



School Board Work Session
Tuesday, December 1, 2020; 5:00 PM
Virtual Meeting

I. Determination of Quorum and Call to Order

II. Report/Discussion

A. Comprehensive Literacy Plan (*walked in*)

Description: This report proposes process to complete the Edina PreK-12 Comprehensive Literacy Plan.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Dr. Bonnie Hauck, Instructional Supervisor for Literacy

B. Board Offices and Committees

Description: This discussion is in preparation for the annual organizational meeting January 4, when the Board will vote for 2021 officers and other organizational details.

Presenter(s): Chair Allenburg

III. Leadership Updates



Board Meeting Date: December 1, 2020 Work Session

TITLE: Comprehensive Literacy Plan Process Update

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert and Dr. Bonnie Houck

BACKGROUND: This report proposes process to complete the Edina PreK-12 Comprehensive Literacy Plan.

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

PRIMARY ISSUE(S) TO CONSIDER: The Board will have the opportunity to provide feedback on the ***process*** for developing a Literacy Plan, as well as the ***guiding change document*** (Appendix B).

APPENDICES:

- A. October 22, 2020 Board Report: Edina PreK-12 Comprehensive Literacy Plan Process
- B. Edina PreK-12 Comprehensive Literacy Plan Guiding Change Document Draft

Introduction & Initial Timeline of the Planning Process

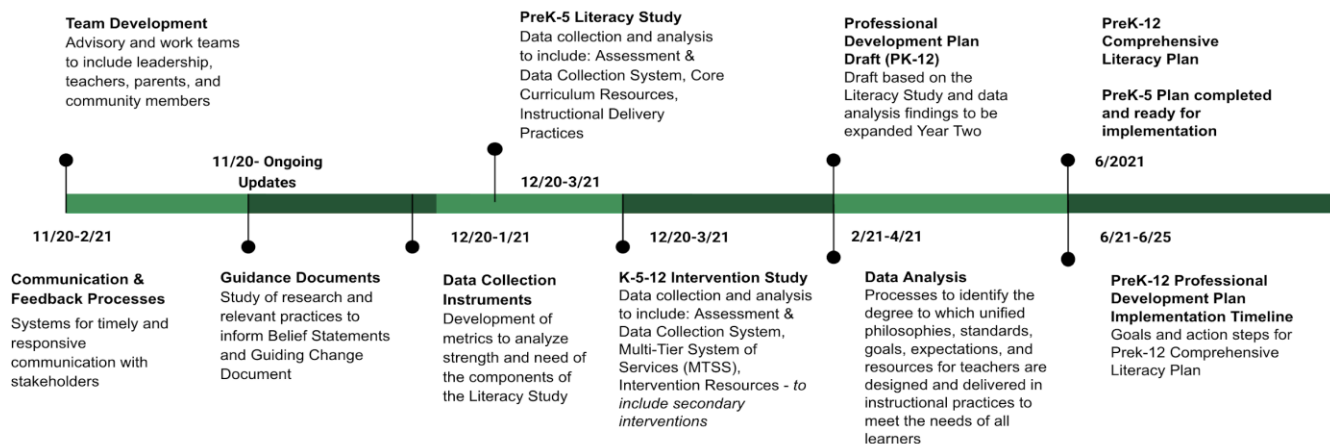
This PreK-12 Comprehensive Literacy Plan Process Update is intended to inform the initial action and planning steps that will develop over the next two years. Data collection will also inform the process. The timeline in the report outlines key elements of data collection and analysis, as well as action steps, in each year. Timelines may need adjustment.

Year One, 2020-2021, will target literacy development from early childhood (PreK) through the elementary grades (K-5) and K-12 intervention. Year Two, 2021-2022, will target literacy development into the middle and high school levels (6-12), as well as align the components into a coherent, comprehensive plan. Year Two may also include components of data collection and review for early childhood through the elementary grades that were affected by Covid 19 learning environments. The culmination of this two-year process will provide a framework for literacy development across the PreK-12 trajectory and provide a basis to inform ongoing professional development and resource needs. The framework for literacy will encompass broad research on the different philosophies of literacy instruction, along with a thorough data analysis of the strengths and growth areas in Edina’s current literacy programming. Draft documents shared at this Board meeting outline an initial process thus far and the timeline moving forward to inform the change that will provide direction for literacy instruction to ensure growth for all learners.

