

Bloomington Public Schools

2019-20 Local Literacy Plan

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Birth-Age 5

Purpose Statement

This plan focuses on the Bloomington Public School District's continuous improvement efforts to advance student learning, increase the number of students who are school ready proficiently at grade level, close racial and socioeconomic achievement gaps, and ensure all students are career and college ready by:

- Using data to conduct ongoing reviews of language and literacy curriculum, instructional practices, and student achievement
- Improving the capacity of birth-5 teachers to use assessments to differentiate language and literacy instruction to meet the needs of all students
- Improving the capacity of birth-5 teachers to utilize culturally responsive, evidence-based strategies to deliver core language and literacy instruction
- Developing a systematic approach to supplementing core language and literacy instruction with evidence-based interventions for students not yet proficient.
- Providing outreach, education, and support to parents to increase their capacity to support their children's language and literacy development at home
- Providing ongoing, supportive professional development in language and literacy assessment and instruction.

Families of children birth-5 will be empowered to support the language and literacy growth of their children. Preschool children will be considered proficient when they are able to master grade level benchmarks from the Early Childhood Indicators of Progress.

Use of Data

Data is used to monitor and evaluate student achievement, the implementation of core language and literacy curriculum and instruction, and the effectiveness of additional supports.

Comprehensive Needs Assessment (CNA)

An analysis of student achievement data reveals the following insights:

- Bloomington Public Schools proficiency on the BEKA (Bloomington Early Kindergarten Assessment) Literacy strand has changed from 57.1% in 2015 to 53.2% in 2016 and 48.5% in 2017. This assessment is administered in the fall of Kindergarten to all Bloomington Kindergarten students.
- The achievement/opportunity gaps between white students and Hispanic and African American students are the most significant; during the fall of the 2017-18 school year, 56.7% of white students were on track on the BEKA Literacy compared to 31.0% of Hispanic students and 43.9% of African American students.
- Socioeconomic achievement and opportunity gaps also exist; during the fall of the 2017-18 school year, 32.0% of students receiving free or reduced price lunch met on track targets in literacy on the BEKA compared to the district average of 48.8%.

- Achievement and opportunity gaps also exist between English language learners and native English speakers; during the fall of the 2017-18 school year, 28.4% of English language learners met on track targets in literacy on the BEKA, and this percentage has been declining over the past three years.
- The achievement and opportunity gap also exist between students receiving special education; during the fall of the 2017-18 school year 26.6% met on track targets in literacy on the BEKA compared to the district average of 48.8%.

An analysis of the data related to the implementation of core language and literacy curriculum and instruction informs the following generalizations:

- The use of Early Childhood Workshop model is present in 90% of Early Learning preschool classrooms which allows for whole group, small group, active learning, snack, and movement.
- Learning targets for language and literacy are in use in 80% of preschool classrooms.
- Child-focused play based instruction is applied in classrooms daily to support growth of the whole child.
- Upon reflection there is a need to include more culturally responsive texts in the classroom.
- With parents and families we see an increase in engagement when the activity is focused on parent/child interaction. There is a need to support families in language and literacy development in the home. Providing texts with direct instruction on how to engage children and support their growth is needed.
- Supporting Dual Language Learners is a critical area for improvement.

Assessment Plan

Bloomington Public Schools employs a balanced assessment approach that identifies, through multiple measure benchmarks, students' performance relative to age level proficiency. Multiple sources of data are used to measure all students' progress and make instructional and programmatic decisions. Teachers use the results of a variety of assessments to identify students' specific language and literacy strengths and needs, to plan differentiated core instruction, to identify students in need of intervention, and to monitor the effectiveness of interventions.

2018-2019

Early Childhood Screening

As part of the work to ensure all children are screened prior to kindergarten Bloomington Early Learning Services has partnered with Twin Cities United Way to increase the number of students screened at age 3, focusing on children of color and in underserved populations. To that end we have also ensured that all children served in our preschool programs have had early childhood screening and are referred for additional support as necessary. Our screening includes the MPSI (Minneapolis Preschool Screening Instrument) and the ASQSE-2 (Ages and Stages Questionnaire, Social Emotional Second Edition).

Minneapolis Preschool Screening – R Cut Score:

Age Group	Refer to Special Education	Gray Area	Clear Pass	Pre-K Ready Vision
3.0 to 3yrs 5 mos	8	9-10	11	21
3-6 to 3-7	10	11-13	14	26
3-8 to 3-9	12	13-17	18	30
3-10 to 3-11	15	16-21	22	33
4-0 to 4-1	17	18-23	24	35
4-2 to 4-3	21	-24	25	37
4-4 to 4-5	22	23-26	27	39
4-6 to 4-7	25	26-29	30	41
4-8 to 4-9	26	27-33	34	43
4-10 to 4-11	27	28-34	35	45
5-0 to 5-1	29	30-36	37	47
5-2 to 5-3	30	31-37	38	49
5-4 to 5-5	32	33-38	39	50

ECFE

All families in our Early Childhood Family Education program are invited to share their growth and learning by a pre- and post- survey/questionnaire. The results of the questionnaire support the Early Learning Services Leadership team in determining which classes to offer, how to best support the learning of parent and families, and guides program improvement efforts.

Preschool

Teachers will assess children's growth toward meeting end of year expectations using the TS Gold assessment. The results of this assessment are used to develop a plan for providing targeted interventions that supplement core instruction. Teachers monitor students’ progress using locally developed common interim (i.e., end-of-unit) assessments and ongoing formative assessments. These assessments include measures of students’ language and literacy skills.

Examples of TS Gold areas of assessment:

Literacy Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth–1 year	Red	200–375
1–2 years	Orange	408–444
2–3 years	Yellow	470–530
Preschool 3	Green	530–610
Pre-K 4	Blue	572–705
Kindergarten	Purple	644–798

Language Development and Learning and Spanish-Language Development and Learning

Age or Class/Grade	Colored Band	Range of Widely Held Expectations
Birth–1 year	Red	312–410
1–2 years	Orange	410–492
2–3 years	Yellow	469–554
Preschool 3	Green	524–639
Pre-K 4	Blue	580–721
Kindergarten	Purple	675–800

Action Planning for Continuous Improvement

Bloomington Public Schools creates Pathways to Career and College Success, and students who attend Bloomington Public Schools benefit from a personal growth plan that helps each learner meet the following milestones:

- Pre-School Ready
- Kindergarten Ready
- On Course for Elementary Success
- Middle School Ready
- High School Ready
- Career and College Ready

Early Learning services have developed targeted and timely supports for students to ensure achievement of the “Pre-School Ready” and “Ready for Kindergarten” milestones through the use of a Multi-Tiered Systems of Support (MTSS) framework. The foundation for our systems of support is classroom-based core instruction. Core instruction is aligned to the MN Early Childhood Indicators of Progress and the Parent Education Core Curriculum Framework and Indicators are reviewed by a committee of classroom teachers, special education instructors, teachers of English Language Learners (EL), and administrators through the curriculum review process. During this process, teams prioritize, unpack, and map standards to ensure both horizontal and vertical alignment of the curriculum. They also study research-based practices, and select standards-aligned and culturally relevant instructional materials. Digital resource collections support the implementation of adopted curriculum. The core preschool program is based on St. Paul Schools' adaptation of the workshop model into an Early Childhood Workshop model which is a standards based framework utilizing child data and a variety of early childhood curricula resources to plan instruction centered around an area of study. The components of the Early Childhood Workshop model include ease into the day, morning/afternoon meeting, small group, active learning, and regroup to revisit.

