



# Secondary

# Comprehensive Literacy Plan

*“Literacy is NOT reading and writing. Literacy is POWER. Reading and writing are the TOOLS of literacy.”*  
*- Beers and Probst, Forged by Reading*

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The following staff members have been involved in the research, review, and re-design of the secondary reading plan. Thank you to this team for the dedication to the continuous improvement of the literacy programming in Edina Public Schools.

### Tier 1 Design Team

- Emily Olsen - Valley View, 6th Grade Teacher
- Eli Michelson - South View, 7th Grade Teacher
- Margaret Smith - Valley View, 8th Grade Teacher
- Ana Jankowski/Julia Mason - South View, 8th Grade Teachers
- Kari Discher - Edina High School, 10th Grade Teacher
- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Sarah Hinson - Edina High School, 10th Grade Teacher
- Tess Bademan - Edina High School, 10th Grade Teacher
- Sara Swensen - Edina High School, Media Specialist
- Robert Diehl - Valley View, Media Specialist
- Mike Walker/Matt Flugum - District Instructional Technology Coordinator
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

### Tier 2 and 3 Design Team

- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Kristin Wetzel - Edina High School
- Leah Jones - Edina High School, Multilingual Learner teacher
- Anna Wise - Edina High School, Special Education teacher
- Kathryn Gimse - Valley View, Multilingual Learner teacher
- Sam Jung - Valley View, Special Education teacher
- Katie Higgins - Valley View reading intervention and coach
- Jennifer Harrits - Southview, Reading intervention teacher
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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.

## Introduction and Purpose

Literacy skills are the foundation for proficiency in reading, writing, and communication. New research shows the need to focus our improvement efforts, to ensure we consistently meet the needs of every learner.

The Edina PreK-12 Comprehensive Literacy Plan is 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, inclusiveness, and rigor for all. This plan ensures all secondary students are college, career, and civic ready.

The Secondary Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal. In order to **ensure** success, this plan is grounded in current and enduring research with systems that build collective ownership, for successful implementation of differentiated instruction across a multi-tiered system of support. Implementation begins with establishing a strong inclusive literacy culture supported by strong literacy instructional practices. Data will be consistently reviewed. This ensures all students develop foundational reading skills and the making meaning that supports them.

The Edina Secondary Comprehensive Literacy Plan is committed to ensuring doors are open for students and they are escorted through the doors. The Secondary Design Team defined this as follows:

- We will ensure ALL students know where and how to access the open door.
- We will ensure consistent opportunities with strong academic support for all kids.
- We will ensure resources are intentional to escort students through the door.
- We will ensure flexible grouping.
- We will ensure our courses are all open doors.

## Mission, Vision and Definition

### Literacy Vision

Our unified vision is that all students in Edina Public Schools become lifelong learners with the rich literacy, language, and comprehension skills necessary to be engaged critical thinkers and communicators.

In our literacy vision, every student develops as an independent, literate learner through engaging in meaningful learning experiences that incorporate an individual learner's profile. Literate learners will read, write, listen, communicate, comprehend, and make meaning. In addition, they will think critically and problem solve across content areas. Using a variety of texts, media sources, and learning experiences, literate learners will synthesize information, transfer learning into new applications, and use their learning to communicate in multiple ways to diverse audiences.

## **Literacy Mission**

The mission of the Secondary Comprehensive Literacy Plan aligns tightly to the district's overarching mission and vision. The focused mission within the context of literacy is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement by:

- enhancing systems to ensure a Culturally Proficient School System is in place for each student to thrive;
- aligning instruction to the current Science of Reading, enduring research and proven best practices;
- increasing classrooms strategies to identify and support struggling readers to address literacy deficits early;
- promoting continuous learning and collective ownership through strong data literacy and transformational professional development.
- strengthening our culture of professional excellence as it aligns to the Edina Public Schools Core Values:
  - Integrity
  - Compassion
  - Courage
  - Commitment
  - Appreciation
  - Responsibility

Literacy development is not complete without focusing on both word decoding and language comprehension, as well as writing, speaking, listening, viewing, and technological skills. These strategies support students to access and communicate information effectively inside and outside of the classroom and across content areas.

## **Research Supported Instructional Pedagogy:**

Quality teachers leading effective instructional practices proven through research has the greatest impact on student growth, efficacy, and achievement. The Edina Comprehensive Literacy Plan identifies and provides support in the understanding and integration of the following:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, explicit, and systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;

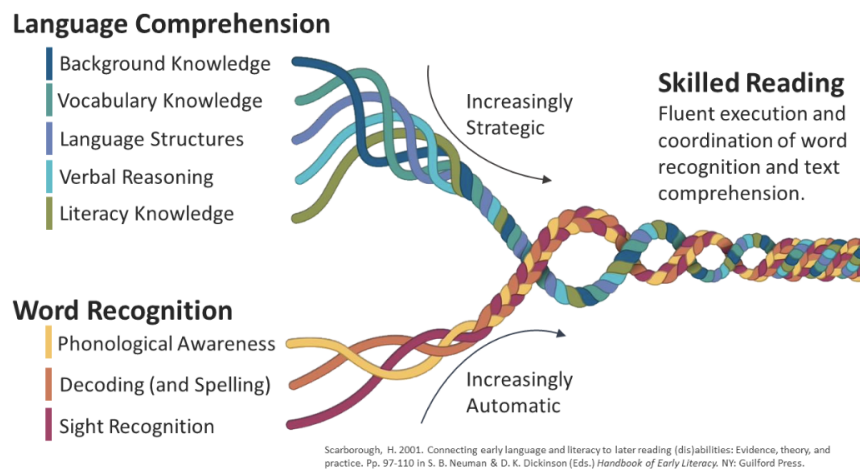
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment techniques used to inform students' literacy strengths and needs across a Multi-Tiered System of Support.

### Definition of Comprehensive Literacy:

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA (International Literacy Association), 2020; NCTE (National Council of Teachers of English), 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

## Secondary Literacy Priorities

### Scarborough's Reading Rope - A Simple View of Reading Development



Building off of the fundamental areas found in elementary reading development (phoneme awareness, decoding, fluency, vocabulary and comprehension), the major areas of reading emphasis in middle and high school include:

- expanded 'sight vocabulary' to unfamiliar words in increasingly challenging text
- expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- increasingly detailed knowledge of text structures and genres
- acquisition of expanded content knowledge in many domains
- increased thinking and reasoning skill development
- increased need to build positive and relevant connections regarding reading as a vital skill for current and future opportunities in learning and adult life (including that of leisure)

Additionally, the system must provide instructional support and a variety of interventions differentiated enough to ‘close the gap’ for strategic and intensive struggling readers. Intensity is manipulated by instructional grouping of identified needs, size of group, explicitness of instruction and material, length of instruction and frequency of assessment, and instructional adjustments based on such data.

### **Such engineering must include:**

- explicit and systematic instruction to build vocabulary
- instruction to enhance active use of efficient comprehension strategies
- instruction and orchestrated practice to build reading fluency
- intensive instruction in basic word reading strategies, including phonics

(The Secondary Literacy Instruction and Intervention Guide, Leslie McPeak, Lisa Trygg)

### **Definition of Secondary Comprehensive Literacy:**

There may be no greater purpose for an educational system than to ensure all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. Literacy is a continuous, developmental progression from birth through adulthood. Comprehensive Literacy is a culmination of enduring and current research, proven instructional design and delivery, and target interventions that result in developing learners with the ability to strategically apply reading, writing, speaking, listening, viewing and technological skills to access and communicate information effectively inside and outside of the classroom and across content areas. The foundation of a literacy classroom is seated in research and evidence supported practices in the development of reading and writing to equip learners in critical thinking, problem solving, and communication.

Comprehensive Literacy instruction and learning includes, but is not limited to:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;

- specific observation and assessment techniques used to inform students’ literacy strengths and needs.

The instructional delivery of comprehensive literacy begins with developing lessons with clear, standards-aligned learning targets, and success criteria. Expectations and goals are clearly articulated, explicitly taught, and modeled by the teacher, and scaffolded and supported through varied texts and learning opportunities across the Gradual Release of Responsibility. This method shifts the ownership of the learning from the teacher to the students. Throughout the process, the teacher observes, confers, assesses, and provides actionable feedback, providing re-teaching and intervention, or enrichment and challenge, as needed.

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world.

(ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

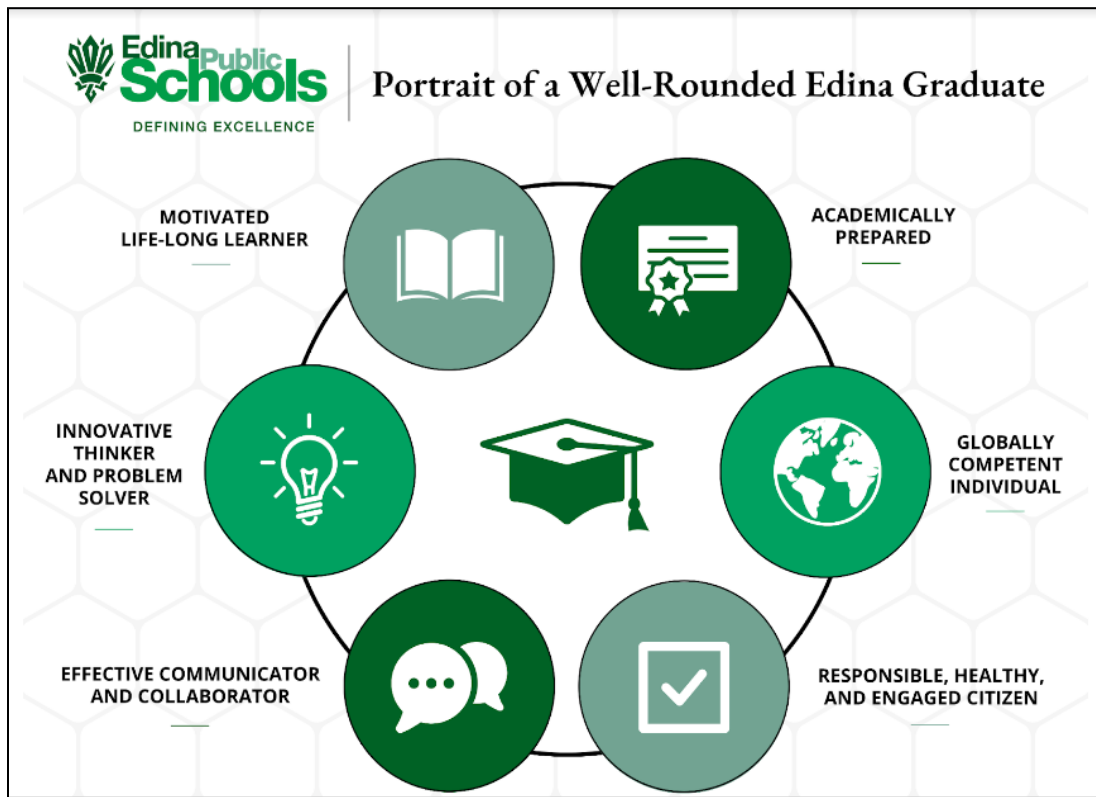
### **The Secondary Comprehensive Literacy Plan Alignment:**

Clear alignment to district planning and initiatives is critical to the success of our literacy planning. The Comprehensive Literacy Plan will align to existing and developing systems and processes ensuring that the priority goals, action steps, and purposeful outcomes interconnect and support the mission, vision, and Strategic Plan of Edina Public Schools.

This connected alignment includes:

- **Culturally Proficient School Systems:** Edina Public Schools is committed to the continuous pursuit of cultural competence. Being culturally proficient is exemplified by how one uses assessment data, delivers curriculum and instruction, interacts with parents and community members, and plans and uses professional development. This commitment is supported by the use of the Tools of Cultural Competency. The tools ensure we are supporting all students to reach their full potential and thrive.
- **Multi-Tiered System of Services (MTSS)** MTSS is a systematic, continuous improvement, decision-making framework that supports educators in providing academic and behavioral strategies for students with various needs. This framework utilizes data-based problem solving and decision-making across all levels of the educational system. The MTSS framework provides consistency of implementation across Social and Emotional Learning (SEL), Professional Learning Communities (PLCs), and the PreK-12 Comprehensive Literacy Plan (CLP).
- **Portrait of an Edina Graduate:** The Portrait of a Well-Rounded Edina Graduate is a set of goals that each Edina student will have demonstrated proficiency upon graduation. Literacy skills are critical to the success of each goal area.





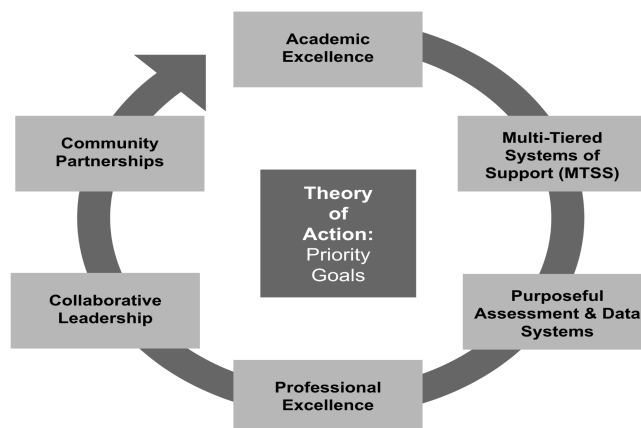
## Guiding Change Theory

[LINK](#)

The Guiding Change document outlines the purpose for the Comprehensive Literacy Plan, how it is being created, and the expected results of its implementation. This structure guides the work of the PreK-12 Comprehensive Literacy Plan through the inevitable challenges that will arise by providing a clear plan of action. The expected results guide the creation of the Priority Goals and Action Steps that will support the implementation of the plan over the next five years.

## Goal Areas

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 goal areas are:



## Implementation of Action Steps Through Collective Ownership:

The action steps in the Secondary Comprehensive Literacy Plan are organized under each of the **six key components or goal areas**. The Comprehensive Leadership Teams outlined below create the layered leadership structure for implementation of the action steps defined under these key components or goal areas.

### 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 committing to:

- **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. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
  - 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.

Using timely and appropriate assessments, curriculum will be analyzed to ensure that all students are, at minimum, meeting proficiency and developmental growth expectations.

- **Effective Comprehensive Literacy Instruction** - Data guides the framework for instructional delivery in Reading and 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 Reading	Students are developing as readers and broadening their reading horizons. And have access to a wide variety of diverse texts. Students 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.
Workload balance	All work is able to be completed during the school day/contracted time. This includes PD, planning, preparation, collaboration, delivery of lessons, assessment, reflection, and feedback to students.

*\*See Appendix A for full description of the critical elements.*

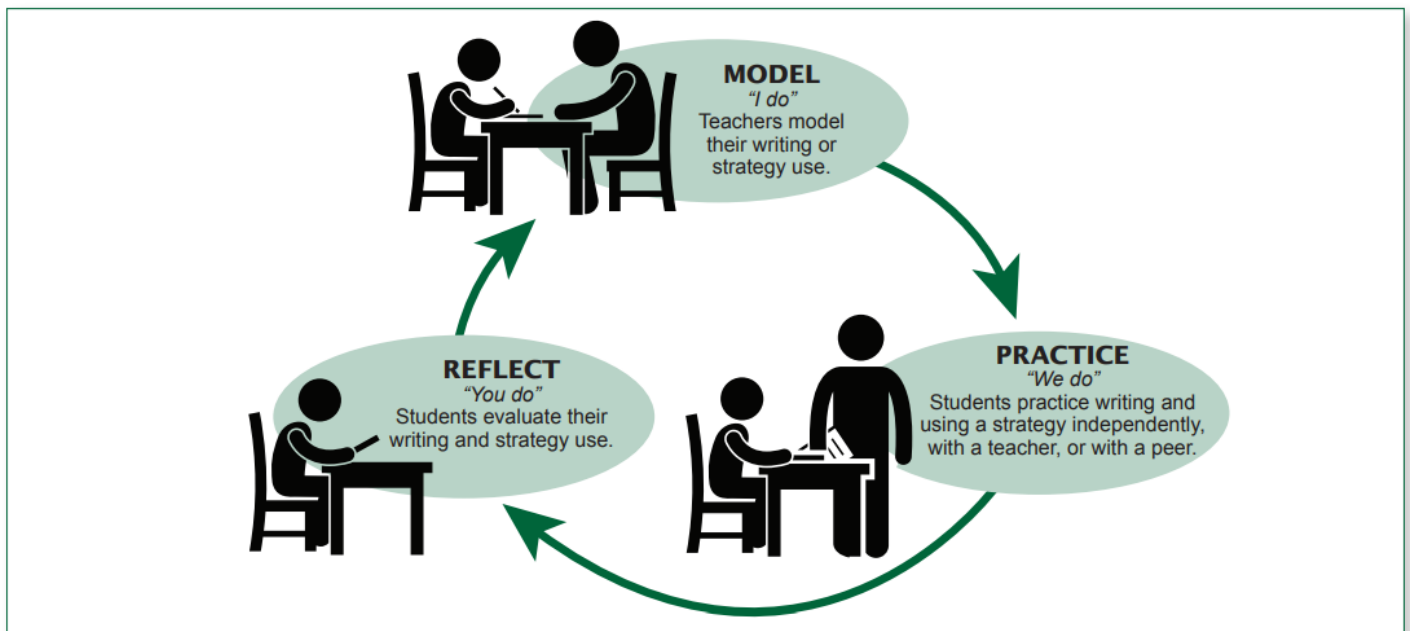
## **Writing:**

Improving students' writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines.