This Board Update will include initial work of the Leadership Advisory Team. The Guiding Change Document is a fluid document, to be periodically updated, and identifies levers for change as we move through the two-year process. It will also identify areas for resource and budgetary needs.

Timeline Draft: Year One PreK-5: Focus on Early Childhood through Elementary

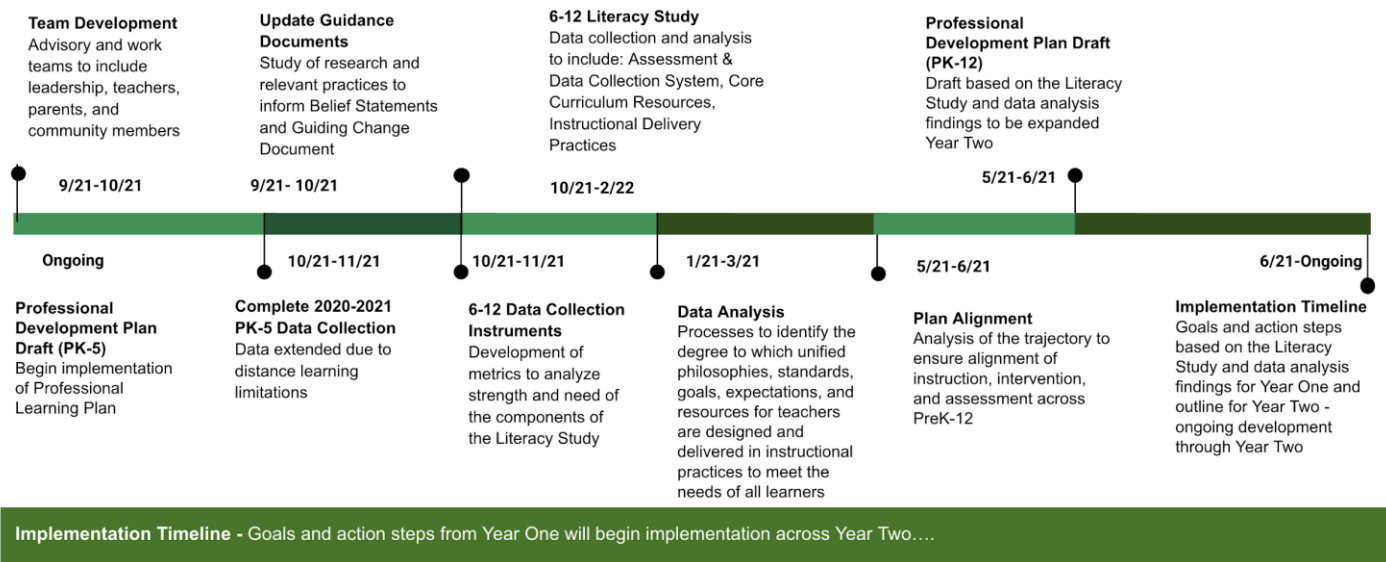
Pre K-12 Comprehensive Literacy Plan Year One Timeline DRAFT (PreK-5)



Timeline Draft: Year Two 6-12: Focus on Secondary and Alignment of Year One and Two

Pre K-12 Comprehensive Literacy Plan

Year Two Timeline DRAFT (6-12)



Initial Timeline Elements

- **Team Development** - Advisory and work teams to include leadership, teachers, parents, and community members
- **Communication & Feedback Processes** - Timely and responsive communication with stakeholders
- **Guidance Documents** - Study of national research and relevant practices to inform Belief Statements and Guiding Change Document
- **PreK-5 Literacy Study** - Data collection and analysis to include: Assessment & Data Collection System, Multi-Tier System of Services (MTSS), Curriculum Resources, Instructional Delivery Practices
- **Intervention Study K-12** - Data collection and analysis to include: Assessment & Data Collection System, Multi-Tier System of Services (MTSS), Intervention Resources - *to include secondary interventions.*
- **Data Collection Instruments** - Development of metrics to analyze strength and need of the components of the Literacy Study
- **Data Analysis** - Processes 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

- **Professional Development Plan Draft (PreK-5)** - Draft based on the Literacy Study and data analysis findings to be expanded Year Two
- **Implementation Timeline** - Goals and action steps based on the Literacy Study and data analysis findings
- **Plan Alignment** - Clear and cohesive articulation of the PreK-12 Comprehensive Literacy Plan at each level of the trajectory: early childhood, elementary, middle, and high school.
- **Budget Considerations** - Analysis of resource and budget allocation planning across the development of the plan.

