



Bloomington Public Schools

Local Literacy Plan

2024-25 School Year

District or Charter School Information

District or Charter School Name and Number: Bloomington Public Schools ISD 271

Date of Last Revision: 06/07/2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

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-12 teachers to use assessments to differentiate literacy instruction to meet the needs of all students.
- improving the capacity of K-12 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 caretakers 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-12 are considered proficient when they can master grade level benchmarks from the MN Academic Standards in English Language Arts and read texts representative of the grade level expectations with accuracy, fluency, and comprehension.

Universal and Dyslexia Screening

For 2024–25: FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Bloomington Public Schools at the K-5 level will transition to using FastBridge earlyReading and CBMReading for the 2024-25 school year. Grades 6-9 will continue to use NWEA MAP Growth as the screener. In grade 10, the MCA will be utilized to provide grade-level mastery data. Grade 11-12 will use ELA GPA from the prior year to determine grade-level mastery.

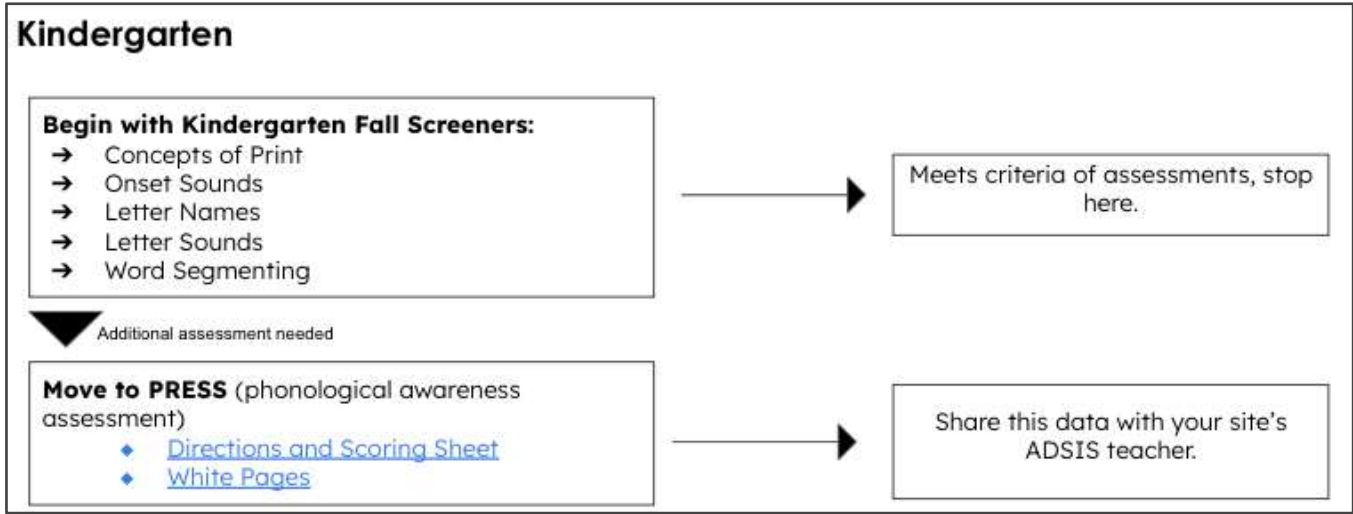
Grades K-3 Screeners

Per the READ Act, implementation of a new approved screener for grades K–3 will take place in the 2024–25 school year. We are currently transitioning from administering NWEA MAP Growth to FastBridge.

The table below shows the upcoming literacy tests for Bloomington Public Schools.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<ul style="list-style-type: none">- Grade K- Grade 1- Grade 2- Grade 3	<ul style="list-style-type: none">- Oral Language- Phonological- Awareness- Phonics- Fluency- Vocabulary- Comprehension	<ul style="list-style-type: none">- Universal Screening- Dyslexia Screening	<ul style="list-style-type: none">- Fall (First 6 weeks of school)- Winter- Spring (Last 6 weeks of school)

The following flow charts provides further assessment guidance to Bloomington Public School teachers when students are not meeting universal screening criteria. The additional assessments provide teachers with additional data for instructional decisions.



