Title: PreK- 12 Comprehensive Literacy Plan Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Karrie Duncan, Literacy Coach; Sandra Harley, Literacy Coach; and Sarah Burgess, Edina High School English Language Arts Teacher and Reading Intervention Support

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. Immediately following approval Edina staff set out to begin implementation. This report is an update on the progress of the PreK-12 implementation of the plan to date.

Recommendation: There is no recommendation at this time.

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

 Background Materials:
Comprehensive Literacy Plan - PreK-5
Comprehensive Literacy Plan - 6-12
2023-2024 Teaching and Learning Big Rocks
Slideshow Presentation: Karrie Duncan, Sandra Harley, Bethany Van Osdel and Sarah Burgess

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

Overview:

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

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

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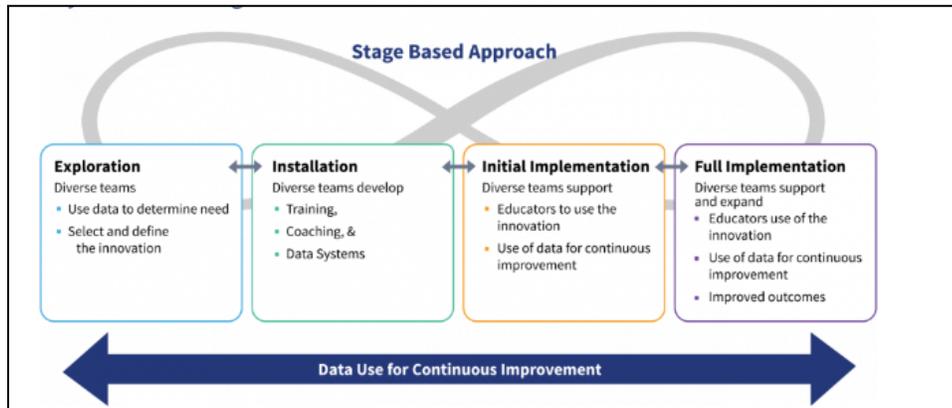
The Comprehensive Literacy Plan is being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal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

	Exploration ● Define current reality ● Unpack standards ● Research best practices ● Select and define the practice/program	Installation ● The program/practice has been identified and defined ● Professional Development and coaching are used to prepare for the implementation ● Resources are purchased ● Data systems are prepared	Initial Implementation ● Educators begin using the program/practice ● Data is collected around both implementation and student outcomes ● Adjustments and alignments	Full Implementation: ● More than 50% of educators are using the program/practice as intended ● Student outcome data is showing improved outcomes
Pre-K	X **2021-2022**	X **2021-2022**	X **2022-2023** ***Creative Curriculum LETRS Learning***	
K-5	X **2021-2022**	X **2022-2023** **2023-2024**	X ***Sound Walls LETRs Learning***	
6-12	X **2021-2022** **2022-2023**	X **2023-2024**		

Data Metrics Goals:

2022-23 Results
- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

94.06% of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	94.06%	5.94%

73.12% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.

	On Grade Level	Not on Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.	73.12%	26.88%

Grades K-5

Focus Area: Literacy Foundations	2022-23 End of Year Results	Goal
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	77.27% of all K-1 students achieved proficiency in the spring 2023	In the spring of 2025, **82%** of K-1 students will have met literacy proficiency as evidenced by performance in the FASTBridge earlyReading universal screener.
	69.40% of all 2nd grade students achieved proficiency in the spring 2023	In the spring of 2025, **77.40%** of 2nd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
	79.13% of all 3rd grade students achieved proficiency in the spring 2023	In the spring of 2025, **84%** of 3rd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
	26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023	In the spring of 2025, **37%** of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. *
	38.75% of all K-3 students achieved typical growth from fall 2022 to spring 2023	In the spring of 2025, **60%** of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * *National Norm for aggressive growth is 25%. *National Norm for typical growth is 60%.
K-1 FASTBridge earlyReading students demonstrating below grade level reading	25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the	In the spring of 2025, **40%** of K-1 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on

performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	spring of 2023	the FASTBridge earlyReading universal screener.* *National Norm for aggressive growth is 25%*
2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **50%** of 2nd-5th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge R-CBM aReading universal screener.* *National Norm for aggressive growth is 25%*