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*

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.

Our Compelling WHY:

District data has shown consistency over time for a majority of learners, but recent data informs the need to focus on learners' incremental development and areas of need in our instructional design and delivery. As we seek to ensure consistent GROWTH in reading and writing for all learners from early childhood through the end of high school, we need to analyze data with specific lenses and review our current curriculum, pedagogy, and implementation of instructional practices. We know that learners are always learning to read texts in varied formats, and always reading to learn from diverse texts. Critical areas for ongoing analysis and response to data include:

Prioritizing literacy instruction across the PreK-12 learning trajectory:

- Establishing foundational skills (oral language, phonological awareness, phonemic awareness and phonics development) in the early years of development
- Developing broad critical thinking, problem solving, and strategic thinking throughout the entire educational experience
- Reviewing all data, formal criterion-based, norm referenced, growth projections, and informal classroom progress monitoring data, to continuously evaluate our instructional delivery and student growth

Meeting the needs of ALL learners, across all levels of the system, by identifying both strengths and needs to ensure effective reading and writing instruction, targeted intervention and extension development.

- Expanding experiences and opportunities for all learners to meet the growing diversity of text formats and rapidly evolving expectations
- Addressing changes in our learners over time and highlighting assets in our overall demographics
- Providing targeted and strengths based instructional support for our growing number of Multilingual English Language Learners (ML/EL) while honoring and incorporating cultural and linguistic assets into all educational experiences.
- Providing targeted and strengths based instructional support for our underserved populations of color while honoring and incorporating cultural assets into all educational experiences.
- Providing targeted and strengths based instructional support for our underserved populations of students with learning differences including, but not limited to, dyslexia, dysgraphia, and processing deficits.

Providing our educators with the data, support, and resources needed to foster literacy growth and achievement

- Providing professional development to support the instructional agility needed to meet the widening variety of needs of our learners in any given year

- Coaching and guidance to implement research supported practice to integrate professional learning into daily practice

Team Development:

Leadership Advisory Team is a team of 16-20 Edina Public Schools leaders representing literacy education at all levels; early childhood, primary, intermediate, middle and high school. This advisory team reviews essential research, analyzes district data, drafts key documents, and ensures continuous progress in the movement of the Comprehensive Literacy Plan. Key members also lead the action steps and work groups.

Parent Advisory Team - A diverse team of 16-20 parents representing all levels; early childhood, primary, intermediate, middle and high school, as well as parents representing learners participating in special education, talent development, ML/EL, and MOSAIC. Members will meet monthly to discuss the development of the PreK-12 Comprehensive Literacy Plan through the various lenses of our total school community.

PreK-5 Leadership Team (Advisory) - Teams of teachers and leaders from early childhood and elementary levels will collect, review, analyze and report on key findings related to a study of the current curriculum and assessment resources, instructional delivery process, and the MTSS system from early childhood through grade five. Intervention will be reviewed through grade eight. Data analysis systems, such as periodic school data days will be studied to create systems to inform instruction and plan for professional learning. Areas of study include, but may not be limited to: Teacher/Leader/Student Survey Data Collection & Analysis, Literacy Study, Early Childhood-Grade 5 Intervention and Special Education Extension and Acceleration, Data Systems. ** The intervention study will extend up into the secondary level 6-12.*

6-12 Leadership Team (Advisory) 2021-2022 - Educator teams will collect, review, analyze and report on key findings related to a study of the current curriculum and assessment and connect findings to Phase One of the Comprehensive Literacy Plan.