**What Works Clearinghouse recommends 3 key, research-based, instructional strategies to write effectively in grades 6-12:**

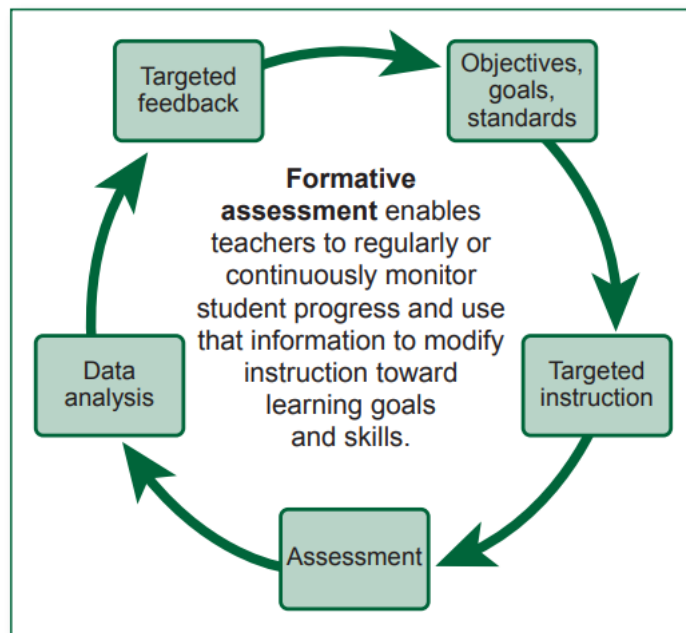
- **Explicitly teach appropriate writing strategies using a Model-PracticeReflect instructional cycle.** This recommendation includes two approaches to teaching writing strategies: (a) explicit or direct instruction and (b) using a Model-Practice-Reflect instructional cycle. Recommendation 1a is to explicitly teach students different strategies for components of the writing process, including how to select, execute, and tailor a strategy for different audiences and purposes. Recommendation 1b is to use a Model-Practice-Reflect instructional cycle to teach writing strategies, wherein students observe a strategy in use, practice the strategy on their own, and evaluate their writing and use of the strategy. Teachers should use both approaches when teaching students to use writing strategies.

## The Model-Practice-Reflect cycle



- **Integrate writing and reading to emphasize key writing features.** Combining reading and writing together in an activity or assignment helps students develop knowledge and learn about important text features (as illustrated on the next page). For example, asking students to summarize well-written text they just read signals that it has a set of main points, that students should understand main points while they read, and that when students write certain types of compositions they should focus on main points. Reading exemplar texts, or those that illustrate specific features of effective writing, can help students become familiar with important features of writing, which they can then emulate. Similarly, writing with a reader in mind and reading with the writer in mind strengthens both reading and writing skills.<sup>4</sup> This is important because writers are more effective when they tailor their writing to the reader and anticipate the impact on their audience as they write
- **Use assessments of student writing to inform instruction and feedback.** Monitoring student progress throughout the writing process provides useful information for planning instruction and providing timely feedback to students. By regularly assessing student performance—not just students' final written products—teachers learn about student progress on key learning objectives and can tailor their writing instruction accordingly. Struggling students and students with disabilities can benefit from additional and differentiated instruction on skills that have been taught, while students who have already mastered a skill can advance to a new one.

## The formative assessment cycle



## KEYS FOR SUCCESS



An efficient and effective Professional Learning Community is needed to ensure academic excellence is producing aggressive growth for all students. This process must focus on the 4 corollary questions:

- *What do students need to learn?*
- *How will we know if they've learned it?*
- *What will we do if they don't learn it?*
- *What will we do if they already know it?*



All doors are opened for students in reading and writing:

	Cultural Destructiveness	Cultural Incapacity	Ignorance (former "blindness")	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
<b>We will ensure ALL students know where and how to access the open door to reading and writing.</b>	<p>Students are deliberately not informed about honors/enriched courses.</p> <p>ELA standard courses do not provide grade level content.</p> <p>No interventions are provided.</p> <p>Data is used to diminish, track</p>	<p>Honors and enriched courses are not accessible or designed for marginalized students.</p> <p>ELA standard courses provide spotty grade level content to some.</p> <p>Interventions are offered inequitably.</p>	<p>No effort is being made to ensure that course enrollment is predictable. The lack of equitable representation is not seen as a problem.</p> <p>Standard ELA courses teach "down the middle" with</p>	<p>Efforts are being made to ensure that course enrollment is not predictable.</p> <p>Some differentiation occurs to some students in some classes.</p> <p>Data is disaggregated.</p>	<p>Enrollment in courses mirrors the district demographics.</p> <p>Data is used to differentiate to ensure most students are able to make aggressive growth.</p> <p>80% of students are reading and writing at grade</p>	<p>Course enrollment demographics are not predictable.</p> <p>Data is used to differentiate to ensure ALL students make aggressive growth.</p> <p>All students are reading and writing at grade</p>

	and dehumanize students.	Data is used to justify inequities.	no differentiation.  Data is not reviewed or disaggregated.		level.	level.
<b>We will ensure consistent opportunities with strong academic support for all kids in reading and writing.</b>	<p>Students disengage because they can not access the curriculum.</p> <p>No supports are offered for reading and writing and/or supports are detrimental to learning and growth in reading and writing.</p> <p>Intervention (if it exists) does not allow for growth or advancement.</p> <p>Systemic plans for support are nonexistent.</p>	<p>Opportunities and support differ across courses.</p> <p>Supports are attempted but are ineffective and inefficient.</p> <p>Students lack motivation because they can not access the curriculum.</p> <p>Student support is an afterthought, inconsistently offered, of poor quality, without adequate resources or time.</p>	<p>Student support is partially effective but inconsistent, without evaluation of data.</p> <p>Students' growth is inconsistent, and as a result they are only partially engaged, compliant but not invested in their learning.</p> <p>Some resources and time are available for systemic support and intervention.</p>	<p>Data is available and reviewed but not consistently acted upon.</p> <p>Students are somewhat aware of their learning needs.</p> <p>Commitment has been made to provide resources and time for systemic support and interventions, but implementation may vary.</p>	<p>With teacher guidance, students are increasingly aware of their learning and support needs and their developing agency.</p> <p>Teachers have time to plan and act on available student data in order to provide appropriate support.</p> <p>Opportunities for support are in place systematically and within individual classrooms.</p>	<p>Learners have agency and realistic awareness of their true support needs.</p> <p>All students who need intervention receive timely, effective support and understand the criteria for success in reading and writing.</p> <p>Learners do move from needing high support to participating in the most challenging courses over their academic career.</p> <p>Opportunities for support are in place systematically and within individual classrooms and are regularly evaluated for effectiveness.</p>
<b>We will ensure resources are intentional to escort students through the door in</b>	Resources - in terms of texts, technology, and academic supports - are purposefully distributed in a way that harms students.	Resources - in terms of texts, technology, and academic supports - are unequally distributed.  Additionally,	Resources-in terms of texts, technology, and academic supports-are available.  These resources are accessible to	Resources-in terms of texts, technology, and academic supports-are available for students/ families who know how to access them.  Resources that may	Resources-in terms of texts, technology, and academic supports-are distributed equally  Resources are accessible to all	Resources - in terms of texts, technology, and academic supports - are distributed equitably and designed to help students discover their possibilities

<p><b>reading and writing.</b></p>	<p>Additionally, these resources are deliberately withheld from certain students.</p> <p>Resources malign marginalized groups of students and/or consistently elevate those considered to be in the “dominant group.”</p>	<p>these resources are not accessible for certain students.</p> <p>Resources inaccurately represent marginalized groups or are outdated.</p>	<p>those who demand access or are offered access.</p> <p>Resources offer representation of marginalized groups that is historically accurate but is not empowering to students.</p>	<p>allow students to view themselves in a way that empowers them are offered as options rather than as core curriculum.</p> <p>Resources are evaluated during set review periods.</p>	<p>students.</p> <p>Resources allow students to view themselves in a way that empowers them.</p> <p>Resources are evaluated when stakeholders request evaluation or state standards are updated.</p>	<p>and thrive.</p> <p>Resources are accessible to all students, and students are supported in their access.</p> <p>Resources allow all students to view themselves in a way that empowers them AND allows them to see the power in others.</p> <p>Resources are continuously evaluated in terms of how they are being deployed by more than one group.</p>
<p><b>We will ensure flexible grouping in reading and writing.</b></p>	<p>Data is used to diminish, track and dehumanize students.</p> <p>Students don’t see themselves reflected in required course readings.</p>	<p>Teachers believe that assimilation is integral to success. Choice is not offered.</p>	<p>Flexible groupings are not provided.</p>	<p>Recognizing curriculum may provide limited cultural perspectives but not all resources appear equal.</p>	<p>Provide students choice in curriculum options that are challenging and incorporate inquiry and higher order thinking skills.</p>	<p>Provide students opportunities to <i>learn how to learn</i> develop academic ability, intellectual competence and advocacy for social justice.</p>

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

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.

## MTSS Criteria from MnMTSS Framework

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.

MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages in a culturally proficient approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

MTSS IS	MTSS IS NOT
In initiative that supports general education school improvement goals for all diverse learners	A stand-alone special education initiative
Intended to help as many students as possible meet proficiency standards without special education	A means for just getting more students into special education
A method to unify general, ML, and special education services in order to benefit all students through greater continuity of services	A method for solely increasing or decreasing the number of students in special education
Focused primarily on effective, comprehensive, differentiated instruction to enhance student growth	Focused primarily on learning disability determination for students
A way of identifying and facilitating specific skill development for students	A way of determining learning disabilities through a checklist

## Indicators and Criteria

### Districts and Schools Select Evidence-Based Instructional Materials Criteria:

The materials the district uses have undergone a sequential review process that ensures evaluation for:

- o Alignment to the standards.
- o Evidence-based for the target population of learners.
- o Culturally and linguistically sustaining with inclusion of multiple perspectives and identities.
- o Recognition of bias in upholding stereotypes.

A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

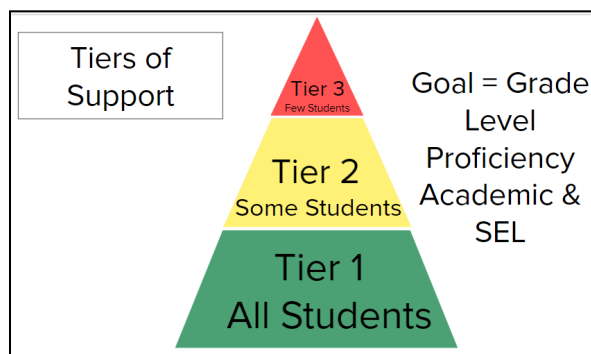
### Educators Engage in Evidence-Based Instructional Practices Criteria:



- 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.

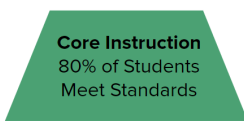


## Tiers of Support



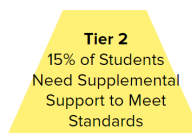
### Tier 1 (Core Practices)

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



### Tier 2 (Supplemental Intervention)

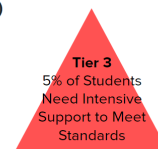
- Provided IN ADDITION to Core Instruction (layered)
- Evidence-Based intervention materials and practices
- Aligned with Tier 1
- High-Quality and Completed with Fidelity



Small Group (5-7 Students)

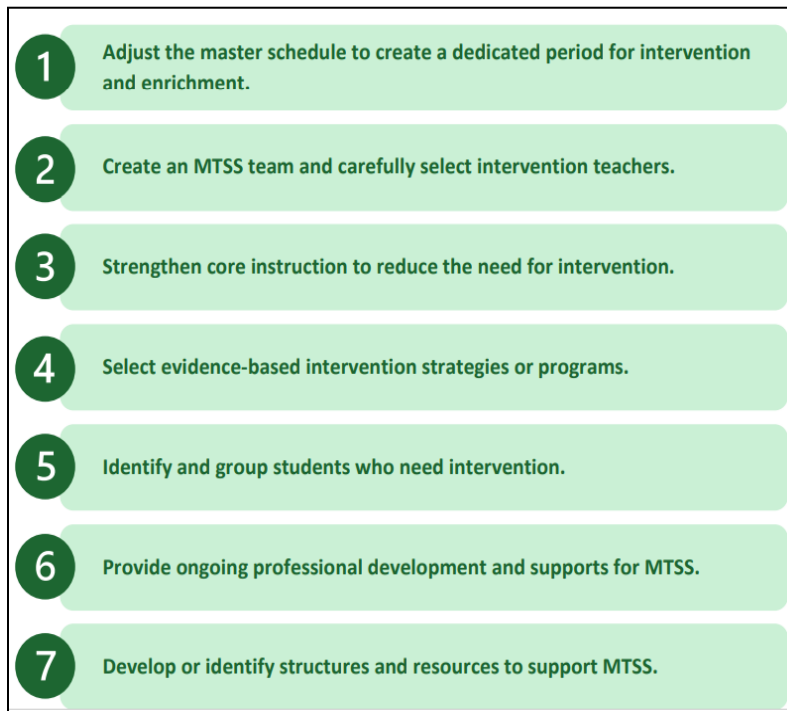
### Tier 3 (Intensive Intervention)

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

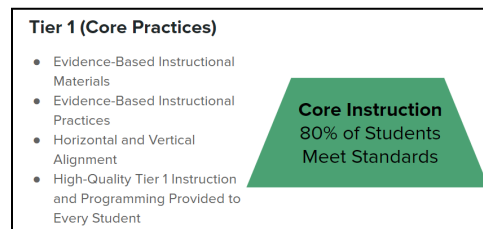


Individual (1-2 students)

## 7 Suggested Strategies for Secondary MTSS:



## Tier 1:



The heart of the MTSS framework is effective universal core classroom instruction. The goal of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. **Secondary Tier 1 instruction must include:**



On-going review of implementation data and student work provides the guidance 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.

#### EDINA Vision Statement for Tier 1 Instruction:

In Tier 1, educators will hold high expectations for each and every student by providing the following experiences:

- Engaging grade level standards based materials and instruction
- Culturally inclusive instructional practices and materials which opens doors and fosters a sense of belonging.
- Just in time scaffolds that differentiate to ensure aggressive growth

#### GOALS for Tier 1:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.
- At least 80% of elementary and early childhood students meet standards from Tier 1 (core) programming alone in literacy, numeracy, social and emotional.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

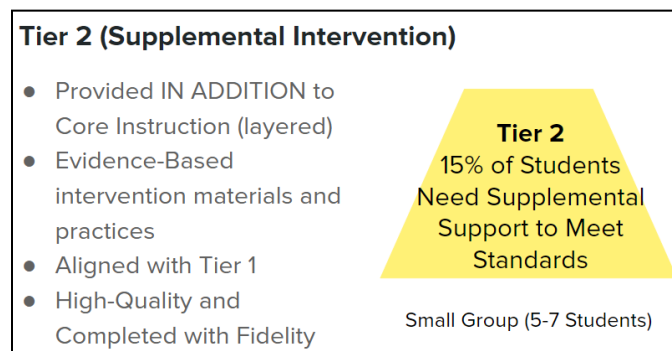
#### Tier 1 Horizontal & Vertical Alignment Clarifies Expectations and Builds Student Skills from One Grade Level to the next. Criteria:

- Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another.
- A well-articulated scope and sequence is used within grade levels and content areas to ensure equitable learning experiences are guaranteed and viable.

#### Fidelity: High Quality Tier 1 Instruction and Programming is provided to Every Student Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 1 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

## TIER 2:



Within MTSS, Tier 1 is defined as instructional for all, Tier 2 is instruction for some. In each tier a team of educators work together in collaborative teams to determine the best instructional match for each learner. Determining an instructional match for students is done intentionally for students needing additional support to meet the standard **and** for students that are performing above the standard who demonstrate a need for extensions in their learning progression. Students receiving Tier 2 instruction will make aggressive growth consistently as measured by the FASTBridge reading assessments.

## **MTSS Criteria from MnMTSS Framework**

Tier 2 (supplemental) includes culturally and linguistically sustaining interventions provided to some students in addition (layered) to Tier 1 (core).

### **Indicators and Criteria Evidence-Based Tier 2 Instructional Materials Are Provided to Students Who Need Supplemental Support Criteria:**

- An inventory of evidence-based academic and behavior interventions are available to match student needs to the most precise and likely interventions are based on data-based decision making.
- Selection of Tier 2 academic and behavior interventions reflect:
  - Cultural and linguistic factors.
  - Inclusion of multiple perspectives and identities.
  - Recognition of bias in upholding stereotypes.

### **Evidence-Based Tier 2 Instructional Practices Are Likely to Be Effective for Most Students Criteria:**

- Evidence exists that all supplemental instructional interventions are evidence-based for the content areas and grade levels in which they are used.
- Instructional goals are co-created by students and are progress monitored at least monthly.
- At least 60% of students served in Tier 2 are reaching learning goals.
- Instruction is differentiated based on student response; factors adjusted based on student response may include intensity (frequency and duration) and group size.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Parent/family communication on student progress is shared in a timely manner.
- Implementation fidelity of the intervention (as designed by purveyor or researcher) is monitored on a regular basis.

### **Tier 2 Supports Are Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations Criteria:**

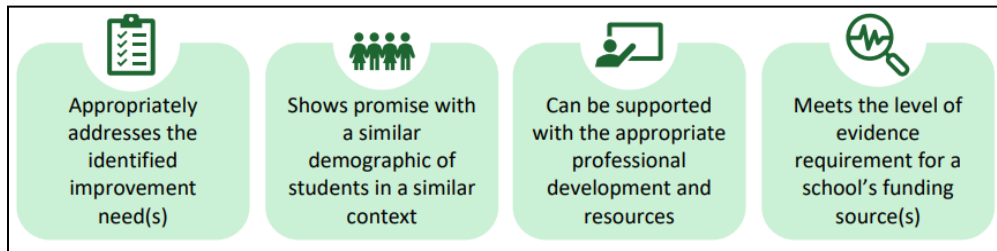
- Evidence exists that supplemental interventions are well aligned with academic standards and social emotional support core instruction.