Grades 6-8		
Focus Area: Literacy Foundations	**2022-23 Results**	**Goal**
6th grade students are reading at grade level.	77.41% of all 6th grade students achieved proficiency in the spring 2023	In the spring of 2025, **83%** of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.
	20.63% of all 6-8 students achieved aggressive growth fall 2022 to spring 2023	In the spring of 2025, at least **32%** of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*
	39.08%of all 6-8 students achieved typical growth fall 2022 to spring 2023	In the spring of 2025, at least **55%** of 6-8 students will have typical aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%* *National Norm for typical growth is 60%*

Grades 9-12		
Focus Area: Literacy, Mathematics and Science	**2022-23 Results**	**Goal**

Standards		
Students meet learning targets based on MN state standards.	End of the year ELA course grade: 68.90% of 9-12 students demonstrated proficiency MCA Reading Proficiency: 85.40% of 10th grade students demonstrated proficiency 76.23% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading	In the spring of 2025, **78%** of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade. In the spring of 2025, **88%** of 10th grade students will demonstrate proficiency on the Reading MCA. In the spring of 2025, **82%** of 9th grade students will demonstrate proficiency on the FASTrack reading screener.
	End of the year Science course grade: 71.91% of 9-12 students demonstrated proficiency	In the spring of 2025, **76%** of 9-12 students will demonstrate proficiency in science with a B or higher on the common summative assessment end of year science grade.
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	37.58% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023	In the spring of 2025, **50%** of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%

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

Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outlines All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committed to:	
Pre-K	• Staff completed initial PD sessions for fall 23-24 SY in: phonological awareness, sound wall training, articulation training, preLAS training (new MDE sanctioned language screener for early childhood) and additional training in emergent literacy from birth-5. • Instructional fidelity checklists have been shared with staff, ongoing goal setting and reflection meetings scheduled with every classroom teacher at the ELC and the literacy coach. ○ Fidelity focus for 23-24 SY: GOLD Assessment (fall), teacher/child relationships (winter), and structure (spring)
Elementary	• The Literacy Leadership Team spent over 20 hours researching the Science of Reading, current best practices and elements of effective implementation. The team used this research to align to our current resources and identified Tier 1 Evidence-based instructional strategies. Teaching and learning will support the team to monitor the elements in classrooms this year. • Edina's Tier 1 Commitments are linked here. • Per the MN READ Act, MDE and CAREI will release a list of approved, evidence-based curricula. To adhere to this important timeline, the K-5 team will resume a more rigorous curriculum review after this release in January. This process will follow Implementation Science and will be grounded deeply in data. • Sound Wall, by Mary Dahlgren, is being utilized in all K-2, ML, special education, speech, and learning specialist classrooms once teachers complete Unit 2 of LETRS and engage in a Sound Wall course in Performance Matters. Once a teacher meets all the requirements of the course and uploads their certificate a sound wall is provided for them. The Sound Wall kit includes all visuals for the sound wall, posters, flip cards, and an instructional guide that provides explicit language on articulatory gestures making sounds tangible for students. The sound wall is a "tool" to support students in categorizing and learning all 44 phonemes allowing students to make connections between sounds and letters (phonemes and graphemes) with the goal of automaticity. In addition, sound walls are used to support the writing process, and the mapping of high-frequency words. It is displayed on the wall of our classrooms making it easy to reference at different points throughout the day.
Secondary	• The 6-8 Literacy Lead team underwent a deep review of evidence-based curricula for ELA. The team identified one program that meets the needs of staff and students in EHS middle school ELA classes. The team will continue their review to solidify their recommendation this year. A recommendation will be made in the winter/spring of 2024. • The 9-12 Literacy Lead team also underwent a deep review of evidence-based curricula for 9th-10th grade ELA courses. The team will pilot the program this October and make a recommendation for implementation in 2024-2025. • Course proposals are in draft form for the EHS ELA department. The team is exploring additional offerings and an onramp that is mindful of resource allocation and implementation science alignment. The goal is to have additional innovative offerings for students at EHS following a 3 year phase-in model. By 2026-2027, the goal is to have a variety of new ELA courses to provide options and opportunities for EHS students.

