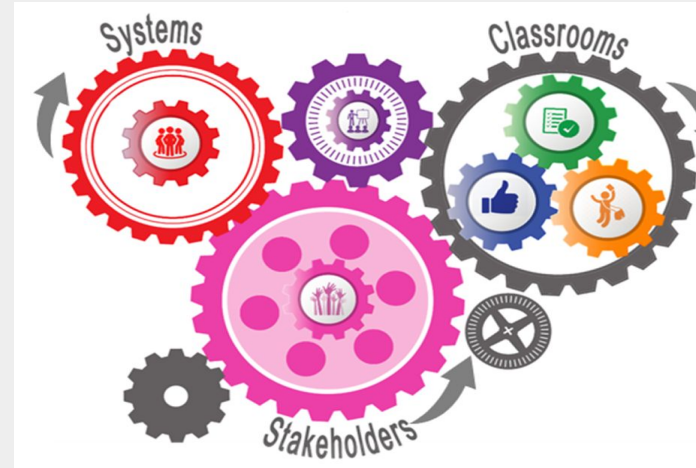


State Literacy Plan Updates and Local Goal Setting

Tara Olson
9/19/2022
Webinar



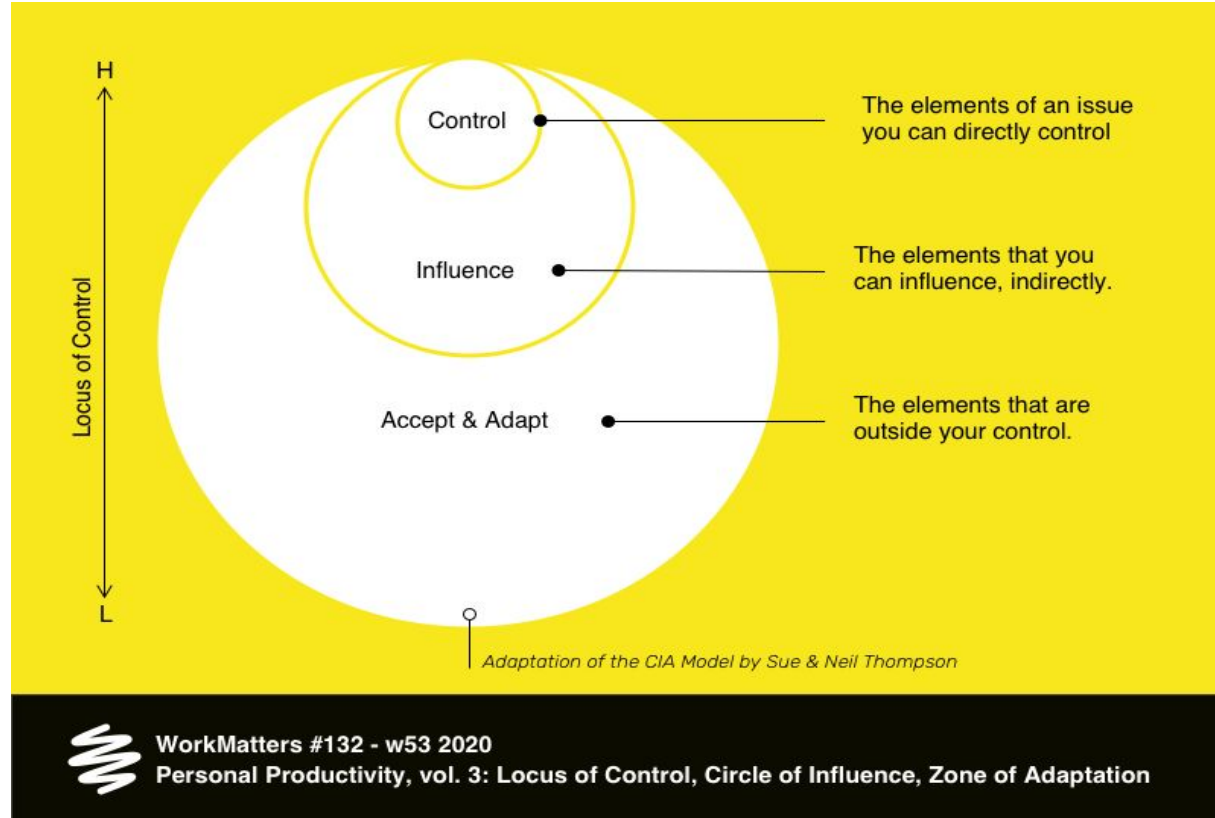
Objectives:

- Learn the history of the state plan and current status
- Become familiar with the state literacy plan as a planning tool
- Brainstorm actions to bring back to your school or district



Norms

- Use the chat if you have a question or raise hand an unmute
- Have a notebook handy
- Remember, we are all in different spots in the journey



History and Purpose of Comprehensive State Literacy Plan



2011

North Dakota
Department of Public Instruction

Comprehensive State Literacy Plan

January 28, 2011



Dr. Wayne G. Sanstead
State Superintendent
Department of Public Instruction
800 East Boulevard Avenue #201
Bismarck, ND 58505-0440
<http://www.dpi.state.nd.us>



North Dakota's Striving Readers Comprehensive Literacy Plan

GOAL AREAS	1.	Prioritize serving Disadvantaged Children	2.	Prioritize literacy instruction alignment within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum	
3.	Implement high-quality comprehensive literacy instruction programs supported by moderate or strong evidence	4.	Implement the ND Comprehensive Literacy Plan	5.	Implement a data-based decision-making process
6.	Provide technical assistance and professional development to support teachers	7.	Improve literacy outcomes	8.	Evaluate the efficacy and impact of local projects

2018



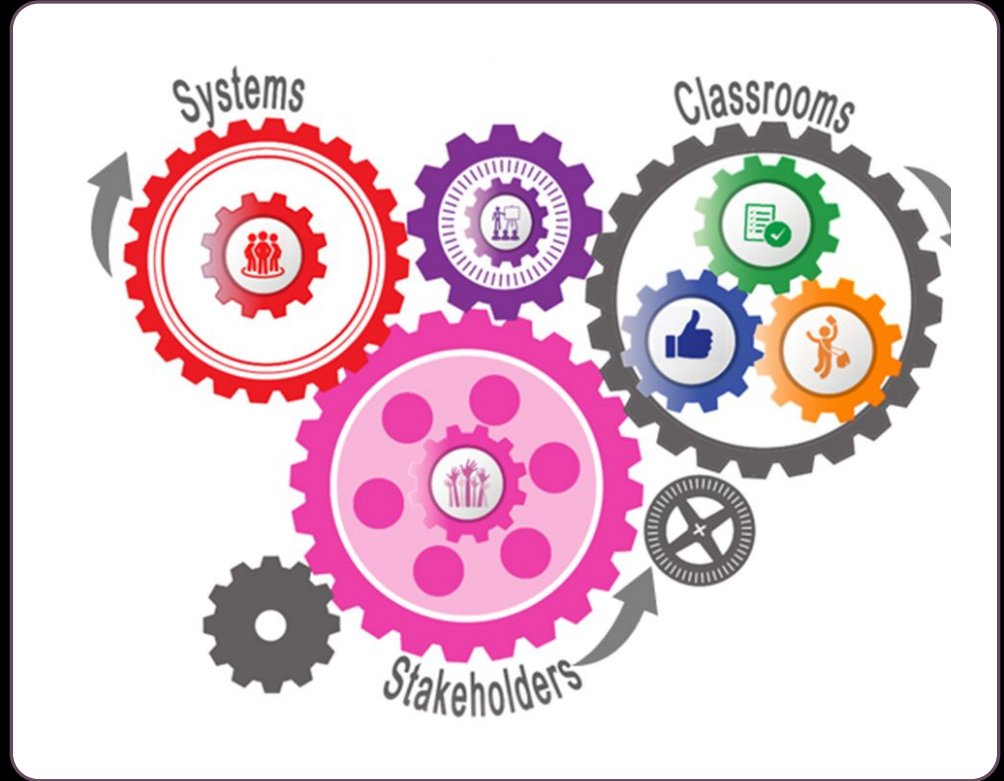
2019



2020-Current Framework

North Dakota Comprehensive Literacy Plan

Taking Action to Ensure Literacy Achievement for All



2022-2024 NDSL



The NDSL grant is guided by the following goal:

- Improve instructional support to ensure all learners attain a level of literacy that allows them the lifelong ability to
 - Accurately communicate ideas to others, and
 - Independently access knowledge for self and world improvement.