### **Fidelity: High Quality Tier 2 Intervention for Those Receiving It Criteria:**

- Procedures are in place to systematically monitor the implementation fidelity of Tier 2 as described above.

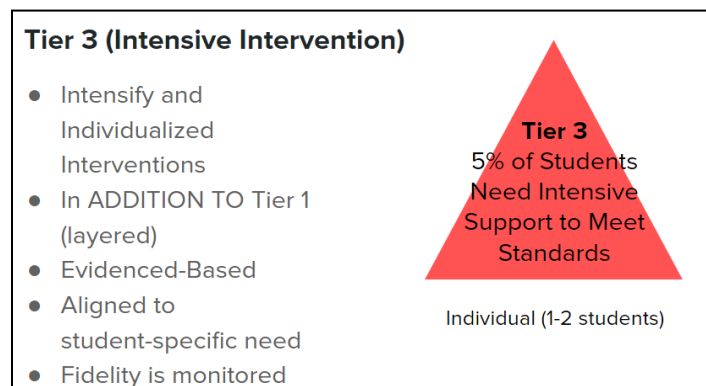
- Procedures are in place to use these data.
- Goals are set for improvement as needed.

#### 4 main criteria for selecting intervention programs:



*Implementing MTSS in Secondary Schools: Challenges and Strategies Samantha Durrance May 2022*

## TIER 3:



Within MTSS, Tier 1 is defined as instructional for all, Tier 2 is instruction for some, and Tier 3 is instruction for a few. In each tier a team of educators work together in collaborative teams to determine the best instructional match for each learner. Determining an instructional match for students is done intentionally for students needing additional support to meet the standard **and** for students that are performing above the standard who demonstrate a need for extensions in their learning progression. Students receiving Tier 3 instruction will make aggressive growth consistently as measured by the FASTBridge reading assessments.

### MTSS Criteria from MnMTSS Framework

Tier 3 (intensive) includes culturally and linguistically sustaining individualized interventions provided to a few students and includes students with and without an Individualized Education Plan (IEP).

#### Tier 3 interventions intensify and individualize across the following domains:

- Increased number of opportunities to respond
- Increased frequency and explicitness of feedback
- Increased focus on discrete skill instruction within the targeted skill
- Increased attention transfer of skills taught to the contexts in which they are used
- Increased clarity and explicitness of language paired with examples and non-examples

- Increased pre-correction and prompting
- Enhanced and targeted specific positive reinforcement

**Evidence-Based Tier 3 Instructional Materials Are Provided to Students Who Need Intensive Support Criteria:**

- Evidence-based academic and behavior interventions are designed to match individual student needs to the most precise and interventions are based on data-based decision making.
- Creation or selection of Tier 3 academic interventions reflect cultural and linguistic factors.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

**Evidence-Based Tier 3 Instructional Practices Intensify and Individualized Supports for Students Who Require Customized Programming Criteria:**

- Evidence exists that all targeted instructional interventions are evidence-based for the content areas and grade levels in which they are used and include mental health services provided in the school by either internal providers or external providers (co-located or school-linked services).
- Instructional goals are co-created with students and are progress monitored at least weekly and changes to instructional factors are made according to the data.
- Instructional factors considered for intervention selection or design and for adjustment based on individual student response and includes intensity and group size.
- Instruction is individualized based on goal setting and provided by highly qualified instructional staff.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Caregivers and families are fully engaged in the decision-making and goal setting process and communication of progress monitoring provides a two-way feedback loop.

**Tier 3 Interventions are Aligned to Student Specific Needs and To Making Students Successful with Grade Level Standards Criteria:**

- Decisions regarding student engagement in both core instruction and intensive intervention are made on a case-by-case basis and according to student need.
- Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core standards.

**Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity Criteria:**

- Procedures are in place to systematically monitor the implementation fidelity of Tier 3 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

## Multilingual Learners

Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 44% of Edina students are in Level 3, 20% in Level 4, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. In alignment with the Edina Vision and Mission a dedicated team of staff have been engaging in program improvements during the 2022-23 school year.

At the secondary level, Teachers of science, history, mathematics, writing, or other content areas may find it challenging to build the English language and literacy skills of English learners in their classrooms while also teaching content-area material. However, students with varying levels of English proficiency, including students currently or formerly classified as English learners and students whose first language is English, can benefit when teachers provide explicit instruction and other learning opportunities to use and practice the English language.

Learning Priorities:

1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
2. Integrate oral and written English language instruction into content-area teaching.
3. Provide regular, structured opportunities to develop written language skills.
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

### Enrichment for All:

Edina Public Schools demonstrates its commitment to excellence and equity by offering 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.

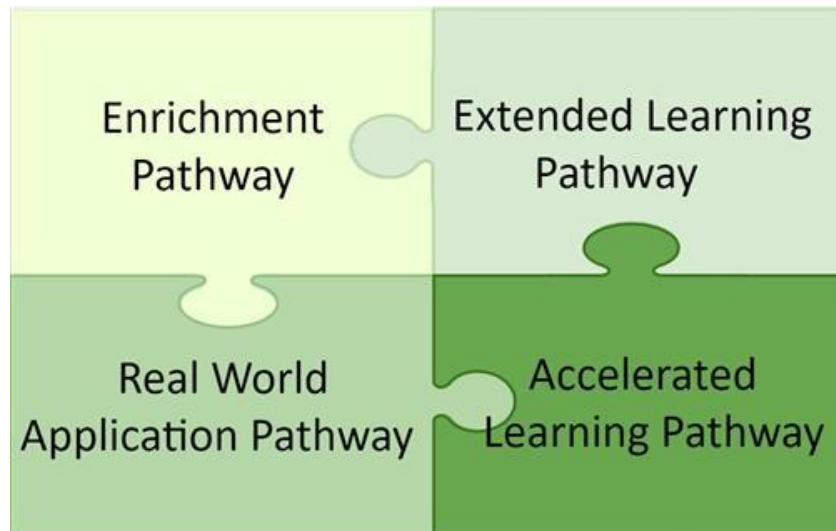
Through enrichment, extended learning, acceleration, and real-world pathways, students are engaged in appropriately challenging ways that stretch and grow their abilities, imagination, and academic achievement. The Edina vision is that every student will discover their possibilities and thrive.

The opportunities are designed to be:

- **Integrated** - a part of the core curriculum and culture of the school;

- **Flexible** - based on individual needs and may follow a specific program or sequence but does not need to;
- **Personalized** - responds to the learning needs of each and every student;
- **Collaborative** - involves teachers, families, and students in developing talent;

There are 4 main pathways for enrichment, 3 of which are embedded in the Comprehensive Literacy Plan for 6-12.



- **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:**
  - **Extension** - some students choose to engage in grade level content at a deeper level with differentiated choices within the the classroom
  - **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.

#### Definition of each Pathway:

**Enrichment Pathway:** Provides enriching opportunities for all learners to **discover** their unique interests and strengths. Offers inquiry-based experiences, and critical and creative thinking. It allows student talents to emerge. Examples include exploratory opportunities, design thinking, genius hour, passion projects.

**Extended Pathway:** Provides extended opportunities for learners to **engage in the content and course objectives at a deeper and more comprehensive level than the standards require.** Offers in-depth processing



with detailed synthesis of more complex information. Examples include content based differentiated opportunities for research, additional text analysis, and written synthesis of multiple content sources.

***Real-World Application Pathway:*** Provides real-world opportunities for students to apply their strengths and interests in specific talent areas. **Offers increased complexity of tasks through high intellectual performance and production.** Examples in ELA include research, mentorship, and internship.

***Accelerated Learning Pathway:*** Provides challenging and engaging opportunities for learners to advance their strengths and interests in specific talent areas. **Offers accelerated pacing of standards and above-level content.** Examples include: CIS and Advanced Placement courses:

- United States Literature and Language
- World Literature and Language

### ***Research Supported Strategies\* to Close the Excellence Gap:***

- ***Universal Screening/Structured Observation Protocols:*** Activities designed to elicit behaviors indicative of talent in groups that might not otherwise have the opportunity to manifest those talents to observers
- ***Enrichment:*** Learning experiences and opportunities for all students to develop their talents and think critically and creatively (Bloom’s Taxonomy higher-level thinking skills: analyze, synthesize, evaluate, create)
- ***Front-Load:*** Exposure to advanced curriculum and strategies to develop background knowledge in key content and to offset decreased educational opportunities
- ***Scaffold:*** Devote additional time and resources to secure learner success in advanced work
- ***Portfolio Approach to Identification:*** Multiple artifacts that provide an array of evidence and other relevant materials to determine students who might benefit from additional challenges, i.e. observation protocols, standardized test data, teacher feedback, anecdotal records, extended learning work samples.

