

READ WELL by THIRD GRADE

Edina Public Schools Local Literacy Plan

2021-2022



Edina Public Schools

5701 Normandale Road
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TABLE OF CONTENTS

| | |
|--|--------------|
| EXECUTIVE SUMMARY | P. 3 |
| INTRODUCTION | P. 4 |
| STATEMENT OF LITERACY GOALS | P. 4 |
| ASSESSING LITERACY PROFICIENCY | P. 6 |
| PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT | P. 11 |
| INTERVENTION AND INSTRUCTIONAL SUPPORTS | P. 12 |
| PROFESSIONAL DEVELOPMENT | P. 18 |
| CURRICULUM AND INSTRUCTION SYSTEM | P. 20 |
| STUDENT SUPPORT SYSTEM FOR MULTILINGUAL/ ENGLISH LEARNERS | P. 21 |
| REFLECTION AND REVIEW | P. 24 |
| APPENDIX OF TERMS | P. 24 |
| ACKNOWLEDGEMENTS | P. 26 |

EXECUTIVE SUMMARY

What is the Local Literacy Plan? A Local Literacy Plan outlines the systems in place and supportive goals for student reading proficiency by Grade 3 and beyond. This Plan serves as a guide for the Edina Public Schools in our concerted efforts to provide a solid foundation of developmental reading skills and strategies in order to increase student proficiency in reading during the years of their education.

A comprehensive, effective elementary literacy program is a powerful vehicle that ensures all students become successful, independent readers, writers, communicators, and thinkers. Our mission is to nurture and enhance the literacy development to ensure that every Edina learner meets or exceeds development milestones in literacy achievement. In 2002, Minnesota enacted [Minnesota Statute 120B.12](#), which required all school districts to monitor and support learners in developing the essential foundational reading skills and strategies necessary to read at grade level aligned to the definition of comprehensive, scientifically based reading instruction ([MN Statute 122A.06](#)). In 2011, this legislation was revised and the Reading Well by Third Grade legislation ([MN Statute 120B.12](#)) requiring school districts to develop a Local Literacy Plan and submit it annually to the Minnesota Department of Education (MDE) was enacted. Research reports, such as the [National Reading Panel: Teaching Children to Read](#) (NRP, 2000) and the [National Early Literacy Panel](#) (NELP, 2008) determined the critical importance of ensuring that students' reading development is nurtured and supported from early childhood through the primary grades.

Read Well by Third Grade requires that school districts create a Local Literacy Plan as a guide to ensure that all students are reading well by the end of third grade. This Plan includes clear definition of proficiency expectations, assessments and process of identification of students with characteristics of dyslexia and significant reading difficulties, process for parent notification and involvement, intervention and instructional supports, professional development planning, curriculum aligned to MN ELA Standards, and support for Multilingual learners. This plan is ongoing and is annually updated. 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. This plan reflects the Edina Public Schools mission, and core strategies of Personalized Learning for ALL students, Coherent and Comprehensive Educational Programs and Effective and Valued District Partnerships.

“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 reaches or exceeds 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, research supported 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

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 to 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 English Language Arts Academic Standards](#), which use the [Common Core State Standards for English Language Arts](#) as a base and extend Minnesota standards with additional benchmarks (All standards alignment work will be updated beginning this school year using the [2020 Minnesota K-12 English Language Arts Standards](#))
- Classroom curriculum and materials that are research-based for effectiveness and chosen, implemented and revised through a comprehensive [Policy 603 Curricular Review Process](#)
- Research-based pedagogy, instructional delivery methods, curriculum resources, and teaching and learning protocols
- A Multi-Tiered Systems of Support (MTSS)
 - MTSS 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 MTSS includes: data collection, instruction, and interventions. MTSS 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.
- School Improvement Plans (SIP) 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 PLCs have a literacy or reading focus.

These foundational systems and statements continue to shape our commitment to providing instruction, assessment, support and services to ensure that all students are reading well by third grade. Additionally, we will focus on utilizing assessments identified by the Minnesota Department of Education (MDE) and in the Language Arts Curriculum Review by integrating 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 and range 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) and other trained support personnel. This assessment system includes a variety of standardized tools, as well as classroom-based and teacher-designed measures.