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners:
The heart of the MTSS framework is effective universal core classroom instruction, as illustrated in the visual. The aim of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. This aim allows for an implementation of structures that organize targeted support for students who need more practice in addition to Tier 1. Within this structure the goal is for each and every student to achieve proficiency of standards. Observation, assessment, and review

of student work provides the data to inform teachers of a need for support within the core classroom and/or additional targeted support to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.

Pre-K	- The Early Learning Center is focused on the continued implementation of the new Tier 1 literacy curricula, Creative Curriculum. Staff are in the second year of implementation. - TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. Student progress is captured in checkpoint assessments each fall, winter and spring. - The staff will also engage in continued teaming with Pyramid implementation. (The Teaching Pyramid is the name used to describe the framework developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL).
Elementary	- Tier 1 instructional elements that are aligned to LETRs and ASPIRE have been defined. The literacy coaches are working alongside teachers on a collaboration model that is consistent at all 6 elementary sites. - Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. - Progress monitoring will occur starting in October for all students who are receiving intervention. This will allow teachers to ensure instruction is impacting students as intended.
Secondary	- Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. - The middle schools have coaching structures in place to ensure teachers have the resources and understanding to implement the interventions. - EHS has 2 additional College Reading Readiness sections for 9th grade. The enrollment is informed by the FASTBridge Universal Screener. - EHS 9th Grade ELA teachers are using the data from the universal screener to focus on 2 specific standards: New 2020 Standards: 9.1.8.1 Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography). 9.1.8.2 Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. The focus will be on building academic vocabulary for all 9th grade, Pre AP students.

Goal 3: Purposeful Assessment and Data Systems	
Pre-K	**Teaching Strategies GOLD** is used in the Early Learning Center as part of the purposeful assessment system. This is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. **preLAS Early Learning Language Assessment** will be used in the Early Learning

	Center as part of the purposeful assessment system. This is an ongoing system for assessing English language acquisition for children ages 3-5 and will be given each fall and spring. Families will be notified about assessment and results will be shared. The preLAS will help staff identify and prioritize language needs, document growth in language acquisition and bring additional data to any upcoming evaluation process. ● **PELI (Preschool Early Literacy Indicators)** is used in the Early Learning Center as part of the purposeful assessment system. This is administered each fall, winter and spring to two of our full-day preK classrooms as part of our work with the Early Learning Corps. It is a universal screener used to identify students that are eligible to receive Tier 2 (small group) or Tier 3 (1:1) support through intervention/tutoring.
Elementary And Secondary	● **FASTBRidge** is the district-wide tool used for Universal Screening. ○ Just under 7,000 students have been screened with the FASTBridge Universal Screener this fall. ○ As part of a systematic Multi-Tiered System of Support, Edina Public Schools is committed to ensuring all students are screened 3x per year. This screening process allows educators to identify student and classwide needs. ○ The data is being used at ALL sites to adjust instruction in response to the data. ● Diagnostics are being administered on students who score below benchmark in certain areas of the FASTBridge screener. There are diagnostics that align with FASTBridge interventions and also diagnostics that come from the LETRs learning platform. The diagnostics focus on identifying gaps in phonemic awareness and phonics. ● Progress monitoring data is also being collected and will be used to drive instructional decisions for students. This data will be discussed by teams with the intention of ensuring all students are making progress towards benchmark goals.

Goal 4: Professional Excellence: High quality professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders.	
Pre-K	● *Creative Curriculum Implementation* (year two): The professional development in the Early Learning Center is focused on the implementation of the new curriculum adoption: Creative Curriculum. This includes whole group professional development and 1:1 coaching with Liz Denn, the ELC Literacy Coach. ● *Pyramind:* The Early Learning Center is also maintaining and sustaining the use of the Pyramid model. There is an intentional overlap between Creative Curriculum and Pyramid in our fidelity work with both resources. ● *LETRS cohort 23-24:* This LETRS cohort consists of 8 staff. The cohort will be facilitated by the Early Learning Literacy Coach and all will complete 20 hours of coursework outside of the work day including online training modules and in-person cohort meetings. As of 2023, there are 22 ELC staff members enrolled in LETRs. ● *Heggerty Early Learning:* Ongoing training is offered to support implementation of Heggerty with the 3s and 4s classrooms for the 23-24 SY ● *preLAS:* Staff were trained during workshop week in the preLAS (English language proficiency assessment for early learners). This assessment will be given each fall and spring.
Elementary	● Our first cohort of 22 teachers *completed* all 8 Units of LETRs training!