Guiding Change Documents Draft

A *Guiding Change Document* outlines a comprehensive and integrated change movement by articulating organizational outcomes and strategies, helping people understand 'WHY' the change is critical and what the future of student growth/proficiency can look and feel like. A well defined *Guiding Change Document* (GCD) equips organizations to handle varying degrees of complex change and navigate the changing landscape. Components of the GCD facilitate systematic, intentional, and incremental change incorporated into a system as part of the intentional flow, creating a sense of urgency, building coalition, and providing strategic vision of long and short term goals. When a team uses systems thinking and clear communication to organize change, a great deal of processes can change effectively, with minimal disruption (Kotter, 2012; Muhammed, 2017). (See Appendix B)

It is our recommendation that this document is a living document that will change as we conduct our Literacy Study, review analytics, and build consensus in the development of a final PreK 12 Comprehensive Literacy Plan. We commit to sharing updates with the Edina Public Schools School Board Members when changes occur to ensure transparency, as well as gather feedback and input.

Gathering Data:

<p style="text-align: center;">Data Collection 2020-2021</p>	<p style="text-align: center;">Data Collection 2021-2022</p>	<p style="text-align: center;">Ongoing Data to Guide Implementation of Professional Development Plan</p>
<p><u>Multi-Tiered Systems of Services (K-5)</u> Core Instruction</p> <ul style="list-style-type: none"> • Teacher Survey • Student Survey • Curriculum Resource Audit • Time Study (Update 2018-2020 Study) <p>Intervention (Rtl) Tiers 2 & 3 (K-12)</p> <ul style="list-style-type: none"> • Intervention Resources Audit • Assessment Review • Intervention Alignment • Ongoing Progress Monitoring Process <p>Extension/Acceleration Tiers 2 & 3</p> <ul style="list-style-type: none"> • Curriculum Resource Audit • Talent Development Program Alignment • Process for Inclusion (2e) <p>Early Childhood - PreK</p> <ul style="list-style-type: none"> • Teacher Survey • Curriculum Resource Audit • Assessment Audit & Alignment • PreK Connection - Our main partners in EC <p>Parent/Caregiver/Community</p> <ul style="list-style-type: none"> • Parent Advisory • Listening Sessions <ul style="list-style-type: none"> • Survey 	<p><u>Multi-Tiered Systems of Services</u> Observation Walkthroughs</p> <ul style="list-style-type: none"> • Literacy Classroom Visits • Literacy Intervention/Extension Visits • Teacher/Student/Caregiver Focus Groups <p>Secondary Data Collection (6-12)</p> <ul style="list-style-type: none"> • Teacher Survey • Student Survey • Curriculum Resource Audit • Assessment Review • Literacy Classroom Visits Observation Walkthroughs <p>Early Childhood - PreK</p> <ul style="list-style-type: none"> • Literacy Classroom Visits Observation Walkthroughs <p>Parent/Caregiver/Community</p> <ul style="list-style-type: none"> • Parent Advisory • Listening Sessions • Survey 	<p>Review and Analysis of the Final Pre-K-12 Comprehensive Literacy Plan</p> <ul style="list-style-type: none"> • Periodic analysis of progress with advisory teams and Board <p>Professional Development implementation Visits: Core, Intervention Tiers 2 & 3, and Extension/Acceleration Tiers 2 & 3</p> <ul style="list-style-type: none"> • Periodic analysis of progress using stable metric and implementation science processes including: <ul style="list-style-type: none"> • Coaching and Observation • Assessment Data Analysis • Annual Review/Revision of Professional Development Plan <ul style="list-style-type: none"> • Annual Review/Revision of CLP

Building Collaboration:

The District Leadership and Parent Advisory groups will continue to evaluate the best methods for ensuring transparency, sharing updates, and gathering input on the PreK-12 Comprehensive Literacy Plan. Some strategies may include:

Listening Sessions - Community and stakeholder groups meet periodically with EPS leaders for informational update on the development of the plan. A facilitator will lead the discussion and summarize key findings.

Surveys - Community and stakeholder groups may participate in survey and other forms of data collection over time.

