Title: PreK- 12 Comprehensive Literacy Plan Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. Immediately following approval Edina staff set out to begin implementation. This report is an update on the progress of the PreK-12 implementation of the plan to date. In order to support our new board members, this report is a copy of the October update. The winter updates have been added in RED to the previous fall update.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review in detail, have questions prepared, and provide feedback on the content provided.

 Background Materials:
Comprehensive Literacy Plan - PreK-5
Comprehensive Literacy Plan - 6-12
Tier 1 Literacy Commitments K-5
2023-2024 Teaching and Learning Big Rocks
New ELA Courses for Edina High School: Board Report
Board Presentation

Attachments:
Board Report (below)
Appendix A: Aspire Courses
Appendix B: 2023-2024 Teaching and Learning Big Rocks

Overview:

The Edina PreK-12 Literacy Plan has been developed in response to the Edina Public Schools 2020-2030 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

This report will provide the following:
1. An overview of progress as it relates to the Stages of Implementation Science.
2. An update on each key component/goal area for PreK, elementary and secondary schools.
3. Student outcome data as it relates to progress and performance in literacy from 2019-Winter of 2024.
4. Next steps for continued action 2023-2024 and 2024-2025.

Overview of Winter Progress: We have a lot to celebrate. In just 2 years, students are benefiting greatly from the work outlined in the Comprehensive Literacy Plan. The commitment and dedication of the teachers in Edina is paying off for students!

LETRs Professional Development combined with FASTBridge and the professional excellence of superb coaching is having a positive impact on students. The first cohort of teachers who went through LETRs began their coursework in 2021 and have now completed all 8 LETRs units. The kindergarten, first, and second grade teachers, along with reading specialists (intervention teachers), English Language (ML) teachers, and special education teachers (in K-5) began LETRs last year in 2022. They have completed Units 1-2 at this time and are projected to finish Units 2-4 by the end of this school year. Third grade teachers began LETRs at the start of the 2023 school year and will be completing Units 1-4 by the start of the 2024 school. All Edina teachers are on track to complete LETRs professional development in alignment with MN READ Act legislation.

Since LETRs began, the increase in proficiency for our K-3 students is astounding (winter trend data from 2021):

❖ The percentage of students meeting grade level benchmark in winter for Kindergarten in earlyReading foundational skills has risen by **22%.**
❖ The percentage of students meeting grade level benchmark in winter for 1st Grade in earlyReading foundational skills has risen by **18%.**
❖ The percentage of students meeting grade level benchmark in winter for 2 R-CBM (fluency) has risen by **7+%.**
❖ The percentage of students meeting grade level benchmark in winter for 3 R-CBM (fluency) has risen by **8+%**

This is a testament to the hard work and dedication of our leaders, staff and coaches at the elementary level. Edina is defining excellence in early literacy!

While the evidence of impact in grades K-3 is clear, the winter FASTBridge data is also helping to continuously direct our sails of support. *The need for support points towards the older students in EPS.* Students who are currently in 4th-12th grades have endured a global pandemic that severely interrupted learning in critical primary years. This current reality for school districts is unprecedented and the response must be innovative.

The recipe for support will mirror that at the elementary level, and will be nuanced to preserve the self-esteem and dignity of our older striving readers. The combination of rigorous professional development that is aligned to the Science of Reading, evidence-based materials and superb coaching is now being instilled into our intermediate and secondary systems. There is a strong sense of urgency to ensure our older students have the innovative support to become successful readers and writers.

The chart below shows when each grade experienced the pandemic and distance learning and the winter data results:

Current Grade	K	1	2	3	4	5	6	7	8	9
Pandemic Impact	Early Childhood				K	1st	2nd	3rd	4th	5th
Fall-Winter Data	increase	increase	increase	increase	decrease	increase	Slight decrease	Slight decrease	decrease	decrease

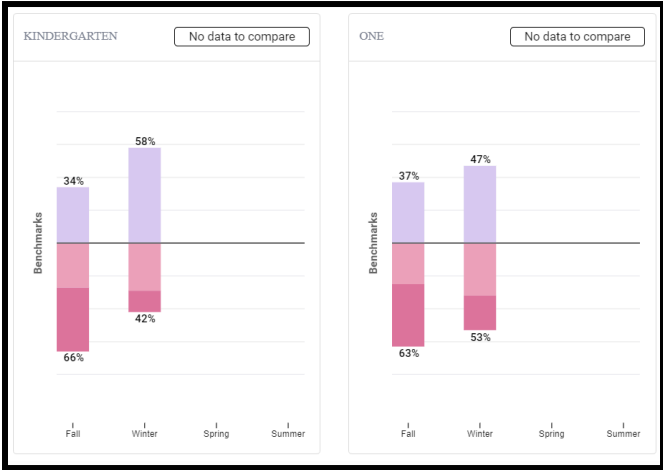| Winter Trend Data	increase	increase	increase	increase	Slight decrease	increase	same	Slight decrease	Slight decrease	increase

Kindergarten-1st earlyReading FASTBridge Data

K-1 earlyReading 2023-2024 Data (*same* students)
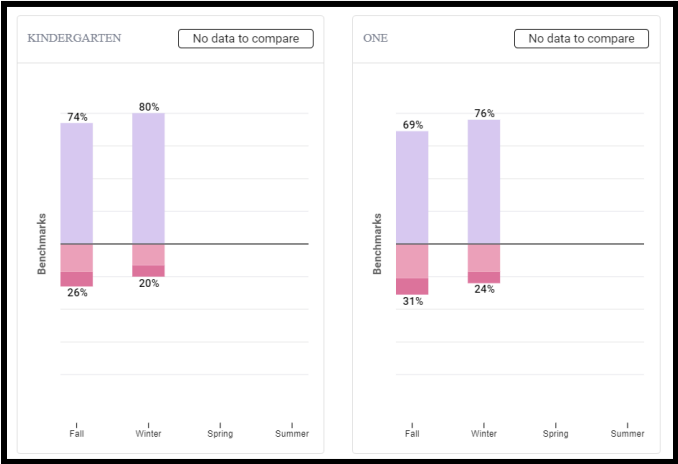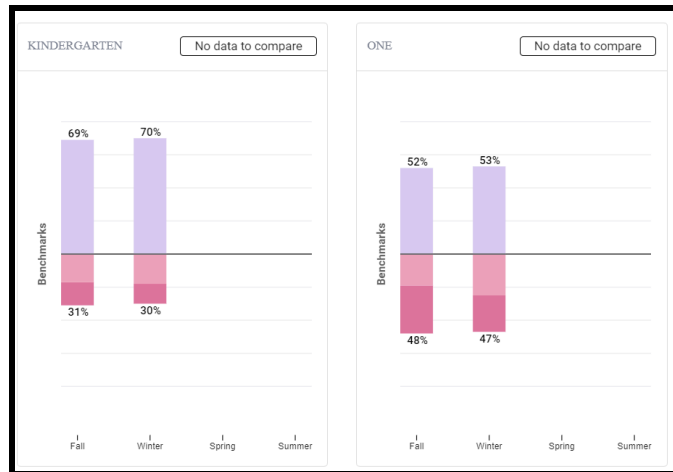
All Students

