Edina Public Schools

DEFINING EXCELLENCE

School Board Special Meeting
Thursday, October 22, 2020; 5:30 PM
Virtual Meeting

I. **Determination of Quorum and Call to Order**

II. **Consent**
   A. Employee Health Insurance Renewal
   B. Panorama Education Contract Amendment

III. **Reports / Discussion**
   A. Learning Models Monitoring
      Description: An October "check in" was conducted with elementary students in grades 4-5 (434 responses), secondary students in grades 6-12 (1557 responses), staff (900 responses) and parents (3124 responses). Stakeholders were asked questions about Safety/Protocols, Teaching and Learning, Social Emotional and Well Being, Operations/Sustainability and Equity.
      Presenter(s): Dr. John Schultz, Superintendent; Dr. Randy Smasal, Assistant Superintendent

   B. Comprehensive Literacy Plan Process
      Description: This report details the process that will be taken in order to complete the Edina PreK-12 Comprehensive Literacy Plan.
      Presenter(s): Jody DeStHubert, Director of Teaching and Learning; Dr. Bonnie Houck, Instructional Supervisor for Literacy

IV. **Leadership Updates**

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 10/22/2020 Special Meeting

TITLE: Employee Insurance Renewal

TYPE: Consent

BACKGROUND: The district sought group medical insurance bids this year after last seeking bids in 2018. It's been the district's practice to seek medical bids every two years in line with the Health Insurance Transparency & Accountability (HITA) Act passed during the 2014 Legislative Session.

The district employees currently have two separate group medical plans. Education Minnesota/Edina (EM/E) has elected to exercise its statutory right to unilaterally participate in the Public Employee Insurance Program (PEIP), separate from the remaining district employees, which have a fully-insured plan with Blue Cross Blue Shield (BCBS).

The bi-annual bid process is designed to accomplish two goals: (1) ensure our non-EM/E medical insurance participants with BCBS are receiving competitive market bids, and (2) determine if potential savings are available for district employees if we were to be unified as one insured group, regardless of carrier.

The bid responses resulted in no plan design changes to the current district plans with BCBS. Bids were received from five vendors. Although a quote was received for non EM/E and EM/E groups combined that could result in significant savings available to all employee groups, it was informational only, as EM/E is committed statutorily to PEIP for a two-year period expiring 12/31/21. PEIP informed the district of a 9.8% increase for the period beginning 1/1/21 and ending 12/31/21. The district insurance committee unanimously recommended renewing with BCBS at a 3% increase for 2021 for district employees who are not under contract with PEIP.

No change is recommended in our dental carrier, Delta Dental. There is no rate increase and a 2-year rate guarantee.

Our vision carrier, EyeMed Vision, is offering no rate increase and a 4-year rate guarantee. Administration is recommending no change in carriers.

RECOMMENDATION: Approve the following employee insurance rates effective January 1, 2021 per the attached rate sheet.

ATTACHMENT:
1. Blue Cross Blue Shield Rates Sheet

Class #	Class Title	2018 BCBS Rate Per Month	2019 BCBS Rate Per Month	2020 BCBS Rate Per Month	2021 BCBS Renewal Rate Per Month
1	HVN $500 DEDUCTIBLE - SINGLE	Not offered	$733.87	$832.45	**$831.79**
2	HVN $500 DEDUCTIBLE - SINGLE PLUS ONE	Not offered	$1,574.48	$1,785.98	**$1,784.57**
3	HVN $500 DEDUCTIBLE - FAMILY	Not offered	$2,068.30	$2,346.14	**$2,344.28**
4	HVN $1,500 DEDUCTIBLE - SINGLE	Not offered	$703.00	$777.68	**$789.73**
5	HVN $1,500 DEDUCTIBLE - SINGLE PLUS ONE	Not offered	$1,508.26	$1,668.48	**$1,694.33**
6	HVN $1,500 DEDUCTIBLE - FAMILY	Not offered	$1,981.31	$2,191.78	**$2,225.74**
7	HVN $4,000 DEDUCTIBLE - SINGLE	Not offered	$540.69	$606.94	**$625.92**
8	HVN $4,000 DEDUCTIBLE - SINGLE PLUS ONE	Not offered	$1,160.03	$1,302.15	**$1,342.88**
9	HVN $4,000 DEDUCTIBLE - FAMILY	Not offered	$1,523.86	$1,710.56	**$1,764.06**
10	$500 DEDUCTIBLE - SINGLE	$754.65	$822.53	$898.46	**$912.96**
11	$500 DEDUCTIBLE - SINGLE PLUS ONE	$1,619.07	$1,764.71	$1,927.60	**$1,958.71**
12	$500 DEDUCTIBLE - FAMILY	$2,126.87	$2,318.19	$2,532.17	**$2,573.04**
13	$1,500 DEDUCTIBLE - SINGLE	$714.83	$787.83	$839.32	**$866.69**
14	$1,500 DEDUCTIBLE - SINGLE PLUS ONE	$1,533.64	$1,690.04	$1,800.73	**$1,859.45**
15	$1,500 DEDUCTIBLE - FAMILY	$2,014.65	$2,220.10	$2,365.51	**$2,442.64**
16	$4,000 DEDUCTIBLE - SINGLE	$553.67	$605.94	$655.05	**$686.96**
17	$4,000 DEDUCTIBLE - SINGLE PLUS ONE	$1,187.66	$1,300.03	$1,405.38	**$1,473.85**
18	$4,000 DEDUCTIBLE - FAMILY	$1,560.42	$1,707.77	$1,846.16	**$1,936.11**

