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EXECUTIVE SUMMARY

Edina Public Schools Local Literacy Plan details our current efforts to reach our goal that each student in Edina Public Schools is reading well by third grade. It meets the requirements of Minnesota Statute 120B.12 enacted because research consistently supports the fundamental importance of early reading success. Comprehensively it shares the data, processes, curriculum, interventions, instruction, beliefs, and story of how the Edina Public Schools is striving with our community to support each young reader to meet and exceed reading standards. This plan is ongoing and will be updated yearly. As part of our continuous improvement process, we learn with and from students, parents/guardians, educators and our greater community so each Edina Public School student is reading well by third grade.

The mission of Integrated Language Arts in the Edina Public Schools is to "develop literate, life-long learners who read, write, speak, listen, and view effectively by engaging them in rigorous, relevant curricula."

“Reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement… Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy. In a technological society, the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short.”

National Research Council, Preventing Reading Difficulties in Young Children
INTRODUCTION

All students are unique. Each student has special abilities and needs, as well as individual learning styles, paces, preferences, cultural backgrounds and support systems. In Edina Public Schools, we expect, embrace and celebrate these differences. Some children arrive in Kindergarten reading fluently, others come to Kindergarten developing print awareness. The Edina Public Schools community is committed to ensuring that each student reach or exceed grade level standards and benchmarks. These benchmarks are especially critical in reading, as research suggests that students who are not reading at or above grade level by third grade have difficulty catching up later in school.

Emphasizing the importance of this crucial educational milestone, the Minnesota State Legislature has adopted statutes to guide the work of school districts in Minnesota as they work to ensure that all students read well by third grade. The legislature believes that these efforts will help close the achievement gap and ultimately prepare students for the demands of college and the workplace.

Minnesota Statute 120B.12 requires that, beginning with the 2011-12 school year, all school districts:

- assess students’ level of reading proficiency and identify students not yet reading at grade level
- notify and involve parents/guardians of students who are not yet reading at grade level
- intervene and accelerate learning growth for students who are not yet reading at grade level
- ensure that elementary teachers have appropriate training and support to provide comprehensive, scientifically-based and culturally sensitive instruction
- adopt and post a “Local Literacy Plan” to ensure that all students are reading at or above grade level by the end of third grade by June 1 of each year

This document, the “Edina Public Schools Local Literacy Plan,” seeks on one level to satisfy the requirements of Minnesota Statute 120B.12. On a broader level, we seek to share our current efforts to create the optimum environment for student success in Edina Public Schools, with the goal that each and every student in Edina Public Schools is reading well by third grade.

In Edina Public Schools, our commitment to having students reading well at all grades—but especially by the end of third grade—is not new, as is evidenced by our 1999-2000
Literacy Task Force Plan. Each year, we make gains toward this goal, and more students are proficient, but we have not yet reached the goal of all children reading at grade level. As an Edina Press Release regarding MCA testing from September 14, 2011 states:

*Edina’s overall reading proficiency rate was 91.5 percent, increasing from 90.3 percent last year and compared to the state average of 74 percent. Reading proficiency increased at the elementary level by 2 percentage points over last year....Edina Public Schools has started to see results that indicate a narrowing of the achievement gap. Several student groups as defined by federal No Child Left Behind legislation, including Black, Free-Reduced Price Meal, and Limited English Proficient, have shown double-digit gains in reading proficiency over the last four years. These improvements in proficiency have appeared at the same time that overall student performance in reading has remained at or near the top of the state.*

Reaching the goal that all students read well by third grade will require sustained engagement and commitment from a broad team of stakeholders; we all have parts to play in meeting this goal. The Edina Public Schools curriculum is designed to provide a solid base for instructional planning. School board members and administrators can make policy decisions and provide resources and equipment needed to support and maintain an exemplary program that meets the needs of our students. Teachers can use research-based instructional strategies and engage in professional development on scientifically-based reading instruction. Parents/guardians can talk to and read with their children at home, building strong vocabularies. Students can engage in literacy play and study. The wider community can provide support ranging from supporting local bond and levy referenda to volunteering in our schools. With broad support and engagement, we believe that we can best prepare each learner to achieve success in college, career and life.

**STATEMENT OF LITERACY GOALS**

The goal of Integrated Language Arts in the Edina Public Schools in the Edina Public Schools is to "develop literate, life-long learners who read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society effectively by engaging them in rigorous, relevant curricula." Reading is foundational to literacy and is integrated throughout the goal.

In Edina Public Schools, we believe that literacy is the fundamental academic asset and that literacy skills are among the most critical skills our students learn. The ability to read, write, speak, listen, view, visually represent, and think in order to communicate
and contribute to society has a direct bearing on the quality of our students' lives. More than any other ability, the ability to use language and read defines the parameters of a student’s potential to learn as well as his or her ability to demonstrate proficiency in standards across the curriculum.

In Edina Public Schools, we are committed to ensuring that all students are grade-level proficient in reading and we believe that the core curriculum and interventions we have in place are the best way for us to achieve that goal.

Ensuring Reading Proficiency for All Students in Kindergarten Through Grade 3

Our ongoing commitment to excellence in teaching and learning is grounded in:

- Comprehensive, ongoing assessment of each student
- The 2010 Minnesota K-12 Academic Standards in English Language Arts, which use the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as a base
- Classroom curriculum and materials that are research-based for effectiveness and chosen, implemented and revised through a comprehensive Curricular Review Process (2010-12 Language Arts review process)
- Research-based teaching and learning protocols
- Utilizing the Response to Instruction and Intervention (RtI) Framework (RtI is a multi-level framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. The foundation of RtI includes: data collection, instruction, and interventions. RtI is about clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students who are underachieving, and changing interventions when students are not progressing to their expected level. With Response to Instruction and systemic intervention strategies, all students can achieve success.)
- School Improvement Plans that address reading goals at every site and level
- Professional Learning Communities (PLCs) that focus on improving literacy* (PLCs are cohorts of teachers that study student data, work, and teaching strategies to improve student learning.)
  * Not all PLC’s have a literacy or reading focus.