The NDSL has the following objectives which align with the ND PK-12 Strategic Vision

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade.
- Increase students who meet expected learning gains in literacy each year
- Increase students who graduate choice-ready

Using the [State Plan](#) as a Planning Tool



Systems	
Leading for Impact	Leaders and teams deeply engage in specific work to ensure that all learners receive a high-quality education.
Supporting Professional Learning	Leaders align resources and processes for the improvement of literacy knowledge and skills for all staff.
Stakeholders	
Engaging all Stakeholders	School and early childhood professionals work together to engage and support all stakeholders in literacy learning.
Classrooms	
Planning Standards-aligned Curriculum	Classroom professionals ensure the selection and use of materials to achieve the desired outcomes of the North Dakota Content and Early Learning Standards.
Instructing with Precision	Classroom professionals use evidence-based instructional practices in a consistent method responding to individual learner progress with corrective supports.
Assessing to Inform Instruction	School and early childhood professionals use data and feedback to monitor and adjust all decisions impacting literacy.

The reflection tools use a 4-point categorical rating scale based on a continuum of growth.

1. Learning	2. Developing	3. Embedding	4. Innovating
Specific ideas have been brought forth for consideration. Research and discussion are happening.	A plan exists and some action has occurred.	Consistent, systemwide actions are occurring at a sustainable level, incorporating the continuous improvement process.	Continually monitors and reviews data to strategically improve programming to reach and exceed the targeted outcome.

Leading For Impact (Click for Draft Tool)

Vision: Leaders build a culture *and* a system that strives to achieve the goal of lifelong literacy skills for all learners.

	1. Learning	2. Developing	3. Embedding	4. Innovating
Critical Indicators:	Specific ideas have been brought forth for consideration. Research and discussion are happening.	A plan exists and some action has occurred.	Consistent, systemwide actions are occurring at a sustainable level, incorporating the continuous improvement process.	Continually monitors and reviews data to strategically improve programming to reach and exceed the targeted outcome.
Leadership: Leaders intentionally develop and support teams and staff in building literacy capacity.				
Culture: Leaders build teams around a professional culture of trust and collaboration.				
Process: Leaders implement sustainable systems that embody high expectations for all learners.				

Leadership: Start with a Team

Guiding Questions:

- ❑ Who is doing the work?
- ❑ Who needs a place at the table?
- ❑ Who needs to know about the work?



CLSD Grant Implementation Team

- Understand and speak to the goals and projects within the grant; assist in self-assessing each division according to the literacy pillars as well as providing updates to advancements and next steps within the projects as appropriate
- Empowering leaders and teachers to operationalize our literacy plan, growing capacity, and supporting agency in our teachers to strengthen their instructional practices.

Tara Olson, *Grant Coordinator, Co-Team Lead*

Tina Pletan, *B-6, Elementary Coordinator, K-5 Lead, Co-Team Lead*

Val Bakken, *Early Learning Lead*

Laura Satrom, *Early Learning Rep. (Birth- 3)*

Melissa Olson, *Early Learning Rep. (3-5 YO)*

Danica Nelson/Lindsey Dirk, *Student Support Services Reps*

Wendy Sanderson, *EL Rep.*

Brenda Beisweinger, *Title I Portfolio*

Dr. Chris Job, *K-5 Rep.*

Sashay Schettler, *Indigenous Education Director*

Jennifer Zacher, *Middle School Rep.*

Mary Palmer, *HS Rep., ELA Portfolio*

Misti Frink, *Family & Community Rep.*

Traci Juhala, *Family & Community Rep. (Head of Youth Services, BFL)*

Kari Peterson/Andrea Seibel, *MTSS, Data/Assessment Reps*

Michael Jacobson, *HS Rep., Cross Curricular Lens*

Open Chair- administrators, teachers, instructional coaches and other literacy stakeholders

One minute reflection:

Who is your
support team?