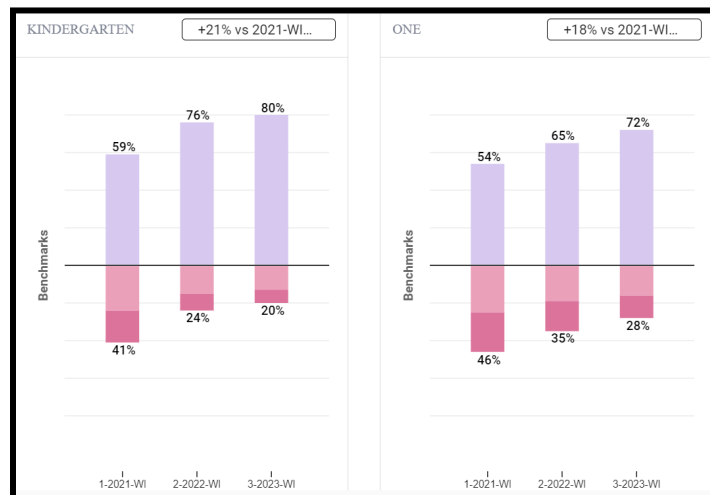### K-1 Students receiving <u>EL services</u>

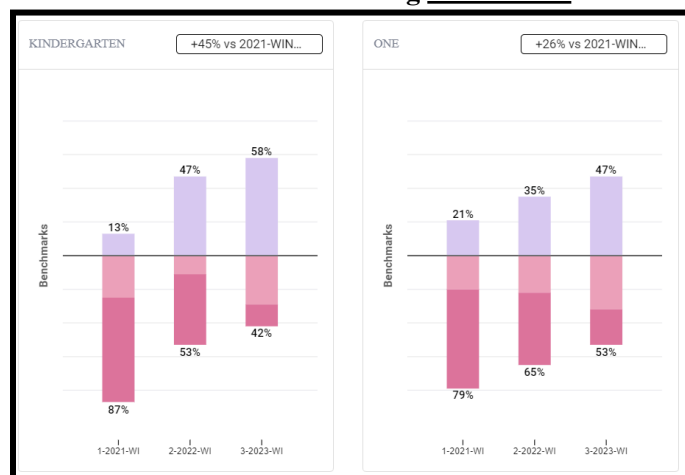### K-1 Students receiving <u>Special Education services</u>

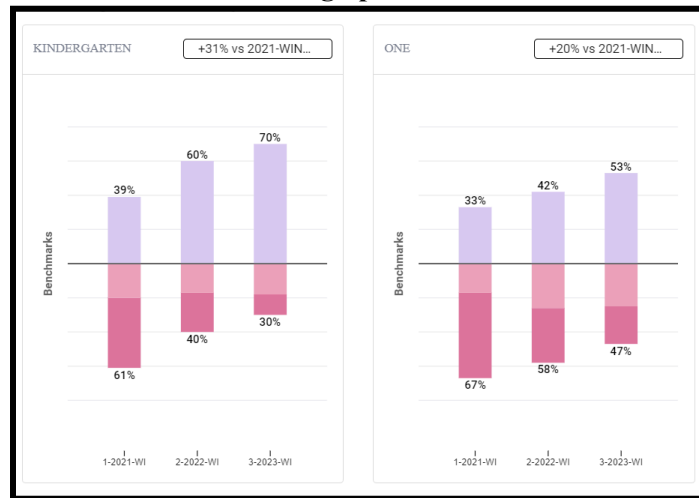# K-1 earlyReading Winter Trend Data (*different* students)

All students

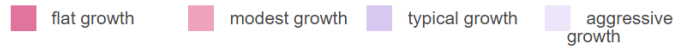## K-1 Students receiving **EL services**

K-1 Students receiving Special Education services

Growth for ALL K-1

Student Median Growth %ile:

- flat growth
- modest growth
- typical growth
- aggressive growth
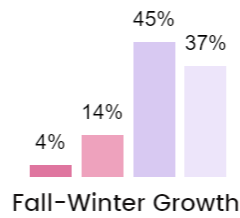
Growth for students receiving EL services

Growth for students receiving Special Education services K-1

Growth Of All Students In Group By Benchmark Categories: ❓

44%

26%

21%

10%

Fall-Winter Growth
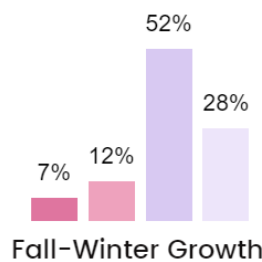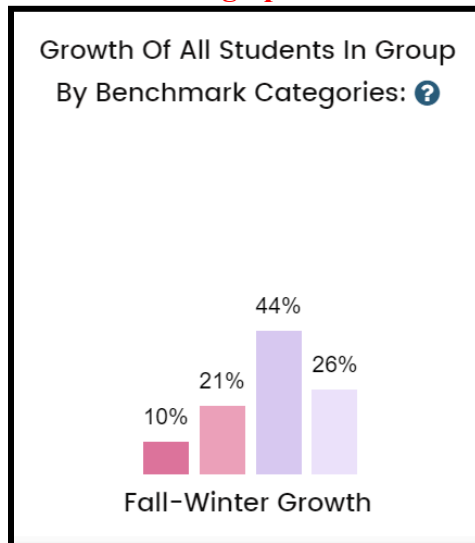
2nd-3rd R-CBM (fluency) FASTBridge Data

2-3 R-CBM 2023-2024 Data (*same* students)

