



Edina Public Schools

PreK-5 and Preliminary 6-12 Intervention Comprehensive Literacy Plan

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Executive Summary
Edina Comprehensive Literacy Plan
Year One PreK-5 and Preliminary 6-12 Intervention (Year Two 6-12)

The Edina PreK-5 Literacy Plan has been developed in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

Our Edina PreK-12 Comprehensive Literacy Mission and Vision:

- The mission of the PreK-5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement.
- The unified vision is that all learners in Edina Public Schools become lifelong learners with the rich literacy, language, and comprehension skills necessary to be engaged, motivated, critical thinkers and communicators, thriving through rigorous learning opportunities.
- The PreK-5 and 6-12 Intervention Preliminary Comprehensive Literacy Plan is the first step in a five year process to meet this auspicious goal through key strategies, priority goals, and action steps.
- The PreK-5 and 6-12 Intervention Comprehensive Literacy Plan is seated in the knowledge that reading is a developmental process, supported by systematic instruction of the foundational skills of oral language development, phonemic awareness and phonics to effectively decode and instruction and practice in fluency, comprehension, and vocabulary acquisition through application of systematic strategies to assist in recall of information, self-monitoring and adjusting, question generation, and summarizing of information (Shanahan, 2011; IDA, 2015; Baker, 2009; NELP, 2008; NRP, 2002; Ehri et al., 2001; Snow et al., 1998).

Literacy development is not complete without focusing on both word decoding and language comprehension, as well as 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.

Research Supported Instructional Pedagogy:

Quality teachers leading effective instructional practices proven through research has the greatest impact on student growth, efficacy, and achievement. The Edina Comprehensive Literacy Plan identifies and provides support in the understanding and integration of the following:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, explicit, and systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;

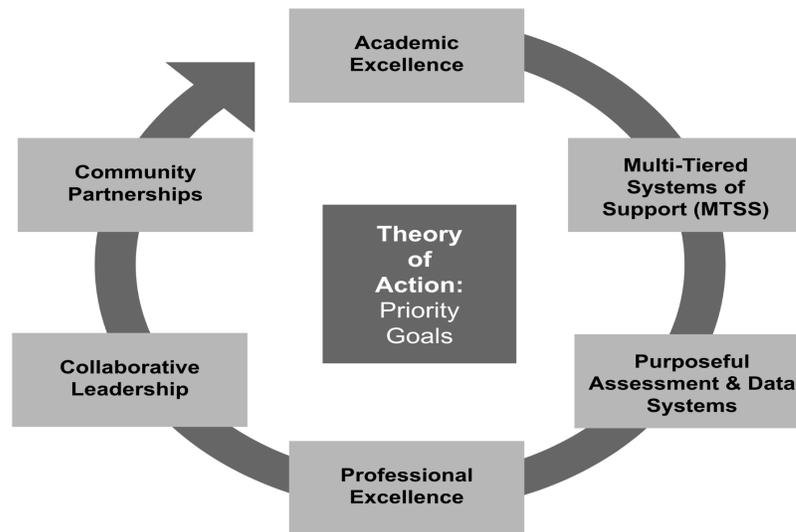
- specific observation and assessment techniques used to inform students' literacy strengths and needs across a Multi-Tiered System of Support.

Definition of Comprehensive Literacy:

Comprehensive literacy develops, cultivates, and applies 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. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA (International Literacy Association), 2020; NCTE (National Council of Teachers of English), 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

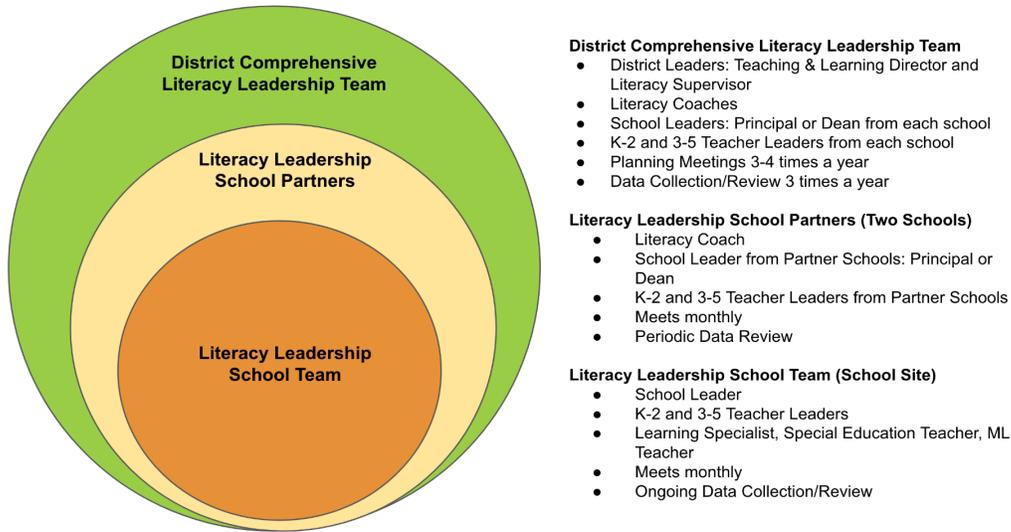
Edina's Priority Goal Areas (Theory of Action):

There are six key components that organize and guide the goals and subsequent action steps for accomplishing the mission and vision of the Edina PreK-12 Comprehensive Literacy Plan. The key components, outlined as goal areas are:



Implementation of Action Steps Through Collective Ownership:

The action steps in the Edina PreK-5 Comprehensive Literacy Plan are organized under each of the six key components or goal areas. The Comprehensive Leadership Teams outlined below create the layered leadership structure for implementation of the action steps defined under these key components or goal areas. The Leadership Teams are the nucleus of continued development, implementation, and differentiation of the PreK-12 Comprehensive Literacy Plan. The teams provide the infrastructure for collective ownership through continual learning, support, coaching, guidance, data collection, feedback, and communication as the actions steps and professional development of the PreK-12 Comprehensive Literacy Plan are implemented.