Grade 1

Begin with Grade 1 Fall Screeners:

- Word Segmenting
- Nonsense Words
- Sentence Reading
- Sight Words 150

Meets criteria of assessments, stop here.

Additional assessment needed

Move to Kindergarten Screeners:

Give the assessments in the following order. They are organized by their predictive validity.

- Onset Word
- Letter Sounds
- Letter Names

Meets criteria of assessments, stop here.

Additional assessment needed

Move to PRESS (phonological awareness assessment)

- ♦ [Directions and Scoring Sheet](#)
- ♦ [White Pages](#)

Meets criteria of assessments, stop here.

Grade 2

Begin with your Grade Level Fall Screener

- CBM

Meets criteria of assessments, stop here.

Additional assessment needed

Move to Grade 1 Screeners:

Give the assessments in the following order. They are organized by their predictive validity.

- Sight Words 150
- Nonsense Words
- Decodable Words

Meets criteria of assessments, stop here.

Additional assessment needed

Move to Kindergarten Screeners:

Give the assessments in the following order. They are organized by their predictive validity.

- Onset Word
- Letter Sounds
- Letter Names

Meets criteria of assessments, stop here.

Additional assessment needed

Move to CORE (phonics assessment)

- ♦ [Directions and Scoring Sheet](#) make sure to write specifically what the student says if there is an error

Meets criteria of assessments, stop here.