	● There are currently over 300 staff members enrolled in LETRS. LETRS is a professional learning course that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. *LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. ● ASPIRE is the intermediate extension of the LETRs learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. Edina currently has just over 50 teachers enrolled in the platform. ● 1:1 coaching is also part of the professional excellence in Edina Public Schools. Each literacy coach has 2 buildings to support. The literacy coaches are in classrooms observing instruction, providing feedback, guiding data conversations, modeling instruction and much more. The goal of the literacy coach program is to ensure that the professional development experienced by our staff produces aggressive growth for our students. ● K-2 staff participated in professional learning that aligned LETRS to our current resources.

Secondary	● Intentional coaching support and intervention planning with the secondary reading leads is occurring in 2023-2024. The leads are Sarah Burgess (EHS), Katie Higgins (VV) and Rosie Rink (SVMS). Bethany Van Osdel is meeting with the reading leads in 1:1s 2x per month to support data literacy and implementation in the secondary sites. 1x per month, the middle school coaches will join the elementary coaches in a vertical meeting.
	● FASTBridge implementation and use is a key topic for professional development for Edina secondary schools. Through large group and small group sessions, the teams learn more about the "what, why and how" of the FASTBridge assessment system. This includes setting up progress monitoring and designing structures for administering the interventions.
	● The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways:
	   ○ Engagement - this includes CLRT strategies and AVID strategies
	   ○ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students.
	
	   ○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Goal 5: Collaborative Leadership	

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

Elementary	● The Edina Literacy Leadership Team consists of 2-3 teachers and/or

	administrators from each site. There is representation from the following areas: ○ All grade levels K-5 ○ Special Education ○ ML ○ Media ○ Immersion ● The purpose of the team is to: ○ build collective ownership as we advance the implementation of the PreK-5 Comprehensive Literacy Plan ○ strengthen and support Site Based Leadership with advancing and implementing the PreK-5 Comprehensive Literacy Plan ○ ensure alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). **Essential Duties and Responsibilities:** ● Actively develop knowledge and skill in reading and ELA instruction, and formal and informal literacy assessment; commits to ongoing professional growth ● Partner with school and district literacy leaders, teachers, and teams to support the developing culture of overall effective literacy instruction outside of contracted school hours ● Model a commitment to learn, integrates the literacy culture and current research based instruction practices into their daily practice. ● Align teaching and learning to the goals of the PreK-12 Comprehensive Literacy Plan to be a model and support for peers. ● Collaborate with the School Leadership and the Literacy Coaching team ● Collaborate with colleagues to build trust and collective ownership in the PreK-12 Comprehensive Literacy Plan ● Model effective literacy instruction in classrooms with colleagues ● View data often to make decisions about instruction and student needs
Secondary	● At the secondary level, there is a Curriculum Design Team that consists of 2-3 teachers from each site. A design team is a group of representatives who serve to guide and inform district decisions. ● The duties of the design team will be to: ○ use a proven 6 phase process using Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. ○ draft a plan that outlines recommendations for program updates and instructional/course enhancements as they align to the new standards and current and enduring research.