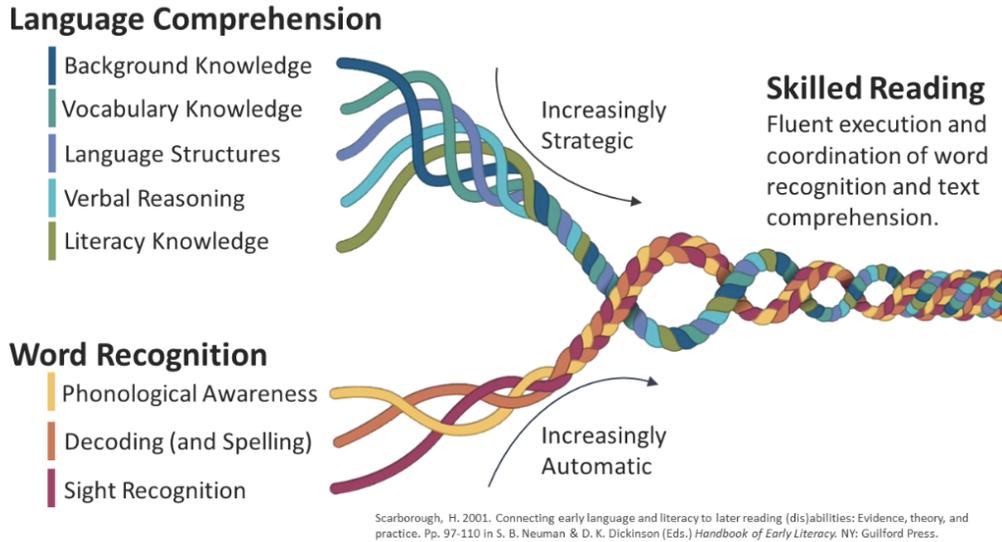
Introduction and Purpose:

Literacy skills are the foundation for proficiency development in reading, writing, and communication. The Edina School District has successfully raised the level of these skills, and we intend to expand and enhance our literacy teaching and learning for all students. New research shows the need to focus our improvement efforts, to ensure we consistently meet the needs of every learner.

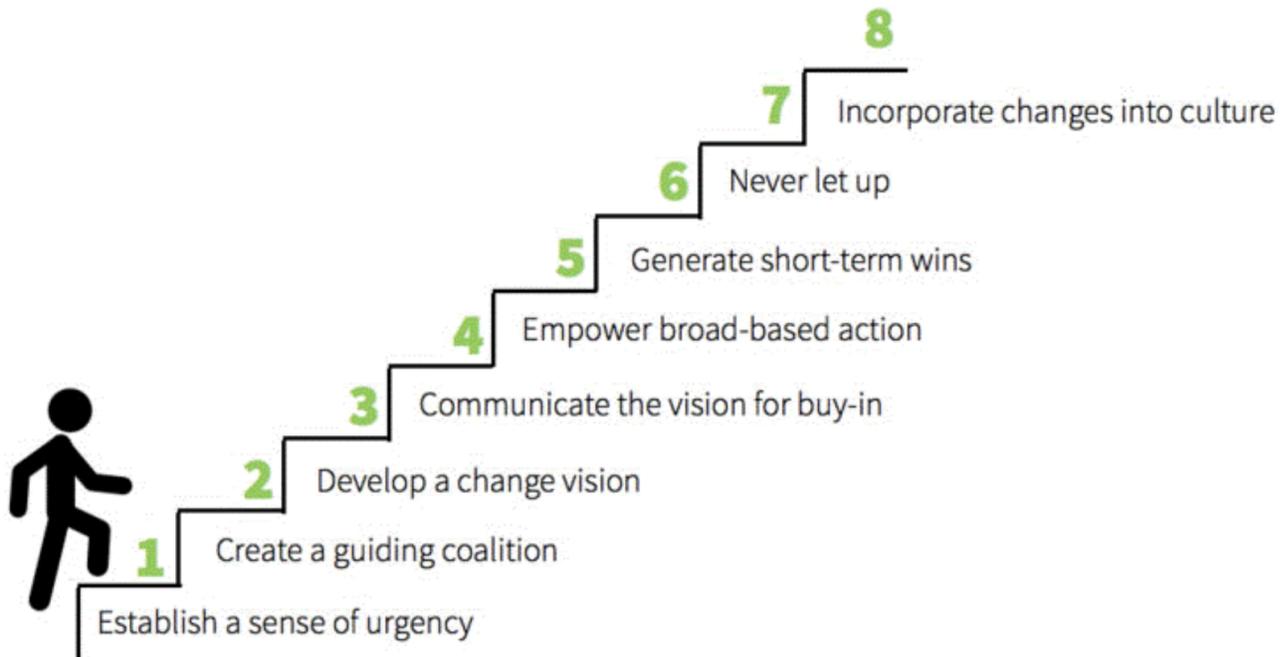
The Edina PreK-12 Comprehensive Literacy Plan is in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, inclusiveness, and rigor for all. This plan ensures all students are College, Career, and Civic ready.

The PreK-5 Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal. Planning is grounded in current and enduring research with systems that build collective ownership, for successful implementation of differentiated instruction across a multi-tiered system of support. Implementation begins with establishing a strong inclusive literacy culture supported by strong literacy instructional practices. This ensures all students develop foundational reading skills and the making meaning that supports them. As shown below, the development of word recognition and analysis, paired with the development of language comprehension and making meaning, work together to create skilled reading.

Scarborough's Reading Rope - A Simple View of Reading Development



The Edina PreK-12 Comprehensive Literacy Plan is a living document that will modify and adjust based on data to inform areas of success and those in need of additional time or resources. Using the Eight Step Change Model (Kotter, 2012) to guide our Theory of Change and action steps, implementation will be supported across multiple phases. The initial development of the PreK-12 Comprehensive Literacy Plan builds upon the sense of urgency established by our Strategic Plan and partners with current district initiatives in progress.



(Dr. John Kotter's 8 Step Process for Leading Change, 2012)

Since the development of the Strategic Plan, our school district has had to navigate the constant changes and demands of a worldwide pandemic. Students, families, teachers, and leaders have made tremendous efforts to adjust and overcome challenges to meet learning

goals. Due to limitations in the data collection and communication necessary to structure the plan in its entirety, a decision was made to draft the plan across two years. Year One focuses on PreK-5 and Year Two will extend to the secondary grades 6-12. Year One also includes initial planning for the secondary intervention system, which will continue to develop through Year Two. In addition, informed modifications will be required as conditions allow for more collaboration, thorough data collection, and targeted study in the years ahead.