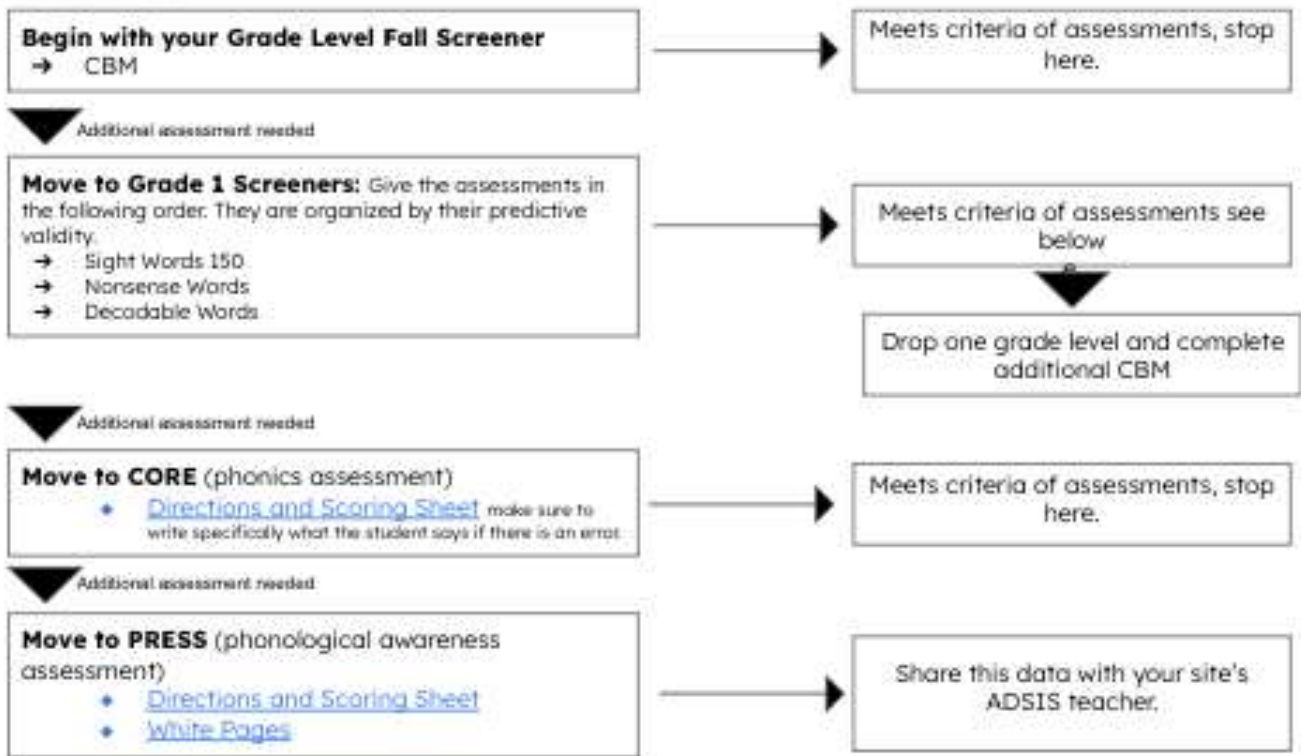
Additional assessment needed

Move to PRESS (phonological awareness assessment)

- ♦ [Directions and Scoring Sheet](#)
- ♦ [White Pages](#)

Share this data with your site's ADSIS teacher.

Grades 3-5



Grades 4-12 Screeners

The Bloomington Public Schools plan is pending further guidance on an approved grades 4-12 screener from the MDE.

- In the 24-25 school year, Bloomington Public Schools will use FastBridge for grades 4-5.
- In the 24-25 school year, Bloomington Public Schools will continue to use the NWEA MAP Growth test for grades 6-9.
- In the 24-25 school year, Bloomington Public Schools will use the MCA reading for grade 10.
- In the 24-25 school year, Bloomington Public Schools will use ELA GPA for grades 11-12.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
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		should be addressed.)		
Name of Screener:	<ul style="list-style-type: none"> - Grade 4 - Grade 5 - Grade 6 - Grade 7 - Grade 8 - Grade 9 - Grade 10 - Grade 11 - Grade 12 	<ul style="list-style-type: none"> - Oral Language - Phonological Awareness - Phonics - Fluency - Vocabulary - Comprehension 	<ul style="list-style-type: none"> - Universal Screening - Dyslexia Screening 	<ul style="list-style-type: none"> - Fall (First 6 weeks of school) - Winter - Spring (Last 6 weeks of school)

Parent Notification and Involvement

The Bloomington Public Schools annual report provides an update on our Pathways to Graduation framework, which meets and aligns with state Comprehensive Achievement and Civic Readiness goals to ensure that all students are graduating ready for college and/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.

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.

Information about students' needs and progress in literacy is frequently shared with families through a variety of methods including biannual progress reports. Letters explaining elementary 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. 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. After data is reviewed and potential students are identified based on entrance criteria, communication is shared with parents or guardians. Please see example letter linked below:

[Bloomington ADSIS Parent or Guardian Letter](#) Teachers also communicate with families through letters, emails, texting system, and phone conversations as deemed most appropriate.

The Title I elementary schools have literacy engagement nights throughout the school year. In 2023-24 these schools provided students with books to keep at home for reading and enjoyment. In addition, each school hosts an "I Love to Read" night during February. The schools provide literacy activities for students and parents with information about how to support literacy at home. Some general resources include:

- Conversation starters: Sets of cards with conversation topics to support oral language.
- Read aloud: Routines to read aloud to students routinely.
- Library cards: Assistance to families to get library cards for reading at home.
- Homework help: Study buddies program at the local libraries through the BPS Volunteer Connection.

- Community Education: Many programs and activities available to parents.
- RazPlus: Reading online at home with support in Spanish.