ALL students

TWO — No data to compare

64% 70%

36% 30%

Fall Winter Spring Summer

Benchmarks

THREE — No data to compare

66% 72%

34% 28%

Fall Winter Spring Summer

Benchmarks

2nd-3rd Grade Students receiving EL services

TWO — No data to compare

26% 33%

74% 67%

Fall Winter Spring Summer

Benchmarks

THREE — No data to compare

23% 33%

77% 67%

Fall Winter Spring Summer

Benchmarks

2nd-3rd Grade Students receiving Special Education services

2-3 R-CBM Winter Trend Data (*different* students)
All students
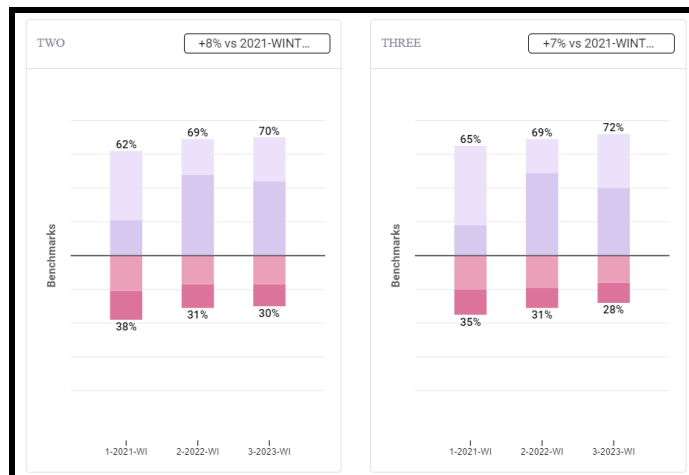
2nd-3rd Grade Students receiving EL services

2nd-3rd Grade Students receiving Special Education services

ONE   +12% vs 2021-WIN...

- 44%
- 39%
- 56%
- 56%
- 61%
- 44%

1-2021-WI   2-2022-WI   3-2023-WI

TWO   +3% vs 2021-WINT...

- 45%
- 44%
- 48%
- 55%
- 56%
- 52%

1-2021-WI   2-2022-WI   3-2023-WI
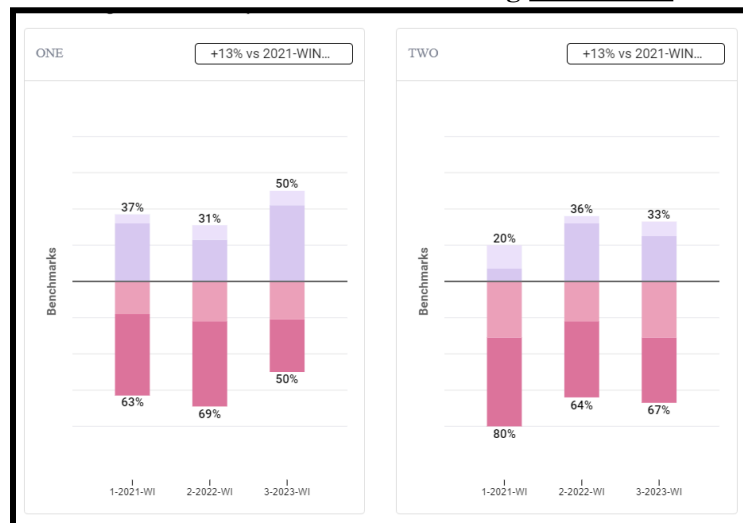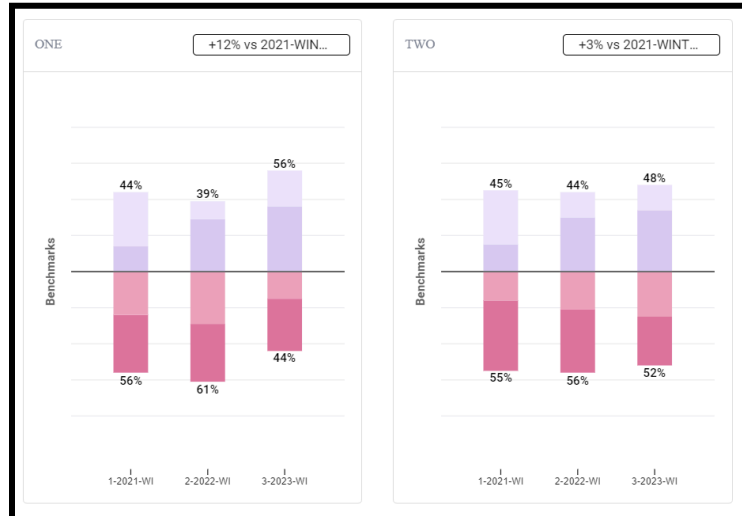
Growth for ALL 2-3

Student Median Growth %ile:
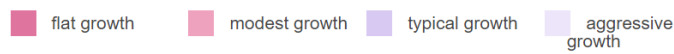
- flat growth
- modest growth
- typical growth
- aggressive growth

Growth Of All Students In Group By Benchmark Categories: ❓

- 7%
- 17%
- 36%
- 40%

Fall-Winter Growth
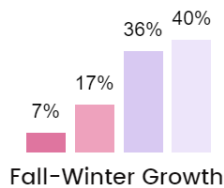
Growth for students receiving EL services 2-3

Growth Of All Students In Group By Benchmark Categories: ❓
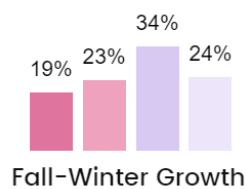
- 19%
- 23%
- 34%
- 24%

Fall-Winter Growth

Growth for students receiving Special Education services 2-3

Growth Of All Students In Group By Benchmark Categories: ❓

41%
32%
14% 13%

Fall-Winter Growth
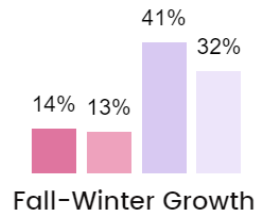
aReading Grades 4-9 Trend Data (Fall-Winter, last year and current year)

FOUR — 0% vs 2022-FALL
Benchmarks
77% 79% 82% 77%
23% 21% 18% 23%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

FIVE — +10% vs 2022-FALL
Benchmarks
69% 77% 78% 79%
31% 23% 22% 21%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

SIX — +2% vs 2022-FALL
Benchmarks
76% 78% 81% 78%
24% 22% 19% 22%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

SEVEN — -3% vs 2022-FALL
Benchmarks
74% 72% 73% 71%
26% 28% 27% 29%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

EIGHT — +3% vs 2022-FALL
Benchmarks
62% 68% 76% 65%
38% 32% 24% 35%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

NINE — +6% vs 2022-FALL
Benchmarks
68% 71% 78% 74%
32% 29% 22% 26%
1-2022-FA 2-2022-WI 3-2023-FA 4-2023-WI

