant Writing	Students are provided choices in authentic writing tasks that meet them where they are. They learn to use a writing process to hone their skills each time they engage in a writing task. There is common language used across grade levels to identify components of the writing process.
Equitable Responsiveness	Materials should include enrichment and support pathways that are built-in and accessible for each and every student. Materials offer formative feedback tools for timely intervention and enrichment. Materials reflect all groups of school demographics and the wider community--mirror and window.

Goal #2: Multi-Tiered Systems of Support (Page 13)

Minnesota Multi-Tiered System of Support (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. EPS' Comprehensive Literacy Plan embraces and integrates an equity mindset and a culturally sustaining approach that honors the diverse community of learners in our schools. A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. MTSS is a multi-tiered framework developed to ensure that all students have access to the instruction, intervention and support, and talent development opportunities needed to meet and exceed grade level literacy learning goals every year.

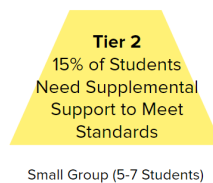
Tier 3 (Intensive Intervention)

- Intensify and Individualized Interventions
- In ADDITION TO Tier 1 (layered)
- Evidenced-Based
- Aligned to student-specific need
- Fidelity is monitored



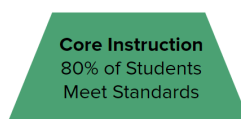
Tier 2 (Supplemental Intervention)

- Provided IN ADDITION to Core Instruction (layered)
- Evidence-Based intervention materials and practices
- Aligned with Tier 1
- High-Quality and Completed with Fidelity



Tier 1 (Core Practices)

- Evidence-Based Instructional Materials
- Evidence-Based Instructional Practices
- Horizontal and Vertical Alignment
- High-Quality Tier 1 Instruction and Programming Provided to Every Student



Educators Engage in Evidence-Based Instructional Practices Criteria:

- Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student.
- Instructional practices are culturally and linguistically sustaining, empowering, aligned to standards, and provide opportunities for student engagement, collaboration and discourse.
- Multiple data sources are used to differentiate instruction based on the needs and interests of students.
- Students are given opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Social-emotional learning is explicitly integrated with academic learning.

Enrichment for All

Edina Public Schools is proud to consistently demonstrate a commitment to high achievement, rigor, excellence and equity. EPS MTSS includes a Talent Development Program that:

- Provides a comprehensive K-12 framework for learning.
- Grows talent in all learners.
- Provides increased and equitable access to appropriately challenging learning
- Provides multiple pathways for various types of learners

Edina Public Schools offers multiple pathways for learners to challenge and engage students across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate and apply their talents. The pathways are designed to meet the needs of all learners including those who have both demonstrated high performance and/or show the potential for high performance.

All Students Receive:

- **Enrichment** - rigorous and enriching opportunities for **all** learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school
- **Real-World Application** - opportunities provided to **all** students to engage in real-world application of strengths and talents

Some Students Receive:

- **Acceleration through AP or CIS ELA courses in grade 11-12** - opportunities provided to **some** students to engage with grade level content at a deeper level during flexible times throughout a school day or year. Note: There is a proposal to add 10th Grade AP Seminar

Goal #3: Purposeful Assessment & Data Systems (Page 26)

Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning. Reading, writing, and communicating are developmental and, therefore, complex areas to assess. No single assessment can include all aspects of these diverse processes. Every literacy assessment offers multiple purposes, yet no single assessment can serve all purposes. A literacy assessment system needs to reflect the multiple dimensions of reading and writing, the various purposes for assessment, and the diversity of the students being assessed.

The Role of Literacy Assessment is to:

- determine where students are in their learning progression;
- guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources);
- partner with families about their child(ren)’s learning;
- monitor students’ progress towards mastering academic and early learning standards, including social emotional learning;
- see timely data to provide actionable feedback FOR learning; and
- inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

Goal #4: Professional Excellence (Page 26)

High quality, *transformational*, professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders consistently across the school sites.

Critical topics for embedded and transformational professional development:

- Dyslexia and the secondary student
- The Science of Reading in grades 6-12
- Intentional, differentiated pathways for content area staff, ELA staff and reading interventionists
- Vocabulary and Comprehension across the school day

Adult learning theory principles will be prioritized in the planning and implementation of all professional learning.

Goal #5: Collaborative Leadership (Page 27)

Collaboration among teachers, staff, and school and district leaders:

- fosters a positive culture of high expectations, system support, unity, and collective ownership;
- ensures critical teacher input into the decision making and implementation process;
- creates agreed upon systems that support timely and effective decision making;
- maintains the mission, vision, and core values;
- strategically meets goals;
- addresses challenges as a single, cohesive team; and
- collectively incorporates changes into a sustaining culture.

Embracing collaboration at the highest level demonstrates to our entire Edina community the value and importance of the PreK-12 Comprehensive Literacy Plan and each district initiative that aligns and supports it. It is through this collaborative approach that the goals, actions, and expected results will be realized.

Goal #6: Community Partnerships (Page 28)

Literacy learning is a collaborative, community responsibility. It is achieved through partnerships among educators, caregivers, learners, and the community in prioritizing education and engaging developmentally appropriate literacy experiences that support learning through play, innovative classroom practices, deep thinking, and incrementally scaffolded high expectations. It is important for all members of the Edina Public Schools

community to have a shared commitment to the Comprehensive Literacy Plan in order to ensure all students meet literacy goals. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individuals, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Future Action Steps				
	2022-2023	2023-2024	2024-2025	2025-2026 <i>*MN State ELA Standards must be implemented.</i>
Tier 1	Design team in Exploration Phase to determine the evidence-based best practices that will be implemented. Professional Learning: Differentiation and engagement strategies for Multilingual Learners that benefit ALL students.	Professional Learning: Best practices in foundational reading instruction at the secondary level and explicit vocabulary and comprehension instruction across all schools and all content areas.	Early implementation of the district-adopted/defined curriculum Continued/deepened professional learning from prior year.	Full implementation of the district-adopted/defined curriculum Continued/deepened professional learning from prior years.
Tier 2 and 3	Tier 2 and 3 Design Team in Exploration	Specified training on the Science of Reading in secondary and in intervention programs and data use.	Early implementation of the district-adopted/defined curriculum	Full implementation of the district-adopted/defined curriculum
Data literacy and Collective Teacher Efficacy will be focus areas across all tiers and all years.				