## **KEYS FOR SUCCESS**



“The biggest single barrier to secondary MTSS implementation is a confused or unclear purpose,” according to Jimerson, Burns, and VanDerHeyden (2016, p. 564). Processes for clear communication that is focused on the **shared understanding** of goals and commitments amongst all stakeholders is critical.



Consistent, focused collaboration between classroom teachers and support staff is needed to ensure students are receiving aligned instructional matches from all team members. Data must be used consistently as evidence of progress.



Intentional alignment for summer programming and/or intervention/enrichment opportunities is critical to the structure of the MTSS system.



Logistics are key:

- Make time for intervention
- Create an MTSS team structure
- Staff intervention groups
- Find space for intervention groups to meet

### Goal 3: Purposeful Assessment and Data Systems

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).

FASTBRidge Assessment System will be used for universal screening, progress monitoring, and screening to intervention plans.

Literacy educators will also co-create common formative and common summative assessments using the MN State ELA Standards as the benchmark for the common assessments.





Assessment type	What	Why	How
<b>Universal Screening</b>	A universal screening assessment is a brief, valid and reliable assessment that is	Just as a doctor takes a patient’s temperature and blood pressure at every appointment, educators use screening assessments to	A 30 minute computerized adaptive assessment will be used to screen all 6th-9th graders in ELA courses.

	delivered to all students. The assessment is standardized and nationally normed.	screen for risk.	*10th-12th graders may take the assessment as determined by the team.
<b>Diagnostic</b>	Diagnostic assessments are deeper and more precise intended to help teachers identify more specifically what students know and can do.	These kinds of assessments may help teachers determine what students understand in order to build on the students' strengths and address their <b>specific needs</b> .	The diagnostic assessments vary by student need. A few are embedded into the FASTBridge Screening to Intervention report. Teachers will administer as determined by the team.
<b>Progress Monitoring</b>	Progress monitoring is a short form of assessment to evaluate student learning as it relates to reading intervention. Only students receiving reading intervention will be progress monitored.	This assessment answers the question: "Is what we're doing working for the student?"  They provide useful feedback about performance to both students and teachers.	<b>Progress monitoring probes are</b> administered on a regular basis (e.g., weekly, every two weeks).
<b>District-wide common assessments</b> <b>1. Common Formative Assessment</b> <b>2. Common Summative Assessments</b>	Common formative assessments (CFAs) and Common Summative Assessments (CSAs) are co-created by the ELA design team. They are based on the MN State ELA Standards.	The CFAs and CSAs are used to evaluate student progress and performance around the MN State ELA Standards.	1-2x per ELA Unit, teachers will administer a CFA and use results to differentiate instruction.  At the end of an ELA Unit, teachers will administer the CSA to assess end-of-unit proficiency.
<b>Classroom assessments</b>	Classroom assessments are connected to daily/weekly content. These assessments might be teacher-created.	Classroom assessments are informal ways for teachers to assess readiness for learning and/or progress during learning.	The use varies by teacher and team.

## 2022-2023 MTSS Assessment: Monthly Milestones



Month	September	October	November	December	January	February	March	April	May
Assessment	Benchmark PLC Review and Plan	Instruct and Progress Monitor	PLC Progress Monitoring Review	Instruct and Progress Monitor	Benchmark	Instruct and Progress Monitor	PLC Progress Monitoring Review	Instruct and Progress Monitor	Benchmark
Who?	All students	Some students	Some students	Some students	All students	Some students	Some students	Some students	All students

 Month and MTSS Assessment	 PLC questions we can answer from the MTSS assessments:	 Recommended Reports:	 <b>Action Steps</b> Key action steps to take this month:
<b>September</b> BENCHMARK TESTING	<ul style="list-style-type: none"> <li>What students are at risk?</li> <li>How might I address the needs of the students at risk?</li> <li>What students have similar needs so I can efficiently respond in small groups?</li> </ul>	Screening to Intervention Report	<ul style="list-style-type: none"> <li>Establish clarity amongst stakeholders around CORE commitments (time, instruction and materials)</li> <li>Determine groups for intervention</li> <li>Determine who will teach the groups</li> <li>Gather materials for groups</li> <li>Set up progress monitoring to begin October 1st</li> </ul>
<b>October</b>	<i>Instruction and progress monitoring month</i>		<ul style="list-style-type: none"> <li>Classroom visits with principals</li> <li>Support FAST interventions and progress monitoring</li> </ul>

<b>November:</b> Progress Monitoring PLC Review	FAST data review (protocol): <ul style="list-style-type: none"> <li>Are students making progress?</li> <li>If no, WHY? (check fidelity of intervention, student attendance, etc.)</li> <li>Make changes as determined by team</li> </ul>	Student Progress Monitoring Graphs - Retrieve from the "smiley face report" and click on individual students to get graphs.	<ul style="list-style-type: none"> <li>FIRST Progress Monitoring PLC:               <ul style="list-style-type: none"> <li>Review data</li> <li>Capture celebrations and needs for next 6 weeks</li> <li>Make necessary changes based on data</li> </ul> </li> </ul>
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*\*See Appendix B for full year-at-a-glance*

## Data Literacy:

Collecting and using valid and reliable data to ensure that students are making progress towards said goals is a critical component of the Purposeful Data and Assessment System. Without data literacy, there would be no direct impact on student learning.

“Data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment, etc.) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn (Gummer & Mandinach, 2015, p. 2).”

The Secondary Comprehensive Literacy Plan ensures that data literacy is baked into the system through consistent processes, protocols and teacher development around the use of all types of data. Additionally, the process and protocols work to ensure that the actions of the adults in Edina Public Schools are making positive impacts on Each and Every Edina student.

## KEYS FOR SUCCESS



Educators will have consistent and timely access to data, as well as time to reflect on these data and engage in collaborative data conversations, supported by common data decision-making processes and protocols to guide instructional decision making.



Targeted secondary support will be provided to support the complex process of using assessments to drive research-based, responsive literacy instruction that produces results for all students.

## Goal 4: Professional Excellence

*The research consensus is clear about the instruction that leads to proficient literacy for students of all ages. High-quality literacy instruction aligned with scientific evidence provides non-proficient readers (i.e., those not reading on grade level) the instruction they need to succeed. Explicit and effective reading instruction in the classroom, as well as small-group and one-on-one intervention, can help meet the needs of all students (Biancarosa & Snow, 2006; Cirino et al., 2013; NRP, 2000; Scammacca et al., 2007).*

*Non-proficiency in literacy should not be minimized or ignored. It won't go away on its own, and it won't improve without deliberate effort (Foorman & Torgesen, 2001). - ASPIRE, Structured Literacy Module #1*

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.

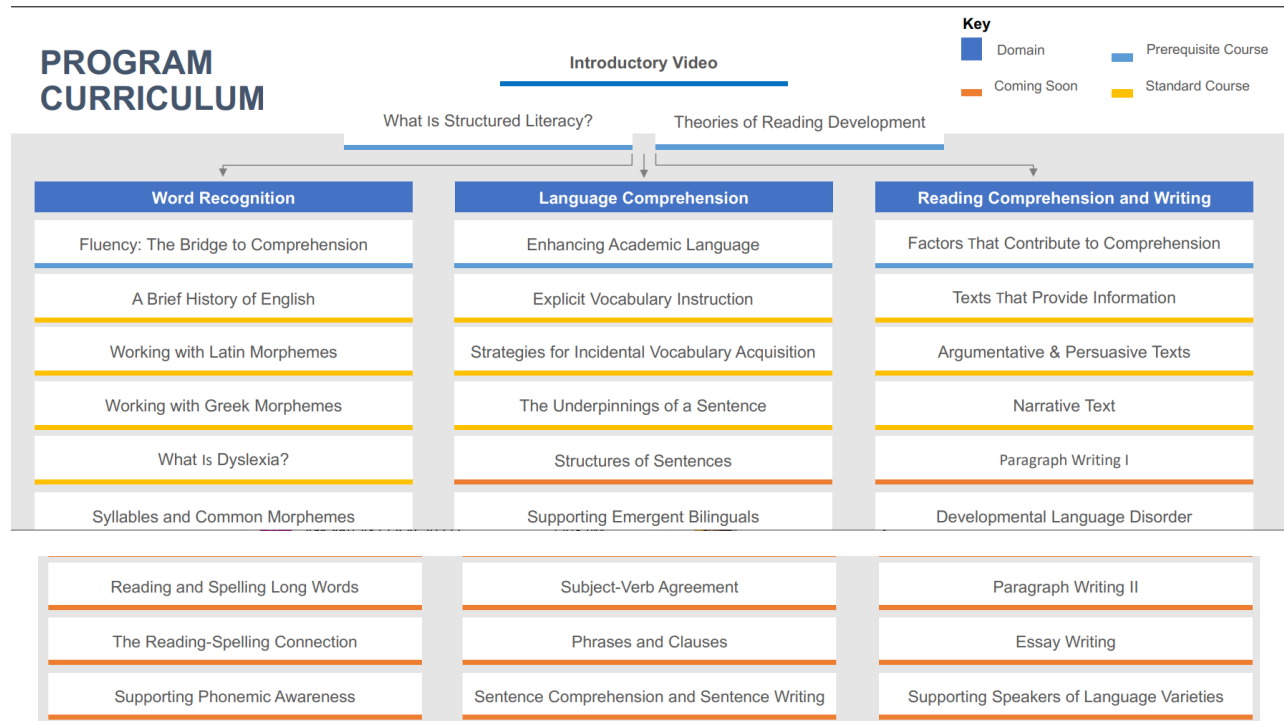
The Science of Reading will be embedded into the professional development for secondary staff. This thread of consistency from PreK-12th grade will be an intentional connection for alignment and cohesion in the Edina literacy programming.