Through the school year, non-immersion students may be assessed using the following tools:

- FastBridge Early Reading Assessment (earlyReading)
- FastBridge Oral Reading Fluency Assessment (CBMReading)
- FastBridge aReading, adaptive reading assessment
- Clay Observation Survey Sentence Dictation - Grade 1
- Informal Reading Inventories: QRI IV or Fountas and Pinnell Benchmark Assessment System which measure comprehension, fluency, vocabulary
- Words Their Way: Spelling Inventories which measure the developmental stages of orthography
- NWEA Measures of Academic Progress (MAP) Reading
- Minnesota Comprehensive Assessment (MCA)

Normandale French Immersion students are assessed using:

- Groupe Beauchemin (GB+) assessments of reading skills through oral reading and retell. Measures comprehension, fluency, vocabulary (grades 1-3)
- Firm Foundations Phonemic Awareness (kindergarten)
- La Forêt de l'Alphabet, affiliated with PALS, measures phonics skills in formative assessments (kindergarten)
- Apprendre à Lire à Deux, the French version of PALS, measures phonics skills in formative assessments (grades 1 & 2)

- Grade 3 English reading skills assessments using Benchmark Assessment System

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

| Grades | Assessment | Purpose(s) and Use | Area(s) Assessed | Timeline |
|---------|---|--------------------------------------|--|---|
| K | <i>FastBridge EarlyReading</i> | Formative Summative | Concepts of Print | September only |
| K-1 | <i>FastBridge EarlyReading</i> | Formative Summative Screening | Letter names, Letter sounds Phonemic Awareness: segmenting, onset, phonics, sight words | Fall, Winter, Spring (subtests vary) |
| K-1 | <i>FastBridge Sight Words</i> | Formative Summative | Fluency | Fall, Winter, Spring |
| K-1 | Clay Observation Survey Sentence Writing | Diagnostic Formative Summative | Phonics and spelling | Flexible: K May Gr.1 Fall, Winter, Spring |
| Gr.1- 5 | <i>Words Their Way Developmental Primary or Elementary Spelling Inventory</i> | Diagnostic Formative Summative | Phonics and spelling | As needed for diagnostic assessment following benchmarking for some students or as needed |
| K-5 | Informal Reading Inventories: (<i>QRI 4 and/or Benchmark Assessment System</i>) | Diagnostic Formative | Accuracy Fluency (Phrasing, Expression, Rate) Comprehension Motivation/Engagement | As needed for diagnostic assessment following benchmarking for some students or as needed |
| Gr.1- 5 | <i>FastBridge CBMreading –Oral Reading Fluency Benchmarks</i> | Formative Summative | Fluency (Phrasing, Expression, Rate) | Grade 1 winter, spring only Grades 2-5 fall, winter and spring |

When students are not meeting grade level benchmarks or making personal growth, additional assessments are used to diagnose learning difficulty patterns, plan instruction, and to learn what a student has mastered. If a student exceeds expectations, this data also supports extending their learning. Through the 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
- Informal Reading Inventories measuring reading through oral reading, retelling and questioning. Measures comprehension, fluency, vocabulary in the fall, winter, and spring

Screening

In a process informed by a multi-tiered system of support (MTSS) framework which includes universal screening, progress monitoring, and problem-solving, we screen all kindergarten students with FastBridge earlyReading (Letter Names and Letter Sounds, phonemic awareness, and nonsense words--phonetically decodable words) three times annually. Beginning in the winter of grade 1, students are screened using FastBridge CBM-Reading three times per year. This assessment measures students' fluency and is used as an indicator of proficiency. Students in grades 2-5 also are screened using the FastBridge CBM-Reading. Finally, we also use the NWEA Measure of Academic Progress (MAP) reading assessment to screen all second through fifth graders in the winter. Students who receive academic support services may be screened additional times using NWEA MAP.