These statements continue to shape our commitment to having all students reading well by third grade. In the 2012-2013 school year, we will continue reading intervention implementation as recommended by the RtI reading committee. Additionally we will
focus on utilizing new assessments identified in the Language Arts Curriculum Review (2010-12) by integrating that student performance information with existing data in planning and problem-solving teams, and effectively using the newly aligned Personal and Continual Learning Plans to guide instruction and communication.

ASSESSING LITERACY PROFICIENCY

Assessments

Edina uses a wide variety of data to make instructional determinations and to assess students’ level of reading proficiency. These assessments give teachers, parents/guardians and students specific information starting the first month of Kindergarten and continuing each year. Assessments are administered in both whole-class and individual settings throughout the year by the students’ classroom teacher(s). They include a variety of standardized tools as well as classroom-based and teacher-designed measures.

Through the 2011-2012 school year, all non-immersion students are assessed using:

- the *Houghton Mifflin Emerging Literacy Survey* - Grades K-2
- *AIMSweb Test of Early Literacy* - Grade K
- *Clay Observation Survey Sentence Dictation* - Grade 1
- Informal Reading Inventories (*DRA2*) Measures comprehension, fluency, vocabulary Grades 1-2, (*QRI4*) Grades 2-5,
- *Measures of Academic Progress* (NWEA MAP) - Grades 1-9
- *Minnesota Comprehensive Assessment* (MCA) Grades 3-8 & 10

Immersion students are assessed using:

- *Groupe Beauchemin (GB+)* measuring beginning reading skills through oral reading and retell. Measures comprehension, fluency, vocabulary - Grades 1-5
- *Normandale French Immersion*

Through the 2012-2013 school year, all non-immersion students are assessed using:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment</th>
<th>Purpose(s) and Use</th>
<th>Area(s) Assessed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td><em>Houghton Mifflin Emerging Literacy Survey</em></td>
<td>Formative Summative</td>
<td>Phonemic Awareness, Letter names, Letter sounds, Sight Words</td>
<td>Begin Fall of K ongoing until mastery</td>
</tr>
<tr>
<td>K</td>
<td>Abecedarian</td>
<td>Formative Summative</td>
<td>Print Awareness</td>
<td>September</td>
</tr>
<tr>
<td>Grade</td>
<td>Assessment</td>
<td>Purpose(s) and Use</td>
<td>Area(s) Assessed</td>
<td>Timeline</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>K</td>
<td><em>Gentry Word Writing</em></td>
<td>Diagnostic</td>
<td>phonics</td>
<td>K fall winter</td>
</tr>
<tr>
<td>K-1</td>
<td>Clay Observation Survey</td>
<td>Diagnostic</td>
<td>phonics</td>
<td>K May</td>
</tr>
<tr>
<td></td>
<td>Sentence Writing</td>
<td>Formative</td>
<td></td>
<td>Gr.1 Sept., Jan. and May</td>
</tr>
<tr>
<td>Gr.1-3</td>
<td><em>Words Their Way</em></td>
<td>Diagnostic</td>
<td>phonics</td>
<td>September, January and May</td>
</tr>
<tr>
<td></td>
<td>Developmental Primary</td>
<td>Formative</td>
<td>spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Elementary Spelling</td>
<td>Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2</td>
<td>Informal Reading</td>
<td>Benchmark</td>
<td>Fluency (Phrasing, Expression, Rate)</td>
<td>K DRA2 January</td>
</tr>
<tr>
<td>Inventories (DRA2, QRI4, and HMELS IRI)</td>
<td>Diagnostic</td>
<td>Comprehension</td>
<td>HMELS IRI May</td>
<td>Gr. 1 Sept., Feb., May</td>
</tr>
<tr>
<td></td>
<td>Formative</td>
<td>Motivation/Engagement</td>
<td></td>
<td>Gr. 2 November then for some students</td>
</tr>
<tr>
<td>K-3</td>
<td><em>Words Their Way</em></td>
<td>Formative</td>
<td>Fluency</td>
<td>November, February, and May</td>
</tr>
<tr>
<td></td>
<td>Sight Words</td>
<td>Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>Reading Motivation and</td>
<td>Formative</td>
<td>Reading Motivation and Engagement</td>
<td>September May</td>
</tr>
<tr>
<td></td>
<td>Engagement Survey and/or Interviews</td>
<td>Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td><em>Abecedarian</em> Oral</td>
<td>Formative</td>
<td>Knowing what words mean, antonyms, synonyms, vocabulary</td>
<td>TBD</td>
</tr>
<tr>
<td>Language (pilot)</td>
<td></td>
<td>Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr.1-3</td>
<td>Oral Fluency</td>
<td>Formative</td>
<td>Fluency (Phrasing, Expression, Rate)</td>
<td>Gr.1 Sept., Nov.Feb., May</td>
</tr>
<tr>
<td>Benchmarks</td>
<td></td>
<td>Summative</td>
<td></td>
<td>Gr. 2 Sept., Feb., May</td>
</tr>
<tr>
<td>Gr.1-3</td>
<td>Oral and Written</td>
<td>Formative</td>
<td>Vocabulary, comprehension, phonics, sight words,</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Response, retell for</td>
<td>Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>both literature and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>informational text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr.k-1</td>
<td><em>AIMS Web</em></td>
<td>Screening</td>
<td>Letter Names and Sounds</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr.2-3</td>
<td><em>Yearly Progress Pro</em></td>
<td>Screening</td>
<td>Cloze passages</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress Monitoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When students are not meeting benchmarks or making personal growth, additional assessments are used to diagnose learning targets, plan instruction, and to learn what a student has mastered. If a student exceeds expectations, this data also supports extending their learning.