Goals	Performance Measures	Key Activities	Timeframe	Leadership and Support	Financial Resources
1. Develop standards-based instruction units of study and formative assessments.	100% of staff will participate in standards based professional development.	Professional Development for Instructional Staff: Teacher leaders train and support staff learning regarding the ECIPs, using the continuum to support differentiate, personalized learning.	May 2018 - June 2019	Curriculum and Instruction Leadership Team. Director of Early Learning Services Special Education Supervisor Peer Coaches	Early Learning Services Budget
	90% of Teachers will implement the ECW in their classrooms.	Director, ECSE Supervisor, and Early Learning Coordinators provide training	August 2017 - June 2019	Curriculum and Instruction Leadership Team.	Early Learning Services Budget

		for teachers, licensed staff and paraprofessionals in the ongoing implementation of the Early Childhood Workshop model.		Director of Early Learning Services Special Education Supervisor Peer Coaches	
<p>2. Develop robust classroom libraries featuring culturally responsive texts that support application of learning targets.</p> <p>This includes ensuring classroom libraries feature an adequate number of diverse, and culturally responsive texts. including print and digital.</p>	<p>100% of classrooms will have and use culturally responsive texts.</p> <p>Each classroom will add at least 50 culturally responsive and diverse texts.</p>	<p>Professional Development for Instructional Staff: Early Learning Coordinators will provide professional development to teachers and paraprofessionals to expand their knowledge on best practices using instructional texts to support learning such as reading and writing materials in active learning areas throughout the classroom, interactive read alouds, and activities to support rhyming and alliteration.</p>	<p>July 2018 - June 2019</p>	<p>Curriculum and Instruction Leadership Team.</p> <p>Director of Early Learning Services, Special Education Supervisor, Office of Educational Equity, and Indian Education program.</p> <p>Peer Coaches</p>	<p>Early Learning Services Budget</p>
<p>3. Support the development of family language and literacy.</p>		<p>Program Development: Early Learning Coordinators will develop</p>	<p>July 2018 - June 2019</p>	<p>Curriculum and Instruction Leadership Team.</p>	<p>Early Learning Services Budget</p>

<p>This includes curating texts that are culturally responsive and diverse, of high quality and developing family language and literacy activities, modeling, and providing opportunities for family literacy.</p> <p>This includes increasing the amount and quality of texts in the home and supporting their use.</p>		<p>learning activities for families that support language and literacy growth of children birth - age 5.</p> <p>Support parent educators in developing opportunities to foster intentional, planned reading between a parent/caregiver and a child within the context of a relationship. Support parent and educator talk to support the development of language sounds, vocabulary and comprehension.</p>		<p>Director of Early Learning Services, Office of Educational Equity, and Indian Education program.</p>	
<p>4. Support Dual Language Learners, developing robust oral language environments with intentional language design and supporting home language development for dual language learners.</p>		<p>Professional Development for Instructional Staff: Early Learning Coordinator English Language Specialist will become WIDA Early Years trainers. These highly trained specialists will then provide training for instructional staff in best</p>	<p>WIDA Early Years Training - March - June 2018</p> <p>Staff professional development: August 2018-June 2019</p>	<p>Early Learning Coordinators and EL Specialist</p> <p>Peer Coaches</p> <p>Curriculum and Instruction Leadership Team.</p> <p>Director of Early Learning Services, Special Education Supervisor</p>	<p>Early Learning Services Budget</p>

		practices for supporting oral language development in young EL learners. Support parent educators in developing strategies that support home language development.			
5. Use data to differentiate core language and literacy instruction. design and monitor needs based interventions for students.		Director of Early Learning and Early Learning Coordinators will engage classroom teachers and early childhood special education teachers in an analysis of student data to inform instruction in language and literacy.	Every 8 weeks throughout the 2018-19 school year	Director of Early Learning and Early Learning Coordinators Special Education Supervisor	Early Learning Services Budget

Evidence-based Intervention

Once their individual needs are identified through assessment, children in preschool programming are supported by the following opportunities that occur in addition to core instruction and within the classroom.

- Data-Driven Interventions Within the School Day:** Both regular education classroom teachers and specialized intervention instructional paraprofessionals work specifically with at-risk learners in language, literacy and social emotional development. These staff members work with individual and small groups of students in order to accelerate student progress in areas identified as needs through the use of assessments. Teachers have access instructional leads and a problem solving team to assist in the design and development of personalized supplemental support plans. These interventions includes the use of take-home books to promote family engagement and support. The time, frequency, and intensity of the intervention varies according to the identified needs of each student and can be altered based on a periodic (6-8 week) review of data provided by progress-monitoring assessments.

Parent and Community Engagement

In addition to ECFE classes and programming Early Learning Services will be providing opportunities for individual parent education, home visits, and early childhood screening follow up that targets language and literacy growth and development with an emphasis on building family/caregiver capacity.

Preschool progress reports are sent home twice a year. In addition to sending progress reports and conducting tri yearly individual conferences, teachers provide recommendations and share strategies for how parents can support their children’s language literacy development through program wide parental involvement activities. These include parent advisory council meetings, families learning together events held three times each year, and coordination of Think Small Parent Powered Texts.

Communication Plan

Reporting to Stakeholders

Bloomington Public Schools’ annual report provides an update on our Pathways to Graduation framework, which meets and aligns with state World’s Best Workforce goals to ensure that all students are graduating ready for college or a career. The annual report is included in the community newsletter, ensuring residents have the opportunity to learn about district results, highlights, and achievements.

Reporting to Parents/Guardians

Information about students’ needs and progress in language and literacy is frequently shared with families through a variety of methods including biannual standards-based progress reports. Letters explaining standards-based grading and reporting are being translated into multiple languages accompany progress reports and will be posted on the district’s Early Learning Services website. In between official reporting periods, assessment results are posted on Infinite Campus, the district’s student data management system. Parents will also be able to access benchmark and standardized assessment data via the HUB, which shows student achievement relative to Bloomington’s Pathways to Graduation. Parent-teacher conferences are held in the prior to school starting, fall and spring, and interpreters are provided for families as needed. Teachers also communicate with families through letters, emails, and phone conversations as deemed most appropriate.