TITLE: Panorama Education Contract Amendment

TYPE: Consent

PRESENTER(S): Jeff Jorgensen, Director of Student Support Services

BACKGROUND: This amendment modifies the laws under which the agreement will be governed.

RECOMMENDATION: Approve the agreement amendment.

PRIMARY ISSUE(S) TO CONSIDER: Amendment to Panorama Education contract.

ATTACHMENTS:

1. Service Order Amendment (next page)

**SERVICE ORDER
AMENDMENT**

This Amendment (the "Amendment") is entered into on 12th October, 2020 (the "Amendment Effective Date") by and between Panorama Education, Inc. ("Panorama"), and Edina Public Schools, ("Client") and amends that certain Service Order by and between Panorama and Client dated 9th September, 2020 (the "Agreement"). Terms not otherwise defined herein shall have the meaning ascribed to them in the Agreement.

NOW, THEREFORE, in consideration of the foregoing premises, and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereby agree as follows:

1. Effective as of the Amendment Effective Date, the parties hereby agree to modify language in Section 8 of the Terms and Conditions as follows: "This Agreement will be governed by the laws of the ~~Commonwealth of Massachusetts~~ State of Minnesota without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in ~~Boston, Massachusetts~~ Edina, Minnesota and waives any jurisdictional, venue, or inconvenient forum objections to such courts."

2. Other: All other terms and conditions contained in the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Amendment as of the Amendment Effective Date.

Panorama Education, Inc.   Edina Public Schools

                                                          Jeff Jorgensen

Signature: _____   Signature: _____

                                                            Jeff Jorgensen

Name: _____   Name: _____

                                                          Director of Student
Title: _____   Title: Support Services _____

TITLE	Amendment to contract for Edina Public Schools
FILE NAME	Amendment of cont...c Schools (2).pdf
DOCUMENT ID	464d4c7643d29f77ef8d48ebf155e89259ea2d11
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

VIEWED
10 / 12 / 2020
18:49:54 UTC

Viewed by - (jeff.jorgensen@edinaschools.org)
IP: 170.76.198.134

SIGNED
10 / 12 / 2020
18:50:42 UTC

Signed by - (jeff.jorgensen@edinaschools.org)
IP: 170.76.198.134

COMPLETED
10 / 12 / 2020
18:50:42 UTC

The document has been completed.

Board Meeting Date: October 22, 2020 Special Meeting

TITLE: Learning Models Monitoring

TYPE: Information

PRESENTER(S): Dr. John W. Schultz, Dr. Randy Smasal

BACKGROUND: An October "check in" was conducted with elementary students in grades 4-5 (434 responses), secondary students in grades 6-12 (1557 responses) , staff (900 responses) and parents (3124 responses). Stakeholders were asked questions about Safety/Protocols, Teaching and Learning, Social Emotional and Well Being, Operations/Sustainability and Equity.

RECOMMENDATION: For school board information. Several next steps indicate how the administrative team plans to use the data to improve the learning environment for students/families and staff.

PRIMARY ISSUE(S) TO CONSIDER: Consider the degree to which the school district can provide for a safe and effective learning environment for all stakeholders.

ATTACHMENTS:

1. Message from Dr. Nick Kelley, Bloomington Public Health *(read at the meeting by Superintendent Schultz)*
2. Report (next page). *Please note that Chrome is the best option for opening the links.*

Learning Models Statement - Dr. Nick Kelley, Bloomington Public Health

The Safe Learning Plan guidance is focused on protecting the health of Edina students, teachers and staff while continuing to educate students. It balances the risks and benefits of different educational models in the context of how COVID-19 is spreading in the community. It takes into account the transmission dynamics of different age groups and mitigation strategies based on the level of community spread. This is critical as we expect most cases to be community acquired. So far, that has held true across the state and here in Edina.

As many of you have seen, cases of COVID-19 are rising in Minnesota and here in Hennepin County. With those increased cases, we expect to continue to see a rise in the number of cases per 10,000 people over 14 days. Due to the increasing level of community spread, distance learning will likely be the recommended course of action to consider in the coming weeks for secondary students. Based on the cases per 10,000 and Safe Learning Plan guidance, elementary students should still be able to do hybrid learning. As a community, we all want our students in school, and to minimize the risks for that, we need lower levels of community spread to manage secondary education in a hybrid environment. Bloomington Public Health staff will continue to be available to support Edina School District staff and teachers as we figure out the right balance together.