Student Summary Level and Dyslexia Screening Data 2023-24

School Year

Summary Data Kindergarten through 3rd Grade

Bloomington Public Schools is transitioning to an approved screener, data will be submitted in June 2025.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG						
1 st						
2 nd						
3 rd						

Students Grades 4-12 Not Reading at Grade Level

Bloomington Public Schools is transitioning to an approved screener, data will be submitted in June 2025.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	<p>Benchmark Phonics and Word Study</p> <p>Teacher created Units of Study with Making Meaning and Benchark Writer's Workshop</p>	<p>Foundations of Reading</p> <p>Knowledge building and oral comprehension</p>	<p>Whole group phonics/word study 20-25 minutes</p> <p>Whole group comprehension 15 minutes</p> <p>Whole group writing 20 minutes</p> <p>Small group differentiated 60 minutes can include independent practice</p> <p>Independent practice writing 10-15 minutes</p>
1 st	<p>Benchmark Phonics and Word Study</p> <p>Teacher created Units of Study with Making Meaning and Benchark Writer's Workshop</p>	<p>Foundations of Reading</p> <p>Knowledge building and oral comprehension</p>	<p>Whole group phonics/word study 20-25 minutes</p> <p>Whole group comprehension 15 minutes</p> <p>Whole group writing 20 minutes</p> <p>Small group differentiated 60 minutes can include independent practice</p> <p>Independent practice writing 10-15 minutes</p>
2 nd	<p>Benchmark Phonics and Word Study</p> <p>Teacher created Units of Study with Making</p>	<p>Foundations of Reading</p>	<p>Whole group phonics/word study 20-25 minutes</p>

	Meaning and Benchmark Writer's Workshop	Knowledge building and oral comprehension	Whole group comprehension 15 minutes Whole group writing 20 minutes Small group differentiated 60 minutes can include independent practice Independent practice writing 10-15 minutes
3 rd	Benchmark Phonics and Word Study Teacher created Units of Study with Making Meaning and Benchmark Writer's Workshop	Foundations of Reading Knowledge building and oral comprehension	Whole group phonics/word study 20-25 minutes Whole group comprehension 15 minutes Whole group writing 20 minutes Small group differentiated 60 minutes can include independent practice Independent practice writing 10-15 minutes
4 th	Benchmark Phonics and Word Study Teacher created Units of Study with Making Meaning and Benchmark Writer's Workshop	Foundations of Reading Knowledge building and oral comprehension	Whole group phonics/word study 20-25 minutes Whole group comprehension 15 minutes Whole group writing 20 minutes Small group differentiated 60 minutes can include independent practice Independent practice writing 10-15 minutes
5 th	Benchmark Phonics and Word Study Teacher created Units of Study with Making	Foundations of Reading	Whole group phonics/word study 20-25 minutes

	<p>Meaning and Benchmark Writer's Workshop</p>	<p>Knowledge building and oral comprehension</p>	<p>Whole group comprehension 15 minutes</p> <p>Whole group writing 20 minutes</p> <p>Small group differentiated 60 minutes can include independent practice</p> <p>Independent practice writing 10-15 minutes</p>
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Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Teacher Created	Comprehension & Writing	M, T, W, Th, F: 50 minutes
7 th	Teacher Created	Text Analysis & Writing	M, T, W, Th, F: 50 minutes
8 th	Teacher Created	Text Analysis & Writing	M, T, W, Th, F: 50 minutes
9 th	Teacher Created	Text Analysis & Writing	M, T, F: Reg: 58 minutes W/Th: Block: 96 minutes
10 th	Teacher Created	Text Analysis & Writing	M, T, F: Reg: 58 minutes W/Th: Block: 96 minutes
11 th	Teacher Created	Text Analysis & Writing	M, T, F: Reg: 58 minutes W/Th: Block: 96 minutes
12 th	Teacher Created	Text Analysis & Writing	M, T, F: Reg: 58 minutes W/Th: Block: 96 minutes

Data-Based Decision-Making for Literacy Interventions

Three years ago, our BPS district MTSS team participated in training with the University of Minnesota. While participating in this training, the team met and determined next steps for MTSS implementation. During the school year 2023-24, BPS applied and was awarded a MN MTSS grant. The initial training started the week of June 10, 2024. The new BPS MN MTSS team includes the elementary and secondary MN MTSS coordinators, high school MTSS teacher on special assignment, Directors of Learning Supports, Elementary, and Secondary Curriculum and Instruction. Each school has an ISST team that works with teachers to support students.