Classroom Assessment Proficiency

Classroom teachers individually assess students until mastery is achieved in the Minnesota Academic Standards Foundational Skills Reading Benchmarks. *FastBridge earlyReading* is used to assess foundational skills such as phonemic awareness, letter names, letter sounds, concepts of print, word reading, and sentence reading. The FastBridge CBM-Reading is used to screen for possible reading issues in decoding, fluency, and comprehension. Additionally, the teacher uses classroom assessments and observation of class work. 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 and accuracy in reading, vocabulary use, oral reading fluency (phrasing for meaning, expression, and rate), and comprehension of both fiction and informational text. Students are also assessed on sight words and for phonics and developmental spelling skills. 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 increase 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 NWEA MAP, MCA, and FastBridge (subtests may vary; a composite score is used) to define proficiency. The table below further defines how “proficient” is defined in reading for grades one through three in the winter and/or spring of the 2017-2018 school year:

| GRADE | ASSESSMENT | PROFICIENCY |
|-------|--|--|
| K | <i>FastBridge</i> Letter Sounds (LS), Word Segmenting (WS), Nonsense Words (NW) and Sight Words (SW) | Spring: LS \geq 41 Spring: WS \geq 30 Spring NW \geq 12 Spring SW \geq 13 |

| | | |
|-----|---|---|
| 1 | <i>FastBridge</i> Word Segmenting (WS), Nonsense Words (NW) and Sight Words (SW) and CBMReading | Spring: WS > = 32 Spring NW > = 22 Spring SW > = 65 Spring CBMReading > = 66 |
| 1-3 | <i>FastBridge CBMReading: Oral Reading Fluency</i> | Spring Grade 1 > = 66 Spring Grade 2 > = 101 Spring Grade 3 > = 125 |
| 2 | <i>NWEA Measure of Academic Progress: Reading</i> | Winter: MAP >= 184 |
| 3 | <i>NWEA Measure of Academic Progress: Reading MN Comprehensive Assessment: Reading</i> | Winter: MAP >= 196 Spring: MCA = Meets or Exceeds |

Edina Public Schools' core curriculum and interventions are effective for many students. 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, literacy coaches, interventionists, ML teachers, 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.

Interventions for Instructional Match

Results from all of the 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 a multi-tiered system of support (MTSS) 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/or time within the classroom to reach grade level proficiency in reading, as well as those who require extensions and additional time and opportunity. Students enter and exit intervention opportunities 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. All students in intervention supportive instructional match opportunities have their progress monitored periodically to ensure the instructional match is the right fit or if adaptation is needed.

At least one staff member in each elementary building has been trained to use the Sonday Systems 1 & 2 intervention materials which is based on the Orton-Gillingham multisensory approach to reading difficulties. The Sonday System of Intervention aligns to our K-2 classroom Sonday Essential instructional resources which supports the development of foundational skills. In most schools, at least one staff member has been trained in HillRAP, an individualized, multisensory, Orton-Gillingham influenced technology based program which also provides support in phonological awareness,

phonics, fluency, vocabulary, and comprehension. We also have a variety of instructional resources designed to address specific developmental areas and components of reading.

Intervention, Instruction and Assessment

Kindergarten

The classroom teacher monitors progress of kindergarten students using *FastBridge Letter Names* and/or *Letter Sounds* probes. The success of a particular intervention is monitored via student performance using progress monitoring probes and in relation to fall, winter and/or spring benchmark scores. As student performance improves, teachers refine the intensity and/or quantity of the intervention, but continue to monitor progress until such time as the next universal screening. The classroom teacher keeps parents/guardians informed of the student's progress and changes in intervention as it develops throughout the school year.

Primary Grades

Edina 1st - 3rd graders performing near the 40% nationally and/or well below the grade level target 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 instructional needs and 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 *FastBridge Progress Monitoring* probes as appropriate to the grade level and intervention. The success of the intervention is monitored via student performance on progress monitoring probes and in relation to fall, winter and/or spring benchmark scores. As student performance improves, teachers refine the quantity, intensity and/or duration 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), diagnostic assessments and/or standardized assessments such as:

- FastBridge Progress Monitoring Probes
- FastBridge Oral Reading Fluency - CBM-Reading Grades 1-3
- CORE Phonics (Consortium On Reading Excellence in Education) Grades 1-3

MTSS Problem Solving Teams and PLCs also review periodic formal assessments to triangulate assessment data conversations.