Professional Development

Each fall, a team of teacher leaders from the Early Learning program, led by the director, participates in a Leadership Academy and Site Strategic Planning Day. Multiple sources of data are analyzed and used to create goals for each site or program’s Site Strategic Plan (SSP).

The director and teacher leaders participate in professional development to build their capacity to develop a culture of collaboration at their sites, expand the literacy expertise of teachers, and improve student achievement. These leaders collect and analyze data from literacy classroom visits to evaluate the extent to which best practices in literacy instruction are in place and implemented with fidelity. This data informs ongoing professional development throughout the year. Training is also provided to all staff in administering district-wide language and literacy assessments. Intervention support instructional paraprofessionals receive additional training in providing interventions. In addition to designated district-wide professional development days, teachers can choose from offerings after school, online, or out of district. Teachers have access to funds that support self-selected professional development through the district’s Professional Development Fund. During

the summer, teachers are provided with the opportunity to attend the South of the River Learning Academy (SORLA) or the Bloomington Learning Summit to learn from local experts in the field. Courses on scientifically-based reading instruction and promoting educational equity are offered during both of these experiences.

Collaborative teacher teams have time embedded within the school day to do the work of a Professional Learning Community, where the focus is on ensuring learning through the development and delivery of high-quality, standards-aligned curriculum, instruction, and assessment. A SMART goal, related to the building's SSP goals, is created to drive the group's work for the year. The focused work of the PLC is centered around four essential questions:

1. What is it we want all students to learn?
2. How will we know each student is learning?
3. What will we do when some students are not yet learning?
4. How will we extend and enrich learning for students who have already mastered essential standards?

District support staff offer differentiated professional development to individual sites, PLCs, and other teacher teams on an ongoing basis. Lead teachers provide job embedded support for instruction. Digital Learning Coordinators support the application of technology to enhance literacy instruction and provide professional development to help teachers develop skills in advancing digital literacies. A strong new-teacher mentoring program is in place to support probationary teachers. The district's Office of Educational Equity offers SEED (Seeking Educational Equity and Diversity) courses during the school year and summer, and cultural liaisons are available to provide support in implementing culturally-relevant practices in literacy instruction. In addition, teachers participate in peer observations through the Q-Comp program. Trained peer coaches provide teachers with data and help them analyze it to aid in the selection of professional development goals and support teachers in learning about culturally-relevant practices to increase student engagement.

Kindergarten-Grade 5

Purpose Statement

This plan focuses on the Bloomington Public School District's continuous improvement efforts to advance student learning, increase the number of students reading proficiently at grade level, close racial and socioeconomic achievement gaps, and ensure all students are career and college ready by:

- using data to conduct ongoing reviews of literacy curriculum, instructional practices, and student achievement.
- improving the capacity of K-5 teachers to use assessments to differentiate literacy instruction to meet the needs of all students.
- improving the capacity of K-5 teachers to utilize culturally responsive, evidence-based strategies to deliver core literacy instruction.
- developing a systematic approach to supplementing core literacy instruction with evidence-based interventions for students not yet reading proficiently at grade level.
- providing outreach, education, and support to parents to increase their capacity to support their children's literacy development at home.
- providing ongoing, supportive professional development in literacy assessment and instruction.

Students in grades K-5 are considered proficient when they are able to master grade level benchmarks from the MN Academic Standards in English Language Arts and read literature and informational texts representative of the levels outlined in the text complexity bands of the MN Academic Standards in English Language Arts accurately, fluently, and with comprehension. Reading at grade level is defined as scoring at the 50th percentile or higher on the NWEA Measures of Academic Progress (MAP) assessment in Reading.

Use of Data

BPS uses data in multiple ways: to guide and individualize classroom instruction and interventions; to monitor student progress at the individual, class, building, and district level; to measure student literacy skill growth and reading proficiency; to evaluate the impact of instruction and the effectiveness of reading interventions; to measure the fidelity of implementation of core literacy curriculum and instruction models; to guide continuous improvement efforts; and to ensure accountability to all stakeholders.

Comprehensive Needs Assessment (CNA)

An analysis of student achievement data reveals the following insights:

- In 2016 and 2017, about 60% of students enrolled in Bloomington Public Schools (BPS) were proficient in reading as measured by the Minnesota Comprehensive Assessment (MCA) These scores were comparable to the state average. In 2018, the percentage of students scoring proficient on the MCA decreased to 58%.
- 52% of third grade students met yearly growth targets as measured by the Northwest Evaluation Association Measures of Academic Progress (MAP) assessments administered during the spring of 2019.

- While the percentage of BPS students of color who met or exceeded expectations on the 2018 MCA in reading was greater than the state average for most subgroups (African American, American Indian, and Asian), significant racial achievement and opportunity gaps persist.

	2016 Percent Proficient		2017 Percent Proficient		2018 Percent Proficient	
Subgroup	State	BPS	State	BPS	State	BPS
Hispanic/Latino	38.2%	35.3%	33.8%	34.5%	33.7%	34.1%
African American	33.5%	39.1%	34.0%	39.7%	34.5%	40.6%
American Indian	35.2%	43.3%	35.2%	60.0%	35.9%	54.5%
Asian	54.2%	67.1%	53.5%	65.1%	55.3%	61.4%
Pacific Islander	counts too small to report		counts too small to report		counts too small to report	

Source: Minnesota Report Card <http://rc.education.state.mn.us/#>

- The achievement/opportunity gaps between white students and Hispanic/Latino students are the most significant. During the 2018-19 school year, 54% of white students enrolled in grades 1-5 met national growth targets in reading on the MAP compared to 42% of Hispanic/Latino students enrolled in grades 1-5.
- Socioeconomic achievement and opportunity gaps also exist. During the 2018-19 school year, 42% of students in grades 1-5 receiving free or reduced price lunch met national growth targets in reading on the MAP compared to the district average of 49%.
- Achievement and opportunity gaps are significant between English language learners and native English speakers. During the 2018-19 school year, 41% of English language learners met national growth targets in reading on the MAP.
- An achievement and opportunity gap between students receiving special education and students without Individual Education Plans also exists. 42% of students in grades 1-5 receiving special education services met national growth targets in reading on the MAP compared to the district average of 49%.