Report outline
    Overview
    Feedback Results for Students, Staff and Parents
- Gr. 4-5 Students
- Gr. 6-12 Students
- Staff
- Parents
- Perception Gap Analysis

    Discussion
- Feedback Results
- 20-21 Governance Plan Monitoring

    Recommendations
    Next Steps
    Appendix

Overview
The purpose of this report is to update the school board on the progress of our learning models and determine actions if any the board needs to initiate to enhance the student learning experience, support our staff and engage with families. The 2020-21 Governance Plan articulates a specific area of focus for the school year to include the operations and functionality of our schools during a pandemic and the progress toward selected strategic goals. The plan focuses on safety, teaching and learning, social-emotional health, operations/sustainability and strategic goals. This plan is monitored using multiple sets of data to include MDH released COVID reports, observation walk -throughs, surveys and standardized assessment results. Current data has been added to the 2020-21 Governance Plan: Click Here

Feedback Results for Students, Staff and Parents
- An October "check-in" was done through feedback forms collected from stakeholders. The results of those feedback forms are linked below. In addition a comparison of specific questions were compared across stakeholders and is referred to as the perception gap analysis.
  - Gr. 4-5 Students
  - Gr. 6-12 Students
  - Staff
  - Parents
  - Perception Gap Analysis

Area	Stakeholder Groups			
	Parent	Staff	Secondary Students	Elementary Students
Safety - Health Protocols	Q8	Q10	Q14	Q26
SEL / Wellness	Q3	Q5	Q7	Q8
SEL / Wellness	Q5	Q7	Q10	NA
SEL / Wellness	Q7	Q9	Q12	NA
T&L - Learning Model	Q11	NA	Q17	Q29
T&L - Engagement	Q13	Q17	Q18	Q14
T&L - Progress	Q15	Q18	Q19	Q21
T&L - Partnering to Learn	Q14	Q19	Q20	Q15
T&L - Equity - Expectations	Q16	Q22	Q22	Q19
T&L - Equity - Commitment	Q17	Q23	Q23	NA
Operations - Training and Support	10E	Q26	Q4 g	Q4 e
Operations - Communication	Q18	Q27	Q24	NA
Operation - Communication	Q19	Q28	Q25	NA
Future	Q20	Q29	NA	NA

Discussion
Safety:
- Assessing our stakeholders understanding of the COVID Health and Safety protocols.

Safety	Parent	Staff	Student
% Understand Health and Safety Protocols	92.0%	89.0%	97.6%

- Staff reported the following PPE needs:

| Answer Choices	
No needs at this time	332
Protocols when COVID cases arise (information)	252
Hand Sanitizer	155
Info on Ventilation	150
Cleaning Supplies	139
Masks	134
Other (please specify)	94
Gloves	91
Plexiglass	89
Face Shield	74

Teaching And Learning

We solicited feedback from students on the learning experience and disaggregated the data by Hybrid vs EVA to understand the experience students on each pathway are having.

● When considering engagement across the two learning models, secondary (6-12) students report a similar level of engagement regardless of model.
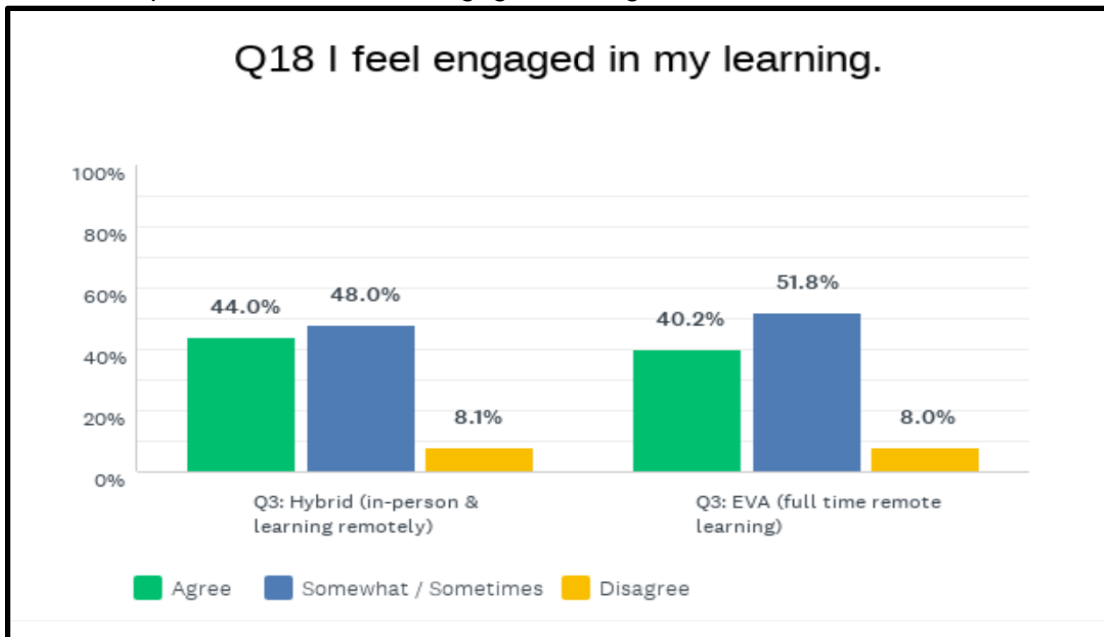
To view additional secondary (6-12) student responses disaggregated by the two learning models click here.