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, by guiding the implementation of instructional integration and alignment of resources. These resources include but are not limited to:

Primary Classrooms K-2

- **Sondy Essentials** supports the development of the MN ELA Foundational Literacy Skills standards, as well as phonological awareness, phonemic awareness, and phonics. Online components support distance learning. As of December 2020, all K-2 will have experienced training in utilizing these curriculum resources.
- **Collaborative Classroom Core Curriculum Resources** support the development of the MN ELA Reading Comprehension, Vocabulary, and Writing Standards, as well as integration of Foundational Skills into context. Online components support distance learning. **Intermediate Classrooms 3-5**
- **Collaborative Classroom Core Curriculum Resources** support the development of the MN ELA Reading Comprehension, Vocabulary, and Writing Standards, as well as integration of Foundational Skills into context

Rtl Intervention Support

- **Sondy 1 & 2** an Orton-Gillingham approach to support the remediation and acceleration of Foundational Literacy Skills
- **HillRAP** an Orton-Gillingham approach to support the remediation and acceleration of Foundational Literacy Skills
- **Leveled Literacy Intervention (LLI)** to support the development of Fluency, Vocabulary, and Comprehension Development

Extended/Accelerated 3-5

- **Jacob's Ladder** a gifted and talented curriculum resources developed by the College of William and Mary curriculum for extension, acceleration, and talent development

We will also collect data to analyze the current curriculum resources and instructional delivery to determine the effectiveness of the alignment and the overall viability of the curriculum in meeting the needs of all students.

Prioritization During Covid:

Shifting to distance learning required educators in Edina Public Schools to provide additional support and resources for teachers in meeting the needs of students. We have been especially attentive in addressing the early literacy needs of students. In order to do this we are equipping teachers with the resources and

professional development to provide synchronous instruction that is systematic and explicit in teaching decoding and knowledge of alphabetic principles, as well as language development and comprehension. This synchronous instruction will be done in both whole group and small group settings. In addition asynchronous lessons have been developed to include systematic and explicit instruction focused on clear learning objectives connected to literacy standards. All instruction will have a balance of synchronous and asynchronous time based on the student need in each classroom and teacher expertise in responding to this need.

The following are some examples of the additional resources and supports in place for K-5 teachers:

- **Shared Google Drive ELA Unit Lessons:** Classroom teachers and Literacy Coaches developed and shared model asynchronous reading lessons aligned to curriculum units.
- **Distance Learning Lessons:** Asynchronous lessons following our framework, developed by the Literacy Coaches for teachers to use as supportive reading lessons.
- **Schoology Resources:** Model lessons, Framework Guide and Checklist, Lesson Template for Pear Deck and See Saw lessons.
- **Getting Texts in Students Hands:** *Being a Reader* Barcode access and printed copies of texts sent home with K-2 students from the curriculum resource for guided reading instruction.
- **Tutorial and Guided Access to the CCC Learning Portal:** Guided slideshow sharing specific resources and supports provided by the ELA curriculum resources.
- **Sonday Essentials Online Resources:** K-2 teachers will have access to an online resource to support distance learning.
- **IXL:** An online Math and ELA resource with a supportive diagnostic, individualized and small group instruction opportunities for grades K-5.

Consistent collaboration is also occurring with secondary leadership teams in order to support and address the needs of secondary learners. Areas of collaboration include but are not limited to:

- **Additional Resource Allocation:** For example, **IXL**, an online Math and ELA resource with a supportive diagnostic, individualized and small group instruction opportunities across the secondary where needed.
- **Core Instruction:** Professional Development focused on best practices to improve student engagement in Distance Learning with short periods of whole group instruction followed by small group and individual support. For example the use of break out rooms in google.meets.
- **Feedback and Formative Assessments:** Professional Development on the use of technology resources, such as Pear Deck, to increase opportunities for formative feedback loops.
- **Targeted Supports:** Integration of systems in order to meet the needs of students who are demonstrating less engagement and higher need while learning from home.