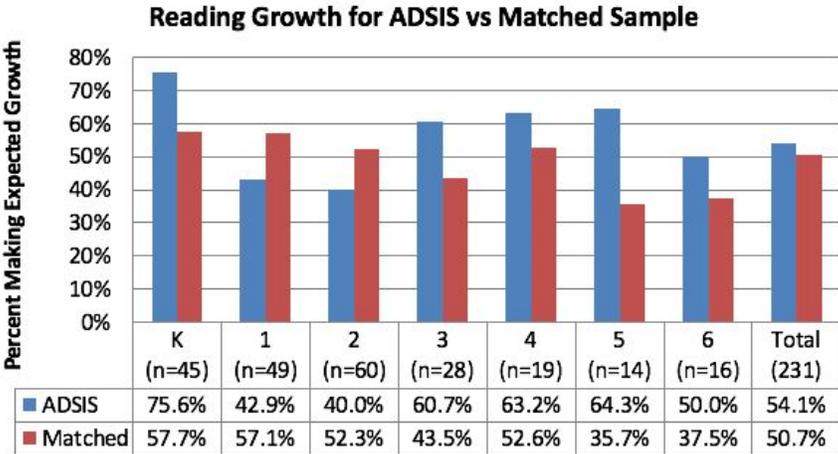
An analysis of the data related to the implementation of core literacy curriculum and instruction informs the following generalizations:

- 89% of classrooms feature at least 300 texts and are organized to support self-selected reading.
- Standards-aligned learning targets are consistently posted in about 77% of K-5 classrooms throughout the district.
- Whole group and small group instruction are well-balanced in the majority of elementary classrooms throughout the district, with whole group instruction occurring about 40% of the time and small group instruction occurring about 35% of the time during district-wide Literacy Classroom Visits.
- The use of the gradual release of responsibility model to provide explicit instruction and modeling, guided practice, and independent application relative to learning targets, is an area to improve in instructional delivery.

- Explicit instruction in phonological awareness and phonics is also an area for growth in many K-5 classrooms.
- During whole group instruction, students were observed interacting with peers in about 35% of classrooms throughout the district. Opportunities for student talk are critical for oral language development; thus this is an area to target for improvement.
- School attendance is a concern. During the 2018-19 school year, 69% of elementary students enrolled in BPS attended school at least 95% of the days possible. Improving school attendance is a priority.

An analysis of the effectiveness of reading interventions yields the following insights:

- The number of special education referrals for reading-related difficulties has decreased in all elementary schools.
- 16% of students in grades K-5 who received reading interventions from ADSIS-funded teachers reached grade level as measured by BAS instructional reading level during the 2018-19 school year; 15% made greater than average growth and 30% made average growth.
- In a matched sample study conducted in the spring of 2018, the percentage of students receiving ADSIS-funded interventions who met or exceeded expected growth targets on the NWEA MAP was greater than the percentage of students who did not receive ADSIS-funded interventions.



- The number of students identified for reading intervention exceeds sites’ capacity for providing interventions; thus improvements to core instruction are necessary.

Assessment Plan

BPS employs a balanced assessment approach that identifies, through multiple measure benchmarks, students’ performance relative to grade level proficiency. Multiple sources of data are used to measure all students’ progress and make instructional and programmatic decisions. Teachers use the results of a variety of assessments to identify students’ specific reading strengths and needs, to plan differentiated core instruction, to identify students in need of intervention, and to monitor the effectiveness of interventions.

Screening

The assessment of literacy development for school-aged children enrolled in BPS begins with the Bloomington Early Kindergarten Assessment (BEKA). This is a locally developed, individually administered early literacy and

numeracy measure that is aligned to kindergarten academic standards. Kindergarten students are assessed in September by trained kindergarten teachers and other staff. Specific literacy measures include upper- and lowercase letter identification, production of letter sounds, identification of rhyming words, beginning sounds, and sight words, and a listening comprehension assessment. All data are collected and entered into the district's electronic data warehouse and are available to teachers and administrators for instructional planning. A letter is sent home to families with their children's assessment results.

The MAP serves as a screening tool for all students in grades 1-5. This is an electronic assessment overseen by classroom teachers. First and second graders are assessed in the fall and spring of each school year, and all students in grades third through fifth grade are assessed each spring. Specific measures in the literacy strand include word recognition, analysis, and vocabulary expansion, informational comprehension, narrative comprehension, and literature. The MAP measures both average performance on national norms as well as individual annual growth. MAP data, disaggregated by literacy strand, is housed in the district's electronic data warehouse and is available to teachers and administrators. Scores are also mailed home to parents.

Diagnosis

In kindergarten through fifth grade, the Fountas and Pinnell Benchmark Assessment System (BAS) Oral Reading and Comprehension Conversation Assessment is used as an additional screening and diagnostic tool. All students in grades K-5 are individually benchmarked by licensed teachers using this assessment two times per year (fall and winter) to determine each student's reading level and achievement in relation to grade level standards. Expectations for instructional reading levels at benchmark periods have been locally established. This tool measures each student's accuracy, self-correction ratio, fluency, and comprehension. The results of this assessment are shared with families during conferences and entered into the district's data warehouse where the results can be accessed as teachers plan for differentiated core instruction and literacy interventions. Additional diagnostic assessments from the Consortium on Reaching Excellence in Education (CORE) and Path to Reading Excellence in School Sites (PRESS) are administered to students who fall significantly below grade level benchmarks. These assessments measure phonological awareness, word recognition, and decoding skills. The results of these assessments are used to develop a plan for providing targeted interventions that supplement core instruction. Students with needs indicative of dyslexia or other reading difficulties are matched to multisensory interventions that have been specifically designed to meet their needs. Students who are experiencing difficulty reading at grade level due to a suspected vision problem are referred to the school nurse for vision screening. If a child states that he or she experiences headaches, eye strain, or double vision while reading for extended periods, or this is noticed by the student's teachers, this information is shared with the student's family and school nurse. Further screening for convergence insufficiency disorder, or other vision problems, can then be conducted by the student's eye health professional.

English language learners are also assessed annually using the WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners. This assessment measures students' progress in acquiring academic English. It assesses students' skills within four domains of Listening, Speaking, Reading, and Writing relative to the WIDA English language development standards. The results of the ACCESS are shared with families and housed in the district's data warehouse.

Progress Monitoring

Teachers monitor students' progress using locally developed common interim (i.e., end-of-unit) assessments. These assessments include measures of students' comprehension, vocabulary, and writing skills relative to grade level benchmarks. Students in grades K-1 are also assessed in the areas of emergent literacy and phonological awareness. Students in grades K-3 are assessed on phonics skills through the use of a word features assessment focusing on common sound-symbol correspondences and multisyllabic word decoding. Intervention staff also use running records, PRESS assessments, Dynamic Indicators of Basic Literacy Skills (DIBELS) probes, and/or

Curriculum Based Measures (CBMs) that have been nationally normed to monitor the progress of students receiving reading interventions on a weekly-biweekly basis.