The curriculum and instruction team leads core curriculum review and implementation. The team follows the Minnesota Department of Education standards review cycle. The team readied English Language Arts teachers with the MDE Comprehensive Literacy State Development grant evidence-based best practices. 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 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 the adopted curriculum. The core program is based on a comprehensive 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.

During the elementary literacy block, whole-group, small-group, and individual teaching allows for differentiated instruction and implementation of the gradual release of responsibility for learning. General education and English Language (EL) teachers collaborate and utilize team teaching to promote oral language development. The literacy curriculum features embedded language support 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, instructional mentors and coaches, and district Curriculum and Instruction staff, collect data that identify patterns in literacy practices used within a school and across the district. The data collected during these visits is used to monitor the implementation of curriculum and key evidence-based literacy practices and to create professional development plans as part of the continuous improvement process. The literacy classroom visit protocol will be reviewed and updated during the 2024-25 school year as we complete the CORE OL&LA training and implement a structured literacy framework.

At the secondary level, English Language Arts teachers are currently in curriculum review and development. Through data and program review, the teams have determined that there is a

need for a comprehensive set of instructional materials to meet the needs of the students we serve. The team is developing secondary courses and determining a new model for twelfth-grade English Language Arts classes. The current schedule and structure provides a year-long course with a daily average of fifty minutes of ELA instruction at middle school, and a daily average of seventy three minutes of ELA instruction at high school. Providing options for English Language in twelfth grade will ensure that students have a variety of opportunities to show their skills and also prepare them for college and/or a career pathway.

Bloomington Public Schools utilizes the application process for Alternative Delivery of Specialized Instructional Services. BPS has been approved by the MDE to use funds to support students that need additional instruction with intervention. Data based decisions determine which students need extra support.

Previously, the assessment of literacy development for school-aged children enrolled in BPS began with the Bloomington Early Kindergarten Assessment (BEKA). The BEKA is a locally developed, individually administered early literacy and numeracy measure that is aligned to kindergarten academic standards. 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 NWEA MAP growth assessment served as a screening tool for all students in grades 1-9. This is an electronic assessment overseen by classroom teachers. All students in grades 1-9 are assessed in the fall and spring of each school year. 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 via Tableau. Scores are also mailed home to parents.

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.

In the 2024-25 school year, BPS will implement FastBridge screeners. The screeners will be given in kindergarten through fifth grades. The assessments for each grade level are defined by the MDE. All K-5 classroom teachers were trained in FastBridge screeners during the January and February professional development days in the 2023-24 school year. The screeners will determine which students need further assessment. Each student that does not meet criteria will be given further diagnostic testing to determine if interventions are needed and an instructional plan to meet their needs.

FastBridge progress monitoring is already in place in grades 1-8 with interventionists. Intervention teachers completed training through online modules to progress monitor interventions. As students developed skills, interventions were changed to meet their needs.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

READ Act Required Training

The selection process for a professional development program focused on the core values:

- Teacher efficacy to impact student learning
- Teacher capacity
- Clear, consistent, and effective implementation

The Curriculum and Instruction team informed our decision making and selection process by:

- Reviewing all training content available
- Attending information sessions/webinars available
- Meeting with approved providers who were available to deepen our understanding of the trainings
- Seeking feedback from other districts

Bloomington Public Schools has selected CORE Online Language and Literacy Academy (OL&LA) as the professional development training. All K-5 classroom teachers, K-12 interventionists, K-12 special education reading teachers, EL teachers, and K-12 teachers on curriculum review teams will participate in the training during the 2024-25 school year.