● When considering engagement across the two learning models, elementary (4-5) students in EVA report a slightly higher level of engagement (83.2% top two response categories) as compared to students in the Hybrid model (74% top two response categories).
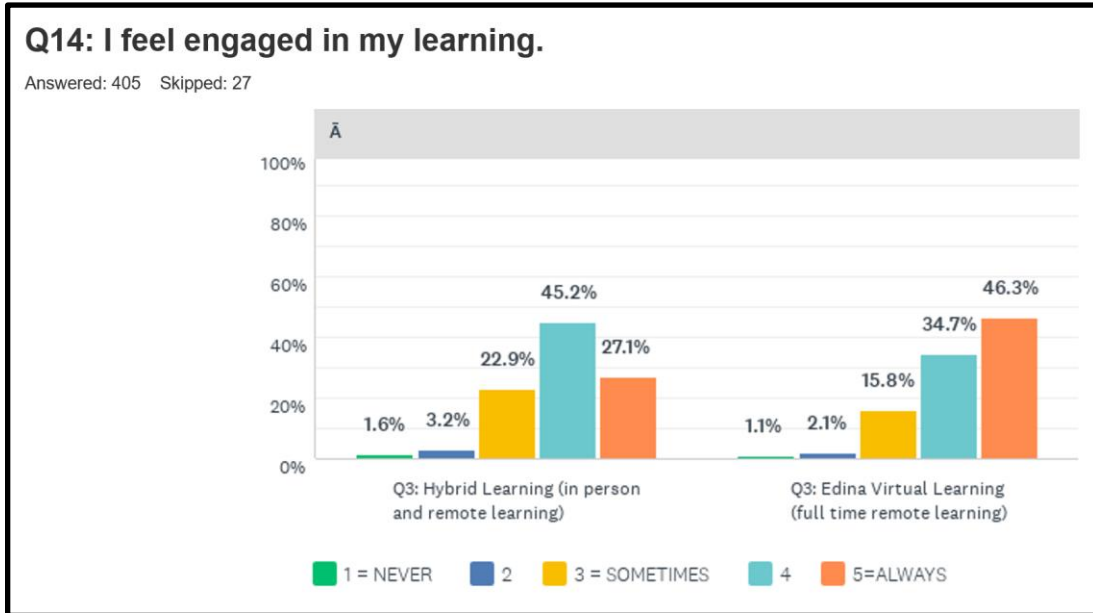
To view additional elementary (4-5) student responses disaggregated by the two learning models click here.

● When considering engagement across stakeholder groups, we are seeing students reflect slightly higher levels of engagement at secondary and significantly higher levels at the elementary than parents or staff.

Parent: My child is | Teacher: My student is/are | Student: I am **Engaged in my learning**	
Stakeholder Group	**Agree**
Parents	52.9%
Staff	30.6%
Secondary	42.8%
Elementary	75.0%

● Staff need additional technology tools, materials and curricular resources. Response counts:
    ○ Technology Tools (53.1%)
    ○ Systems and Software (56.6%)
    ○ Materials and Curriculum Resources (58%)

● The staff were least likely to Agree that learners are making sufficient learning progress
    ○ Elem Students 42.3%
    ○ Sec Students 60.3%
    ○ Staff 24%
    ○ Parents 39.7%

6

- Additional comments from staff:
  - The teacher stress is caused by not having adequate time for preparing lessons for multiple modalities (For example, trying to teach both kids in person and kids at home at the same time.) and maintaining adherence by all to the COVID safety protocols.
  - More time is needed by teachers to create improvements to the learning models.
  - More pedagogy training and support is needed for teaching remote lessons.

Social Emotional / Wellness:
- The percent of stakeholders reporting a high level of stress is greatest amongst staff.
  - 6-12 Students (39.1%), Staff (45.9%), Parents (14.8%)

- Kindergarten teachers report a similar level of stress even though they have all of their students in each day and are not having to teach both online and hybrid learners at the same time.
  - When asked about their current level of stress by grade level bands, we see the following data of those reporting "High Stress":
    - Early Learning Teachers: 59.1%
    - K teachers: 40.7%
    - Grade 1-3 teachers: 52.7%
    - Gr 4-5 teachers: 47.6%

Operations:
- Parents tend to be more supportive of bringing other elementary students in for more time (SA/A 53.5%) than staff (SA/A 22.4%) knowing that physical distancing would not always be possible in the classroom. This question was administered because the COVID case rates/10,000 were below 20 for several weeks.