Appendix A: Board Report 10.22.20 with change from original report highlighted in yellow



Board Meeting Date: October 22, 2020

TITLE: Comprehensive Literacy Plan Process

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert and Dr. Bonnie Houck

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 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-12 Literacy Intervention Review** (Change from feedback at 10.22.20 Board Meeting)
 - 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 B:

Comprehensive Literacy Plan: **DRAFT** Guiding Change Document CLP Leadership Team

Developing Our Vision Statement: *What will literacy and learning look like in our district when an effective PK-12 Comprehensive Literacy Plan is successfully implemented?*

Context and Reality (NEED) "The Why"	Unacceptable Means "The Not-How"	Desired Results "The What"
<ul style="list-style-type: none"> Every student has the right to read and write, but not all students are meeting their potential in literacy. Achievement gap is known and judged to be unacceptable. 	<ul style="list-style-type: none"> Our multilingual English learners, underserved populations, and economically challenged students will experience achievement gaps. 	<ul style="list-style-type: none"> Data collected will inform specific professional learning opportunities that have proven to support literacy development of multilingual English learners, underserved populations, and economically challenged students Literacy Coaches will support coaching opportunities to strengthen core instruction Educators will commit to integrating new instructional practices Develop guidelines to monitor student literacy development as they move into kindergarten to provide early intervention.
<ul style="list-style-type: none"> Literacy instruction must include a clear, aligned Multi-Tiered System of Service (MTSS) that ensures each learner meets grade level expectations and develops, at minimum, one year every year. 	<ul style="list-style-type: none"> Each school team uses an assessment system or intervention instruments that have not been reviewed and aligned into a district system. Students are included in MTSS programs without using a district developed process. 	<ul style="list-style-type: none"> Our RtI system needs clear metrics and access/exit points Assessment and data are used to identify and align interventions based on lowest level of need and adjusted using the district identified progress monitoring system Students identified for intervention require acceleration to grade level expectations as quickly, and effectively, as possible Assessment and data are used to identify students in need of enrichment or acceleration and monitored using the district identified process
<ul style="list-style-type: none"> Classroom instruction must align current standards and viable, scientific research supported best practices to ensure all students have access to a clear and viable curriculum and relevant learning experiences. 	<ul style="list-style-type: none"> Assuming that using curriculum resources can successfully provide a clear and viable curriculum. 	<ul style="list-style-type: none"> A system of identifying research based practices for instructional delivery Ensuring that all instruction is aligned to the standards that support literacy development including: MN ELA Standards; MN ITEM Standards, and the CCSS 6-12 reading standards
<ul style="list-style-type: none"> Literacy assessment and data collection includes 	<ul style="list-style-type: none"> District wide assessment is reviewed without 	<ul style="list-style-type: none"> District wide assessment is triangulated to include criterion-based, norm referenced, and

<p>measures to assess ongoing growth and need, as well as a system of data analysis and discussion to inform the quality of instruction and intervention across PK-12.</p>	<p>triangulation or across time spans and used to make limited decisions</p> <ul style="list-style-type: none"> ● District wide data is not reviewed and analyzed regularly while doing a comparative analysis with observation, lesson analysis, student work and other data. 	<p>screening measures to make programmatic, instructional, and intervention decisions</p> <ul style="list-style-type: none"> ● Ongoing, regular data analysis, reflection, and discussion among teams of educators to evaluate instruction, as well as student development.
<ul style="list-style-type: none"> ● Curriculum resources must be seated in research and aligned to current standards to support instructional opportunities to ensure students' independent application of learning. ● All students, regardless of academic readiness, learning styles, cultural and linguistic diversity have access and opportunity to instruction and resources that will cultivate, accelerate, enrich, and expand their literacy development. 	<ul style="list-style-type: none"> ● Curriculum resources related to literacy development PreK-12 are purchased and utilized without following a district process ● Curriculum resources must be aligned to the standards for literacy development, i.e. MN ELA Standards, CCSS 6-12 reading standards, MLT Standards, etc. Curriculum resources are purchased and utilized without following a district process ● Curriculum resources are considered the "curriculum" 	<ul style="list-style-type: none"> ● Curriculum resources are purchased based on a research supported process, including data collection related to current practices and student achievement ● Curriculum resources must be aligned to the standards for that are of literacy development, i.e. <i>Early Learning Indicators of Progress, MN ELA Standards, CCSS 6-12 reading standards, MLT Standards, etc.</i> ● Curriculum resource adoption and purchases are supported by professional learning using implementation science to ensure integration into instructional practices ● Curriculum is defined as the knowledge of standard, pedagogical experience and expertise of our educators, knowledge of students strengths and needs working together to utilize curriculum resources to scaffold and support student growth and mastery.
<ul style="list-style-type: none"> ● Learning is a collaborative, community responsibility. 	<ul style="list-style-type: none"> ● Communication processes are in need of ongoing systems of feedback, offering opportunities to inform and exchange research and current practice information 	<ul style="list-style-type: none"> ● Parents, caregivers, and community members provide feedback and support and are valued participants in the CLP
<ul style="list-style-type: none"> ● Educators need ongoing, aligned, job embedded training, in current research supported practices and instructional materials, implemented over time with coaching and support. 	<ul style="list-style-type: none"> ● Professional development is offered in small, incremental sessions based on interest, without ongoing, job embedded, reflective practices that can lead to continuous growth 	<ul style="list-style-type: none"> ● Professional learning will be aligned to growth and need identified by data collection through observation, survey, assessment data, student work, and other sources ● Professional learning experiences are supported by research and evidence to ensure instructional growth and change, with a direct affect on student development and achievement. ● Provide professional learning on the science of how the brain learns, developmentally