Elementary staff will participate in training during school board approved professional development days. Teachers will be placed into cohorts either by grade level or specialized area of expertise.

Secondary staff will participate in training through a cohort model utilizing substitute teachers. Release days for some of the cohorts will be strategically placed on the elementary professional development days to ease the amount of substitute teachers.

Structured Literacy Professional Development

During the 2023-24 school year, the Curriculum and Instruction team worked with teachers at the elementary and secondary levels to explain the need for change and the “why” behind a change in instruction to structured literacy.

Elementary:

All elementary teachers participated in professional development in April of 2024. The professional development included watching the documentary *A Right To Read*. After the documentary, space was created by using Restorative Circles to allow teachers to process the need for change. In addition, the elementary literacy leadership cohort, comprised of teachers leaders and principals, has participated in four sessions learning about the structured literacy framework. In turn these teacher leaders and principals share the information with their staff.

Secondary:

During secondary ELA curriculum review in 2023-24 school year, ninety-nine percent of ELA teachers in grades 6-12 participated. Curriculum review includes evaluation of current programming and materials. Additionally, as part of curriculum review, our teachers engaged in a series of professional development connected to evidence-based best practices. Specifically, they worked with Professor Deborah Appleman, Carleton College, and trainers from Amplify, to deepen their understanding around Science of Reading and how it impacts our secondary ELA instructional design. Our Secondary District Instructional team also created a tool to gain teacher insight and feedback connected to current disciplinary literacy instructional evidence-based best practices as defined in the *GELN Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom* framework to help our secondary instructional teams in identifying strengths and areas of growth.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	34	2	0	32
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	158	0	0	158
Grades 4-5 (or 6) Classroom Educators (if applicable)	65	0	0	65
K-12 Reading Interventionists	20	0	0	20
K-12 Special Education Educators responsible for reading instruction	121	0	0	121
Pre-K through grade 5 Curriculum Directors	3	0	0	3
Pre-K through grade 5 Instructional Support Staff who provide reading support	174	0	0	174

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	105	0	0	105
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	39	0	0	39
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	15	0	0	15
Grades 6-12 Instructional support staff who provide reading support	TBD	TBD	TBD	TBD
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	46	0	0	46

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school’s implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Bloomington Public Schools employs a Multi-Tiered Systems of Support (MTSS) approach to K-12 literacy that identifies, through multiple measure benchmarks, students’ literacy skills using standardized assessments and standards-aligned assessments. In the 2024-25 school year, BPS will move to the MN MTSS framework. 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 Multilingual Learners, and principals through the curriculum review process. During this process, teams prioritize, unpack, and map standards to ensure both horizontal and vertical alignment. They also study research-based practices and select standards-aligned and culturally relevant instructional materials. Intervention teachers analyze trend data from FastBridge, MCA, and MAP tests as well as teacher feedback to place students in reading interventions that supplement core instruction. The Comprehensive Achievement and Civic Readiness 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 composed of a team of instructional leaders from 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. A Literacy Leadership Cohort also meets to prioritize goals for improving literacy instruction district-wide and to plan professional development based on those goals.

District-Wide Priority Goals	Leadership and Support	Evidence of Success
Develop a comprehensive, systemic K–12 literacy program, with the focus on screening, diagnostic tools, and progress monitoring for students at risk.	<ul style="list-style-type: none">• Curriculum and Instruction Specialists• ELA Curriculum Review• Monthly K–12 ADSIS Reading Intervention meetings• Literacy Leadership Cohorts	<p>Students will make gains toward grade-level proficiency with targeted interventions.</p> <p>Self-reported data on fidelity with the suite of tools.</p>

Increase knowledge of all K-12 teachers to provide explicit instruction in phonics, word study, vocabulary, comprehension, and writing instruction.	<ul style="list-style-type: none"> • Curriculum and Instruction Specialists • ELA Curriculum Review • Literacy Leadership Cohort 	Evidence Based Best Practices Screener Survey