I would support bringing students in grades 1-5 to school for in-person learning 4 days per week even without an ability to meet the social (physical) distancing requirements.						
Stakeholder Group	N	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Parents	2734	37.9%	15.6%	16.3%	14.1%	16.2%
Staff	744	10.8%	11.6%	22.5%	19.6%	35.6%
K Teachers	103	11.7%	15.5%	15.5%	13.6%	43.7%
1-3 Teachers	163	16.6%	11.7%	8.6%	14.7%	48.5%
4-5 Teachers	142	15.5%	10.6%	14.1%	11.3%	48.6%
6-8 Teachers	126	6.2%	8.5%	30.2%	19.4%	35.7%
9-12 Teachers	128	10.2%	11.7%	25.8%	19.5%	32.5%

- Time: Staff report not having adequate time for lesson preparation.
  - Do you have adequate time for preparing lessons for hybrid and/or remote learning? Mostly (8.6%), Sometimes (53.3%), Not Sure (31%)

- Staff were least likely to agree that district communication was effective
  - Sec. Students (51.9% Agree)
  - Staff (29.7% Agree)
  - Parents (55.3% Agree)

2020-21 Governance Plan Monitoring
- Safety
- Teaching and Learning
- Social Emotional
- Operations/Sustainability
- Strategic Directions

Next Steps: How will the data from the feedback forms and the 2020-21 Governance Plan support improving the student/staff/parent experience?
- Communicate survey results with staff, school board and families.
- Share building level specific data with Principals for site improvement planning.
- Maintain current learning model configuration at elementary and prepare our secondary schools to move to distance learning in case the COVID case rate emerges above 30/10,000. Determine the impact that would have on what could be offered for elementary programming.
- An Elementary work group is being assembled to explore hybrid at home and hybrid in school teaching assignments and other workload efficiencies.
- Assemble a secondary work group to explore areas where workload efficiencies could be addressed.
- Explore the use of a site level instructional support Help Desk for learning support for students and families.
- Review additional resources needed for staff to include PPE, technology, and curriculum materials.
- Establish a threshold for safe school staffing.
- Create more support for Health Services; hire additional support for paperwork, contact tracing and follow up needed.
- Continue to monitor adherence to safety protocols. Uilitize the Labor Management Committee (membership of all employee groups) to problem solve any staff safety concerns.
- Incorporate additional asynchronous days to provide professional learning on learning Model improvements
- Process and communicate any changes to Hybrid or EVA for semester two.
- Finalize Family Choice (EVA/Hybrid) Timeline for Second Semester
- Repeat a second round of feedback as an early January check with students, staff and parents.
- Ensure voices present in the feedback data represent our district demographics

Appendix I

Item: 1: October Check In Feedback Request Questionnaires
- ○ Elem Student
- ○ Secondary Student
- ○ Staff
- ○ Parent

Board Meeting Date: October 22, 2020 Special Meeting

TITLE: Comprehensive Literacy Plan Process

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Dr. Bonnie Houck, Instructional Supervisor for Literacy

BACKGROUND: This report details the process that will be taken in order to complete the Edina PreK-12 Comprehensive Literacy Plan.

RECOMMENDATION: This report is for school board information and discussion.

PRIMARY ISSUE(S) TO CONSIDER: Please consider how the process presented will lead to the desired end result of a Comprehensive Literacy Plan that will advance academic excellence, growth and readiness for all PreK-12 Edina Learners.

ATTACHMENTS:

1. Report
2. PreK-12 Comprehensive Literacy Plan in Appendix A

Strategic Plan Expectations:

In developing a process to engage in the creation of a Comprehensive Literacy Plan the following key components of the Strategic Plan have been identified:

Intensive study of standards aligned, research supported best practices across the district (A.4)

- Audit and advance our current MTSS system to ensure expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year (A 3 & 4)

- Review and develop a PreK-12 comprehensive literacy plan supported by current research that identifies strengths and areas for growth within the system. (A.4)

- Embed targeted reading instruction and support it across content areas, so that all learners are maximizing opportunities to strengthen their literacy skills. (A.4)

Intensive study of professional learning strengths and needs to create and implement a Five Year Professional Development Plan (D.2)

- Identify and clarify literacy training for staff (including dyslexia, phonics, reading intervention) to deepen skills of educators to meet the needs of learners. (A.3)

- Create systems for and timeline of data collection & analysis, communication & feedback, and implementation guidance (D.2 & 4)

- Provide professional learning about the science of how the brain learns to support planning and instructional delivery. (D.2)

- ❖ *References to A. 3, A. 4, D. 2, and D. 4 of the Strategic Plan noted*

Purpose:

Comprehensive Literacy is the ability to use reading, writing, speaking, listening, viewing and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. (Literacy for the 21st Century, Tompkins, 2010; State Superintendent's Adolescent Literacy Plan, Wisconsin Department of Public Instruction, 2008; What Content Area Teachers Should Know About Adolescent Literacy, National Institute for Literacy, 2007)

As stated in the strategic plan the purpose of creating a PreK-12 Comprehensive Literacy Plan for Edina is to ensure that all students are College, Career, and Civic ready. The Edina PreK-12 Comprehensive Literacy Plan will include reading, writing, speaking, listening, viewing, and technological skills and strategies. The plan will create an intentional pathway for all students to build the foundational skills of literacy that allow them to progress from learning to read to reading to learn and even more importantly to engaging in critical thinking across all literacy modalities and content areas.