Through the 2012-2013 school year, some students will be assessed using:

- **CORE (Consortium On Reading Excellence in Education) Phonics Assessment Diagnostic:** Grades K-3 until mastery
- **CORE Phonemic Awareness Grade 3 diagnostic:** as needed
- **HMH (Houghton Mifflin Harcourt) Decoding Unit Tests 3-6 Winter and Spring:** Kindergarten
- **QRI4** measuring reading through oral reading, retelling and questioning. Measures comprehension, fluency, vocabulary in the fall, winter , and spring

**Screening**

In a process informed by the **RtI (Response to Instruction and Intervention)** framework which includes universal screening, progress monitoring and problem-solving, we screen all kindergarten students with **AIMSweb probes (Letter Names and Letter Sounds, phonemic awareness, and nonsense words (phonetically decodable words)** three times annually. We use the **Measures of Academic Progress (MAP)** for Primary Grades reading assessment to screen all non-immersion first graders both in the fall and spring. Finally, we also use the MAP reading assessment to screen all second and third graders in the fall and spring.

**Classroom Assessment Proficiency**

Classroom teachers individually assess students until mastery is achieved in the Minnesota Academic Standards Foundational Skills Reading Benchmarks. Houghton Mifflin Emerging Literacy Survey and Abecedarian are used to assess phonemic awareness, letter names, letter sounds, concepts of print, word reading, and sentence dictation. Additionally, the teacher uses classroom assessments and observation of class work. Proficiency targets for each area of the assessment are either at 100% of all items or allow for one error, which is appropriate for young students. All students in grades one and two and most in grade three are individually assessed with an informal reading inventory to ascertain grade level word recognition, vocabulary use, oral reading fluency (phrasing for meaning, expression, and rate), and comprehension of both fiction and nonfiction text. Starting in the fall of 2012, in response to our curricular review process, students will be assessed in writing sight words, phonics and developmental spelling, a minimum of three times per year. Teachers actively use
writing to encourage student thinking and interaction with other students about the text as well as to assess student understanding of a specific text or passage. Teachers informally assess student self-perceptions about reading engagement and motivation so that they can personalize instruction to teach enjoyment of reading.

**Defining Proficiency**

In Edina Public Schools, we base our definition of “proficiency” on *Minnesota Language Arts Standards* benchmarks at each grade level. We use multiple data points, including classroom assessment and teacher observation as well as MAP, MCA, AIMSweb, YPP etc. to define proficiency The table below further defines how we define “proficient” in reading for grades one through three:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ASSESSMENT</th>
<th>PROFICIENCY</th>
</tr>
</thead>
</table>
| K     | AIMSweb Letter Names & AIMSweb Letter Sounds | Spring: LNF >= 41  
|       |                                   | Spring: LSF >= 28                                |
| 1     | MAP for Primary Grades Reading    | Spring: MPG >= 173 (~ 40th %ile)                 |
| 2     | MAP Reading                      | Spring: MAP >= 186 (~ 40th %ile)                 |
| 3     | MAP Reading, MCA Reading         | Spring: MAP >= 196 (~ 40th %ile)  
|       |                                   | Spring: MCA = Meets or Exceeds                    |

Edina Public Schools core curriculum and interventions are effective for many students. Results of the 2010-2011 Minnesota Comprehensive Assessments released by the Minnesota Department of Education show that, taken as a whole, Edina Public Schools students continue to lead the state in reading proficiency rates.

**TOP MINNESOTA DISTRICTS IN READING**

<table>
<thead>
<tr>
<th>State Rank</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>20010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edina</td>
<td>Edina</td>
<td>Minnetonka</td>
<td>Edina</td>
</tr>
<tr>
<td>2 *indicates tie</td>
<td>Minnetonka</td>
<td>Minnetonka*</td>
<td>Edina</td>
<td>Minnetonka*</td>
</tr>
<tr>
<td>4</td>
<td>Orono</td>
<td>Westonka</td>
<td>St. Croix Prep</td>
<td>Mahtomedi</td>
</tr>
<tr>
<td>5</td>
<td>Westonka</td>
<td>St. Croix Prep</td>
<td>Mahtomedi</td>
<td>Westonka</td>
</tr>
</tbody>
</table>
The analysis shown in Figure 1 below shows good gains by our students and teachers in moving many low performing students out of the 1st and 2nd quartiles into the 3rd quartile and beyond.

Figure 1.

However, disaggregated data shows that we have room to grow if we are to meet our goal of ensuring that all students are reading at grade level. Figure 2 (page 7) indicates an existing performance gap when examining reading performance by student group. As an aggregate, the White student group and Asian/Pacific Islander student group both perform at or near the overall average. However, all other NCLB-defined student groups have a substantially lower average RIT (Rasch unIT) score than the other groups.
Our interventions are working for most, but not all students. We need to continue improving our ability to use data to ascertain student learning objectives, personalize the intervention, and measure its effectiveness. Continued staff collaboration between classroom teachers, interventionists, and specialists to align instruction and intervention, with parents/guardians as partners, will allow us to continue to increase the number and percentage of students reading well by third grade.