- NWEA MAP Reading Assessment
- Minnesota Comprehensive Reading Assessment (MCA)

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. These conferences provide opportunities for parents and caregivers to get the big picture of their child's learning.

Students who may be performing below grade level, have gaps in reading, writing, or orthographic development, or are exhibiting characteristics of dyslexia and other reading difficulties are contacted more frequently. Typically, communications occur shortly after universal screening data indicates below grade level student performance. When universal screening data indicate a possible need for intervention or additional support, teachers collect additional performance data from formal and informal diagnostic assessments. Review and analysis of these assessments in grade level teams, child study conversations, and within the MTSS problem-solving process, assist teachers in determining an appropriate intervention plan. At this time, the child's teacher will reach out to arrange a conference to discuss student needs and possible core classroom and intervention opportunities. 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 of critical importance and outlined in the District Mission, Values, Vision and Strategic Plan.

Edina uses Schoology and Infinite Campus so parents /guardians can access the district's student information management system. This secure login portal allows parents and guardians to keep up to date about their child's progress through access to student progress and assessment results.

Communicating with Parents/Guardians at Conferences

At scheduled conferences, teachers provide progress updates regarding student reading proficiency at least two times per year. If parents or caregivers are unable to attend, every effort will be made to share progress and goals to ensure optimal communication. 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 MTSS 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.

Personal Learning Plan and Continual Learning Plan

When students are identified as needing additional instruction and/or 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 instructional match needs and intervention plan that's designed to bring the student to grade level achievement. Edina Public Schools has two learning plan processes to ensure that students in need of additional support and intervention achieve growth and success in a timely and effective way.

- Personal Learning Plan (PLP) - All students scoring near the 40th national percentile rank or identified as performing well below the grade level target have a Personal Learning Plan (PLP) guiding school day intervention. It is written by the student's classroom teacher(s) who identifies a goal(s), intervention(s) and the measurement(s) used to determine success.
- Continual Learning Plan (CLP) - The Continual Learning Plan (CLP), written for students qualifying for Targeted Services (Edina's Success Centers) is incorporated into the PLP. CLPs written for each student qualifying for extended day and school year intervention programs (i.e., Success Center), are mandated by the Minnesota Legislature.

The documents from these learning plans allow for better communication and clearer goals for intervention as well as acting as a record of interventions and progress for both parents/guardians and school staff.

INSTRUCTION and INTERVENTION SUPPORTS

Edina's framework for literacy development is steeped in a multi-tiered system of support philosophy and provides for a tiered model of instruction and instructional match supports for all students. Multi-Tiered Systems of Support (MTSS) is a multilevel 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 MTSS include:

- clearly identifying students' needs using strong assessments;
- designing a tiered system of support that is supported on a foundation of effective core instruction;
- frequently monitoring students that are at risk of not achieving grade level growth;
- progress monitoring all intervention supports to ensure that the most effective instructional match supports student growth; 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. In many schools, support is provided beyond third grade. 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 years of growth in reading. All students mean those achieving below, at or above grade level standards. So, for students who begin the school year below grade level, intensive support is provided to ensure more than a year's growth can be made.

Tier One: Core Instruction

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 use 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 OR reading above grade level need supported interaction with appropriately leveled 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 explicitly and systematically teach learning goals and targets aligned with the Minnesota ELA Standards to provide a model of what it looks like when a reader or writer meets or exceeds a standard benchmark. This explicit instruction and modeling is supported in guided, flexible groups that support practice in the learning target using text within the students reading range. The teacher coaches students in the small group while allowing students to practice the reading skills and strategies taught and modeled. Teachers create flexible groupings using assessment data to identify each student's reading range to group them with students in a similar reading range. Texts are aligned to the optimal instructional level for practicing skills and strategies with teacher support to ensure that each student grows. Students extend their development of the learning target by practicing them on their own during student work application on their own and during independent reading time. During this independent reading, which is up to thirty minutes every day, students self-select texts within their reading range and apply the learning target, or the skills and strategies modeled by the teacher and practiced in small groups, on their own. This gradual release of responsibility shifts the ownership of the learning from the teacher to the individual students. Research supports this process and encourages the daily independent reading of self-selected texts as motivating and engaging students in the reading process which is critical to reading success. When students are interested in the topics they are reading about, and empowered to access texts through supportive scaffolding, they learn more and sustain interest. Therefore, all

students are provided time to choose and read self-selected text in addition to teacher selected text.