Action Steps:

The process of creating the Edina PreK-12 Comprehensive Literacy plan will be a collaborative, responsive, and equitable effort. It will include all stakeholders while remaining focused on the core objective to provide all learners with literacy foundations and experiences that enable them to discover their possibilities and thrive.

The process will include:
1. **Developing comprehensive and collaborative teams** to research, develop belief statements, investigate data, and develop action steps to achieve outcomes. These teams will include:
   - District Leadership Team
   - Building Level Leadership Teams
   - Specialized Work Groups
   - Community Teams

2. Studying the current scientifically based and best practice research to **develop our philosophy, belief statements, mission, and vision.** This will include:
   - Literacy instruction and assessment - reading, writing, listening, and speaking, also disciplinary literacy
   - Intervention resources and strategies that have the strongest result in accelerating students to grade level
   - Resources supporting students performing above grade level as well as gifted and talented students
   - Analyzing the various philosophies of Structured and Balanced Literacy Instruction to determine the important components of each that come together to create an effective literacy plan for all

   Research Statements
   - Studying the current practices of an organization is essential in creating, communicating, and casting a vision is a critical process in educational leadership success (GLISI, 2019).
   - Ensuring that literacy instruction meets the needs of all students includes instruction in foundational skills to develop decoding automaticity and language development to develop the comprehension and vocabulary development needed to be skilled readers (Pressley & Allington, 2020; Spear-Swerling, 2018; Kilpatrick, 2015; NELP, 2018; NRP, 2000)

3. **Gathering, reviewing, and synthesizing data** to determine strengths and areas for growth that includes:
   - Analysis of K-12 District Data - Study of MCA, MAP, ACT/SAT, FAST data trends across multiple years
     - PK-5 Assessment System Review- Review of assessment and data collection systems
     - Reading Assessments - identify gaps, overalls, needs
     - Data Analysis & Review Processes - K-5 Data Days
     - Analysis of K-12 District Data - Study of MCA, MAP, ACT/SA

- PK-5 Literacy Culture and Instructional Delivery Review
  - Observation of classroom practices
  - Review of resources - curriculum resources, intervention and enrichment resources, technology resources
  - Community input
  - Review of resources - curriculum resources, intervention and enrichment resources, technology resources
  - PK-8 Literacy Intervention Review
    - Analysis of Intervention Data
    - Review of resources - curriculum resources, intervention and enrichment resources, technology resources

Research Statements
- A system of effective ongoing assessment, data collection, and analysis can analyze the effectiveness of current instructional practices as well as effectively identify students in need of intervention and enrichment (Bernhart, 2017; Wohlstetter, et. al, 2008; Wayman, et. al, 2007).
- Students in need of intervention must be taught at a faster rate than typically occurs if they are to catch up to their peers performing at or above grade level (Brookhart, 2016; Vaughn et. al, 2015).
- Ongoing progress monitoring of all aspects of instruction, intervention, and enrichment are necessary to ensure student success (Vaughn et. al, 2015).

4. **Diagnosing instruction, intervention, and enrichment** to identify the degree to which unified philosophies, standards, goals, expectations, and resources for teachers are designed and delivered in instructional practices to meet the needs of all learners that includes:
   - Teacher Survey - Collect teacher perception data of the literacy culture and instructional methods currently in practice
   - Observational Classroom Visits - Concise classroom walk throughs with specific research aligned "look for" elements
   - Curriculum Resource Study - review data to see effectiveness of the resources, implementation practices, alignment of resources to standards, student achievement data, and developmental outcomes, etc. Intervention Resource Study - review data to see effectiveness of the interventions, alignment of intervention to core instruction, alignment and clarity of the acceleration across the Tiers of intervention, etc.

Research Statements
- Instruction must be carefully planned, observed, and executed to minimize the chance of students' misunderstanding or not grasping the information being taught and to maximize the reinforcing effect of instruction (Spear-Swerling, 2018; Darling-Hammond et. al., 2018; Carter et al., 2016; Vaughn et. al, 2015).
- Curriculum resources must directly support the specific needs of students and be used to support direct, explicit and systematic instruction of a defined scope and sequence, aligned to standards, and uses student data to inform effectiveness (Mooney & Mausbach, 2008; Wiggins & McTighe, 2005).

5. **Creating a Professional Development Plan Draft** that includes:
   - Initial Draft of a 3 to 5 year plan for Professional Development Plan for PK-12
   - Implementation & Review Process

Research Statements
- Teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices (Learning Forward, 2011).
- Principals and teachers are responsible for implementing teaching and learning goals, using school-based professional development resources, and developing strategies for evaluating their progress (Houck & Novak, 2017).