**Intervention**

Results from all of the core assessments outlined above are frequently disaggregated and analyzed at the district, site, program and classroom levels, and are monitored for grade-level performance. This analysis occurs in school and program improvement/curriculum planning, as a part of RtI (Response to Instruction and Intervention) initiative, and in site-based Professional Learning Communities (PLCs). The results of the analysis guide instructional decision-making.

Throughout the school year, this analysis identifies students in need of additional instruction and time to reach grade level proficiency in reading as well as those who require extensions. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to master grade level benchmarks.
Intervention, Instruction and Assessment

Kindergarten
The classroom teacher monitors the weekly progress of kindergarten students using AIMSweb Letter Names and/or Letter Sounds probes. The success of a particular intervention is monitored via student performance on the weekly progress monitoring probes and in relation to fall, winter and/or spring benchmark scores. As student performance improves, teachers scale back the intensity and/or quantity of the intervention, but continue to monitor progress until such time as the next universal screening. Parents/guardians are kept informed of the student’s progress and changes in intervention as it develops throughout the school year by the classroom teacher.

Edina 1st-3rd graders performing at or below the 40th percentile nationally are identified as performing below grade level. As in the case of kindergarten, teachers of first through third graders conduct additional formal and informal diagnostic assessments to determine appropriate interventions. Parents/guardians are contacted by the classroom teacher to notify them of the assessment results and planned interventions for their student. The classroom teacher then monitors the weekly progress of students using AIMSweb Phoneme Segmentation, AIMSweb Nonsense Words or Yearly Progress Pro CBM Oral Fluency probes as appropriate to the grade level and intervention. The success of the intervention is monitored via student performance on the weekly progress monitoring probes and in relation to fall, winter and/or spring benchmark scores. As student performance improves, teachers scale back the intensity and/or quantity of the intervention, but continue to monitor progress until such time as the next universal screening. Parents/guardians are kept informed of the student’s progress and changes in intervention(s) as it develops throughout the school year.

For students who participate in interventions beyond the core curriculum, growth is measured by additional Curriculum Based Measures (CBMs) and diagnostic assessments such as:

- **Yearly Progress Pro** (YPP) Grades 2-9
- **AIMSweb Test of Early Literacy** Grades K-1
- **AIMSweb Reading CBM Grades** 1 (pilot 2012)
- **CORE (Consortium On Reading Excellence in Education)** Phonics - Grades 1-5
PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents/guardians attend. The fall conference is a data conference where assessment results, samples of student work, and teacher and parent/guardian observations are shared. In reality, updates for parents/guardians of students who are not reading at grade level occur much more frequently. Communications also occur shortly after universal screening data indicates below grade level student performance. As described in the previous section, teachers collect additional performance data from formal and informal diagnostic assessments. These assessments, in addition to the RtI problem-solving process, assist teachers in determining an appropriate intervention plan. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. Interpreters are provided for parents/guardians who request them. Partnership with parent/guardian is key in the Edina Public Schools Mission Statement.

Edina uses SchoolView, a parent/guardian access portal to the district’s student information management system. This secure login portal allows parents/guardians to observe and monitor student progress and assessment results.

The Edina Public Schools Literacy website and elementary school websites (Concord, Cornelia, Countryside, Creek Valley, Highlands, Normandale) offer additional resources and tools for parents/guardians, caregivers and/or community members to support literacy practices at home.

Communicating with Parents/Guardians at Conferences

Teachers provide progress updates regarding student reading proficiency at least two times per year, at conferences in the fall and spring, which many parents/guardians attend. Updates for parents/guardians of students who are not reading at grade level occur much more frequently. Communications occur shortly after universal screening data indicates below-grade-level student performance. As described in the previous section, teachers collect additional performance data from formal and informal diagnostic assessments. These assessments, in addition to the RtI problem-solving process, assist teachers in determining an appropriate intervention plan. If a parent/guardian is unable to attend conferences every effort is made for timely communication in person, by phone, or electronic communication. Interpreters are provided for those who request them. Partnership with parents/guardians is key in Edina Public Schools Mission. In January and June, parents/guardians receive a standards-based report.
Personal Learning Plan and Continual Learning Plan

When students are identified as needing additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student’s performance as well as the intervention plan that’s designed to bring the student to grade level achievement. All students scoring below the 40th national percentile rank have a Personal Learning Plan (PLP) guiding school day intervention. It is written by the student’s classroom teacher(s) who identify a goal(s), intervention(s) and the measurement(s) used to determine success. Starting this spring for summer intervention and continuing into the school year, a Continual Learning Plan (CLP) will be incorporated into the PLP. CLP’s, written for each student qualifying for extended day and school year intervention program (i.e., Success Center), are mandated by the Minnesota Legislature. The integration of the PLP and CLP into one unified document, allows for better communication and clearer intent for intervention as well as acting as a record of interventions and progress for both parent/guardian and school staff.

INSTRUCTION, INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Edina’s framework for literacy development is steeped in a Response to Intervention (RtI) philosophy, and provides for a tiered model of instruction and supports for all students. Response to Instruction and Systemic Instruction/Intervention (RtI) is a multi-level framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of RtI include: clearly identifying students’ needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 3. We believe that with strategic instruction and intervention strategies, all students can achieve success. The goal for all students is to make one or more year of growth in reading. All students mean those achieving below, at or above grade level standards.

Core Instruction: Tier One

At the first tier of instruction is the core instructional program for all students. All classroom staff are expected to utilize best-practices instructional methodology and the adopted literacy frameworks and materials with fidelity. All primary students interact with grade-level text to build a foundation of strong reading skills, deep comprehension
strategies and critical thinking about text. Students not yet reading at grade level need supported interaction with grade-level and above-grade-level texts to:

- build foundations of background knowledge,
- experience excellent writing and language models,
- engage in discussions to build oral language and vocabulary,
- enjoy a variety of text genres,
- engage with informational text, and
- participate in critical thinking with teachers and peers.

