Title: Secondary ELA Course and Resource Recommendations

Type: Discussion

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

Description: The Edina Comprehensive Literacy Plan K-12 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 6-12 Comprehensive Literacy Plan defines the unified commitments for secondary ELA programming in Edina Public Schools. In addition, it outlines the high level view of the structures and processes for decision making and implementation. The secondary ELA course and resource recommendation processes will use the 6-12 CLP as a guide. The processes for secondary ELA course and resource recommendations will also use the guiding change documents and timelines outlined in the following report as critical guides in the process.

The guiding change documents were co-created by a variety of design teams throughout the last three years. The combination of the previously approved K-12 Comprehensive Literacy Plan Guiding Change document and the Secondary Comprehensive Literacy Plan CPSS continuum were synthesized to create the guiding change documents included in this report. The Tier 1 Secondary ELA Design Team will be meeting on Wednesday, May 17th. They will be updated on board input and collaborate on any final edits.

K-12 Comprehensive Literacy Plan Initial Development Team:
- Paul Domer - Concord Elementary, Principal
- Lisa Masica - Cornelia Elementary, Principal

- Jeff Jorgensen - Previous Special Education Director
- Bonnie Houck - Previous Literacy Coordinator
- Laura McLuen - Previous Special Education Coordinator
- Leigh Ann Feily - Continuous Improvement Specialist
- Jessie Lindberg - Highlands Elementary, Learning Specialist
- Lisa Hawthorne - Early Learning Center & Special Education Assistant Director
- Deb Richards - Talent Development District Coordinator
- Jenn Carter - Edina High School, Assistant Principal
- Shaun Pakenham – Highlands, Dean
- Tami Jo Cook – South View, Assistant Principal
- Mark Carlson - Curriculum Coordinator
- Donna Roper - Previous Director of Research & Evaluation
- Melisa (Missy) Zenner - Valley View, Coach

Supportive District Leaders:
- Randy Smasal - Asst. Superintendent
- Jody de St Hubert - Director of T & L

Tier 1 Secondary Comprehensive Literacy Design Team (this list is also included in the 6-12 CLP on page 3):
- 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, AVID Site Coordinator & 11/12 Elective Teacher and Reading & Intervention 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 Secondary Comprehensive Literacy Design Team (this is also listed on page 3 of the 6-12 CLP):
- 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
- Gretchen Lund - Southview, Multilingual Learner teacher
- Emily Larson - Southview, Special Education teacher
- Tricia Pettis - Southview, dean
- Facilitators
  - Bethany Van Osdel, Assistant Director or Teaching and Learning
  - Leigh Ann Feily, MTSS Coordinator

Recommendation: This report is for discussion. There is no recommendation at this time.

Desired outcomes from the board: Review in detail and provide questions and feedback.

Background Materials:
Approved [PreK-5 and Preliminary 6-12 Comprehensive Literacy Plan Approved Spring 2021](#) (Guiding Change on page 28)
Proposed [Secondary Comprehensive Literacy Plan](#) (CPSS continuum on page 13-15)

Attachments:
Secondary Course Recommendations Guiding Change Document
Secondary Resource Recommendations Guiding Change Document
Timeline for Secondary Course and Resource Recommendations

Secondary Course Recommendations

To include input on the following for 6-12:
Standard courses (enrichment for all)
Intervention courses (Tier 2 and/or Tier 3)
Honors/enrichment courses (extended)
AP/CIS courses (accelerated)

Context and Reality	Unacceptable Means	Results
• EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. • Earned Honors is a class that was innovated and introduced as a pilot at EHS in 2018. There has been a review of Earned Honors in 2022-23 and an update to the board on next steps will occur in June 2023. • Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. • The implementation timeline for Minnesota ELA Standards is for full adoption to occur in 2025-26. • The literacy development of all learners is prioritized in Strategic Plan A.4. • ??? & of students are meeting proficiency targets. Will add when we have spring data. • ??? & students are meeting their growth targets. Will add when we have spring data. • There are predictable, yet unacceptable achievement gaps impacting students of certain demographics. • Gaps in necessary foundational skills are present across all populations for some students at all levels in the Edina secondary system. • Leadership has varying levels of experience, knowledge surrounding literacy. • Staff have varying levels of experience & instructional styles. • Technology is expanding as a resource for the delivery and support of literacy. • There are resource challenges including funds and time.	• Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs. • Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. • Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation. • Develop a plan that does not align with district policy, MN State Standards or state statute. • Exceed available funding limits. • Course recommendations are developed without periodic school board updates. • Course recommendations do not reflect best practices. • Created courses negatively impact learning for any student. • Courses are not inclusive of all cultures nor grounded in the Culturally Proficient School Systems Framework. • Recommend course offerings negatively impact staffing in our existing buildings. • Recommended course offerings are designed so that meeting the needs of each and every student is difficult to attain in application.	• All Edina students are College, Career and Civic Ready. • All Edina students experience a dynamic learning community that prepares them to realize their full potential. • Every student meets proficiency and growth targets, at a minimum. • All students have access to foundational literacy and language skills if and as needed through course planning. • All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking across all literacy modalities & content areas. • Edina ELA courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, & communicate. • Each and every student knows where and how to access AND be escorted through an open door to rich & rigorous reading and writing opportunities. • Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student. • Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service (MTSS: as defined in the Secondary CLP pages 16-22). • Learners move from needing high support to participating in the most challenging courses over their academic career.