Action Planning for Continuous Improvement

BPS creates Pathways to Career and College Success, and students benefit from a personal growth plan that helps each learner meet the following milestones:

- Pre-School Ready
- Kindergarten Ready
- On Course for Elementary Success
- Middle School Ready
- High School Ready
- Career and College Ready

Elementary schools have developed targeted and timely supports for students to ensure achievement of the “On Course for Elementary Success” and “Middle School Ready” milestones through the use of a Multi-Tiered Systems of Support (MTSS) framework. The foundation for our systems of support is classroom-based core instruction. Core instruction is aligned to the MN Academic Standards in English Language Arts and reviewed by a committee of classroom teachers, interventionists, special education instructors, teachers of English Language Learners (EL), and principals through the curriculum review process. During this process, teams prioritize, unpack, and map benchmarks to courses and units to ensure both horizontal and vertical alignment of the curriculum. They also study research-based practices, and select standards-aligned and culturally relevant instructional materials. Digital resource collections support the implementation of adopted curriculum. The core program is based on a balanced literacy framework that includes instruction in print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, oral and written communication, and grammar and conventions. Teachers allocate at least 90 minutes to a reading block and have a separate 30-45 minute block devoted to writing instruction. A workshop approach is utilized for both reading and writing instruction. During the workshops, whole-group, small-group and individual teaching allows for differentiated instruction and implementation of the gradual release of responsibility for learning. General education and EL teachers collaborate and team teach to promote oral language development. The literacy curriculum features embedded language supports for English language learners, including background-building activities, word banks, sentence frames, visual aids, and resources to support the teaching of academic vocabulary. Additional pull-out instruction is provided as needed to individuals and small groups of students by highly qualified EL teachers. During implementation years, use of the curriculum and best practices in instruction is monitored through Literacy Classroom Visits. Leadership teams, comprised of principals, teachers, and instructional mentors and coaches, collect data that identify patterns in literacy practices used within a school and across the district. Data is collected on practices related to the following areas: classroom environment and culture, learning targets, whole-group explicit instruction, small group guided practice, independent reading and application, and student interaction and understanding. The data collected during these visits is used to monitor how well implementation of the curriculum and balanced literacy framework is occurring and to create professional development plans as part of the continuous improvement process. The table below summarizes key goals for improvement in instruction during the 2018-19 school year.

District-Wide Priority Goals	Timeline	Leadership and Support	Evidence of Success	SMART Goals (LCV Data)
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<p>Develop a school-wide practice of utilizing instructional strategies that emphasize peer interaction and discourse.</p>	<ul style="list-style-type: none"> ● Aug. 2019-June 2020 	<ul style="list-style-type: none"> ● Building Leadership Teams ● Literacy Coaches (as applicable) ● Curriculum & Instruction Specialists 	<ul style="list-style-type: none"> ● Teachers regularly provide prompts for student discussion during whole group interactive read-alouds, shared reading, reading/writing mini-lessons, and guided reading lessons. ● Teachers support student discussion by explicitly teaching and modeling conversation skills, establishing structures for discussion, and providing sentence frames/stems. ● Peer interaction and student talk occurs regularly throughout the literacy block. 	<ul style="list-style-type: none"> ● The percentage of classrooms in which students are observed actively interacting with peers during whole group instruction will increase from 35% to 45% by the end of the 2019-20 school year. ● The percentage of classrooms in which students are observed reading and discussing texts at their instructional level during small group instruction will increase from 67% to 77% by the end of the 2019-20 school year.
<p>Establish systems to collect, analyze, and use informal classroom data to make instructional decisions on an ongoing basis.</p>	<ul style="list-style-type: none"> ● Aug. 2019-June 2019 	<ul style="list-style-type: none"> ● Building Leadership Teams ● Literacy Coaches (as applicable) ● Curriculum & Instruction Specialists 	<ul style="list-style-type: none"> ● Teachers collect and record anecdotal data obtained through listening to students read, engaging in coaching interactions with students, and attending to student discussions. ● Teachers regularly analyze anecdotal records to identify evidence of reading strengths, needs and patterns of reading behaviors. ● Teachers use anecdotal records to guide instructional decisions. 	<ul style="list-style-type: none"> ● The percentage of classrooms in which teachers are observed assessing student strengths and needs, and collecting anecdotal notes during small group instruction will increase from 44% to 54%. ● The percentage of classrooms in which teachers are observed assessing development and recording data while conducting independent reading conferences will increase from 50% to 60%.

<p>Continue to employ a school-wide practice of posting and communicating standards- based learning targets that identify performance criteria and are taught across the gradual release of responsibility.</p>	<ul style="list-style-type: none"> ● Aug. 2019-June 2020 	<ul style="list-style-type: none"> ● Building Leadership Teams ● Literacy Coaches (as applicable) ● Curriculum & Instruction Specialists ● Optional PLC Focus: Discussion, Learning, and Application Extensions 	<ul style="list-style-type: none"> ● Teachers consistently post and teach standards-aligned learning targets that articulate what students are supposed to learn, know, and do. ● Students are able to articulate learning targets in their own words. ● Learning targets are consistently used in whole group instruction, small group instruction, and independent application activities. ● Teachers consistently design lessons that gradually release mastery of learning through explicit instruction and modeling, guided practice using instructional level resources, and opportunities for application through self-selected reading and writing. 	<ul style="list-style-type: none"> ● The percentage of classrooms in which standards- aligned learning targets that articulate what students are expected to learn, know, and do are posted and taught will increase from 35% to 45% by the end of the 2019-20 school year. ● The percentage of classrooms in which learning targets are taught across the gradual release of responsibility will increase from 16% to 26% by the end of the 2018-19 school year.
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Evidence-based Intervention

Once their individual needs are identified through screening and diagnostic assessment, students in grades K-5 are supported by the following opportunities that occur in addition to core instruction.

- **Data-Driven Interventions Within the School Day:** Both regular education classroom teachers and specialized intervention teachers work specifically with at-risk learners in reading. These teachers work with individual and small groups of students in order to accelerate student progress in areas identified as needs through the use of diagnostic literacy assessments. Teachers have access to a district handbook that includes targeted interventions that can be used with any student who has been identified as needing extra learning support. These interventions include research-based instructional strategies in the categories of oral language development, phonemic awareness, phonics, fluency, vocabulary, and

comprehension. Intervention staff at each elementary site have also been trained in providing targeted skill-based interventions using the Pathways to Reading Excellence in School Sites (PRESS) framework and multisensory interventions for students with dyslexia or indicators of dyslexia using Sonday System materials. In addition to targeted, skill-based interventions, Leveled Literacy Intervention (LLI) is a comprehensive tool used to meet the needs of at-risk students with multiple risk indicators. This intervention includes the use of take-home books to promote family engagement and support. The time, frequency, and intensity of the intervention varies according to the identified needs of each student and can be altered based on a periodic (6-8 week) review of data provided by progress-monitoring assessments.

- **MN Reading Corps Tutoring:** Minnesota Reading Corps is an AmeriCorps program that pairs at-risk students with trained literacy tutors. Many elementary buildings have at least one Reading Corps volunteer who delivers interventions to students. The time, frequency, and purpose of the intervention provided by the literacy tutor is tailored to the needs of each student. Resources to extend learning at home are shared with families of students supported through this program.
- **America Reads Tutoring:** America Reads volunteers from a local community college also provide tutoring to students under the direction and supervision of classroom teachers.
- **Out of School/Extended Day Opportunities:** There are a variety of opportunities in which students can learn outside of the regular school day. BPS has after school programs run by licensed teachers and trained paraprofessionals designed to complement regular classroom instruction. Summer school is another opportunity for students to extend their learning with highly qualified staff. Transportation is available for students who qualify.