Teachers teach students in flexible groups and with leveled text that allows students to practice reading skills and strategies. Teachers create temporary groupings using assessment data to ensure that each student grows. Motivating and engaging students in the reading process is also critical to reading success. When students are interested in the topics they are reading about they often learn more and sustain interest. Therefore all students chose and read self-selected text in addition to teacher-selected text. Half-day kindergarten students are engaged in a minimum of one hour of literacy instruction each day while full-day kindergarten students participate two hours a day. Students in first through third grade also have two hours of instruction per day.

**Tier Two Instruction**

The second tier of instruction includes targeted interventions for students not yet making sufficient growth. While benefiting from whole class and flexible grouping instruction, some students need more time and sometimes different materials or instruction to accelerate growth and reach grade level benchmarks. Intervention needs occur in the areas of phonemic awareness, phonics/word study, vocabulary, fluency, and comprehension. The purpose of reading is comprehension, therefore all interventions are designed to support achieving that goal. Motivating and engaging students in the reading process is also critical to reading success.

**Tier Three Instruction**

At the third tier of instruction are targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction (described in tier two above) or who have, in grade 3, substantially exceeded grade level standards. Students receive increased instruction and may use alternative curriculum to meet standards and make a year or more of academic growth. They may be taught by a special education teacher, or in grade three, study literature and reading weekly with a gifted resource teacher. Edina Public Schools provides a comprehensive program for students with disabilities. Individual Educational Plans (IEPs) that specifically identify goals and objectives are created for students who qualify for special education services.
Special Education teachers choose from a base of scientifically researched reading curriculum and collaborate with classroom teachers and other educational staff. Materials are chosen after rigorous review of research influencing the design of the programs or/materials and research of the effectiveness of the materials on achievement when partnered with excellent teaching.

**Interventions are Based on Learner Data**

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students’ achievement in grade level standards and plan instruction to target student learning goals. Achievement benchmarks are set using norms consistent across the district.

**Parents/Guardians are Informed of Student Progress**

One of the strengths of the Edina Public Schools is a culture of parent/guardian-teacher collaboration and communication. Teachers and parents/guardians communicate with each other regularly to support students.

Classroom teachers, in collaboration with parents/guardians and with the support of teaching teams, write Personal Learning Plans (PLP) for each student receiving school day intervention services. Additionally, they incorporate a Continuous Learning Plan (CLP) for students who qualify to attend Success Centers, an extended school day and year program, into the Personal Learning Plan. Teachers identify the student goal(s) from the available data. They also indicate the intervention materials and learning activities that will be used. For students who participate in Success Center, the Success Center teachers provide written updates to classroom teachers, who share them with parents/guardians at conferences.

Parents/guardians are kept informed primarily by the classroom teacher, who also communicates with intervention teaching partners. Parents/guardians are invited to a data conference about their child each November and a progress conference each March. In January and June, parents/guardians receive a standards-based report.

**School Day Services**

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

- an additional instructional flexible group with classroom materials
○ Example: Phonemic Awareness lessons
○ Example: Phonics work with Phonics Readers and making words
○ Example: Fluency work with repeated reading of classroom text
○ Example: Vocabulary with Vocabulary Leveled Readers
○ Example: Comprehension work with strategy application, discussion and writing to read strategies

● direct instruction with a research-based reading intervention program and practice with teacher
  ○ Example: Soar to Success Reading Program (phonics/word analysis, vocabulary, fluency and text comprehension)
  ○ Example: Journey’s Reading and Literacy Tool Kits (phonemic awareness, phonics/word analysis, vocabulary, fluency and text comprehension)

● direct instruction in targeted goals with a teacher and computer-assisted practice that is monitored by a teacher
  ○ Example: Fluency work with Read Naturally
  ○ Example: Phonemic Awareness, or Phonics or Word Analysis with Lexia

Teachers who work with students may include the student’s classroom teacher(s), other teachers on the grade level team, a school Learning Specialist, a school reading intervention teacher, or Minnesota Reading Corps tutor.

Extended School Day and School Year Services

Success Center is a targeted services program providing additional aligned instructional support to students within an extended school day and school year framework. Invited students are those who are not yet meeting grade level reading targets. Students attend reading classes before or after their regular school day, two to four times a week, at no cost to the family. An optional recommended summer session occurs in August, providing eligible students a late summer boost.

Children qualify for Success Center based on formal and informal assessments. The scores earned on the MAP (Measures of Academic Progress) and individual assessments conducted by a child’s classroom teacher indicate that a student is eligible to attend. Parents/guardians of qualifying students receive a letter inviting their child to attend and partner with the teacher to create a Continual Learning Plan (CLP) personalized to the needs of the student. The CLP identifies reading and learning skills goals, instructional materials to be used, and strategies needed for school success.
Student progress in Success Center is primarily gauged by improvement in regular classroom performance; therefore, a child’s classroom teacher provides parents/guardians with information regarding student progress. In addition, Success Center staff provide information to classroom teachers about participating students and can discuss a child’s work in Success Center with parents/guardians.

Success Center Reading, Grades 1 and 2

Students in grades 1 and 2 who participate in Success Center use Reading Intervention for EARLY SUCCESS™, based on research conducted by Dr. Barbara Taylor, University of Minnesota.

This material supports:
● Phonemic Awareness
● Phonics
● Fluency
● Comprehension
● Vocabulary

Students receive additional instruction in small groups with books that support needed instruction. They practice reading texts and writing about what they have read.