Overview of the Implementation of the Comprehensive Literacy Plan:
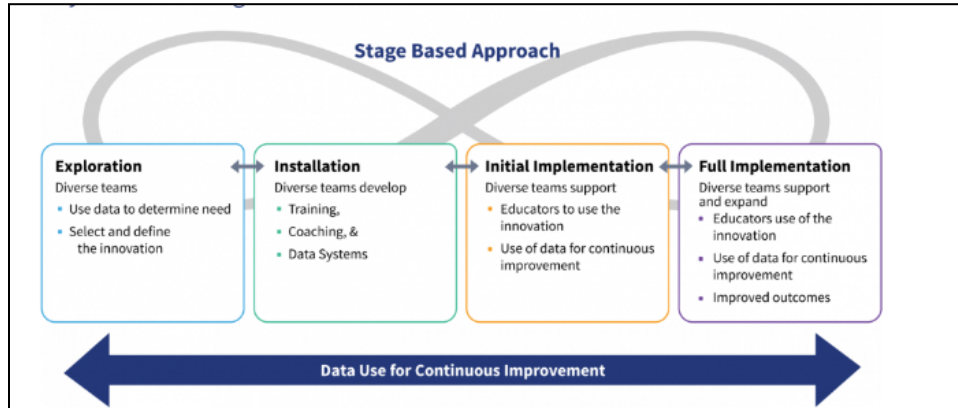
The Comprehensive Literacy Plan is being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Comprehensive Literacy Plan is outlined below:

|	Exploration ● Define current reality ● Unpack standards ● Research best practices ● Select and define the practice/program	Installation ● The program/practice has been identified and defined ● Professional Development and coaching are used to prepare for the implementation ● Resources are purchased ● Data systems are prepared	Initial Implementation ● Educators begin using the program/practice ● Data is collected around both implementation and student outcomes ● Adjustments and alignments	Full Implementation: ● More than 50% of educators are using the program/practice as intended ● Student outcome data is showing improved outcomes
Pre-K			**X** **2022-2023** **2023-2024** *Creative Curriculum* *LETRS Learning* *TS Gold*	
K-5	**X** **2023-2024** *Update to Reading Curriculum*		**X** **2023-2024** *Sound Walls* *LETRs Learning*	**X** **2023-2024** *Tier 1 Commitments* *FASTBridge Screening* *FASTBridge Interventions* *FASTBridge Progress Monitoring*
6-12	**X** **2023-2024** *ELA General Education Curriculum* *Reading Intervention Curriculum*		**X** **2023-2024** *FASTBridge Screening* *FASTBridge Interventions* *FASTBridge Progress Monitoring*	

Project Goals:

Edina's Priority Goal Areas (Theory of Action): There are six key components that organize and guide the goals and subsequent action steps for accomplishing the mission and vision of the Edina PreK-12 Comprehensive Literacy Plan.

The key components, outlined as **six goal areas** are:
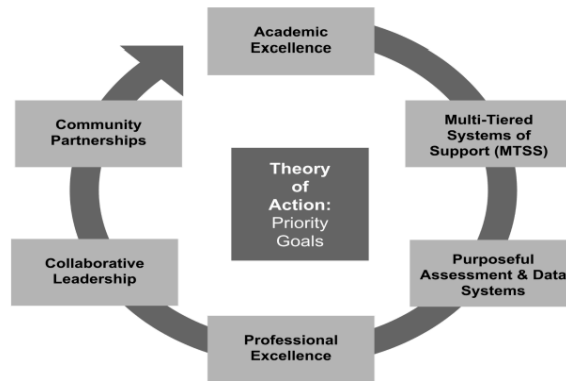
Goal 1: Academic Excellence:	
Standards, Curriculum, and Instructional Outlines All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committed to:	
Pre-K	• Staff completed initial PD sessions for fall 23-24 SY in: phonological awareness, sound wall training, articulation training, preLAS training (new MDE sanctioned language screener for early childhood) and additional training in emergent literacy from birth-5. • Instructional fidelity checklists have been shared with staff, ongoing goal setting and reflection meetings scheduled with every classroom teacher at the ELC and the literacy coach. ○ Fidelity focus for 23-24 SY: GOLD Assessment (fall), teacher/child relationships (winter), and structure (spring)
Elementary	• The Literacy Leadership Team spent over 20 hours researching the Science of Reading, current best practices and elements of effective implementation. The team used this research to align to our current resources and identified Tier 1 Evidence-based instructional strategies. Teaching and learning will support the team to monitor the elements in classrooms this year. • Edina's Tier 1 Commitments are linked here. • Per the MN READ Act, MDE and CAREI will release a list of approved, evidence-based curricula. To adhere to this important timeline, the K-5 team will resume a more rigorous curriculum review after this release in January. This process will follow Implementation Science and will be grounded deeply in data. • Sound Wall, by Mary Dahlgren, is being utilized in all K-2, ML, special education, speech, and learning specialist classrooms once teachers complete Unit 2 of LETRS and engage in a Sound Wall course in Performance Matters. Once a teacher meets all the requirements of the course and uploads their certificate a sound wall is provided for them. The Sound Wall kit includes all visuals for the sound wall, posters, flip cards, and an instructional guide that provides explicit language on articulatory gestures making sounds tangible for students. The sound wall is a "tool" to support students in categorizing and learning all 44 phonemes allowing students to make connections between sounds and letters (phonemes and graphemes) with the goal of automaticity. In addition, sound walls are used to support the writing process, and the mapping of high-frequency words. It is displayed on the wall of our classrooms making it easy to reference at different points throughout the day.
Winter	• Per the MN READ Act, MDE and CAREI released a short list of approved, evidence-based

Update	curricula. Many companies are submitting their programs for reconsideration. This process will take until mid May. The K-5 team will resume a more rigorous curriculum review this winter. This process will follow Implementation Science and will be grounded deeply in data and research. ● The Tier 1 Commitments continue to be implemented through job-embedded professional learning, classroom visits, Professional Learning Collaboration (PLCs) and district-led professional development. All sites are implementing the Tier 1 Commitments.
Secondary	● The 6-8 Literacy Lead team underwent a deep review of evidence-based curricula for ELA. The team identified one program that meets the needs of staff and students in EHS middle school ELA classes. The team will continue their review to solidify their recommendation this year. A recommendation will be made in the winter/spring of 2024. ● The 9-12 Literacy Lead team also underwent a deep review of evidence-based curricula for 9th-10th grade ELA courses. The team will pilot the program this October and make a recommendation for implementation in 2024-2025. ● Course proposals are in draft form for the EHS ELA department. The team is exploring additional offerings and an onramp that is mindful of resource allocation and implementation science alignment. The goal is to have additional innovative offerings for students at EHS following a 3 year phase-in model. By 2026-2027, the goal is to have a variety of new ELA courses to provide options and opportunities for EHS students.
Winter Update	● On January 8th, 2024, the new 9-12 ELA courses proposed in phase 1 were approved by the Edina School Board. The planning and preparation is now underway. This includes curriculum writing, text selection and creating the scope and sequences for each course. ● The 6-8 Literacy Lead team is piloting an evidence-based curriculum for English Language Arts. The team will use the experience to determine if a recommendation will be made to implement the program. If the recommendation is made and approved, the ELA departments in both middle schools will implement the program starting in 2024-2025. The process is intentionally aligning middle school programming to the Science of Reading, to our Pre-K-5 implementations, and 9-12 course development.