Parent and Community Engagement

In addition to sending progress reports and conducting bi-yearly individual conferences, teachers provide recommendations and share strategies for how parents can support their children's literacy development through site-based parental involvement activities. At the elementary level, sites provide information on how parents can support their children's learning at Parent-Teacher Association meetings, curriculum information nights, and literacy-focused family events and parent education nights. Both print and digital access is provided to books and other literacy materials to support families in reading together at home. Several sites also sponsor a summer reading program, making school media center collections available to families when school is not in session.

The Pathways Advisory Committee (PAC), a School Board appointed committee of parents, community members, and staff advises on the curriculum review process, evaluation results, and District plans, including local literacy plans. The role of the PAC is to communicate with parents the activities of the committee, and to solicit comments and feedback on curriculum and assessment issues.

Communication Plan

Reporting to Stakeholders

The BPS annual report provides an update on our Pathways to Graduation framework, which meets and aligns with state World's Best Workforce goals to ensure that all students are graduating ready for college or a career. The annual report is included in the community newsletter, ensuring residents have the opportunity to learn about district results, highlights, and achievements.

Reporting to Parents/Guardians

Information about students' needs and progress in literacy is frequently shared with families through a variety of methods including biannual standards-based progress reports. Letters explaining standards-based grading and reporting that have been translated into multiple languages accompany progress reports and are posted on the district's Elementary Curriculum and Instruction website. In between official reporting periods, assessment results are posted on Infinite Campus, the district's student data management system. Parents are also able to access benchmark and standardized assessment data via the HUB, which shows student achievement relative to Bloomington's Pathways to Graduation. Parent-teacher conferences are held in the fall and spring, and interpreters are provided for families as needed. Families of students identified for interventions are contacted by phone and notified in writing, and intervention plans are discussed during conferences. Teachers also communicate with families through letters, emails, and phone conversations as deemed most appropriate.

Professional Development

Each fall, a team of teacher leaders from each building or program, led by the principal or director, participates in a Leadership Academy and Site Strategic Planning Day. Multiple sources of data are analyzed and used to create goals for each site or program's Site Strategic Plan (SSP).

A K-5 Literacy Leadership Cohort, consisting of principals and teacher leaders, participates in professional development to build their capacity to develop a culture of collaboration at their sites, expand the literacy expertise of teachers, and improve student achievement. These leaders collect and analyze data from literacy classroom visits to evaluate the extent to which best practices in literacy instruction are in place and implemented with fidelity. This data informs ongoing professional development throughout the year. Training is also provided to all teachers in administering district-wide literacy assessments. In addition, reading interventionists receive specialized professional development in administering and interpreting diagnostic assessments, recognizing indicators of reading problems, including dyslexia, and implementing targeted interventions. In addition to designated district-wide professional development days, teachers can choose from offerings after school, online, or out of district. Teachers have access to funds that support self-selected professional development through the district's Professional Development Fund. During the summer, teachers are provided with the opportunity to attend #271Learns: The Bloomington Learning Summit to learn from local and national experts in the field. Courses on scientifically-based reading instruction and promoting educational equity are offered during both of these experiences.

Four elementary sites throughout the district employ literacy coaches who provide job-embedded coaching and support to teachers as part of the Striving Readers Comprehensive Literacy grant. Coaches work with teachers to increase their knowledge and use of evidence-based literacy practices in core instruction through observation, modeling, coplanning, coteaching and reflective conversations.

Collaborative teacher teams have time embedded within the school day to do the work of a Professional Learning Community, where the focus is on ensuring learning through the development and delivery of high-quality, standards-aligned curriculum, instruction, and assessment. A SMART goal, related to the building's SSP goals, is created to drive the group's work for the year. The focused work of the PLC is centered around four essential questions:

1. What is it we want all students to learn?
2. How will we know each student is learning?
3. What will we do when some students are not yet learning?
4. How will we extend and enrich learning for students who have already mastered essential standards?

District support staff offer differentiated professional development to individual sites, PLCs, and other teacher teams on an ongoing basis. District Curriculum and Instruction Specialists and literacy coaches provide support for scientifically-based reading instruction. An EL Program Specialist also provides support in co-teaching and differentiating instruction for English language learners to classroom and EL teachers. Digital Learning Coordinators support the application of technology to enhance literacy instruction and provide professional development to help teachers develop skills in advancing digital literacies. A strong new-teacher mentoring program is in place to support probationary teachers, and all teachers new to the district participate in a full-day Balanced Literacy Workshop. The district's Office of Educational Equity offers SEED (Seeking Educational Equity and Diversity) courses during the school year and summer, and cultural liaisons are available to provide support in implementing culturally-relevant practices in literacy instruction. In addition, teachers participate in peer observations through the Q-Comp program. Trained peer coaches provide teachers with data and help them analyze it to aid in the selection of professional development goals and support teachers in learning about culturally-relevant practices to increase student engagement.

Grades 6-12

Purpose Statement

Bloomington Public Schools (BPS) is committed to ensuring each student becomes a proficient reader as well as career and college ready. To support the goal of reading proficiency for all students, BPS utilizes a high quality instructional framework which positions the teacher as a facilitator of learning, and includes student centered teaching, standards aligned instruction, assessment for learning, and connections within and beyond the classroom.

This literacy plan is designed with the intention of closing the racial and socioeconomic achievement gaps, increasing the number of students reaching proficiency in reading, and ensuring students are career and college ready. Literacy goal attainment occurs when highly trained, competent teachers support students with flexible and differentiated core instruction. Core instruction is designed and personalized around prioritized standards that are accessible to each learner. The instructional pathway for learners is determined by individual need and supported through research-based pedagogy and resources. This plan provides direction for data analysis (assessment for learning), professional development for teachers (teacher as facilitator), evidence-based instruction (student centered learning/connections within and beyond the classroom), and a strong and viable curriculum (standards aligned instruction).

BPS MISSION STATEMENT:

The Bloomington Public School District is an educational leader developing in all our learners the ability to thrive in a rapidly changing world.

BPS VISION:

Bloomington Public Schools creates Pathways to Career and College Success. Each student has a Personal Growth Plan to meet the following Pathway milestones:

- Pre-School Ready
- Kindergarten Ready
- On Course for Elementary Success
- Middle School Ready
- High School Ready
- Career and College Ready

BPS OBJECTIVES and STRATEGIC DIRECTION:

BPS will maximize learner growth and close the achievement gap by using a three component framework:

- Delivering INSTRUCTION through an innovative and integrated system designed to support transitions and help all students so they are career and college ready.
- Developing LEARNING SUPPORTS that are innovative and facilitate problem solving to remove barriers so students can access their educational pathway.
- Ensuring RESOURCE MANAGEMENT prioritized to meet the district's strategic directions.