* Grade 2 students at Normandale French Immersion will have Success Center for the first time in the 2012-2013 school year. Since they do not yet read in English their intervention will focus on reading vocabulary and benchmark skills.

Success Center Reading Grades *3, 4 and 5

For students in grades 3, 4 and 5, Success Center teachers use Houghton Mifflin Harcourt Journey's Write-In Readers to teach core reading skills.

● Students use Write-In Readers to:
  ○ interact with the text, focusing on comprehension
  ○ receive direct instruction in vocabulary, word identification/phonics, and fluency
  ○ read fiction and nonfiction text that motivate and engage students, so they enjoy the reading experience while improving their ability
  ○ engage in "stop, think, write" exercises that give students the opportunity to express in writing their comprehension, ideas, and thoughts about the text.
  ○ discuss text with others expanding critical thinking and listening skills.

● Students enjoy a wide range of self-selected reading, which aids student achievement.
* At Normandale French Immersion School Success Center, Lexia, Read Naturally and leveled readers are utilized in instruction with third grade students, as this is the first year, they are instructed in English Reading during the school day.

**PROFESSIONAL DEVELOPMENT**

Edina teachers participate regularly in professional development on scientifically-based reading instruction, with the knowledge that supporting professional skill development and understanding positively impacts student achievement. As core materials are adopted, staff engage in training designed to support full implementation. This typically occurs in both large and small group settings. Follow-up support is provided by the Literacy Coordinator, the Elementary Curriculum Coordinator and site personnel such as the principal and Learning Specialist. Teachers new to Edina are mentored by the Literacy Coordinator and the Elementary Curriculum Coordinator.

A district-wide calendar is set to allow for a minimum of 6 days of professional learning each year. Each elementary site embeds professional learning time into a combination of meeting schedules for all staff and grade-level teams. Site Learning Specialists act as a resource to the principal and staff development chairs. They support literacy-focused staff learning at their elementary schools and collaborate with one another, the district Literacy Coordinator, Elementary RtI specialist, and Director of Enrollment and Student Improvement to enhance their learning and leadership.

The school district’s Department of Teaching and Learning team works in concert with site administrators and Staff Development Chairpersons to design and deploy high-quality professional development experiences. This team includes a District Literacy Coordinator, Elementary Curriculum Coordinator, Data Coach, Director of Research & Evaluation, Gifted Services Coordinator and Director of Teaching & Learning.

These adult learning experiences are designed following a review of student learning data, both as part of the district’s annual School Improvement Planning work, which is launched with an annual retreat focused on data review, and based on regular data review by sites and teams throughout the year. Adult learning goals are set based on the needs of students. As an example, when strand data reveals that students lack comprehension skills, this becomes the focus of the professional learning conversations and instruction provided by the district team.

Teaching teams learn to administer and interpret assessments in a classroom-embedded professional development model. The district Literacy Coordinator facilitates collegial work that involves direct, explicit instruction in assessment, modeling, coaching
by the coordinator, peer coaching, group scoring, evaluation of assessments and—when appropriate—recommendations for instruction. Included are screens, benchmark, formative, summative and diagnostic assessments.

A portion of the district website is focused on supporting staff literacy learning with teaching and professional learning resources.

**SCIENTIFICALLY BASED READING INSTRUCTION**

We believe that literacy is the fundamental academic asset. The mission of Integrated Language Arts in the Edina Public Schools is to "develop literate, life-long learners who read, write, speak, listen, and view effectively by engaging them in rigorous, relevant curricula." To achieve this goal, comprehensive, scientifically-based reading instruction is consistently implemented throughout the elementary grades.

Students are engaged in Language Arts instruction a minimum of 120 minutes each day in full day kindergarten, first, second and third grade. The Edina Language Arts Curriculum K-Gr 1, Gr 2, Gr 3, Gr 4 and Gr 5 is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with the Minnesota Language Arts Standards (2010).

In order to implement the 2010 Minnesota Language Arts standards in Edina Public Schools, an Elementary Language Arts Design team was charged with creating a comprehensive, scientifically-based reading instructional program.

Our goals to ensure that each student reads at grade level or beyond include:
- Personalized learning for all students that includes: Power Standards at each grade level; progress measurement and accountability; classroom assessments (formative and summative); cohesive instructional expectations and interventions; implementation and training; communications
- An up-to-date and growing Eclipse online curricular database
- Curriculum maps and pacing guides at each grade level
- All teachers successfully implementing the “non-negotiables” (see below)
- Every K-5 student achieving grade level standards
- Every student making one year of progress or more

Teachers implement the following “non-negotiables” to achieve our goals:
- Use Houghton/Mifflin Reading materials (anthologies, leveled readers, leveled libraries, HM assessments)
- Use other district-selected materials (selected novels, informational science and social studies text, choice materials both in digital and print formats in the classroom, school leveled library, and media center)
- Flexible grouping as one of many research-based effective instructional strategies
- Writer’s workshop
- Classroom assessments
- Technological skills
- Personalized learning within a RtI tiered system of support
- Leveled literature and nonfiction reading materials in grades 3-5
- District approved interventions (see explanations of RtI and interventions in this plan)
- Spelling/Word Study instruction

What we have accomplished so far:
- Reviewed new state standards and aligned current Houghton/Mifflin Reading materials to grade level standards
- Identified which standards needed to be added to our curriculum and chose materials and frameworks to teach them
- Replaced some fiction with informational texts linked to our science and social studies curricula
- Identified budget needs to effectively teach the new reading standards
- Collaborated with district technology specialists to provide professional development on computer-assisted reading interventions.