Definition of Comprehensive Literacy:

There may be no greater purpose for an educational system than to ensure all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. Literacy is a continuous, developmental progression from birth through adulthood. Comprehensive Literacy is a culmination of enduring and current research, proven instructional design and delivery, and target interventions that result in developing learners with the ability to strategically apply reading, writing, speaking, listening, viewing and technological skills to access and communicate information effectively inside and outside of the classroom and across content areas. The foundation of a literacy classroom is seated in research and evidence supported practices in the development of reading and writing to equip learners in critical thinking, problem solving, and communication.

Comprehensive Literacy instruction and learning includes, but is not limited to:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment techniques used to inform students' literacy strengths and needs.

The instructional delivery of comprehensive literacy begins with developing lessons with clear, standards-aligned learning targets, and success criteria. Expectations and goals are

clearly articulated, explicitly taught and modeled by the teacher, and scaffolded and supported through varied texts and learning opportunities across the Gradual Release of Responsibility. This method shifts the ownership of the learning from the teacher to the students. Throughout the process, the teacher observes, confers, assesses, and provides actionable feedback, providing re-teaching and intervention, or enrichment and challenge, as needed.

Comprehensive literacy develops, cultivates, and applies 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. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

The PreK-5 Comprehensive Literacy Plan Alignment:

Clear alignment to district planning and initiatives is critical to the success of our literacy planning. The Comprehensive Literacy Plan will align to existing and developing systems and processes ensuring that the priority goals, action steps, and purposeful outcomes interconnect and support the mission, vision, and Strategic Plan of Edina Public Schools.

This connected alignment includes:

- **The Edina Learning Framework (ELF)** is a consistent, competency-based structure that requires students to demonstrate mastery of standards as they progress in meeting the EPS educational competencies.
- **Social Emotional Learning (SEL)** is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- **Professional Learning Communities (PLC) Playbook** supports leadership capacity, professional growth, and an ongoing process of continuous learning within a culture of collaboration and collective inquiry, in order to promote and maximize student success and achievement.
- **The Professional Development Plan** is seated in current research and evidence based practices with ongoing opportunities for teachers and leaders to have collaborative conversations about student literacy needs, equity and access for all students within the construct of continuous improvement.

- **Multi-Tiered System of Services (MTSS)** MTSS is a systematic, continuous improvement, decision-making framework that supports educators in providing academic and behavioral strategies for students with various needs. This framework utilizes data-based problem solving and decision-making across all levels of the educational system. The MTSS framework provides consistency of implementation across SEL, PLCs, and the PreK-12 Comprehensive Literacy Plan (CLP).

Edina’s Literacy Mission and Vision:

The mission of the PreK-5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement by:

- strengthening our culture of professional excellence;
- enhancing systems to cultivate an inclusive, caring school culture;
- aligning instruction to current and enduring research and proven best practices;
- increasing classrooms strategies to identify and support struggling readers to address literacy deficits early; and
- promoting continuous learning and collective ownership.

Our unified vision is that all students in Edina Public Schools become lifelong learners with rich literacy, language, and comprehension skills necessary to be engaged, motivated, critical thinkers and communicators, thriving through rigorous learning opportunities. In our literacy vision, every student develops as an independent, literate learner through engaging in meaningful learning experiences that incorporate an individual learner’s profile. Literate learners will read, write, listen, communicate, comprehend, and make meaning. In addition, they will think critically and problem solve across content areas. Using a variety of texts, media sources, and learning experiences, literate learners will synthesize information, transfer learning into new applications, and use their learning to communicate in multiple ways to diverse audiences.

The Guiding Change Document (Theory of Change): [LINK](#)

The Guiding Change document outlines the purpose for the Comprehensive Literacy Plan, how it is being created, and the expected results of its implementation. This structure guides the work of the PreK-12 Comprehensive Literacy Plan through the inevitable challenges that will arise by providing a clear plan of action. The expected results guide the creation of the Priority Goals and Action Steps that will support the implementation of the plan over the next five years.

Edina's Priority Goal Areas (Theory of Action):



Goal 1: Academic Excellence:

Standards, Curriculum, and Instructional Outlines

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committed to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The Minnesota Reading and ELA Standards outline clear goals for reading, writing, listening, speaking, viewing and exchanging ideas. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students' needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

Using timely and appropriate assessments, curriculum will be analyzed to ensure that all students are, at minimum, meeting proficiency and developmental growth expectations.

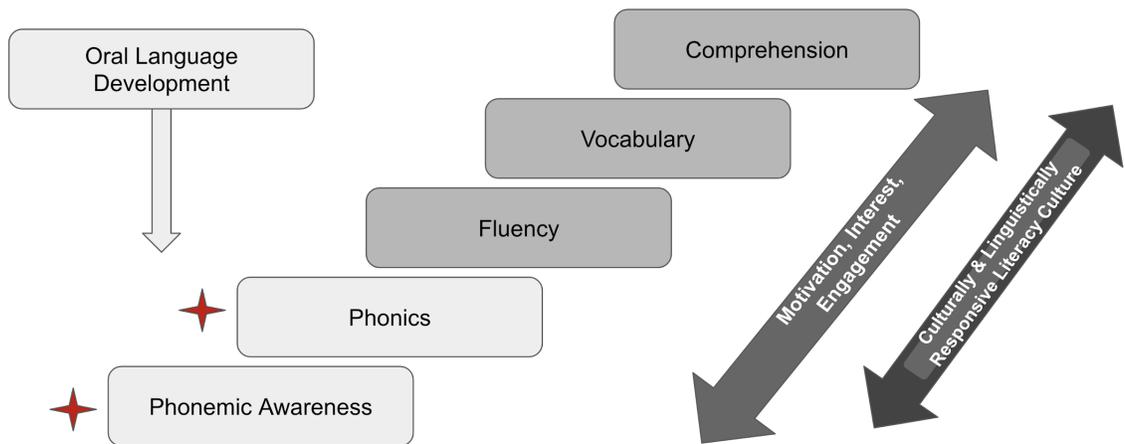
- **Effective Comprehensive Literacy Instruction** - Data guides the framework for instructional delivery in Reading and ELA core instruction relies on the *5+1 Components of Reading*, the *Developmental Stages of Reading, Writing, and Orthography*, and the *Comprehensive Literacy Instructional Outline*. Teachers and leaders must have an internalized knowledge of these three important areas in order to design, deliver, and assess literacy instruction. These three critical structures provide educators with the What, the Why, and the How of effective literacy development.