Closing the achievement gap requires highly trained and competent teachers who can foster the literacy development of each student. To support all staff in meeting the diverse needs of students and families, BPS is committed to implementing an efficacious professional development plan that is aligned to the BPS High Quality

Instruction Framework. BPS staff participate in periodic reviews of English Language Arts standards, and curriculum materials and assessments are aligned to these standards.

Students in BPS begin to create their Personal Growth Plan (PGP) in middle school and continue throughout high school. The PGP includes a series of grade-based activities and measurements which help students to make informed choices for high school and beyond, set relevant and achievable goals, and take action to achieve their goals. Teachers, counselors, and other staff members provide consultation and support to help guide students throughout the process. Completing PGP activities, including developing a post secondary plan, is a requirement for graduation from Bloomington Public Schools.

Use of Data

Data is used to monitor and evaluate student achievement, fidelity of implementation of core literacy curriculum and instruction, and effectiveness of reading interventions.

Comprehensive Needs Assessment (CNA)

An analysis of student achievement data reveals the following insights:

- Racial/ethnic gaps persist with a greater percentage of White and Asian students demonstrating proficiency than American Indian, African American, and Hispanic students.
- Proficiency on MCAIII Reading exams has stayed fairly stable over the past 4 years.
- Yearly growth as measured by the MCAIII was greater for Bloomington than the state.
- The percentage of BPS students enrolled in Institutions of Higher Education (IHE) within 16 months of high school graduation is 75%.
- The graduation rate decreased from 82.4% in 2017 to 81.3% in 2018.

Subgroup	2016 Percent Proficient		2017 Percent Proficient		2018 Percent Proficient	
	State	BPS	State	BPS	State	BPS
Hispanic/Latino	38.2%	35.3%	33.8%	34.5%	33.7%	34.1%
African American	33.5%	39.1%	34.0%	39.7%	34.5%	40.6%
American Indian	35.2%	43.3%	35.2%	60.0%	35.9%	54.5%
Asian	54.2%	67.1%	53.5%	65.1%	55.3%	61.4%
Pacific Islander	counts too small to report		counts too small to report		counts too small to report	

Source: Minnesota Report Card <http://rc.education.state.mn.us/>

An analysis of the data related to the implementation of core literacy curriculum and instruction informs the following generalizations:

- Reading growth of BPS students has been stable; continued professional development in evidenced-based core instructional strategies is essential in order to increase student growth and achievement.
- Diagnostic assessments, targeted instruction, and progress monitoring for at-risk students is a necessary component of intervention courses.
- There is a need to include leveled texts as classroom resources to support students in gaining schema on content related topics.
- Student centered learning, with an emphasis on interactive and integrated lesson design, needs to be a priority.
- The number of students identified for reading intervention exceeds sites' capacity for providing interventions; thus improvements to core instruction are necessary.
- The percentage of BPS EL, African American, and Hispanic students reaching proficiency is significantly less than the number of White and Asian BPS students who are proficient as measured by standardized assessments. With our goal of each student reaching proficiency, focused professional development in culturally and linguistically responsive pedagogy is essential.

Assessment Plan

Bloomington Public Schools Testing and Assessment program incorporates state-wide testing, local standardized testing, classroom assessments and observation, and student personalized growth plans to provide a complete profile of student achievement and curricular strengths and areas for growth. The BPS Secondary assessment plan includes screening, diagnostic, and progress monitoring tools that provide the necessary data to inform instruction and address the needs of students.

Screening

Students consistently enrolled in BPS have significant trend data as they enter their secondary school experience (grades 6-12). All students in grades 6-9 take the Northwest Evaluation Association's Measures of Academic Progress (MAP) in Reading. This is an electronic assessment overseen by classroom teachers. Specific measures in the literacy strand include word meaning and vocabulary knowledge, literature, and informational texts. The MAP measures students' performance relative to both local and national norms as well as individual annual growth. MAP data, disaggregated by literacy strand, is housed in the district's electronic data warehouse and is available to teachers and administrators. Scores are also mailed home to parents.

Students in BPS take the Minnesota Comprehensive Assessment (MCA) in grades 6-11 (Reading 6-10; Math 6-9,11; Science 5, 10). The purpose of the MCA assessment is to evaluate students' achievement measured against the Minnesota Academic Standards. Assessment results are used to inform curriculum decisions at the district and school level, inform instruction at the classroom level, and measure student academic progress from year to year.

Diagnosis

Secondary teachers (6-12), have a suite of diagnostic tools available to assist in determining student need. The Adolescent Literacy Inventory is used to measure students' fluency, comprehension, metacognition, and academic literacy abilities. This inventory provides teachers with information not only on reading skill and strategy, but also on how students use these strategies in content areas, so teachers can determine the most appropriate text adaptations and instructional strategies for their students. Additional diagnostic assessments from the Consortium on Reaching Excellence in Education (CORE) and Words Their Way can be administered to

students who fall significantly below grade level benchmarks. These assessments measure phonological awareness, word recognition, and decoding skills. The Words Their Way Spelling Inventory provides data about students' decoding, encoding, and word analysis skills. The results of these assessments are used to develop a plan for providing targeted interventions that supplement core instruction. Students with needs indicative of dyslexia or other reading difficulties are matched to multisensory interventions that have been specifically designed to meet their needs. Students who are experiencing difficulty reading at grade level due to a suspected vision problem are referred to the school nurse for vision screening. If a child states that he or she experiences headaches, eye strain, or double vision while reading for extended periods, or this is noticed by the student's teachers, this information is shared with the student's family and school nurse. Further screening for convergence insufficiency disorder, or other vision problems, can then be conducted by the student's eye health professional.

English language learners are also assessed annually using the WIDA ACCESS. This assessment measures students' progress in acquiring academic English. It assesses students' skills within the four domains of listening, speaking, reading, and writing relative to the WIDA English language development standards. The results of the ACCESS are shared with families and housed in the district's data warehouse.

Progress Monitoring

Teachers monitor students' progress using running records, curriculum based measures (CBMs), and locally developed interim assessments. These assessments include measures of students' comprehension, reading skills, and vocabulary relative to grade level benchmarks. These tools are utilized to determine the progress of students receiving reading interventions 2-4 times per month.

Action Planning for Continuous Improvement

BPS employs a Multi-Tiered Systems of Support (MTSS) approach to middle and high school literacy that identifies, through multiple measure benchmarks, students' proficiencies in literacy skills using standardized assessments and standards-aligned assessments. The foundation for the systems of support is classroom-based core instruction. Core instruction is aligned to the MN Academic Standards in English Language Arts and reviewed by a committee of classroom teachers, interventionists, special education instructors, teachers of English Language Learners (EL), and principals through the curriculum review process. During this process, teams prioritize, unpack, and map standards to ensure both horizontal and vertical alignment of the curriculum. They also study research-based practices, and select standards-aligned and culturally relevant instructional materials. Intervention teachers analyze trend data from MCA and MAP assessments and teacher feedback to place students in reading interventions that supplement core instruction. The World's Best Workforce plan promotes ongoing district processes for reviewing and improving instruction, curriculum, and assessment in all areas.