Resources (*Examples*):

- ASPIRE (Extended LETRS for grades 4-8 is being piloted with 5 staff members:
  - Bethany Van Osdel, Assistant Director of Teaching and Learning
  - Sandra Harley, Literacy Coach and LETRS Coordinator (K-5)
  - Sarah Burgess, EHS ELA teacher
  - Patricia Pettis, Dean at Southview Middle School
  - Jamie Hawkinson, Dean at Creek Valley Elementary and former 4th grade teacher.

A formal review will be conducted through this team and a decision to adopt this as our PD for grades 4-9 will be made by May of 2023.

Overview of the modules in ASPIRE:



Examples of addition Professional Development tailored to reading instruction at the secondary level:

- [Session 1: Introduction to the Science of Reading](#)
  - **Integrating Evidence-Based Literacy Strategies Throughout the School Day**
    - recording
    - slides
  - **Advanced Phonics Instruction**
    - recording
    - Slides
  - **Reading Across All Content Areas: Implementing reading science practices from the classroom to the system-level**
    - recording
    - slides
  - [Literacy Live! PLC Workbook](#)
  - The Science of Reading is an equity issue:  
<https://www.unbounded.org/blog/the-science-of-reading-an-equity-issue-part-3>

**The principals from adult learning theory will be prioritized in all PD:**

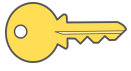
There are 10 simple principles of adult learning for future educators to keep in mind. All of these aspects are important when building curriculum and expectations for adult learners.

*\*See Appendix C for more information on the Adult Learning Principles.*

## KEYS FOR SUCCESS



Teachers, administrators, and leaders must be committed to developing the knowledge, skills, and dispositions necessary to consistently foster opportunities to collaborate with students in meeting and exceeding literacy proficiency and goals.



This learning must be embedded into the structure and routine processes of the district. These processes can include but are not limited to MTSS data review and the Professional Learning Community (PLC) process.

### Goal 5: Collaborative Leadership

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.

In building Collaborative Leadership a focus will be placed on Collective Teacher Efficacy. With an effect size of 1.57, CTE is ranked as the *number one* factor influencing student achievement (Hattie, 2016). Collective Teacher Efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. (Donohoo, 2017).

In the Edina Comprehensive Literacy Plan, an emphasis is placed on creating and sustaining Collective Teacher Efficacy (CTE). There are six enabling conditions and characteristics associated with CTE, documented in the research, which helped in identifying six enabling conditions for collective efficacy to flourish (Donohoo, 2017). While enabling conditions do not *cause* things to happen, they increase the likelihood that things will turn out as expected.

**Advanced Teacher Influence:** Advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.



**Goal Consensus:** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement (Robinson, Hohepa, & Lloyd, 2009)

**Teachers' Knowledge About One Another's Work:** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.

**Cohesive Staff:** Cohesion is defined as the degree to which teachers agree with each other on fundamental educational issues.

**Responsiveness of Leadership:** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.

**Effective Systems of Intervention:** Effective systems of intervention help in ensuring that all students are successful.

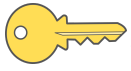
## KEYS FOR SUCCESS



Processes for clear communication that is focused on the shared understanding of goals and commitments amongst all stakeholders is critical.



Focus on the continuous improvement of the collective efficacy of the teachers, staff, school and district leaders is paramount for success.



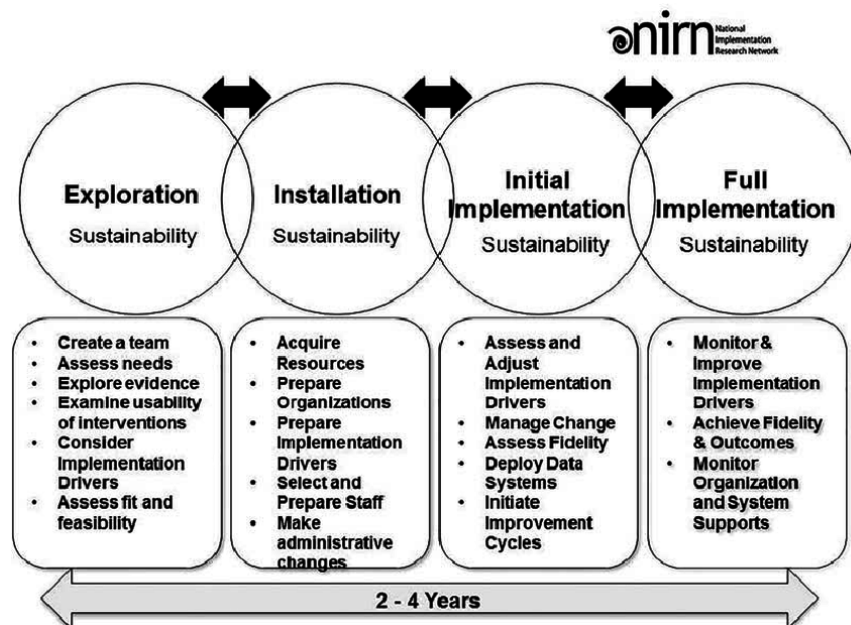
The element of Collaborative Leadership through the lens of CTE will be measured by the Panorama Data collected from staff and students each spring.

## Goal 6: Community Partnerships

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).

## Implementation Plan

The Implementation Plan for 2022 and beyond is articulated as aligned to the 6 goal areas drafted in this plan. The timeline, goals and action steps are subject to change based on factors beyond the control of EPS.



Our Framework for implementation is guided by Implementation Science and follows an interactive process of engaging in learning on current and enduring research and evidence based practices proven to develop and monitor classroom, school, and district literacy culture and effective instruction.

## Leadership Roles and Responsibilities

### Year One: Overarching Goal

Our goal for next year is to cultivate collective ownership and site based leadership, supported by district leadership. We realize that next year is an exploration year, and also a year for creating 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). We believe that an important goal to ensure that we have a strong foundation upon which to build and align these systems and processes relies on site based leadership in partnership with the district.

**The Comprehensive Leadership Teams** will be the nucleus of the ownership, development, implementation, and differentiation of the CLP. This team provides the infrastructure for collective ownership through support, coaching, guidance, data collection, feedback, and communication in the implementation of the goals and professional development of the PreK-12 Comprehensive Literacy Plan. As noted above, the representatives from the Literacy Leadership School Partners will meet with district

leaders as the District Comprehensive Literacy Leadership Team meets three or four times a year for planning, shared learning, and data review. Literacy Leadership School Partners will consist of the shared Literacy Coach, School Leader, and Teacher Leaders. They will meet to connect and discuss successes and challenges in the implementation of the CLP, review data, and plan for combined professional learning opportunities. The Literacy Leadership School Team includes more staff members, such as Learning Specialists, ML Teachers, and Special Education representatives, etc.

**District Leadership:**

- **Director of Teaching & Learning** - provides oversight and support of the Reading and ELA instructional programming, supports the implementation of the PreK-12 Comprehensive Literacy Plan, participates in data collection and analysis of the overall implementation, and partners with leaders to make programmatic changes based on data and feedback from educators and stakeholders.
- **Assistant Director of Teaching and Learning** - provides oversight and guidance of the development and implementation of the PreK-12 Comprehensive Literacy Plan, with the Comprehensive Literacy Leadership Team by designing and supporting professional development, data collection, analysis, feedback, and communication of the process. In addition, administers and supports the Literacy Coaching Model.

**School Leadership:**

- **School Literacy Leader** - is the designated principal and/or dean committed to site leadership of the PreK-12 Comprehensive Literacy Plan and the implementation of the professional development to meet the expected outcomes and goals of the plan. Ensures that professional development is embedded into daily practice, a focus of PLC and grade level team conversations, schedules time for shared knowledge development, collaboration, and reflection on data, lesson development, and student work. Partner with the Assistant Director of Teaching and Learning to collect ongoing data collection, review, and analysis to support the implementation of the PreK-12 Comprehensive Literacy Plan.
- **Teachers and Specialists** - include all school educators who teach and support reading and ELA, reading intervention, or special education related to reading will be required to participate and integrate learning as determined by the Elementary Comprehensive Leadership Team.