- **The Components of Reading (The WHAT)**

The research supported "must teach" reading elements scaffold the development of skilled readers. They provide us with the specific building blocks of word recognition and language comprehension necessary for skilled reading. The components identified by the National Reading Panel (2002) and The National Early Literacy Panel (2008) are: oral language development; phonemic awareness; phonics; fluency; vocabulary; and comprehension development. The first three components, oral language development, phonemic awareness, and phonics, represent the foundations of reading needed to develop the Alphabet Principle to support decoding. Sonday is a resource that is used, and will continue to be used, with an emphasis on implementation fidelity to ensure all Edina learners master these foundations. The second three components are supported by decoding with automaticity to allow the reader to read fluently, freeing the brain to make meaning, comprehend, and acquire new vocabulary.

5 + 1 Components of Reading

(NRP, 2002; NELP, 2008)



Structured Literacy focuses on the foundational skill standards for reading and develops the Alphabet Principle. *Comprehensive Literacy* focuses on all of the ELA Standards. In reading, that includes the 5 +1 Components.

- **The Developmental Stages of Reading, Writing, and Orthography (The WHY)**
Literacy behaviors, reading, writing, and spelling/phonics, follow a developmental

progression across time. These stages typically align and inform a teacher if students are moving through the stages at a typical pace to allow for intervention or enrichment as needed. The continuum of literacy development in the critical *5+1 Components of Reading* illustrates the relationship between these developmental processes that culminate through effective instruction and practices to support skilled reading, writing, communicating, and understanding. The key skills for the development of early learning outlined in the foundational skills standards essential to all young learners include; oral language development, phonological and phonemic awareness, and phonics development. Building on this foundation, learners develop fluency, vocabulary and comprehension skills and strategies necessary to make meaning. Writing development is developed through opportunities to write creatively, and to prompts, to develop fluency, apply grammar and spelling knowledge to communicate.

- **The Comprehensive Literacy Instructional Outline (The HOW)**

This outline begins with clear, consistent and focused literacy strategies informed by ongoing data analysis which informs what must be taught and assessed, as well as the instructional structures that ensure that the components are cultivated within the developmental processes through instruction and student work that shifts the ownership of learning to students. These are necessary research supported practices that all teachers and leaders need to know, understand, and integrate into daily teaching. Effectively using the dedicated time for core literacy instruction and additional time for literacy support and language intervention for Multilingual Learners, the Comprehensive Literacy Instructional Outline (CLIO) structures the essential components of instruction, assessment, professional learning, reflection, and collaboration for literacy learning. The outline also guides teachers in using data and knowledge of student needs to design and deliver instruction, making adaptations and decisions with instructional agility.

Embracing the Gradual Release of Responsibility to partner with students to shift the ownership of learning to students, teachers explicitly teach and model the success criteria of the learning targets. Students engage in a wide variety of learning opportunities to develop their ability to apply that success criteria through multiple modes of instruction and demonstrate that success criteria to show evidence of their learning. The CLIO structures the modalities of instructional release ensuring that students are motivated to develop independence and self-direction in meeting and exceeding the ELA standards.

Comprehensive Literacy Instruction

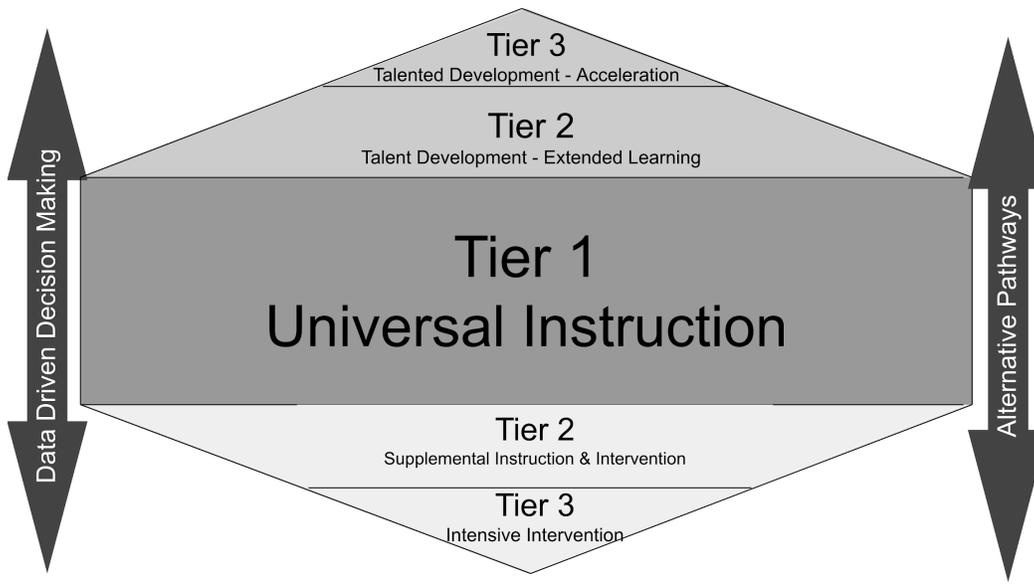
The Minnesota Standards for English Language Arts			
Quality Core Comprehensive Literacy Instruction 120-150 minutes (90-120 minutes of uninterrupted Reading Instruction)			
Standards Aligned Learning Targets with Clear Success Criteria			
<p>Reading Instruction/ Reading Workshop</p> <p>Direct, Explicit Instruction (Mini Lessons) Read Aloud (Modeled Reading) Shared Reading Close Reading Guided Reading Student-Led Collaborative Groups Independent Reading Reading Conferences</p>	<p>Language & Word Study</p> <p>Direct, Explicit, Systematic Instruction (Mini Lessons) Multi-Sensory Word Work Foundational Skill Instruction (PA/Phonics/Alphabetic Principle) Structural Analysis Vocabulary Development Grammar & Sentence Structure</p>	<p>Writing Instruction/ Writing Workshop</p> <p>Explicit Instruction (Mini Lessons) Genres Study Modeled Writing Shared Writing Guided Writing Collaborative Writing Independent Writing Writing Conferences Peer Conferences</p>	
Gradual Release of Responsibility – Supporting Student Motivation, Engagement, Self-Direction, and Ownership <i>Whole Group Focused Instruction – Small Group Guided Practice – Student Led Collaborative Discussions – Independent Application</i>			
Research Supported Best Practices	Culturally & Linguistically Responsive Instruction	Multi-Tiered Systems of Service (MTSS)	Technology Integration
Ongoing Formative & Summative Assessment			
Ongoing, Embedded Professional Learning & Literacy Coaching			
Guided Implementation of Professional Learning Data Collection and Analysis (Lesson Study, Student Work Review, Literacy Classroom Visit Data, Teacher Survey and Focus Group, and Feedback)			