Students in need of talent development and accelerated learning have the opportunity to access an alternative pathway for Tier One classroom instruction for reading based on clear criteria and a process for identification. During the 2020-2021 school year, Edina Public Schools initiated an alternative pathway for students with text based barriers to access talent development opportunities. Our alternative pathways will continue to be studied and extended to close the excellence gap.

Tier Two Instruction

The second tier of instruction includes targeted interventions for students in need of making accelerated growth. While benefiting from whole class and flexible grouping instruction, some students need more time and targeted instruction in their specific areas of need. Students also need different materials or instruction to accelerate growth and reach grade level benchmarks. Intervention needs can occur in a variety of areas including, but not limited to:

- Foundational Skill Development - phonemic awareness, phonics, and word study
- Decoding and Development of the Alphabetic Principle - orchestration and development of decoding words with fluidity
- Fluency with Automaticity - the ability to decode rapidly enough while reading to allow the brain time to make meaning and maximize comprehension and vocabulary development
- Comprehension Skills and Strategies - the ability to apply comprehension skills and strategies while reading to activate prior knowledge, make connections, ask and answer questions to deepen understanding, visualize to enhance meaning, and summarize by identifying key ideas and details
- Enhanced Efficacy - struggling to read can erode motivation and engagement in reading. Focusing on ensuring the instructional match for intervention also supports students motivation, interest, and engagement can have an enhanced result

The purpose of reading is comprehension; therefore, all interventions are designed and scaffolded across the Components of Reading and Developmental Stages to support achieving that goal. At least one, or more, staff member in each elementary building has been trained to use Orton-Gillingham multi-sensory approaches, such as Sonday Systems 1 & 2 and HillRAP, to address reading difficulties related to foundational skill development and all K-2 classroom teachers have received training in using Sonday Essentials. Tier Two intervention programs and supports can develop and expand students' specific areas of reading need and difficulty. At least one, or more, staff member in each elementary building has been trained to use the Fountas & Pinnell Leveled Literacy Intervention System, a targeted program to support fluency, vocabulary and

comprehension development. These are a few examples of targeted instruction programs and resources used to support learners.

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.). The goal of tier three instruction is to close the gap between the student's reading ability and grade level goals. Tier three instruction may also occur for those who have substantially exceeded grade level standards. During the 2021-2022 school year, we will be developing a Phased Talent Development program to broaden opportunities for all students in need of extended, and/or accelerated services. Tier three instruction is for a few students. These few students from both the intervention and extension lens receive increased instruction and may use alternative curriculum with the goal of accelerating their learning

Tier Three support may be taught by a trained reading intervention teacher or special education teacher. In the intermediate grades, students in need of acceleration and talent development may study literature and reading weekly with a Talented Development resource teacher. Our future plans for Talent Develop included a Phased process to provide additional criteria for inclusion that will offer more options for reducing the excellence gap and creating alternative assessments that include portfolio examples of student work and formative assessment that can further illuminate student abilities and growth beyond grade level expectations.

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 and intervention teachers choose from a base of scientifically researched reading intervention programs 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. At least one, or more, staff member in each elementary building has been trained to use Orton-Gillingham multi-sensory approaches, such as Sonday Systems 1 & 2 and HillRAP, to address reading difficulties related to foundational skill development and all K-2 classroom teachers have received training in using Sonday Essentials. Tier Two intervention programs and supports can develop and expand students' specific areas of reading need and difficulty.

Interventions 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. Progress monitoring data is reviewed by interventionists to determine if an integrated instructional program or process is adequately supporting students and ensuring systemic growth. If the data do not support success, analysis of the intervention used, the instructional time and application, and student needs are considered and modifications or changes are made.