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners: The heart of the MTSS framework is effective universal core classroom instruction, as illustrated in the visual. The aim of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. This aim allows for an implementation of structures that organize targeted support for students who need more practice in addition to Tier 1. Within this structure the goal is for each and every student to achieve proficiency of standards. Observation, assessment, and review of student work provides the data to inform teachers of a need for support within the core classroom and/or additional targeted support to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.

Pre-K	● The Early Learning Center is focused on the continued implementation of the new Tier 1 literacy curricula, Creative Curriculum. Staff are in the second year of implementation. ● TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. Student progress is captured in checkpoint assessments each fall, winter and spring. ● The staff will also engage in continued teaming with Pyramid implementation. (The Teaching Pyramid is the name used to describe the framework developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL).
Elementary	● Tier 1 instructional elements that are aligned to LETRs and ASPIRE have been defined. The literacy coaches are working alongside teachers on a collaboration model that is consistent at all 6 elementary sites. ● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● Progress monitoring will occur starting in October for all students who are receiving an intervention This will allow teachers to ensure instruction is impacting students as intended.

	● All students were screened in the winter with the FASTBridge assessments. The data is being used to update programming for students. This might mean a student is exited from an intervention because the student has met or exceeded the benchmark, the student might receive a new intervention or a current intervention might be adjusted if adequate growth is not shown in winter data.
Secondary	● The Middle Schools are using the FASTBridge winter screener to adjust and intensify interventions. A data protocol is being used to exit students from interventions if they have met benchmarks. Teachers are then using the Screening to Intervention Report to identify students who need support. ● The Middle Schools are using the FASTBridge winter screener to identify skill areas that need additional support. Vocabulary and comprehension are surfacing as areas of need. Teachers are working with their PLCs and Literacy Coaches to build in instructional strategies to enhance the development of these areas. ● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● The middle schools have coaching structures in place to ensure teachers have the resources and understanding to implement the interventions. ● EHS has 2 additional College Reading Readiness sections for 9th grade. The enrollment is informed by the FASTBridge Universal Screener. ● EHS 9th Grade ELA teachers are using the data from the universal screener to focus on 2 specific standards: New 2020 Standards: 9.1.8.1 Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography). 9.1.8.2 Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. The focus will be on building academic vocabulary for all 9th grade, Pre AP students.
	● Tier 1 instruction adjustments were made based on winter data: During 9th grade Collaborative Team meetings, teachers discussed the importance of vocabulary. After reviewing the data, the team decided to layer the instructional focus of mature vocabulary onto the academic vocabulary that has historically been taught. ● English teachers will provide tests and retakes to the College Reading Readiness teacher so that there is an alignment and support for students on summatives that are taking place in English 9. ● 10th grade interventions are being considered. Staffing and resource allocation are being reviewed to determine if there is the capacity to layer on additional College Reading Readiness. ● 9th-10th grade students are being screened 3x per year. This data is being used to inform instruction and supports for students through the general ELA classroom. ● Tier 1 ELA teachers in 6-12 are being supported through intentional coaching to infuse intervention support into general ELA courses.

Goal 3: Purposeful Assessment and Data Systems

Pre-K	● **Teaching Strategies GOLD** is used in the Early Learning Center as part of the purposeful assessment system. This is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. ● **preLAS Early Learning Language Assessment** will be used in the Early Learning Center as part of the purposeful assessment system. This is an ongoing system for assessing English language acquisition for children ages 3-5 and will be given each fall and spring. Families will be notified about assessment and results will be shared. The preLAS will help staff identify and prioritize language needs, document growth in language acquisition and bring additional data to any upcoming evaluation process. ● **PELI (Preschool Early Literacy Indicators)** is used in the Early Learning Center as part of the purposeful assessment system. This is administered each fall, winter and spring to two of our full-day preK classrooms as part of our work with the Early Learning Corps. It is a universal screener used to identify students that are eligible to receive Tier 2 (small group) or Tier 3 (1:1) support through intervention/tutoring.

Elementary And Secondary	● **FASTBRidge** is the district-wide tool used for Universal Screening.
	  ○ Just under 7,000 students have been screened with the FASTBridge Universal Screener this fall.
	  ○ As part of a systematic Multi-Tiered System of Support, Edina Public Schools is committed to ensuring all students are screened 3x per year. This screening process allows educators to identify student and classwide needs.
	  ○ The data is being used at ALL sites to adjust instruction in response to the data.
	● Diagnostics are being administered on students who score below benchmark in certain areas of the FASTBridge screener. There are diagnostics that align with FASTBridge interventions and also diagnostics that come from the LETRs learning platform. The diagnostics focus on identifying gaps in phonemic awareness and phonics.
	● Progress monitoring data is also being collected and will be used to drive instructional decisions for students. This data will be discussed by teams with the intention of ensuring all students are making progress towards benchmark goals.

Winter Update	● The winter window was open mid-December until February 2nd. The data is being used to make adjustments for students moving into the second semester.

Goal 4: Professional Excellence:
High quality 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.

Pre-K	● *Creative Curriculum Implementation* (year two): The professional development in the Early Learning Center is focused on the implementation of the new curriculum adoption: Creative Curriculum. This includes whole group professional development and 1:1 coaching with Liz Denn, the ELC Literacy Coach. ● *Pyramind:* The Early Learning Center is also maintaining and sustaining the use of the Pyramid model. There is an intentional overlap between Creative Curriculum and Pyramid in our fidelity work with both resources. ● *LETRS cohort 23-24:* This LETRS cohort consists of 8 staff. The cohort will be facilitated by the Early Learning Literacy Coach and all will complete 20 hours of coursework outside of the work day including online training modules and in-person