6. **Creating strategic actions steps** that includes:
- Prioritizing needs
- Identifying budgets
- Incorporating the curriculum review process for resources and materials purchase if needed
- Rubrics and progress metrics for implementation
- Targeted student metrics

7. **Developing an implementation timeline** that includes:
- Reviewing district goals and establishing a timeline
- Scheduling data collection and analysis of implementation
- Creating periodic revision systems

8**. Ensuring consistent and responsive communication with all stakeholders** throughout the process that includes:
- Regularly communicate with building level teams, specialized work groups, school board members, and community teams on the process and progress
- Incorporating feedback loops to analyze and respond to the process and progress
- Holding listening sessions to understand various viewpoints, ensuring an equity lens

Prioritization:

It is recognized that strong literacy instruction is critical at all times. While engaging in the process of developing the Edina PreK-12 Comprehensive Literacy Plan, our Literacy Team will also support staff in maximizing the current resources available in Edina. These resources include but are not limited to:

- Sonday
- LETRS
- Collaborative Classroom Core Curriculum

In addition we will focus on strengthening early literacy instructional practices to support the foundation for our current PreK-3 learners through direct coaching and collaboration of core instruction, as well as MTSS implementation, with two recently hired Literacy Coaches. This

work will be implemented with an understanding of our reality and challenges with our current instructional models due to COVID-19.

Tentative Timeline:

October: Leadership and Advisory teams will be created and begin working

November: Draft of Guiding Literacy Principles created and reviewed with the Edina School Board

December: Guiding Literacy Principles finalized to be used as a guide in data collection, analysis, and plan formulation

January & February: Data gathering will occur

March: Data synthesis will occur in order to begin creation of strategic action plans including professional development plans

April: Draft of Edina PreK-12 Comprehensive Literacy Plan will be presented to the School Board for discussion.

Throughout the entire process, feedback structures will create opportunities for updates and collaboration. It is imperative that we allow time for authentic feedback and that our process is transparent, intentional, and responsive so that when it is time for implementation we can move forward both honoring the strengths of our educators and collaboratively moving improvement across the system forward.

Appendix A: Edina PreK-12 Comprehensive Literacy Plan Initial Process
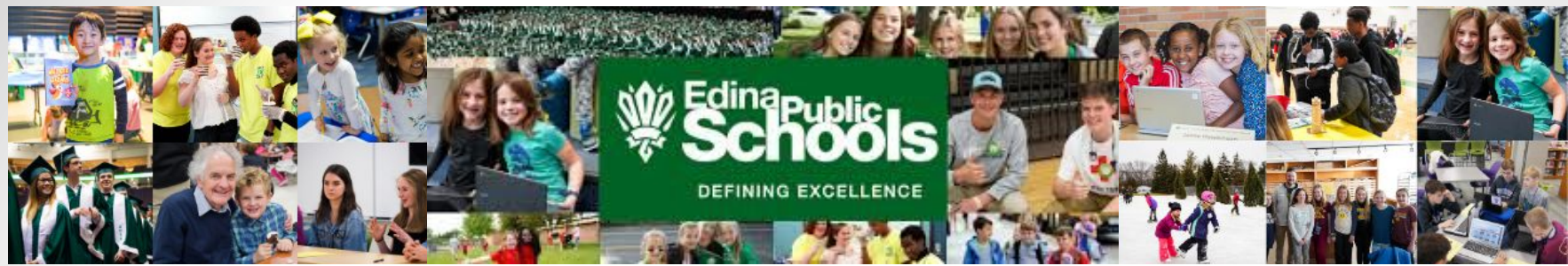
Edina Public Schools