Goal 6: Community Partnerships

Pre-K	● The MLLT (multilingual leadership team) meets monthly to focus on finding ways to better serve our ML students and families at the ELC ● In October after conferences, the team will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources. ● The ECFE family literacy class will continue for the 23-24 SY. Families will meet with family educators and also have an opportunity to take part in an English acquisition class for adults. ● The ELC Marketing and Outreach Supervisor has several outreach events planned throughout the 23-24 SY. Events include pop-up ECFE storytimes at libraries, tabling at community events, and having ECFE playdates at local apartment buildings 2-3 times each month.
Elementary	● Dyslexia Information Night was co-created by the community and was open to all Edina families. The night was held at Cornelia on March 16, 2022. Several district leaders and coaches presented information on Dyslexia and our response and support for students with markers of Dyslexia in Edina. ● The literacy coaches work regularly and intentionally with families and teachers around the next steps for students that reveal markers of Dyslexia in the classroom. ● This summer, Sandra Harley (Edina literacy coach) collaborated with the Community Ed Program to provide a Summer Tutoring Opportunity for all families in Edina that had children with decoding challenges. Families that did not have the funds to take advantage of this opportunity were supported by Edina Public Schools.
Secondary	● Since 2019, district media specialists have provided reading suggestions for students and families via the Edina Grows Readers website. It is updated monthly.

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

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

Target Areas of Support to Continue to Improve Student Outcome Data:
Grades Kindergarten-2nd:
● Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and LETRS learning.
● Provide instructional matches as identified by the FASTBRidge screener.
Grades 3rd-9th:
● Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and ASPIRE learning.
● Vocabulary and comprehension will be a focus in all grades.
● Fluency will also be a focus in grades 3-8.

FASTBRidge Proficiency (50th percentile or above)

	Fall 2022	Fall 2023	+/-

K - earlyReading Composite	78%	74%	-4%
1 - earlyReading composite	59%	68%	+9%
2 - aReading	64%	72%	+8%
3 - aReading	73%	75%	+2%
4 - aReading	77%	82%	+5%
5 - aReading	69%	78%	+9%
6 - aReading	76%	81%	+5%
7 - aReading	74%	73%	-1%
8 - aReading	62%	76%	+14%
9 - aReading	68%	78%	+10%

FASTBRidge Cohort Data:
*The FASTBridge assessments were only given consistently in grades K-6 in the spring of 2022. Cohort data (same student data) will be more robust now that the assessment is used universally in fall, winter and spring in grades K-9.

BOLD outline indicates an increase across the years.

	2021 Fall	2022 Fall	2023 Fall
K	72%	78%	74%
1	63%	59%	68%
2	67%	63%	72%
3	76%	77%	75%
4	73%	69%	82%
5	73%	76%	78%
6	N/A	76%	81%
7	N/A	74%	73%
8	N/A	62%	76%

9	N/A	68%	78%

Minnesota Comprehensive Assessments

MCA Cohort Data:		
	2022	**2023**
3rd	70.6%	66.9%
4th	71.8%	74.1%
5th	82%	79.6%
6th	77.8%	76.5%
7th	69.4%	70.3%
8th	70.1%	68.2%
9th	MCAs are not administered in 9th Grade	MCAs are not administered in 9th Grade
10th	72.7%	85.5% *increase from 8th grade at 74.2%

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

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

Action
- ❖ Begin ASPIRE training for grades 4-9 teachers.
- ❖ Intentional coaching and intervention support for grades 6-8.
- ❖ Align resources for Tier 1 and Tier 2 and 3.
- ❖ Implement specific class and building wide vocabulary, comprehension *and* fluency strategies.
- ❖ Use collaborative PLC structures to respond to the data and to make instructional shifts as needed PreK-12.
- ❖ Continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in PreK-12.
- ❖ Create a strong communication and alignment plan with sites, families and the community.
- ❖ Celebrate success along the way.

Appendix A:

Introductory Prerequisites (2)

PREREQUISITE

Introductory Prerequisites Course
What Is Structured Literacy?

PREVIEW COURSE   1 Hour

PREREQUISITE

Introductory Prerequisites Course
Theories of Reading Development

PREVIEW COURSE   1 Hour

Word Recognition (9)

VIEW DOMAIN

PREREQUISITE

Word Recognition
Word Recognition Knowledge Check

PREVIEW   30-45 Minutes

PREREQUISITE

Word Recognition Course
Fluency: The Bridge to Comprehension

PREVIEW COURSE   1 Hour

Word Recognition Course
A Brief History of English

PREVIEW COURSE   1 Hour

Word Recognition Course
Working with Latin Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
Working with Greek Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
What Is Dyslexia?