	cohort meetings. As of 2023, there are 22 ELC staff members enrolled in LETRs. ● ***Heggerty Early Learning:*** Ongoing training is offered to support implementation of Heggerty with the 3s and 4s classrooms for the 23-24 SY ● *preLAS:* Staff were trained during workshop week in the preLAS (English language proficiency assessment for early learners). This assessment will be given each fall and spring.
Elementary	● Our first cohort of 22 teachers <u>*completed*</u> all 8 Units of LETRs training! ● There are currently over 300 staff members enrolled in LETRS. LETRS is a professional learning course that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. *LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. ● ASPIRE is the intermediate extension of the LETRs learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. Edina currently has just over 50 teachers enrolled in the platform. ● 1:1 coaching is also part of the professional excellence in Edina Public Schools. Each literacy coach has 3 buildings to support. The literacy coaches are in classrooms observing instruction, providing feedback, guiding data conversations, modeling instruction and much more. The goal of the literacy coach program is to ensure that the professional development experienced by our staff produces aggressive growth for our students. ● K-2 staff participated in professional learning that aligned LETRS to our current resources.
Winter Update	● There are currently over 350 staff members enrolled in LETRS. LETRS is a professional learning course that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading evidence based instruction. *LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. ● ASPIRE is the intermediate extension of the LETRs learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. Edina currently has just over 50 teachers enrolled in the platform. This includes 4th and 5th grade classroom teachers, ELA teachers in grades 6-8 and the 9th grade College Reading Readiness teacher at Edina High School. ● February 20th is a day dedicated to the professional learning of our staff. The focus will largely be on literacy. Breakout sessions for grades K-3, ASPIRE training and collaboration in grades 4-8 and implementation training for the ELA teachers at Edina High School, will all focus on evidence-based best practices in literacy.
Secondary	● Intentional coaching support and intervention planning with the secondary reading leads is occurring in 2023-2024. The leads are Sarah Burgess (EHS), Katie Higgins (VV) and Rosie Rink (SVMS). Bethany Van Osdel is meeting with the reading leads in 1:1s 2x per month to support data literacy and implementation in the secondary sites. 1x per month, the middle school coaches will join the elementary coaches in a vertical meeting. ● FASTBridge implementation and use is a key topic for professional development for Edina secondary schools. Through large group and small group sessions, the teams learn more about the "what, why and how" of the FASTBridge assessment system. This includes setting up progress monitoring and designing structures for administering the interventions. ● The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways:

	○ Engagement - this includes CLRT strategies and AVID strategies ○ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students. ○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Winter Update	● Intentional coaching by Sarah Burgess, Rosie Rink and Katie Higgins supports teachers in using the data, learning the interventions and progress monitoring.
	● The FASTBRidge winter window is a critical time for teams to reflect on student growth. Teams are collaborating with coaches and support staff to ensure students are on track to meet targets by spring.
	● The middle school ELA team is reviewing a comprehensive ELA program. The goal is to make a recommendation by this spring.
	● February 20th is a day dedicated to the professional learning of our staff. The focus will largely be on literacy for the ELA teams.
	  ○ ASPIRE training and collaboration will occur for teachers in grades 4-8.
	  ○ Implementation training for the ELA teachers at Edina High School, will focus on evidence-based best practices in literacy.

Goal 5: Collaborative Leadership	

Pre-K	● The Early Learning Center has a Literacy Leadership Team representative of the staff. This team provides leadership and has adopted a [sustainability plan](#) to guide the work. LLT Site Goals for the 23-24 SY:
	  ○ Implementation of sound walls in classrooms
	  ○ Training and administering of the preLAS language assessment
	  ○ Embedding Early Learning Corps and the PELI and EMI assessments into full day preK classrooms
	  ○ Implementing Heggerty resources for preschool classrooms to enhance phonemic awareness skills and better bridge to the elementary sites.

Elementary	● The Edina Literacy Leadership Team consists of 2-3 teachers and/or administrators from each site. There is representation from the following areas:
	  ○ All grade levels K-5
	  ○ Special Education
	  ○ ML
	  ○ Media
	  ○ Immersion
	● The purpose of the team is to:
	  ○ build collective ownership as we advance the implementation of the PreK-5 Comprehensive Literacy Plan
	  ○ strengthen and support Site Based Leadership with advancing and implementing the PreK-5 Comprehensive Literacy Plan
	  ○ ensure alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP).

	Essential Duties and Responsibilities: ● Actively develop knowledge and skill in reading and ELA instruction, and formal and informal literacy assessment; commits to ongoing professional growth ● Partner with school and district literacy leaders, teachers, and teams to support the developing culture of overall effective literacy instruction outside of contracted school hours ● Model a commitment to learn, integrates the literacy culture and current research based instruction practices into their daily practice. ● Align teaching and learning to the goals of the PreK-12 Comprehensive Literacy Plan to be a model and support for peers. ● Collaborate with the School Leadership and the Literacy Coaching team ● Collaborate with colleagues to build trust and collective ownership in the PreK-12 Comprehensive Literacy Plan ● Model effective literacy instruction in classrooms with colleagues ● View data often to make decisions about instruction and student needs

Winter Update	● The Literacy Lead Team continues to meet. The focus of the team is on reviewing our current resources and recommending updates to ensure alignment to the Science of Reading evidence based instruction in alignment with MN READ Act legislation
	● Sandra Harley and Karrie Duncan continue to transform literacy instruction through the use of job-embedded Professional Development. The following list is an example of the many ways they are helping grow literacy leaders in Edina:
	    ○ PLC facilitation
	    ○ Data meeting facilitation
	    ○ Classroom visits with pre and post visits for reflection
	    ○ 1:1 mentoring

Secondary	● At the secondary level, there is a Curriculum Design Team that consists of 2-3 teachers from each site. A design team is a group of representatives who serve to guide and inform district decisions.
	● The duties of the design team will be to:
	    ○ use a proven 6 phase process using Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement.
	    ○ draft a plan that outlines recommendations for program updates and instructional/course enhancements as they align to the new standards and current and enduring research.