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Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners: EPS’ Comprehensive Literacy Plan embraces and integrates an equity mindset and a culturally sustaining approach that honors the diverse community of learners in our schools. A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. MTSS is a multi-tiered framework developed to ensure that all students have access to the instruction, intervention and support, and talent development opportunities needed to meet and exceed grade level literacy learning goals every year.

The heart of the MTSS framework is effective universal core classroom instruction, as illustrated in the visual. The goal of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. Observation, assessment, and review of student work provides the data to inform teachers of a need for support within the core classroom and/or additional targeted support to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.

Within MTSS, Tier 1 is defined as instructional for all, Tier 2 is instruction for some and Tier 3 is instruction for a few. In each tier a team of educators work together in collaborative teams to determine the best instructional match for each learner. Determining an instructional match for students is done intentionally for students needing additional support to meet the standard **and** for students that are performing above the standard who demonstrate a need for extensions in their learning progression.



NOTE: This simple MTSS is a placeholder. The MTSS team is developing an Edina Model. So, for now, this is just to reinforce the notion that we are looking at both ends of intervention and talented development as critical aspects of instructional planning and delivery. [This Model may be closer to what we develop](#)

Goal 3: Purposeful Assessment and Data Systems

Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning. Reading, writing, and communicating are developmental and, therefore, complex areas to assess. No single assessment can include all aspects of these diverse processes. Every literacy assessment offers multiple purposes, yet no single assessment can serve all purposes. A literacy assessment system needs to reflect the multiple dimensions of reading and writing, the various purposes for assessment, and the diversity of the students being assessed.

The Role of Literacy Assessment is to:

- determine where students are in their learning progression;
- guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources);

- partner with families about their child(ren)'s learning;
- monitor students' progress towards mastering academic and early learning standards, including social emotional learning;
- see timely data to provide actionable feedback FOR learning; and
- inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

The PreK-12 Comprehensive Literacy Plan will create action steps to ensure that educators have a well-designed assessment system that includes formal assessments for universal screening, progress monitoring, and diagnosis of specific needs, as well as formative common assessments, observation data, and student work products. Educators will have consistent and timely access to data, as well as time to reflect on these data and engage in collaborative data conversations, supported by common data decision-making processes and protocols to guide instructional decision making.

Goal 4: Professional Excellence

High quality professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders. Teachers, administrators, and leaders are committed to developing the knowledge, skills, and dispositions necessary to consistently foster opportunities to collaborate with students in meeting and exceeding literacy proficiency and goals. This learning must be embedded into the structure and routine processes of the district. Within the Professional Learning Community (PLC) Framework, Professional excellence considers:

- students' critical learning and knowledge development;
- how educators observe and collect data about student learning; and
- how educators respond to the information gathered about student learning.

Goal 5: Collaborative Leadership

Collaboration among teachers, staff, and school and district leaders:

- fosters a positive culture of high expectations, system support, unity, and collective ownership;
- ensures critical teacher input into the decision making and implementation process;
- creates agreed upon systems that support timely and effective decision making;
- maintains the mission, vision, and core values;
- strategically meets goals;

- addresses challenges as a single, cohesive team; and
- collectively incorporates changes into a sustaining culture.

Embracing collaboration at the highest level demonstrates to our entire Edina community the value and importance of the PreK-12 Comprehensive Literacy Plan and each district initiative that aligns and supports it. It is through this collaborative approach that the goals, actions, and expected results will be realized.

Goal 6: Community Partnerships

Literacy learning is a collaborative, community responsibility. It is achieved through partnerships among educators, caregivers, learners, and the community in prioritizing education and engaging developmentally appropriate literacy experiences that support learning through play, innovative classroom practices, deep thinking, and incrementally scaffolded high expectations. It is important for all members of the Edina Public Schools community to have a shared commitment to the Comprehensive Literacy Plan in order to ensure all students meet literacy goals. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individuals, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Priority Action Steps Moving into 2021-22:

Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline

Teachers and Leaders will participate in the following to ensure core instruction supports current, valid, and reliable research:

- Engage in and implement Early Learning Curriculum Review Process to support development of a consistent method of core instruction
- Learn and build understanding of the new MN English Language Arts standards (Summer work in Standards 2022) and/or Early Childhood Indicators of Progress (ECIP)
- Create, teach, and assess standards-aligned Learning Targets across the Gradual Release of Responsibility aligned with ELA standards
- Engage in training for staff to increase preparedness to know and recognize reading difficulties as they appear in core instruction across all grade levels
- Continue learning, implementation of & alignment of instructional resources, such as Sonday, to support foundational skill development (oral language development, phonological and phonemic awareness, and phonics development) including

development of scope and sequence and pacing guide as new state standards are released (K-2)

- Study and engage in deepened learning around research based best practices in Comprehensive Literacy, foundational skills, language skills, and comprehension development
- Collaborate with Literacy Coaches to engage in differentiated, job-embedded professional learning aligned with the Comprehensive Literacy Instructional Framework
- Revise the EPS Dyslexia Guidebook to support staff's ability to know and recognize reading challenges as they appear, as well as how to respond to support students and families

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners

District and Site Leadership will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets through:

- understanding of MTSS as a Decision Making model;
- improved implementation of Data and Problem Solving teams;
- establishing a clear structure for identification of Tier 2 and Tier 3 learning opportunities for students needing additional support and students needing extended learning, talent development pathways, targeted programs, and progress monitoring processes;
- building upon current Talent Development structures and alignment with Policy 601
- implementing initial alternative pathways to provide Talent Development (TD) opportunities for Twice Exceptional (2e), Multilingual Learners, and marginalized students to actively interrupt systems and practices that perpetuate the marginalization; and
- aligning secondary MTSS structure to elementary and secondary goals.