PREVIEW COURSE   1 Hour

Word Recognition Course
Syllables and Common Morphemes

PREVIEW COURSE   1 Hour

Word Recognition Course
Reading and Spelling Long Words

PREVIEW COURSE   1 Hour

Word Recognition Course
The Reading-Spelling Connection

PREVIEW COURSE   1 Hour

Word Recognition Course
Supporting Phonemic Awareness

PREVIEW COURSE   1 Hour

Language Comprehension (9)

VIEW DOMAIN

PREREQUISITE

Language Comprehension
Language Comprehension Knowledge Check

PREVIEW   30-45 Minutes

PREREQUISITE

Language Comprehension Course
Enhancing Academic Language

PREVIEW COURSE   1 Hour

Language Comprehension Course
Explicit Vocabulary Instruction

PREVIEW COURSE   1 Hour

Language Comprehension Course
Strategies for Incidental Vocabulary Acquisition

PREVIEW COURSE   1 Hour

Language Comprehension Course
The Underpinnings of a Sentence

PREVIEW COURSE   1 Hour

Language Comprehension Course
Structures of Sentences

PREVIEW COURSE   1 Hour

Language Comprehension Course
Supporting Emergent Bilinguals

PREVIEW COURSE   1 Hour

Language Comprehension Course
Subject-Verb Agreement

PREVIEW COURSE   1 Hour

Language Comprehension Course
Phrases and Clauses

PREVIEW COURSE   1 Hour

Language Comprehension Course
Sentence Comprehension and Sentence Writing

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing (8)

PREREQUISITE

Reading Comprehension and Writing
Reading Comprehension and Writing Knowledge Check

PREVIEW   30-45 Minutes

PREREQUISITE

Reading Comprehension and Writing Course
Factors That Contribute to Deep Comprehension

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Texts That Provide Information

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Argumentative and Persuasive Text

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Narrative Text

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Developmental Language Disorder

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Paragraph Writing: Expository and Argumentative

PREVIEW COURSE   1 Hour

Reading Comprehension and Writing Course
Essay Writing

PREVIEW COURSE

Sample of an ASPIRE Bridge to Application Resource:

Lexia ASPIRE PROFESSIONAL LEARNING

Bridge to Application: Resources
Fluency: The Bridge to Comprehension

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

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

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

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

(Adapted from Kuhn, 2020)

Appendix B:

Edina Public Schools — DEFINING EXCELLENCE	**2023-2024 Teaching and Learning PD Big Rocks**		
Goal: Establish & implement comprehensive systems, which ensure learning disparities between and amongst student learning groups are eliminated.			
Big Rock:	**Why:**	**What:**	**How:**
Culturally Proficient School Systems (CPSS)	The implementation of CPSS is our commitment to live out our vision for each and every student to discover their possibilities and thrive in Edina Public Schools.	- Initial CPSS Training - Implementation Support	- CPSS Cohorts - CPSS Symposium - Job-Embedded PD
Multi-Tiered Systems of Support (MTSS) MTSS 2023-2024 [Staff "I Can" Statements]	The implementation of MTSS is our commitment to live out our mission. MTSS is a continuous improvement pro-active framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. It integrates data and instruction to maximize all outcomes for students. MTSS enables us to work collectively, identify solutions and support each and every student.	Focus Area: **Structure for Support** - Develop a common understanding of MTSS - Data Discussion Protocols/Teams - Tier 2 and Tier 3 Systems	- Professional Development Days - Targeted Coaching *Elementary Monthly Grade Level Meetings *Optional offering*
		Focus Area: **Data Driven Instruction** - FASTBridge (K-9) - Accessing and using multiple data points to meet the needs of each and every student (K-12)	- PLC Meetings - Targeted Coaching - Professional Development Days *Elementary Monthly Grade Level Meetings *Optional offering*
		Focus Area: **Tier 1 Instructional Responses** - Differentiated Instructional Strategies for all students - Multilingual Students - Literacy LETRS (K-3) - Literacy ASPIRE (4-5) - Curricular Implementations - Mystery Science (K-5) - Biology, Chemistry, Physics (9-12)	- LETRS cohorts - ASPIRE Cohorts - Content Team Planning - Professional Development Days - Targeted Coaching *Elementary Monthly Grade Level Meetings *Optional offering*