**2022-2026 Action Steps**

	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b> <i>*MN State ELA Standards must be implemented.</i>
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<b>Tier 1</b>	Design team in Exploration Phase	Differentiation and Vocabulary focus across all schools and all content areas.	Early implementation of the district-adopted/defined curriculum	Full implementation of the district-adopted/defined curriculum
<b>Tier 2 and 3</b>	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

**Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline**

*Teachers and Leaders will engage in the following professional development to ensure core instruction supports current, valid, and reliable research:*

**Secondary Leadership Decisions:**

- Course structure and philosophy
- Unit/Lesson Design framework (Universal Design for Learning or Understanding by Design?)

**Secondary 6-12 Reading and ELA Teachers:**

- Complete and implement the Curriculum Review Process to support development of a consistent method of Reading and ELA core instruction.
- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022) in conjunction with the curriculum review process.
- Fully ensure **all** staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all.

**Secondary 6-12 District & Building Leadership Teams, Coaches, Content Teachers, Leads and Support:**

- Focus on specific aspects of disciplinary literacy instruction and technology integration in each modality of the Gradual Release of Responsibility.
- Integrate and align ELA and College and Career readiness standards related to nonfiction and informational texts into content area instruction and assessment.

**Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners**

*Teachers and Leaders will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets:*

- Implementation of the aligned intervention structure for ensuring all students have supportive core instruction.
- Implementation of the intervention structure for students in need of Tier Two and Three supports “in addition to” core instruction.

**Goal 3: Purposeful Assessment and Data Systems**

*Teachers and Leaders will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems:*

### **District Leaders, Site Leadership, and PreK-12 Teachers:**

- Implement the district assessment system calendar to ensure aligned data collection and review.
- Lead regular data discussions using collaboratively designed processes ensuring consistency across sites.
- Support the development of standards based common assessments.

### **Teachers and Teacher Teams PreK-12:**

- Collaboratively develop standards-aligned common assessments designed to analyze instructional effectiveness.
- Establish a process for timely review of common assessments, school and classroom based diagnostics assessments, progress monitoring data, student work, observation and conferring data to:
  - make programmatic decisions;
  - make instructional decisions and modifications; and
  - support student understanding and action of reading range and self-selection decisions.

### **Goal 4: Professional Excellence**

*Teachers and Leaders will engage in the following professional development to ensure ALL instruction supports current, valid, and reliable research:*

- Culturally and Linguistically Responsive Teaching that engages all students at the highest levels of literacy learning.
- Instructional practices for Multilingual learners.
- Literacy supportive interventions and strategies in core and content instruction.
- Expanded opportunities for the 2e, twice exceptional students, and alternative pathways for inclusion of ML and marginalized students in Talent Development opportunities.
- Literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving.

### **Goal 5: Collaborative Leadership**

*Teachers and Leaders will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and **ensure successful implementation of the PreK-12 Comprehensive Literacy Plan:***

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning and consistent data collection across the district.
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan.
- Partner with leadership across buildings to discuss the strengths and needs of the ongoing implementation of the PreK-12 Comprehensive Literacy Plan and discuss modifications or enhancements.
- Use data and observation to review and modify time and scheduling to support research guidelines for instructional delivery for Reading and ELA.

- Determine intentional time and scheduling for WIN time for creating instructional matches and supports to meet the literacy needs of all students.
- Continue to honor and support district systems, processes, and protocols to ensure alignment among systems and to guide effective implementation of the PreK-12 Comprehensive Literacy Plan.

**Goal 6: Community Partnerships**

*Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan, provide periodic feedback and build collaboration in reaching its goals;*

- Communicate with stakeholders and community members to foster a shared understanding and support in our efforts to ensure all students meet literacy goals.
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.
- Provide parents and caregiver opportunities to learn about literacy development and ways that reading and writing skills can be supported at home.
- Create connections within the community to strengthen and extend opportunities for real world literacy learning.
- Ensure clear and consistent communication methods for informing parents where their children are as literacy learners and how they can partner in supporting continued growth at all levels.

## Comprehensive Literacy Summary of Work Completed in 2021-2022

The work around the Secondary Comprehensive Literacy Plan began in 2021. While the plan was being drafted, teams began to meet, professional development was implemented and the curriculum review process launched. Progress has been made through the hands of many Edina staff and stakeholders in the Secondary Comprehensive Literacy initiative. The following is a summary of ELA design team efforts from 2021-2022 as aligned to the 6 goals drafted in this plan:

### Secondary CLP Accomplishments From 2021-2023:

The Comprehensive Literacy Plan work began in 2021-2023. With the exception of FASTBridge Universal Screening and site-based implementation of the interventions, the work being done is still in the Exploration Phase of Implementation Science.

Secondary ELA Design Team 2021-2023	
Timeline:	<ul style="list-style-type: none"> <li>● December - grounding and foundations</li> <li>● February - current reality</li> <li>● April - Research</li> <li>● May - Non-negotiables and proposal brainstorm</li> </ul>
Key artifacts:	<ul style="list-style-type: none"> <li>● <a href="#">Research Matrix</a></li> <li>● <a href="#">Stakeholder feedback</a></li> <li>● Stakeholder <a href="#">committee lists</a></li> <li>● <a href="#">Non-negotiables for courses</a></li> </ul>

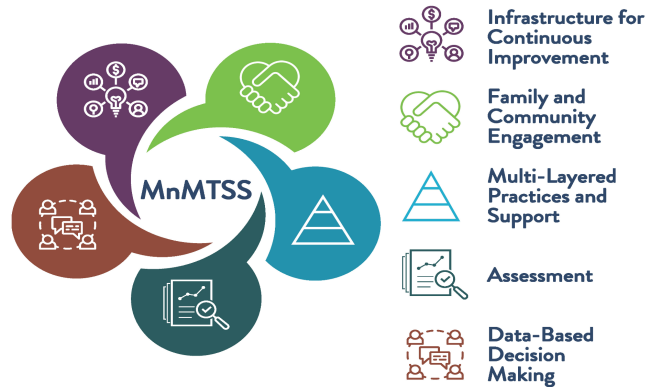
#### **Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline**

*Teachers and Leaders have participated in the following to ensure core instruction supports current, valid, and reliable research:*

- Unpacking the new MN English Language Arts standards (Summer work in Standards 2022)
  - Grades 6-8 2020 MN ELA Standards Unpacked [8th grade example](#)
  - Grades 9-12 2020 MN ELA Standards Unpacked [9th grade example](#)

#### **Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners**

*District and Site Leadership have collaborated in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets through the MnMTSS Framework:*



- implementation of a district-wide universal screener;
- tier 2 and 3 District-Wide Committee to define Edina’s Secondary MTSS commitments (Role Description Here);
- understanding of MTSS as a Decision Making model;
- improved implementation of Data and Problem Solving teams;
- establishing a clear structure for identification of Tier 2 and Tier 3 learning opportunities for students needing additional support and students needing extended learning, talent development pathways, targeted programs, and progress monitoring processes; and
- discussions on course pathways to support all levels of learners at the secondary level.

**Goal 3: Purposeful Assessment and Data Systems**

*District and Site Leadership have collaborated to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems by:*

- implementing the FASTBridge Universal Tier 1 Screening assessments in grades 6 - 9 and as determined by site for grades 10-12;
- developing collaborative processes for discussing and building common understanding of each assessment: the purpose; administration; frequency; and use;
- engaging in the use of data frequently and flexibly to make informed decisions about instruction and student learning; and
- enhancing and aligning the processes of MTSS problem solving teams to review, analyze, and use data to make instructional and programmatic decisions.

**Goal 4: Professional Excellence**

*Teachers and Leaders have engaged in the professional development opportunities to ensure core instruction supports current, valid, and reliable research. These opportunities have included:*

- research supported, effective instruction in general, and specific to literacy, that aligns with the Comprehensive Literacy Instructional Outline;
- cultivating an inclusive literacy culture in every classroom through the use of the Tools of Cultural Proficiency (CPSS); and



- current research on assessment and literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving.

### **Goal 5: Collaborative Leadership**

*District and Site Leadership have collaborated to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and ensure successful implementation of the PreK-12 Comprehensive Literacy Plan. Action have steps included:*

- commitment to collaboration around the action steps, professional development goals, and outcomes of the PreK-12 Comprehensive Literacy Plan;
- leadership in the implementation of the PreK-12 Comprehensive Literacy Plan;
- collecting, analyzing, and responding to ongoing data through observation, survey, grade level and cross grade level conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice; and
- providing time through scheduling to support research guidelines for instructional delivery for ELA.

### **Goal 6: Community Partnerships**

*Edina Leadership and School Board have created communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback through:*

- communication with stakeholders and community members to foster a shared understanding and support to enhance our literacy knowledge and expertise to ensure all students meet literacy goals; and
- creation of opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.

## APPENDIX

Appendix A:	<a href="#">Critical Elements for Secondary ELA Courses</a>
Appendix B:	<a href="#">FASTBRidge Timeline and PLC Guide</a>
Appendix C:	<a href="#">Adult Learning Principles</a>

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