Goal 3: Purposeful Assessment and Data Systems

District and Site Leadership will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems by:

- identifying the literacy assessment system and resources that align with common and informal classroom assessments, as well as the MTSS Framework while fostering a commitment to a data informed culture;

- developing collaborative processes for discussing and building common understanding of each assessment: the purpose; administration; frequency; and use;
- engaging in the use of data frequently and flexibly to make informed decisions about instruction and student learning;
- Continuing to support and development of Data Team periodic meetings to review district, school, and grade level data to make programmatic and instructional system decisions; and
- enhancing and aligning the processes of MTSS problem solving teams to review, analyze, and use data to make instructional and programmatic decisions.

Goal 4: Professional Excellence

Teachers and Leaders will engage in the professional development opportunities to ensure core instruction supports current, valid, and reliable research. These opportunities include:

- research supported, effective instruction in general, and specific to literacy, that aligns with the Comprehensive Literacy Instructional Outline;
- cultivating an inclusive literacy culture in every classroom;
- collaborative discussion about how students learn to read, write, and communicate including, but not limited to: the 5+1 Components of Reading, The Developmental Stages (Reading, Writing, and Orthography) and The Comprehensive Literacy Instructional Outline which includes structured literacy to support the development of foundational reading and writing skills;
- current research on assessment and literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving;
- continue LETRS cohort training to create a core team of teachers knowledgeable about foundational skill development;
- continue implementation fidelity of Souday Essentials, which is a resource to teach foundational skill development in core instruction; and
- understanding the twice exceptional and alternative pathways for inclusion of Multilingual Learners and marginalized students in Talent Development opportunities.

In order for a high level of engagement in professional development to occur District & Site Leadership will:

- collaborate to form Comprehensive Literacy Leadership Teams that honor the professionalism of, and ensures input from, all building staff, while creating differentiated building pathways to ensure successful implementation of the PreK-12 CLP;
- provide time for professional development content at the school and district level,

supported by Professional Learning Community implementation to ensure the integration of learning into daily practice; and

- partner to collect ongoing data through observation, survey, grade level team conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice.

Goal 5: Collaborative Leadership

*District and Site Leadership will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and **ensure successful implementation of the PreK-12 Comprehensive Literacy Plan.** Action steps include:*

- Develop Building 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.
- Commit to collaborate around the action steps, professional development goals, and outcomes of the PreK-12 Comprehensive Literacy Plan.
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan.
- Collect, analyze, and respond to ongoing data through observation, survey, grade level and cross grade level conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice.
- Provide time through scheduling to support research guidelines for instructional delivery for ELA.
- Create a PreK-2 team to align standards across early childhood through the primary grades, create kindergarten readiness guidelines, and a process to share assessment and informal data between early childhood and kindergarten.

Goal 6: Community Partnerships

Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback.

District and Site Leadership will:

- communicate with stakeholders and community members to foster a shared understanding and support to enhance our literacy knowledge and expertise to ensure all students meet literacy goals; and
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.

Continued Action Steps through 2022-26: (This will continue to be developed with greater detail as we begin implementation and work directly with Building Literacy Teams.)

Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline

Teachers and Leaders will engage in the following professional development to ensure core instruction supports current, valid, and reliable research:

All PreK-5: District & Building Leadership Teams, Literacy Coaches, K-12 ELA Teachers, Leads and Support

- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022)
- Create, administer, and review grade level, common formative assessments using student work from standards-aligned Learning Targets to ensure students are meeting and/or exceeding standards
- Create common rituals and routines, strategies, and supports across grade levels to ensure a culturally and linguistically responsive Literacy Culture
- Build understanding and capacity with all aspects of instruction in each modality of the Comprehensive Literacy Instructional Outline
- Fully ensure **all** staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all
- Fully ensure all staff understand the Edina Talent Development Framework and instructional practices to meet the traits of learners who demonstrate a need for pathways to extend their learning beyond grade level standards

Secondary 6-12 Reading and ELA Teachers

- Complete and implement the Curriculum Review Process to support development of a consistent method of Reading and ELA core instruction
- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022) in conjunction with the curriculum review process
- Create, administer, and review grade level, common formative assessments using student work from standards-aligned Learning Targets to ensure students are meeting and/or exceeding standards

- Fully ensure **all** staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all

Secondary 6-12 District & Building Leadership Teams, Literacy Coaches, Content Teachers, Leads and Support

- Focus on specific aspects of disciplinary literacy instruction and technology integration in each modality of the Gradual Release of Responsibility
- Integrate and align ELA and College and Career readiness standards related to nonfiction and informational texts into content area instruction and assessment

Early Learning (PreK) Teachers, District & Building Leadership Team Leads & Support

- Monitor and assess the implementation of Early Learning Curriculum Review Process to support development of a consistent method of core instruction
- Formation of a PreK-2 Early Learning/Primary Task Force and Bridging Team to create alignment and consistency in instruction across early childhood through the primary grades

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners

Teachers and Leaders will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets:

MTSS PreK-5:

- District wide implementation of MTSS Framework, Data Teams, Problem Solving Teams, and supportive processes
- Focus on intentional, targeted Tier One interventions and supports for Multilingual Learners, and students who are facing challenges to learn in order to provide additional instruction, time, scaffolding, etc.
- Development and implementation of a Decision Making process for identification, diagnosis of need, and placement in Tier Two and Three instructional match
- Continue to align current Talent Development structures with the implementation of Policy 601 to enrich learning for all learners
- Refinement of the progress monitoring data collection and analysis for tracking longitudinal data Tier Two and Tier Three intervention to inform alignment and effectiveness of intervention resources
- Expand alternative pathways for Talent Development

MTSS 6-12:

- Implementation of the aligned intervention structure for ensuring all students have supportive core instruction
- Implementation of the intervention structure for students in need of Tier Two and Three supports “in addition to” core instruction

Goal 3: Purposeful Assessment and Data Systems

Teachers and Leaders will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems:

District Leaders, Site Leadership, and PreK-12 Teachers

- Implement the district assessment system calendar to ensure aligned data collection and review
- Lead regular data discussions using collaboratively designed processes ensuring consistency across sites
- Support the development of standards based common assessments

Teachers and Teacher Teams PreK-12

- Collaboratively develop standards-aligned common assessments designed to analyze instructional effectiveness
- Establish a process for timely review of common assessments, school and classroom based diagnostics assessments, progress monitoring data, student work, observation and conferring data to:
 - make programmatic decisions;
 - make instructional decisions and modifications; and
 - support student understanding and action of reading range and self-selection decisions.