Parents/Guardians are Informed of Student Progress

Edina Public Schools fosters a culture of parent/guardian-teacher collaboration and communication. Teachers and parents/guardians communicate with each other regularly to support students. Parents/guardians have access to ongoing student progress information via Schoology and Infinite Campus, as well as scheduled conferences throughout the year.

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 fall and a progress conference each spring. 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:

- Additional instructional flexible group with classroom materials with Tier One
 - Example: Phonemic Awareness lessons
 - Example: Phonics lessons
 - Example: Fluency work with repeated reading of classroom text
 - Example: Vocabulary practice
 - Example: Comprehension work with strategy application, discussion and writing to read strategies
- Tier Two and Tier Three direct instruction with a research-based reading intervention program and practice with teacher

- Example: LLI (Leveled Literacy Intervention), or Sonday Systems 1 & 2 (phonics/word analysis, vocabulary, fluency and text comprehension)
- Tier Two and Tier Three direct instruction in targeted goals with a teacher and computer-assisted practice that is monitored by a teacher
 - Example: Phonemic Awareness, or Phonics or Word Analysis with Lexia Core5.

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 Title 1 reading intervention teacher, or a 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, providing eligible students a summer boost to prevent summer learning loss is offered.

Children qualify for Success Center based on formal and informal assessments. The scores earned on the MAP (Measures of Academic Progress), FASTBridge, BAS, and individual assessments conducted by a child's classroom teacher indicate 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 to plan the 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. Success Center staff provide information to classroom teachers about students and can discuss a child's work in the Success Center with parents/guardians.

Success Center Reading, Grades 1 and *2

Students in grades 1 and 2 who participate in Success Center receive balanced instruction in the five pillar areas of reading as identified by the National Reading Panel in 2000.

Instruction Supports:

- Phonemic Awareness (*Heggerty Phonemic Awareness Curriculum*)
- Phonics (*Peer-Assisted Learning Strategies—PALS*)
- Fluency (*Peer-Assisted Learning Strategies—PALS*)
- Comprehension (*Peer-Assisted Learning Strategies—PALS*)
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 since they do not yet read in English and have intervention that focuses on reading vocabulary and French benchmark skills.

Success Center Reading Grades *3, 4 and 5

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

- Students receive instruction that supports:
 - interacting with the text, focusing on comprehension strategies
 - 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* and leveled readers are utilized in instruction with third grade students, as this is the first year they are instructed in English reading.
- Some students learning English also attend Summer Success (summer school) and some students receiving special education services attend an extended day summer program which is decided by their IEP team.

PROFESSIONAL DEVELOPMENT

Edina teachers participate regularly in professional development opportunities including, but not limited to:

- current and enduring research and best practices in effective instructional practices, formative and summative assessment of student learning, and reading development;
- understanding reading, writing, and orthographic development;
- methods of enhancing and supporting pedagogical and professional skill development to positively impact student achievement in literacy;

- current core instructional materials adopted to support full and successful implementation;
- target professional development in systematic and explicit instruction of foundational skills and reading strategies;
- integration of classroom interventions to support students with dyslexia or significant reading challenges;
- Integration of classroom interventions to support multilingual literacy development; and
- culturally and linguistically responsive and relevant instruction.

Professional development typically occurs in both large and small group settings, beginning with shared learning around specific research supported goals. This learning is supported and extended through Professional Learning Community (PLC) and grade level team conversations. Teachers apply new learning in their classroom and share student work samples to reflect on their growth and learning integration. Literacy Coaches support teachers throughout this gradual release and implementation of new learning into their daily practices. Teachers new to Edina are mentored by the Teaching and Learning Department, as well as our Literacy Coaching Team.

EPS has developed a Literacy Coaching Model and is expanding this process to include Site Literacy Teams consisting of one designated administrator, one primary and one intermediate teacher leader, at each school site to ensure high levels of engagement in the PreK-12 Comprehensive Literacy Plan. These site leaders will partner with the Literacy Coaches and district leaders to further ensure each building has the systems and resources needed to support effective implementation of the PreK-12 Comprehensive Literacy Plan while allowing for consideration of the varied factors that impact adult and student learning at each site.