		<p>appropriate teaching, etc. in order to deepen staff' understanding of effective lesson designs.</p> <ul style="list-style-type: none"> ● Ensure that early learning and grade level teams meet horizontally and vertically to discuss the trajectory of teaching. Ensure periodic time for collaboration at the beginning and end of the year to discuss students as they move from one grade to the next..
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Research statements:

- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, multicultural awareness and the ability to solve real world problems (Fish, 2011; NCTE, 2008).
- Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in context (ILA, 2020).
- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- The ability to read not only makes us better learners and communicators, but also arms us against oppression and benefits us financially (Gallagher, 2003)
- Development as a reader requires a rich program of reading, reflection, discussion, and writing about a wide range of accessible texts written for a range of purposes, audiences and genres, including digital and multimodal texts (Bråten & Braasch, 2017).
- All children require some measure of explicit, intensive, and individualized support and direction depending on their needs as readers. This includes explicit attention to the sound system of language where necessary. No child, however, requires unique instruction based on an educational label (Dudley-Marling & Paugh, 2004).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, and multicultural awareness (NCTE, 2008).

National Governors’ Association (NGA). (2013). A Governor’s Guide To Early Literacy: Getting all Students Reading By Third Grade. <https://www.nga.org/wp-content/uploads/2019/02/NGA-Governors-Guide-to-Early-Literacy-Oct-20132.pdf>

National Council of Teachers of English (NCTE). (2008, Nov 19). The NCTE definition of 21st century literacies. Retrieved Dec. 3, 2012, from <http://www.ncte.org/positions/statements/21stcentframework>.



Board Meeting Date: 12/1/2020 Work Session

TITLE: School Board Officers and Committee Assignments

TYPE: Discussion

PRESENTER(S): Erica Allenburg, Board Chair and John W. Schultz , Ph. D.

BACKGROUND:

On January 4th, we will be having our annual board organizational meeting where we will be voting for board officers and other organizational details for the year. In preparation for that meeting, we will be discussing officers and board committees at the December 1st work session. Attached is a spreadsheet for board members to express interest in officer positions and/or committees. Please note there are two tabs on that spreadsheet.

We are recommending that current committee positions stay the same due to the pandemic turmoil in the district right now and the number of new lead team members we have. We believe it would be good to maintain a level of consistency and continue to build upon existing relationships with the lead team members. For this reason, you will see the committees pre-filled with the current committee roles; however, board members are free to express interest in other committees if they would like to.

Additionally, please remember that we moved to change the bulk of committee assignments over the summer, so there are only a few liaison assignments to review right now.