Goal 4: Professional Excellence

Teachers and Leaders will engage in the following professional development to ensure ALL instruction supports current, valid, and reliable research:

- Continued LETRS, and other literacy training, for staff supporting foundational literacy skill development aligned with the science of reading
- Continued Culturally and Linguistically Responsive Teaching that engages all students at the highest levels of literacy learning
- Instructional practices for Multilingual learners
- Literacy supportive interventions and strategies in core and content instruction

- Expanded opportunities for the 2e, twice exceptional students, and alternative pathways for inclusion of ML and marginalized students in Talent Development opportunities
- Components of the Comprehensive Literacy Instructional Outline

*In order for a high level of engagement in professional development to occur **District & Building Leadership** will:*

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with the Literacy Coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning, and consistent data collection across the district
- Continue to review and provide time for professional development content and Professional Learning Communities, to ensure the integration of professional learning into daily practice throughout each year of implementation
- Partner to collect ongoing data through observation, survey, grade level team conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practices directly related to student performance
- Implement cross building and grade level data conversations to ensure alignment and consistent access to the developmental continuum

Goal 5: Collaborative Leadership

*Teachers and Leaders will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and **ensure successful implementation of the PreK-12 Comprehensive Literacy Plan:***

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with the Literacy Coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning and consistent data collection across the district
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan
- Partner with leadership across buildings to discuss the strengths and needs of the ongoing implementation of the PreK-12 Comprehensive Literacy Plan and discuss modifications or enhancements

- Use data and observation to review and modify time and scheduling to support research guidelines for instructional delivery for Reading and ELA
- Determine intentional time and scheduling for WIN time for creating instructional matches and supports to meet the literacy needs of all students
- Continue to honor and support district systems, processes, and protocols to ensure alignment among systems and to guide effective implementation of the PreK-12 Comprehensive Literacy Plan

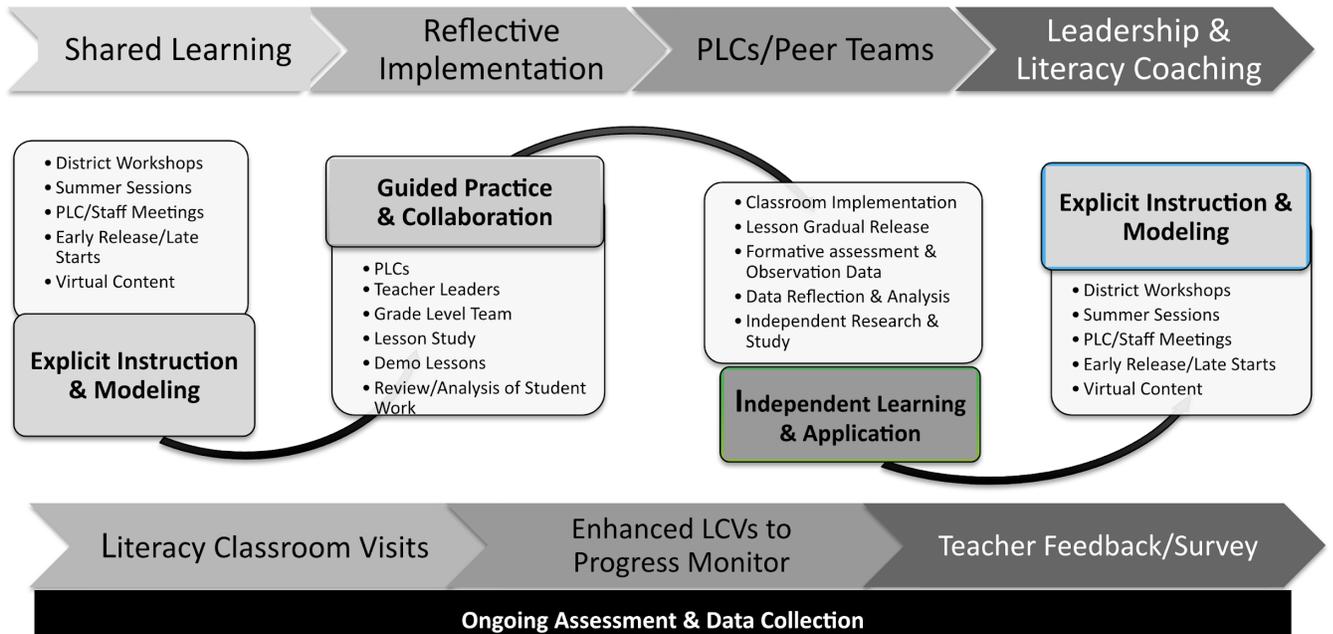
Goal 6: Community Partnerships

Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan, provide periodic feedback and build collaboration in reaching its goals.

- Communicate with stakeholders and community members to foster a shared understanding and support in our efforts to ensure all students meet literacy goals
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process
- Provide parents and caregiver opportunities to learn about literacy development and ways that reading and writing skills can be supported at home
- Create connections within the community to strengthen and extend opportunities for real world literacy learning
- Ensure clear and consistent communication methods for informing parents where their children are as literacy learners and how they can partner in supporting continued growth at all levels.