Bloomington Public Schools utilizes a three component framework for communication, which consists of an instructional team, a learning supports team, and a management team. The instructional component is made up of a team of instructional leaders from secondary sites. This team communicates instructional needs at site and district levels. Workgroups are formed and tasked with problem-solving current instructional needs. Each team has monthly meetings at the site level and the district level.

The AVID and SPARCSS (Success Pathways Achieved through Readiness, Culture, Strategies, and Skills) site teams are comprised of teachers from a variety of content areas and grade levels as well as a site administrator and other support staff. This team meets at least monthly to analyze data to inform decisions about core and elective programming.

District-Wide Priority Goals	Timeline	Leadership and Support	Evidence of Success	SMART Goals
Develop a comprehensive, systemic secondary literacy program, 6-12 with the focus on progress monitoring, screening, and diagnostic tools for students at risk of reading difficulty.	August, 2019 - June, 2020	Curriculum and Instruction Specialists Literacy Leadership Cohort	Students will make gains toward grade level proficiencies with targeted interventions Self-reported data on fidelity with the suite of tools.	All reading intervention teachers will be trained in and utilize the suite of identified tools. The data obtained from these tools will be used in planning and preparation, and in evaluating reading intervention programs.
Increase knowledge of all 6-12 teachers to provide explicit instruction in vocabulary, comprehension, and writing instruction.	August, 2019 - June, 2020	Curriculum and Instruction Specialists Literacy Leadership Cohort	Quantitative data collection of 6-12 teachers participation in professional development provided by the literacy leadership cohort.	The number of 6-12 teachers using explicit instructional practices to facilitate student learning in the content areas will increase from 15% to 30%.

Evidence-based Intervention

Students are identified for intervention services through screening measures and teacher recommendation. This literacy plan addresses the need for diagnostic measures and targeted interventions at the secondary level. Targeted interventions accelerate student learning, thereby closing the achievement gap. Students are supported by the following opportunities in addition to core instruction.

- Data-Driven Interventions Within the School Day:** Both regular education classroom teachers and specialized intervention teachers work specifically with at-risk learners in grades 6-12 Reading and Language Arts. These teachers work with individual and small groups of students to accelerate student progress in areas identified as needs through the use of diagnostic literacy assessments. These interventions include research-based instructional strategies in the following categories: phonics, fluency, vocabulary, and comprehension. Intervention teachers at the middle school level utilize materials such as Souday System, Read 180, and System 44. All intervention strategies are certified by the What Works Clearinghouse, Minnesota Center for Reading Research, and/or Florida Center for Reading Research. Additionally, students receive individualized instruction based upon need twice per week for approximately 35 minutes. This instructional time of the school day is devoted to supporting the needs of all students, including those who need remediation or enrichment.

Parent and Community Engagement

Teachers hold individual conferences, provide recommendations, and share strategies with parents about how to support their children’s literacy development through site-based parental involvement activities. At the beginning of the school year, middle school sites have a curriculum night. The purpose of this evening is to build relationships and provide parent education on standards and how to support students at home. In addition to the curriculum evening, there are Parent-Teacher-Student Association (PTSA) meetings, conferences, and opportunities for individual student meetings.

The Pathways Advisory Committee (PAC), a School Board appointed committee of parents, community members, and staff reviews the curriculum process, evaluation results, and District plans, including the local literacy plan. The role of the PAC is to communicate with parents the activities of the committee, and to solicit comments and feedback on curriculum and assessment issues.

The Bloomington PTSA Council has monthly meetings. The Teaching and Learning Department has presented on topics such as flexible learning options and technology in the classroom, smart strategies that help students learn how to learn, and summer learning opportunities.

Communication Plan

Reporting to Stakeholders

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Reporting to Parents/Guardians

Information about students’ needs and progress in literacy is frequently shared with families through a variety of methods such as mid-term and trimester updates, and weekly progress updates on Infinite Campus, the district’s student data management system. Parents are also able to access benchmark and standardized assessment data via the HUB, which shows student achievement relative to Bloomington’s Pathways to Graduation. Parent-teacher conferences are held in the fall and spring, and interpreters are provided for families as needed. Families of students identified for interventions are notified in writing. Teachers communicate with families through letters, email, and phone conversations as deemed most appropriate.

Professional Development

Each fall, a team of teacher leaders from each building or program, led by the principal or director, participates in a Leadership Academy and Site Strategic Planning Day. Multiple sources of data are analyzed and used to create goals for each site’s or program’s Site Strategic Plan (SSP).

Principals and teacher leaders participate in professional development to build their capacity to develop a culture of collaboration at their sites, expand the literacy expertise of teachers, and improve student achievement. These leaders collect and analyze data from student performance and achievement to evaluate

the extent to which best practices in literacy instruction are in place and implemented with fidelity. This data informs ongoing professional development throughout the year. Further, reading interventionists receive specialized professional development in recognizing indicators of reading problems, including dyslexia. In addition to designated district-wide professional development days, teachers can choose from offerings after school, online, or out of district. Teachers have access to funds that support self-selected professional development through the district's Professional Development Fund. During the summer, teachers are provided with the opportunity to attend #271Learns: The Bloomington Learning Summit to learn from local experts in the field of literacy. Courses on scientifically-based reading instruction and promoting educational equity are offered during the Summit.

Collaborative teacher teams have time embedded within the school day to do the work of a Professional Learning Community (PLC), where the focus is ensuring learning through the development and delivery of high-quality, standards-aligned curriculum, instruction, and assessment. A SMART goal, related to the building's SSP goals, is created to drive the group's work for the year. The focused work of the PLC is centered around four essential questions:

1. What is it we want each student to learn?
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3. What will we do when some students are not yet learning?
4. How will we extend and enrich learning for students who have already mastered essential standards?

District support staff offer differentiated professional development to individual sites, PLCs, and other teacher teams on an ongoing basis. District Curriculum and Instruction Specialists meet with teachers at the middle school sites to provide support for scientifically-based reading instruction per teacher, PLC, and principal requests. An EL Program Specialist also provides support in co-teaching and differentiating instruction for English language learners to classroom and EL teachers. Digital Learning Coordinators support the application of technology to enhance literacy instruction and provide professional development to help teachers develop skills in advancing digital literacies. A strong new-teacher mentoring program is in place to support probationary teachers. The district's Office of Educational Equity offers SEED (Seeking Educational Equity and Diversity) courses during the school year and summer, and cultural liaisons are available to provide support in implementing culturally-relevant practices in literacy instruction. In addition, teachers participate in peer observations through the Q-Comp program. Trained peer coaches provide teachers with data and help them analyze it to aid in the selection of professional development goals and support teachers in learning about culturally-relevant practices to increase student engagement.