• There is a lack of alignment across the district in terms of systems, resources, and instruction. • The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. • Vertical and horizontal alignment is improving and can continue to improve.	• Professional development and support resources are not provided during implementation. • Diverse stake-holders are not included in the decision making process. • Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically. • Course recommendations do not align with Policy 603, Curriculum and Program Review and Development.	• Opportunities for support are in place systematically and within individual classrooms and are regularly evaluated for effectiveness. • Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency. • As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students.

Secondary Resource Recommendations

To include input on the following for 6-12:
Standard courses (enrichment for al)
Intervention courses (Tier 2 and/or Tier 3)
Honors/enrichment courses (extended)
AP/CIS courses (accelerated)

Context and Reality	Unacceptable Means	Results
• EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. • Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. • The implementation timeline for Minnesota ELA Standards is for full adoption to occur in 2025-26. • The literacy development of all learners is prioritized in Strategic Plan A.4. • ??? & of students are meeting proficiency targets. Will be added with the completion of spring data. • ??? & students are meeting their growth targets. Will be added with the completion of spring data. • There are predictable and unacceptable achievement gaps impacting students of certain demographics. • Gaps in necessary foundational skills are present across all populations for some students at all levels in the Edina secondary system.	• Resources create additional inequities in services across secondary sites. • Resources do not align with district policy, work agreements, state standards or state statute. • Resource purchases and professional development exceeds available funding limits. • There is no professional development or professional development offered is not aligned with best practices in literacy instructional pedagogy and best practices in adult learning. • Resource recommendations are developed without periodic school board updates. • Resource recommendations are not aligned with best practices. • Resource recommendations are not inclusive of a variety of perspectives or cultures. • Diverse stake-holders are not included in the decision making process.	• Resources are distributed equitably and designed to help students discover their possibilities and thrive. • Resources are accessible to all students, and promote the exchange of ideas, allowing students the support needed for access and intellectual development. • Resources allow all students to view themselves in a way that empowers them AND allows them to see the power in others. • Resources are continuously evaluated. • There is cohesive 6-12 vertical and horizontal alignment of expectations for resource implementation. • There is pre-implementation training and ongoing professional development to support instruction of the standards through use of the resources. • There is vertical & horizontal communication among

- Leadership has varying levels of experience and knowledge surrounding literacy. - Staff have varying levels of experience & instructional styles. - Technology is expanding as a resource for the delivery and support of literacy. - There are resource challenges including funds and time. - There is a lack of alignment across the district in terms of systems, resources, and instruction. - The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. - Vertical and horizontal alignment is improving and should continue to improve.	Resource recommendations do not align with Policy 603, Curriculum and Program Review and Development.	staff and with families. - All teachers successfully implement the non-negotiables and the curriculum. - School Media Centers and Classroom Library texts reflect the current needs of students, as well as culturally and linguistically responsive and relevant texts that interest and motivate students to sustain interest and motivation to read, and enhance Edina students' literacy experience.

Secondary Course and Resource Recommendations Timeline

The following timeline is organized using a MTSS model as a framework (in depth information on MTSS can be found in the Secondary CLP on pages 16-22). 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. MTSS provides access to layered tiers of instruction using culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In Edina MTSS is intentionally designed to meet the unique needs of each and every Edina learner across the entire spectrum of learning differences, from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. This aligns with our Edina vision that each and every student will discover their possibilities and thrive.

Timeline [Page 36 on the Board Copy of the Comprehensive Literacy Plan](#)	2022-2023 EXPLORATION STAGE	2023-2024 INSTALLATION STAGE	2024-2025 EARLY IMPLEMENTATION STAGE	2025-2026 *MN State ELA Standards must be implemented.* FULL IMPLEMENTATION STAGE
Tier 1: **All students receive**	● Design team in Exploration Phase ● Guiding Change completed ● Resource Review begins ● Course review continues No new curriculum maps and/or resources or courses implemented.	● Differentiation and Vocabulary focus across all schools and all content areas. ● Resource Recommendation and Course Recommendations made and finalized Decision made on curriculum maps and/or resources AND courses. Students should be able to register for the NEW courses in 24-25. No new resources or courses implemented.	● Early implementation of the district-adopted/defined curriculum New curriculum maps and/or resources AND new courses implemented.	● Full implementation of the district-adopted/defined curriculum New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.
Tier 2 and 3: **Some students receive** **(based on need as evidenced by data)**	Tier 2 and 3 Design Team in Exploration of reading intervention resources. FASTBridge interventions implemented. Reading intervention	Specified training on the Science of Reading in secondary and in intervention programs and data use. FASTBridge interventions continue. Reading intervention programming for high risk,	Early implementation of the district-adopted/ defined curriculum FASTBridge interventions continue. Reading intervention	Full implementation of the district-adopted/ defined curriculum FASTBridge interventions continue. Reading intervention

	programming for high risk, non-special education students recommended. (Resource for Reading Interventionists and Reading Bridge, only).	non-special education students early implementation. (Resource for Reading Interventionists and Reading Bridge, only).	programming for high risk, non-special education students early implementation. (Resource for Reading Interventionists and Reading Bridge, only).	programming for high risk, non-special education full implementation. (Resource for Reading Interventionists and Reading Bridge, only).

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