Edina’s PreK-12 Comprehensive Literacy Plan: Professional Development Plan

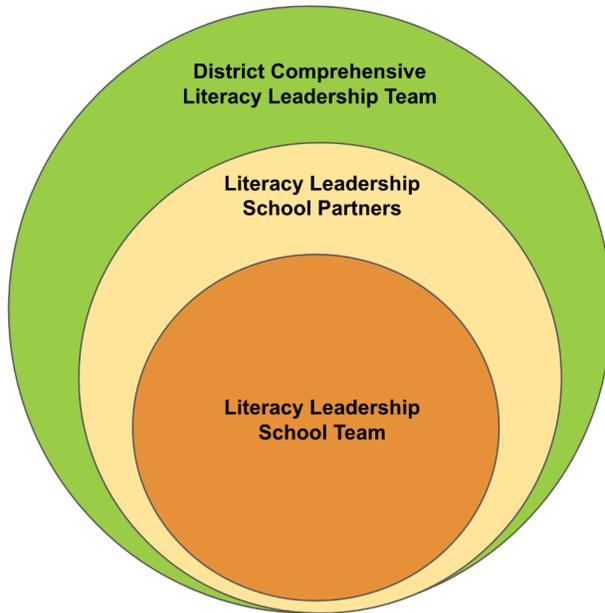
Framework for Professional Learning



Our Framework for Professional Development implementation follows an interactive process of engaging in learning on current and enduring research and evidence based practices proven to develop classroom, school, and district literacy culture and effective instruction. Once identified, a process for shared content learning through whole group workshops, collaborative learning, and independent opportunities is designed with input from teachers and leadership. The new and enhanced learning is integrated into daily classroom instructional practices, while time is provided for reflection, lesson development, and review of student work and observational data. Discussion of the application of learning with peers in grade level, cross grade level, and PLC teams provides opportunities to learn with and from peers. Both classroom implementation and collaborative discussions can be guided by leadership and literacy coaches. During the interactive process of professional learning, data is collected through intentional classroom visits, with identified look for elements, to progress monitor the degree to which the shared learning is evident in instruction and student learning connected to the new learning is tangible. These data are reviewed periodically to analyze the effectiveness of the professional development, the impact on teacher and student growth, and areas in need of modification or change.

Leadership Roles Supporting the Professional Development Plan

District Comprehensive Leadership Teams



District Comprehensive Literacy Leadership Team

- District Leaders: Teaching & Learning Director and Literacy Supervisor
- Literacy Coaches
- School Leaders: Principal or Dean from each school
- K-2 and 3-5 Teacher Leaders from each school
- Planning Meetings 3-4 times a year
- Data Collection/Review 3 times a year

Literacy Leadership School Partners (Two Schools)

- Literacy Coach
- School Leader from Partner Schools: Principal or Dean
- K-2 and 3-5 Teacher Leaders from Partner Schools
- Meets monthly
- Periodic Data Review

Literacy Leadership School Team (School Site)

- School Leader
- K-2 and 3-5 Teacher Leaders
- Learning Specialist, Special Education Teacher, ML Teacher
- Meets monthly
- Ongoing Data Collection/Review

Year One: Overarching Goal!

Our goal for next year is to cultivate collective ownership and site based leadership, supported by district leadership. We realize that next year is a recovery year, and also a year for creating alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). We believe that an important goal to ensure that we have a strong foundation upon which to build and align these systems and processes relies on site based leadership in partnership with the district.

The Comprehensive Leadership Teams will be the nucleus of the ownership, development, implementation, and differentiation of the CLP. This team provides the infrastructure for collective ownership through support, coaching, guidance, data collection, feedback, and communication in the implementation of the goals and professional development of the PreK-12 Comprehensive Literacy Plan. As noted above, the representatives from the Literacy Leadership School Partners will meet with district leaders

as the District Comprehensive Literacy Leadership Team meets three or four times a year for planning, shared learning, and data review. Literacy Leadership School Partners will consist of the shared Literacy Coach, School Leader, and Teacher Leaders. They will meet to connect and discuss successes and challenges in the implementation of the CLP, review data, and plan for combined professional learning opportunities. The Literacy Leadership School Team includes more staff members, such as Learning Specialists, ML Teachers, and Special Education representatives, etc.

District Leadership:

- **Director of Teaching & Learning** - provides oversight and support of the Reading and ELA instructional programming, supports the implementation of the PreK-12 Comprehensive Literacy Plan, participates in data collection and analysis of the overall implementation, and partners with leaders to make programmatic changes based on data and feedback from educators and stakeholders.
- **District Literacy Instructional Coordinator** provides oversight and guidance of the development and implementation of the PreK-12 Comprehensive Literacy Plan, with the Comprehensive Literacy Leadership Team by designing and supporting professional development, data collection, analysis, feedback, and communication of the process. In addition, administers and supports the Literacy Coaching Model and the Literacy Coaches.
- **Literacy Coaches** - partner with district and school leadership and staff to support the implementation and integration of the research supported literacy professional development into the school and classroom literacy culture and effective instructional practices through coaching, reflective practice, modeling, data collection, and feedback. Provide targeted support in providing core classroom interventions and strategies to support multi-lingual students and students with literacy challenges and those exhibiting characteristics of dyslexia and other reading difficulties in the classroom.

School Leadership:

(Literacy Coaches serves as Both District and School Leaders)

- **School Literacy Leader** - is the designated principal or dean committed to site leadership of the PreK-12 Comprehensive Literacy Plan and the implementation of the professional development to meet the expected outcomes and goals of the plan. Ensures that professional development is embedded into daily practice, a focus of PLC and grade level team conversations, schedules time for shared knowledge development, collaboration, and reflection on data, lesson development, and student

work. Partner with the Literacy Coaches and the District Literacy Supervisor to collect ongoing data collection, review, and analysis to support the implementation of the PreK-12 Comprehensive Literacy Plan.

- **Teacher Literacy Leaders** - represent one primary and one intermediate teacher at each school site who partner with the other members of the Comprehensive Literacy Leadership Team. Teacher Leaders will support the School Literacy Leader and Literacy Coaches and serve as a role model and additional literacy support in their school.
- **Teachers and Specialists** - include all school educators who teach and support reading and ELA, reading intervention, or special education related to reading will be required to participate and integrate learning as determined by the Elementary Comprehensive Leadership Team.

Appendices:

[Glossary of Terms](#)

[PreK-5 and Preliminary 6-12 Intervention CLP Literacy Plan Goal-Outcome Alignment](#)

[Guiding Change Document](#)

[Professional Development Outline](#)

[Projected Overall Budget](#)

[Implementation Metrics](#)

[Read Well Plan](#)