In summary, Edina Public Schools, the Houghton/Mifflin Reading series, Leveled Libraries, selected novels, and informational texts in Science and Social Studies provide the foundation of teacher and student materials to meet the learner outcomes identified in the curriculum. Digital and print text chosen by students and teachers from the classroom and school media center libraries are a crucial component of our curriculum. The curriculum includes direct instruction in reading skills and strategies both in whole-class and flexible group format. Teachers use a variety of assessments to determine flexible group assignments. The groups are adjusted frequently, based on assessed needs.

**STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS**

We believe that culturally-responsive instruction is essential for all learners, and as a result, have made resources available to all staff to effectively recognize and respond to the needs of all students. Edina has a contract with Pacific Education Group to provide
ongoing equity training. Each building site has an Equity Team that leads the equity work that all staff are engaged in. Edina is a District member of the West Metro Education Program (WMEP). The WMEP Cultural Collaborative allows Edina school staff to participate in courses and workshops. The District has several staff members who are trained National Urban Alliance (NUA) facilitators. These NUA facilitators offer ongoing professional development in NUA strategies to support all learners. Edina has begun training both EL (English Learner) and general education teaching staff in Sheltered Instruction to support our EL learners and all learners with language-based needs.

When an Edina student’s primary language is not English, the student is administered a language proficiency test to determine English Learner (EL) identification. K-5 buildings use the WIDA MODEL and the secondary buildings use the WIDA’s W-APT. As valid and reliable tests, they assess social, instructional, and academic English proficiency in the four domains of reading, writing, speaking, and listening.

Edina ESL teachers use the WIDA English language proficiency tests to determine each student’s English Language Development (ELD) levels for grades PreK-12. The WIDA tests are aligned with the WIDA ELD standards, which were adopted by Minnesota in June 2011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw scores. The table below provides detail on how the WIDA test defines English language proficiency.

WIDA English Language Development (ELD) Levels for grades PreK-12:

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Developing</th>
<th>Expanding</th>
<th>Bridging</th>
<th>Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 - 1.9</td>
<td>2.0 - 2.9</td>
<td>3.0 - 3.9</td>
<td>4.0 - 4.9</td>
<td>5.0 - 5.9</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Technical note on tests used: Currently, the primary sources of English Language Proficiency data for Edina EL students beyond the initial identification data are the MN State English Language Proficiency Tests: The TEAE Reading and Writing tests and the MN SOLOM oral assessment. The last administration of the TEAE and SOLOM tests was in the spring of 2011. Going forward, those tests will be replaced with the WIDA ACCESS test. Edina began using the WIDA ACCESS test data to inform level of primary and English language acquisition in May 2012 for each EL student.
In addition to the English Language acquisition data, Edina uses a wide variety of data to determine each English Learner’s educational needs and design appropriate core instructional program and intervention supports. Classroom assessments, identified earlier in this report, are used with all students including English Language Learner.

All students, including English Learners, are assessed using:

- Classroom Based Assessments; *Houghton Mifflin Emerging Literacy Survey* - Grades K-2
- AIMSweb Test of Early Literacy - Grade K
- Sentence Dictation - Grade 1
- Informal Reading Inventories (*DRA2*) Grades 1-2, (*QRI4*) Grades 2-5
- *Measures of Academic Progress* (NWEA MAP) - Grades 1-9
- *Minnesota Comprehensive Assessment (MCA)* Grades 3-8 & 10

Additionally, the growth of students receiving support services in literacy is monitored using Curriculum Based Measures (CBMs), such as:

- *Yearly Progress Pro (YPP)* Grades 2-9
- AIMSweb Test of Early Literacy Grades K-1
- AIMSweb Reading CBM Grades 1 (pilot 2012)
- *CORE (Consortium On Reading Excellence in Education)* Phonics - Grades 1-5

The allocation of resources and the identification of training needs are determined by a review of student learning data. Disaggregated data on EL learners is reviewed as part of the district’s annual school improvement planning work, during regular data review by sites and teams throughout the year, and in the summer when annual language proficiency (WIDA ACCESS) scores are made available to the district.

Edina EL teachers participate regularly in professional development on language acquisition skill development and on meeting the comprehensive educational needs of English Learners. As resources and materials are identified and adopted, staff engage in training designed to support full implementation. This training occurs in both large groups that are collaborative with general education teachers, and in small groups that are content-specific. School-based EL teachers act as a resource to the Principal and staff development chairs in designing staff learning that advances the English language acquisition skills of EL learners at their elementary schools and therefore preparing them with the vocabulary and background knowledge to read. The school district’s Department of Teaching and Learning team works with site Principals and the Assistant Director of Special Services to design high quality professional development experiences.
Instructional materials specifically designed to meet the needs of EL learners in developing language and reading/literacy skills is a component of the District curriculum review cycle and was part of the RtI Reading Committee’s work. All curricular materials are regularly reviewed and determined to be comprehensive and both research-and standards-based.

**ASSESSMENT METHODS AND DATA**

Edina public school students will meet or exceed grade level state benchmarks and standards in reading, as demonstrated by the following performance indicators:
- Kindergarten students will score at 41 and 28 or better on Spring Letter Names and Sounds Assessment, respectively
- First grade students will score at 173 or better on Spring MAP for Primary Grades Reading
  - Normandale French-Immersion: Spring GB+ (informal reading inventory) students will score at or above Level 4 GB+ at the instructional level
- Second grade students will score at 186 or better on Spring MAP Reading
  - Normandale French-Immersion: Spring GB+ (informal reading inventory) students will score at or above Level 10 GB+ at the instructional level
- Third grade students will score at 350 or better (i.e., Meets or Exceeds Standards) on Spring MCA Reading

Where disaggregated student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

**REFLECTION AND REVIEW**

To create this literacy plan input and feedback was sought from every grade level via Language Arts teacher leaders in each elementary school, lead special education teachers, Targeted Services (i.e., Success Center) lead teachers, ELL teachers, the Language Arts Curriculum Review team, Teaching & Learning teachers on special assignment, school board, early childhood colleagues, and the authoring team. In total, seventy eight people were asked to give input on the document; it was posted in Google Apps with both editing and viewing rights granted. Many of the staff invited are also residents of Edina and parents/guardians of students in the Edina Public Schools. They were asked to respond from the different perspectives they hold.