PreK-12 Comprehensive Literacy Plan Initial Process

Teaching & Learning Committee

October 14th, 2020

Strategic Plan Expectations

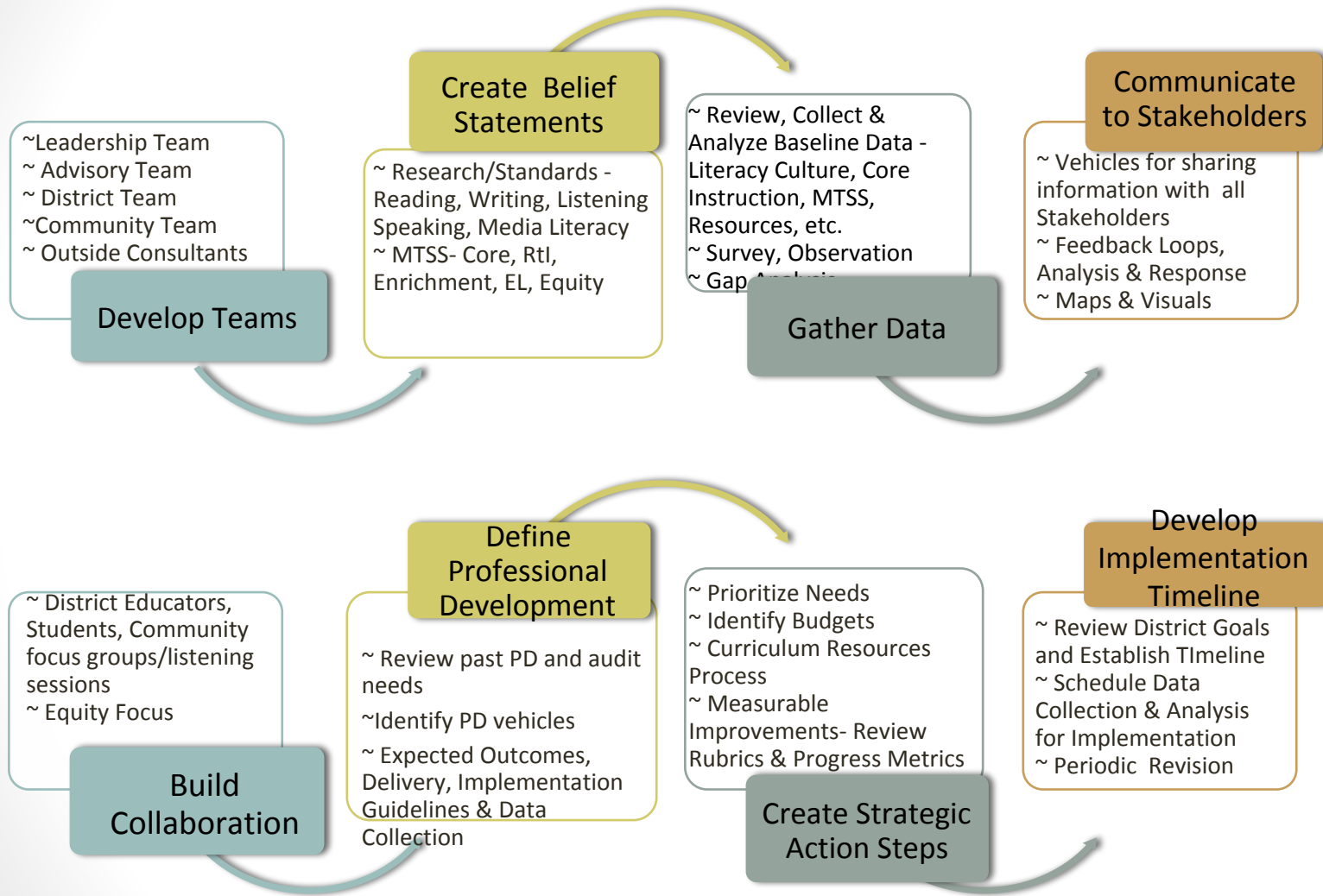Develop a PreK-12 Comprehensive Literacy Plan that includes:

Intensive study of standards aligned, research supported best practices across the district (A.4)

- Audit and advance our current MTSS system to ensure expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year (A 3 & 4)
- Review and develop a PreK-12 comprehensive literacy plan supported by current research that identifies strengths and areas for growth within the system. (A.4)
- Embed targeted reading instruction and support it across content areas, so that all learners are maximizing opportunities to strengthen their literacy skills. (A.4)

Intensive study of professional learning strengths and needs to create and implement a Five Year Professional Development Plan (D.2)

- Identify and clarify literacy training for staff (including dyslexia, phonics, reading intervention) to deepen skills of educators to meet the needs of learners. (A.3)
- Create systems for and timeline of data collection & analysis, communication & feedback, and implementation guidance (D.2 & 4)
- Provide professional learning about the science of how the brain learns to support planning and instructional delivery . (D.2)

❖   *References to A. 3, A. 4, D. 2, and D. 4 of the Strategic Plan noted*

Edina PreK-12 Comprehensive Literacy Plan Initial Process

Develop Teams
~Leadership Team
~ Advisory Team
~ District Team
~Community Team
~ Outside Consultants

Create Belief Statements
~ Research/Standards - Reading, Writing, Listening Speaking, Media Literacy
~ MTSS- Core, RtI, Enrichment, EL, Equity

Gather Data
~ Review, Collect & Analyze Baseline Data - Literacy Culture, Core Instruction, MTSS, Resources, etc.
~ Survey, Observation
~ Gap Analysis

Communicate to Stakeholders
~ Vehicles for sharing information with all Stakeholders
~ Feedback Loops, Analysis & Response
~ Maps & Visuals

Build Collaboration
~ District Educators, Students, Community focus groups/listening sessions
~ Equity Focus

Define Professional Development
~ Review past PD and audit needs
~Identify PD vehicles
~ Expected Outcomes, Delivery, Implementation Guidelines & Data Collection

Create Strategic Action Steps
~ Prioritize Needs
~ Identify Budgets
~ Curriculum Resources Process
~ Measurable Improvements- Review Rubrics & Progress Metrics

Develop Implementation Timeline
~ Review District Goals and Establish TImeline
~ Schedule Data Collection & Analysis for Implementation
~ Periodic Revision

Responsive, Collaborative, Equitable