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 meetings and Professional Learning Communities. The school district's Department of Teaching and Learning team works in concert with site administrators and Staff Development Chairpersons to design and implement high quality professional development experiences. 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. In addition, staff participate in publisher sponsored professional development specifically related to curricular materials.

Teaching teams learn to administer and interpret assessments in a classroom embedded professional development model. The Teaching and Learning Department 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.

Learning Specialists at each elementary site 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 in collaboration with the Teaching and Learning Department. Learning Specialists in each elementary building have been trained to use Orton-Gillingham based, multi-sensory approaches to reading difficulties, such as Sonday Systems 1 & 2, HillRAP, and a variety of other resources.

A portion of the district website is focused on supporting staff literacy learning with teaching and professional learning resources and the MTSS resources for staff. Teachers have the opportunity to learn, re-learn, and review a variety of literacy aligned professional development opportunities through this resource.

CURRICULUM AND INSTRUCTION SYSTEM

Students are engaged in Language Arts instruction a minimum of 90 to 120 minutes each day, as supported by research, in full day kindergarten, first, second, and third grade. This instruction is seated in comprehensive, scientifically-based reading instruction and consistently implemented throughout the elementary grades. The Edina Language Arts Curriculum is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with the Minnesota English Language Arts Standards (2010) and will be aligned to the new 2020 Minnesota English Language Arts Standards over the next few years.

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; and communication at the classroom, grad level, site, and district levels
- An up-to-date and growing online curricular database
- Common curriculum maps, pacing guides, and success metrics at each grade level
- All teachers successfully implementing the “non-negotiables” (see below)
- Ongoing assessments to ensure K-3 student achieving grade level standards and growing, at minimum, one year of progress every year

Teachers implement the following “non-negotiables” to achieve our goals:

- Use the Center for the Collaborative Classroom reading and writing materials

- Use of Sonday Essentials, or other similar Orton-Gillingham multisensory based approaches to cultivate foundational skill development
- 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)
- Instructional delivery supported and scaffolded by the Gradual Release of Responsibility
- Explicit instruction and modeling in whole group settings, flexible grouping for guided small group learning, and daily independent reading of self-selected texts across each student's reading range and other research-based effective instructional strategies
- Writer's workshop using *Being a Writer* materials
- Analysis of student work and classroom formative and summative assessments to make programmatic and instructional decisions
- Development of literacy supportive technological skills
- Personalized learning within a multi-tiered system of support
- District approved interventions within Tier One, core instruction and Tier Two and Tier Three interventions (see explanations of MTSS and interventions in this plan)
- Direct, systematic, and explicit foundational skill instruction to support word study, spelling development, and overall decoding skills

In summary, Edina Public Schools, the Center for the Collaborative Classroom materials, 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 library 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, flexible group and individual format. Teachers use a variety of assessments to determine flexible group assignments. The groups are adjusted frequently, based on identified needs.

STUDENT SUPPORT SYSTEM FOR MULTILINGUAL/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. Each building site has an Equity Team that leads the equity work in which all staff are engaged. The District has several staff members who are trained National Urban Alliance (NUA) facilitators and Culturally and Linguistically Responsive Teaching (CLRT); they offer ongoing professional development in these strategies to

support all learners. Edina has several Multilingual Learner (ML) and general education teaching staff and ML coaches trained in Sheltered Instruction to support our ML learners and all learners with language-based needs. An ML Coordinator is supporting the ML community to improve all aspects of ML student achievement.

When an Edina student's primary language is not English, the student is given a language proficiency test to determine Multilingual Learner (ML) identification status. Incoming kindergartners are assessed with the WIDA MODEL and students entering in grades 1-12 are screened with 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 ML teachers use the ACCESS for ML/ELLs 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:

| Entering | Emerging | Developing | Expanding | Bridging | Reaching |
|-----------|-----------|------------|-----------|-----------|----------|
| 1.0 - 1.9 | 2.0 - 2.9 | 3.0 - 3.9 | 4.0 - 4.9 | 5.0 - 5.9 | 6.0 |

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 Multilingual/English Language Learners.