We will seek community, parent/guardian and staff input about this plan next year both in content and accessibility of the information. This plan is also being posted as a
multimodal document that will share this plan in an accessible digital format. We will hold user sessions to get feedback on the effectiveness of the plan and communication tool. As part of continuous improvement within the Edina Public School the plan will be evaluated and updated always with the goal of all Edina Public School students are reading well by Third Grade.
APPENDIX OF TERMS

All - All includes each and every eligible child from birth through grade 12 graduation that has access to and expectation of getting a free appropriate public education (FAPE).

Comprehensive Community - A group of education stakeholders coming together to outline, guide, and support a local implementation plan that includes all components of the MN Comprehensive Birth to Grade 12 Blueprint for Literacy.

Core – Primary instruction for all students, where standard outcomes are delivered and students demonstrate understanding of a wide range of knowledge and skills necessary for literacy development.

Culturally Responsive - A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

Curriculum – Instructional materials and practices used to deliver content.

Disadvantaged Learner - Children and students at risk of educational failure, such as children who are living in poverty, have limited-English proficiency, who are far below grade level or who are not on track to becoming college and career ready by graduation, who have left school before receiving a high school diploma, are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are migrant, or who have disabilities.

Early Learning Provider - Anyone who engages a child ages birth to five in learning activities including; parents/guardians and family members, early childhood caregivers, preschool teachers, school readiness staff, head start teachers, early childhood interventionists, home visiting providers, mental health practitioners, and any others who impact our youngest learners.

Educator - Trained or licensed professional that delivers academic instruction.

Equitable – Diverse and flexible access for students to achieve learning targets by appropriate means and through respectful processes.
Evidence-based Practice - Evidence-Based Practice (EBP) is the use of practices, interventions, and treatments which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.

Fidelity - Fidelity of implementation is the delivery of content and instructional strategies in the way in which they were designed and intended to be delivered, accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on the individuals who provide the instruction.

Formative Assessment - Is aimed at understanding and improving learning along the progression of students’ studies. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the program.

Highly Qualified - The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.

Language Immersion - Immersion is an approach to second language instruction in which curricular activities are conducted in a second language. This means that the new language is the medium of instruction as well as the object of instruction; students acquire skills to understand and communicate as specified in the district-wide program of instruction. They follow the same curricula, and as possible, use the same materials (translated) as those used in non-immersion schools. Normandale Elementary School is a French Immersion school.

Intervention - Academic or holistic support above and beyond core instruction.

Job-Embedded Professional Development - Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teacher content specific instructional practices with the intent of improving student learning.

Key Stakeholders - Stakeholders are persons or organizations (e.g., customers, sponsors, the performing organization, or the public), who are actively involved in the project or whose interests may be positively or negatively affected by the performance or completion of the project.

Learner - Someone who acquires new skills, knowledge, disposition, or information through goal-oriented instruction.
**Literacy** - The ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.

**Response to Instruction and Intervention (RtI) Framework** - RtI is a multi-level framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. The foundation of RtI includes: data collection, instruction, and interventions. RtI is about clearly identifying students’ needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students who are underachieving or exceeding standards, and changing interventions when students are not progressing to their expected level or exceeding expectations. With Response to Instruction and systemic intervention strategies, all students can achieve success.

**School Readiness** - School Readiness is a public school program available to Minnesota children, age 3 years to kindergarten, who meet certain eligibility requirements. The purpose of a School Readiness program is to prepare children to enter kindergarten.

**Screening** - A brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

**Summative Assessment** - Refers to the assessment of the learning and summarizes the development of learners at a particular time.

**Sources:** Minnesota Blueprint for Literacy, Edina Public School RtI web pages.
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We wish to express our appreciation and gratitude to the following staff who collaborated as reviewer-editors and work tirelessly to ensure that each Edina Public School student reads well by third grade.

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Jennifer Johnson        Normandale French Immersion   Grade 3 & Success Center
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Kathryn Oberle          Highlands Elementary School     Kindergarten
Isabelle Punchard       Teaching and Learning          Elem. Curriculum Coord.
Debra Stortz            Teaching and Learning          Elementary RtI Specialist
SUBJECT: DISTRICT LITERACY PLAN

Be it Resolved, that The School Board accept the Edina School District Literacy Plan as presented.

BACKGROUND INFORMATION

Edina has developed a local literacy plan consistent with the requirements of the 2011 Education Bill, Chapter 2, and the requirements of the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners.

The statute, 120B.12, requires that a district literacy plan be developed, approved and posted for the public by July 1, 2012. This plan has been written and reviewed by the administration and teaching staff, as well as Board Teaching and Learning and Student Achievement Committee members.

The state has also instituted a Literacy Incentive Aid, based on each school’s proficiency measures. The allowance is equal to the percentage of students in each building that meet or exceed proficiency on the third grade reading Minnesota Comprehensive Assessment. Additionally, a Literacy Growth Aid will be calculated using fourth grade pupil proficiency counts.

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Providing quality curriculum, instruction and assessments is the foundation for developing comprehensive systems of support for all learners. Our intent is in the continued development of comprehensive literacy programs and practices that lead to increased student achievement at all levels.