RECOMMENDATION: Discussion Only

PRIMARY ISSUE(S) TO CONSIDER: Board Officers and Committee Assignments

ATTACHMENTS: None

ROLES	Term Renewed	FUNCTION	Current	Suggested	Suggested	Suggested
Chair	JANUARY	Presides @ all board mtgs; countersigns allowable RFPs; district rep in all actions; performs all duties chair usually performs	Allenburg			
Vice Chair	JANUARY	Performs duties of chair in event of their temporary absence	Wallen-Friedman			
Treasurer	JANUARY	Deposits funds in official depository; makes all reports called for by board; performs all duties treasurer usually performs	Fox			
Asst. Treasurer	JANUARY	Assists treasurer	Michaelson			
Clerk	JANUARY	Keeps record of all mtgs	Jones			
Asst. Clerk	JANUARY	Assists clerk	Shaw			
Asst. Clerk	JANUARY	Assists clerk	Greene			
COMMITTEES		Advisory only	Current	Suggested	Suggested	Suggested
Finance/Facilities	JANUARY		Fox Michaelson Jones	Fox Michaelson Jones		
Governance	JANUARY		Allenburg Wallen-Friedman Shaw	Allenburg Wallen-Friedman Shaw		
Policy	JANUARY		Michaelson Allenburg Greene	Michaelson Allenburg Greene		
T&L	JANUARY		Shaw Wallen-Friedman Jones	Shaw Wallen-Friedman Jones		

	Term Renewed	FUNCTION	Current (alternate)	Proposed	Proposed	Proposed	Proposed
ASSOCIATIONS		Advisory only					
AMSD	JUNE	AMSD advocates for metropolitan school districts and advances legislation supporting student achievement. The Bd of Directors, comprised of the superintendent & 1 school board member from each of the 44 member school districts, governs the association .	Ellen (Michaelson Greene)				
ISD 287	JANUARY	Provides customized, innovative, specialized, student services and educator resources to 12 member districts	Regina Neville				
MSBA	JUNE	Supports, promotes, enhances the work of public school boards and public education. Bd of Directors is comprised of 1 rep from each MSBA District. 6 divisions - Admin/Governance; Bd Devel/Training; Gov't Relations; Mgmt Svcs; Policy Svcs; PR/Communications.	Julie				
MSHSL	JANUARY	Provides educational opportunities for students through interscholastic athletics & fine arts programs; provides leadership & support for member schools	Erica				
GROUPS		Advisory only	Current (alternate)	Proposed	Proposed	Proposed	Proposed
City Council	JANUARY	Responsible for efficient operation of City gov't thru policies & ordinances carried out by Council-appointed City Manager	Erica Ellen				
Community Ed Services Advisory	JANUARY	Provides input, direction & insight to Community Education	Greene				
Ed Fund	JUNE	Independent non-profit organization dedicated to continued EPS academic excellence. Secures private, supplemental funding to support valuable education experiences & innovative projects. Funds raised augment school system revenues provided by taxes, state aid, and other parent and student led fundraising efforts.	Leny Ellen				
Gifted Ed Advisory Cmte	JUNE	Incls Gifted Ed Coord, teaching specialists, a principal rep, two volunteer parent reps from each school. Provides network for communication, support, and accountability	Ellen Janie Leny				
Insurance	JANUARY	Business Svcs & HR driven	Shaw				
Legislative Action Cmte	JUNE		Ellen Julie Owen				
PLC - Parent Leadership Council	JUNE	Edina PLC meets monthly from September through May, with speakers and discussions varying by agenda topic.	Julie (Leny, Erica)				
SAAC -Student Activities Advisory Cmte	JUNE	EHS driven	Erica				
SEAC - Special Services Advisory Cmte and Mental Health and Wellness	JUNE	Promotes understanding of district-wide issues relating to education/welfare of EPS students. Incls reps of each school parent organization, EFC, PCN, Community Ed, & Ed Fund.	Janie (Erica)				
World's Best Workforce	JUNE	State required, T&L driven, to ensure every district is making strides to increase student performance.	Janie (Ellen)				
SCHOOL SITES		Advisory only	Current (alternate)	Proposed	Proposed	Proposed	Proposed
ELC/ECSE	JUNE		Ellen				
Concord	JUNE		Janie				
Cornelia	JUNE		Julie (Matt)				
Countryside	JUNE		Janie				
Creek Valley	JUNE		Ellen				
Highlands	JUNE		Leny				
Normandale	JUNE		Owen				
South View MS	JUNE		Erica				
Valley View MS	JUNE		Julie				
EHS	JUNE		Matt				