Winter Update	● Rosie Rink and Katie Higgins are providing invaluable support for teachers in the area of literacy. The leadership they provide around using FASTBridge to inform instruction is a continuous part of the work being done at both middle schools. ● Leigh Ann Feily has provided invaluable help to the teachers at Edina High School. Working together, they were able to create a system around reading intervention at Edina High School. This system has allowed for data-based decision making. ● Leigh Ann also modeled phonics diagnostic screening in the reading classroom to appropriately match students into the right interventions. ● Leigh Ann Feily has provided data-based decision making support to the College Reading Readiness team. Using a variety of data sources such as FASTBridge

Goal 6: Community Partnerships	
Pre-K	- The MLLT (multilingual leadership team) meets monthly to focus on finding ways to better serve our ML students and families at the ELC - In October after conferences, the team will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources. - The ECFE family literacy class will continue for the 23-24 SY. Families will meet with family educators and also have an opportunity to take part in an English acquisition class for adults. - The ELC Marketing and Outreach Supervisor has several outreach events planned throughout the 23-24 SY. Events include pop-up ECFE storytimes at libraries, tabling at community events, and having ECFE playdates at local apartment buildings 2-3 times each month.
Elementary	- Dyslexia Information Night was co-created by the community and was open to all Edina families. The night was held at Cornelia on March 16, 2022. Several district leaders and coaches presented information on Dyslexia and our response and support for students with markers of Dyslexia in Edina. - The literacy coaches work regularly and intentionally with families and teachers around the next steps for students that reveal markers of Dyslexia in the classroom. - This summer, Sandra Harley (Edina literacy coach) collaborated with the Community Ed Program to provide a Summer Tutoring Opportunity for all families in Edina that had children with decoding challenges. Families that did not have the funds to take advantage of this opportunity were supported by Edina Public Schools.
Winter Update	5 out of the 6 elementary sites will be hosting a Science of Reading night for their families. This is sometimes done in partnership with their PTOs. The evening is focused on showcasing the many ways the Science of Reading is living in classrooms at the elementary level. The MN READ Act and the Edina Comprehensive Literacy Plan, and an overview of the Science of Reading are among the topics covered in the family nights. The EdFund continues to be a strong partner in our literacy programming. Edina would NOT be seeing the same progress in teacher efficacy or student growth without their support.
Secondary	Since 2019, district media specialists have provided reading suggestions for students and families via the [Edina Grows Readers website](#). It is updated monthly.
Winter Update	In the first semester, students enrolled in the College Reading Readiness Course received an email home the week of 12/18/23 providing them with an update about their FastBridge scores and performance in Pre-AP English 9 and College Reading Readiness.

	● On 12/22/23, students in College Reading Readiness were asked to reflect upon and respond to that email. They were instructed to "reply all" and let the teacher, counselor, and family know whether they agreed/disagreed with the recommendation. ● Students recommended for the second semester of the CRR course also started receiving emails home the week of 12/18/23 (this work has continued through present). ● CRR received a PTO grant of $500 to purchase graphic novels. Grant request and explanation is linked <u>here.</u> ● The EdFund continues to be a strong partner in our literacy programming. Edina would NOT be seeing the same progress in teacher efficacy or student growth without their support.

Student Outcome Data:
In just one year of full implementation, the data is *very* encouraging. Edina students are responding well to the work being done within the Comprehensive Literacy Plan. In fact, Edina students are outperforming the state on MCA Reading Proficiency, growing within the cohorts, and starting the year stronger now in K-1 than pre-pandemic. There are significant pockets of growth and specific areas of support revealed in the data.

Fall Celebrations:
- ❖ 88% of grade levels have increased from fall 2022 to fall 2023 in aReading general reading assessment.
- ❖ All grade levels who take the R-CBM Fluency assessment have gone up from fall 2022 to fall 2023.
- ❖ District-wide ML aReading is up 7% from fall of 2022 to fall of 2023.
- ❖ District-wide Special Education aReading scores are up 9% from fall of 2022 to fall of 2023.
- ❖ District-wide Special Education earlyReading scores are up 8% from fall of 2022 to fall of 2023.

Winter Celebrations:

- ❖ 81% of K-1 students are achieving Typical or Aggressive growth from fall to winter on the earlyReading assessment.
- ❖ Grades K-3 have shown an increase in proficiency 5%-7%
- ❖ 76% of 2nd-3rd graders are achieving Typical or Aggressive growth from fall to winter on the R-CBM assessment.
- ❖ 10 students moved up and out of the high risk category in 4th grade.
- ❖ 32% of students enrolled in 9th grade College Reading Readiness exited the course after 1st semester based on performance.

Target Areas of Support to Continue to Improve Student Outcome Data:

Grades Kindergarten-2nd:
- Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and LETRS learning.
- Provide instructional matches as identified by the FASTBRidge screener.

Grades 3rd-9th:
- Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and ASPIRE learning.
- Vocabulary and comprehension will be a focus in all grades.
- Fluency will also be a focus in grades 3-8.

Winter Target Areas of Support to Continue to Improve Student Outcome Data:

- Grades K-10: Data will be used to update intervention plans for students in grades K-10.
- Grades 6-10: Data will be used to determine enrollment into intervention flex and College Reading Readiness Courses at the secondary level.

- Grades PreK-10: Progress monitoring will continue for all students receiving an intervention in grades PreK-10.
- Grades 4-10: Professional Learning and coaching will focus on Tier 1 in grades 4-10. This will include an emphasis on differentiation and vocabulary and comprehension strategies.

Next Steps for PreK-12 Comprehensive Literacy Plan Continued Implementation:

Continue to Monitor

- ❖ Collect Tier 1 evidence 2-3x per year of effective implementations at the K-5 level and ensure that the instruction is increasing growth and proficiency of Each and Every student in our schools.
- ❖ Monitor student progress using the FASTBridge tools in K-9.
- ❖ Use winter and spring benchmark data to assess impact in K-9 (growth and proficiency).
- ❖ Collect and review progress monitoring data monthly to ensure that the instruction is increasing the growth and proficiency of Each and Every student in our schools.

Continue to Take Action

- ❖ Special Education and reading specialists will now be enrolled in LETRs to align with the 2027 READ Act Timeline.
- ❖ Continue ASPIRE training for grades 4-5 and begin for 6-8th grade teachers.
- ❖ Intentional coaching and intervention support for grades 6-8.
- ❖ Align resources for Tier 1 and Tier 2 and 3.
- ❖ Implement specific class and building wide vocabulary, comprehension *and* fluency strategies.
- ❖ Use collaborative PLC structures to respond to the data and to make instructional shifts as needed PreK-12.
- ❖ Continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in PreK-12.
- ❖ Create a strong communication and alignment plan with sites, families and the community.
- ❖ Celebrate success along the way.

Appendix A:

Introductory Prerequisites (2)

PREREQUISITE

Introductory Prerequisites Course
What Is Structured Literacy?

PREVIEW COURSE   1 Hour

PREREQUISITE

Introductory Prerequisites Course
Theories of Reading Development

PREVIEW COURSE   1 Hour

Word Recognition (9)   VIEW DOMAIN

PREREQUISITE

Word Recognition
Word Recognition Knowledge Check

PREVIEW   30-45 Minutes

PREREQUISITE

Word Recognition Course
Fluency: The Bridge to Comprehension

PREVIEW COURSE   1 Hour

Word Recognition Course
A Brief History of English

PREVIEW COURSE   1 Hour

Word Recognition Course
Working with Latin Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
Working with Greek Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
What Is Dyslexia?