All students, including English Learners, are assessed using:

- Classroom Based Curriculum related assessments
- *FastBridge* - EarlyReading - Grades K-1
- *FastBridge*—CBMReading – Grades 1-5
- Clay Sentence Dictation - Grades K and 1
- Informal Reading Inventories: (*DRA2*) Grades K-2, (*QRI4*) Grades 2-3 or Fountas and Pinnell *Benchmark Assessment System (BAS)*
- *Measures of Academic Progress* (NWEA MAP) - Grades 1-3
- *Minnesota Comprehensive Assessment (MCA)* Grades 3+

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

- *FastBridge* earlyReading and CBMReading Grades K-3
- *CORE (Consortium On Reading Excellence in Education)* Phonics - Grades K-3

The allocation of resources and the identification of training needs are determined by a review of student learning data. Disaggregated data on ML 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 ML 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 ML teachers act as a resource to the Principal and staff development chairs in designing staff learning that advances the English language acquisition skills of ML 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, the Assistant Director of Student Support Services, the District Literacy Supervisor, and ML Coordinator to design high quality professional development experiences. The district's Literacy Coaching Model supports a partnership between ML teachers and Literacy Coaches to review data, support strategic interventions in the Tier One, core classroom, and to ensure that instructional match efforts for interventions in Tier Two and Tier Three supports meet the specific needs of ML students. This team of educators integrate instructional materials specifically designed to meet the needs of ML learners in developing language and reading/literacy skills is a component of the District curriculum review cycle. All curricular materials are regularly reviewed and determined to be comprehensive and both research-and standards-based.

ASSESSMENT METHODS AND DATA

Our goal is to support Edina Public School students in meeting or exceeding grade level state benchmarks and standards in reading, and to provide targeted intervention and consistent instructional matching opportunities to accelerate growth for students who do not meet expectations, by using the following performance indicators:

- Kindergarten students scores will proficient or higher on a composite score (*FastBridge earlyReading*)
- First grade students will be proficient or better in the spring as measured by *FastBridgeCBM*
 - 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 184 or better on winter MAP Reading and achieve proficiency or above on words correct per minute (*FastBridgeCBM*)
- 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 196 or better on winter MAP Reading and achieve proficiency or above on words correct per minute (*FastBridgeCBM*)

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 is employed.

REFLECTION AND REVIEW

Our Prek-12 Comprehensive Literacy Plan is an ongoing initiative, spanning five years. The Plan will be guided by District and Site Literacy Leadership Teams, who will periodically review and update the content of the Local Literacy Plan. District, School Board, and community input and feedback has been, and will continue to be, sought over time. To date, over one hundred people have provided feedback, editing, and suggestions for the origination of the Prek-12 Comprehensive Literacy Plan and this will be expanded. Participant include: School and District Leaders, Specialist, the ML Coordinator, the Talent Development Coordinator, Director of Teaching and Learning, Director of Special Education, the Director of Research and Evaluation, The Dyslexia PArent Alliance, The Special Education Advisory Council (SEAC) and the Comprehensive Literacy Plan Parent/Caregiver Group. Our Prek-12 Comprehensive Literacy Plan system of metrics and data collection and review has created a calendar to monitor and analyze the metrics to make necessary modifications and updates. As part of continuous improvement within the Edina Public Schools, the plan will be evaluated and updated with the goal that all Edina Public School students are reading well by third grade and beyond.

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 (Rtl) Framework - Rtl 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 Rtl includes: data collection, instruction, and interventions. Rtl 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.

ACKNOWLEDGEMENTS

This report has been updated annually beginning in June of 2013 to reflect the cycle of continuous improvement in the Edina Public Schools and our on-going commitment to ensuring all students read well by the end of third grade.

Jody De St. Hubert, Director of Teaching and Learning

Jeff Jorgenson, Director of Student Support Services

Bonnie D. Houck, District Literacy Supervisor

Thank you 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.

Donna Roper, Director of Research and Evaluation

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Uli Rodriguez, ML Coordinator

Debra Richard, Talent Development Coordinator

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School Board Resolution
FOR ACTION INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 21, 2012

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.