PREVIEW COURSE   1 Hour

Word Recognition Course
Syllables and Common Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
Reading and Spelling Long Words

PREVIEW COURSE   1 Hour

Word Recognition Course
The Reading-Spelling Connection

PREVIEW COURSE   1 Hour

Word Recognition Course
Supporting Phonemic Awareness

PREVIEW COURSE   1 Hour

Language Comprehension (9)   VIEW DOMAIN

PREREQUISITE

Language Comprehension
Language Comprehension Knowledge Check

PREVIEW   30-45 Minutes

PREREQUISITE

Language Comprehension Course
Enhancing Academic Language

PREVIEW COURSE   1 Hour

Language Comprehension Course
Explicit Vocabulary Instruction

PREVIEW COURSE   1 Hour

Language Comprehension Course
Strategies for Incidental Vocabulary Acquisition

PREVIEW COURSE   1 Hour

Language Comprehension Course
The Underpinnings of a Sentence

PREVIEW COURSE   1 Hour

Language Comprehension Course
Structures of Sentences

PREVIEW COURSE   1 Hour

Language Comprehension Course
Supporting Emergent Bilinguals

PREVIEW COURSE   1 Hour

Language Comprehension Course
Subject-Verb Agreement

PREVIEW COURSE   1 Hour

Language Comprehension Course
Phrases and Clauses

PREVIEW COURSE   1 Hour

Language Comprehension Course
Sentence Comprehension and Sentence Writing

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing (8)

PREREQUISITE		
Reading Comprehension and Writing		
Reading Comprehension and Writing Knowledge Check		
PREVIEW		30–45 Minutes

PREREQUISITE		
Reading Comprehension and Writing Course		
Factors That Contribute to Deep Comprehension		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Texts That Provide Information		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Argumentative and Persuasive Text		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Narrative Text		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Developmental Language Disorder		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Paragraph Writing: Expository and Argumentative		
PREVIEW COURSE		1 Hour

Reading Comprehension and Writing Course		
Essay Writing		
PREVIEW COURSE		

Sample of an ASPIRE Bridge to Application Resource:

Lexia ASPIRE PROFESSIONAL LEARNING

Bridge to Application: Resources
Fluency: The Bridge to Comprehension

Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template

Day	Wide FORI Steps	Plan
1 (35–40 minutes)	**Introduce first text:** Pre-reading activities such as vocabulary, building background knowledge and motivation, and making predictions.	**Text** *The Quite Ordinary and Lonely Crow* **Vocabulary** • *ordinary*: normal, something that is not special (e.g., I got dressed and ate breakfast. It was an *ordinary* morning.) • *rejected*: when someone or something is not accepted (e.g., I applied for a job at the store, but I was *rejected*.) **Building Motivation** Talk with your partner about a time that you felt lonely or left out.
	Read aloud: Read the text as the students follow along on their own copies.	n/a
	Discussion: Focus on comprehension.	**Questions** • How did the crow feel when he was sewing the colorful feathers to his tail? • How did the crow's feelings change during the story? • Why did the author call the crow an "ordinary" crow?
2 (25–30 minutes)	**Echo reading:** Read a sentence or two from the text and model appropriate fluency and prosody. Students read the same text with the same fluency and prosody. Incorporate comprehension and vocabulary strategies.	**Think-Alouds to Model** • Use prior knowledge to make an inference about the crow's feelings. • Think about the author's purpose. **Vocabulary Strategies** • *grandest*: Point out the suffix *-est* and model using base word and suffix to derive meaning of an unfamiliar word.

Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template *(cont.)*

Day	Wide FORI Steps	Plan
3 (30–40 minutes)	**Extension activities:** first text (e.g., graphic organizers, discussions, vocabulary development, written responses)	**Extension** • Have students complete a story arc graphic organizer and use it to write a 4–5 sentence summary of the text.
4 (25–30 minutes)	**Echo reading:** second text	**Text** *Three Wishes*
	Discussion and close reading: second text	**Discussion Points/Questions** • What does the author mean when they say, "That was the last straw"? • Notice the words that the author used to describe the fisherman's wife. • Why did the author use those words to describe her and her actions? • Use context clues to determine the meaning of the word criticize.
	Partner reading: second text (time permitting)	**Partner Pairings** Jesús/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa
5 (25–30 minutes)	**Echo reading:** third text	**Text** *The Crow and the Pitcher*
	Discussion and close reading: third text	**Discussion Points/Questions** • What is the problem in the story? • Explain the meaning of the word quench. • What lesson do you think the author wants us to learn from the story?
	Partner reading: third text (time permitting)	**Partner Pairings** Jesús/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa

(Adapted from Kuhn, 2020)

Appendix B:

	2023-2024 Teaching and Learning PD Big Rocks

Edina Public Schools
DEFINING EXCELLENCE

Goal: Establish & implement comprehensive systems, which ensure learning disparities between and amongst student learning groups are eliminated.			
Big Rock:	**Why:**	**What:**	**How:**
Culturally Proficient School Systems (CPSS)	The implementation of CPSS is our commitment to live out our vision for each and every student to discover their possibilities and thrive in Edina Public Schools.	• Initial CPSS Training • Implementation Support	• CPSS Cohorts • CPSS Symposium • Job-Embedded PD
Multi-Tiered Systems of Support (MTSS) MTSS 2023-2024 Staff "I Can" Statements	The implementation of MTSS is our commitment to live out our mission. MTSS is a continuous improvement pro-active framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. It integrates data and instruction to maximize all outcomes for students. MTSS enables us to work collectively,	Focus Area: **Structure for Support** • Develop a common understanding of MTSS • Data Discussion Protocols/Teams • Tier 2 and Tier 3 Systems	• Professional Development Days • Targeted Coaching • *Elementary Monthly Grade Level Meetings *Optional offering*
		Focus Area: **Data Driven Instruction** • FASTBridge (K-9) • Accessing and using multiple data points to meet the needs of each and every student (K-12)	• PLC Meetings • Targeted Coaching • Professional Development Days • *Elementary Monthly Grade Level Meetings *Optional*

identify solutions and support each and every student.		*offering*
	Focus Area: **Tier 1 Instructional Responses** ● Differentiated Instructional Strategies for all students ○ Multilingual Students ● Literacy LETRS (K-3) ● Literacy ASPIRE (4-5) ● Curricular Implementations ○ Mystery Science (K-5) ○ Biology, Chemistry, Physics (9-12)	● LETRS cohorts ● ASPIRE Cohorts ● Content Team Planning ● Professional Development Days ● Targeted Coaching ● *Elementary Monthly Grade Level Meetings *Optional offering*