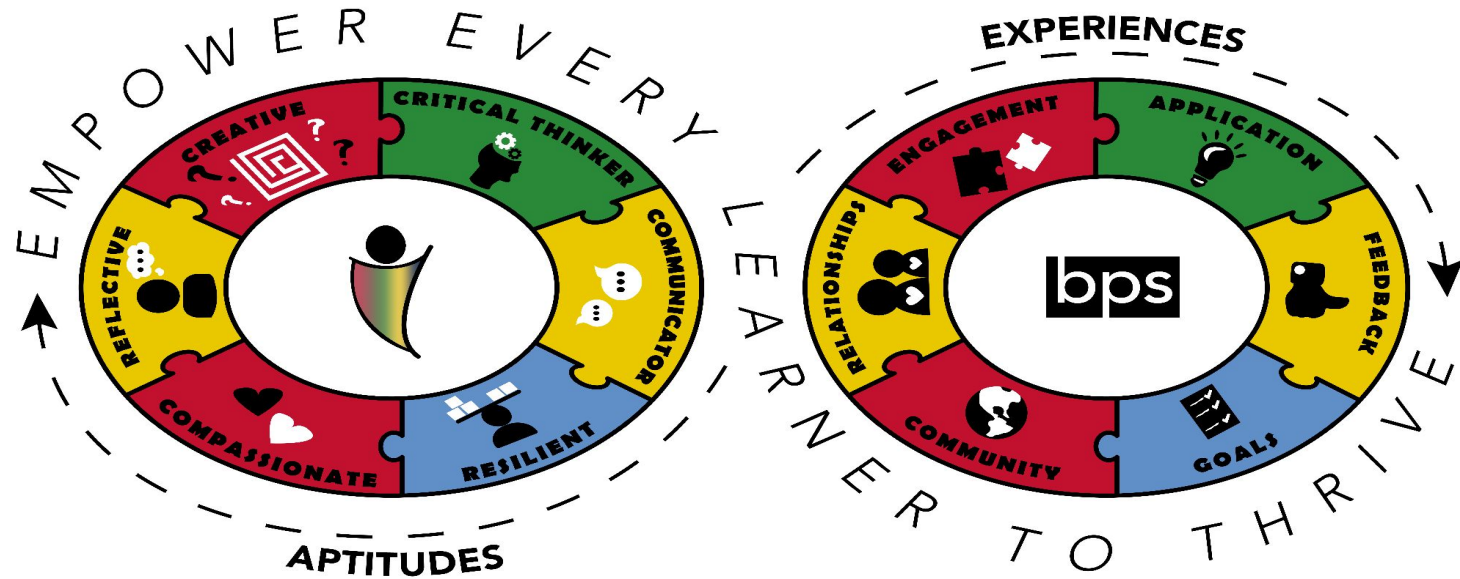
Culture: Building the Foundation

Guiding Questions:

- ❑ What is our why?
- ❑ What is going well?
- ❑ Where do opportunities exist for growth?



Portrait of Learning



Instructional Frameworks

Relationships: Express care.

Clear Learning Outcomes: Learning targets are present for students every day.

Reading Strategies: Students are assigned to read at their level.

Vocabulary: Content and academic vocabulary is explicitly taught.

Collaboration: Students productively collaborate.

Writing to Learn: Students write to process learning.

Effective, consistent approach to learning. Read more about Collective Teacher Efficacy (CETE) (Page 3, 2018)

<p>DISCIPLINARY LITERACY</p> <p>Using reading and writing to learn (2018) (Page 40-41)</p> <p>Learners...</p> <p>Model reading and writing</p> <p>Write to learn</p> <p>Write</p> <p>Summary writing</p> <p>Process notes</p> <p>Small Groups/Personal Teaching</p> <p>Philosophical/Classroom/Service</p> <p>Students' Vocabulary</p>	<p>COLLABORATION</p> <p>Working together to produce or create (2018) (Page 4-5)</p> <p>Content Teams follow the PLC Process</p> <p>Learners...</p> <p>Peer-to-peer learning</p> <p>Work toward common goal</p> <p>Intentional collaboration activities</p> <p>Experience productive struggle</p>
<p>TEACHER-STUDENT CLARITY</p> <p>A deep understanding of what students need for students to learn and what practices work best for students (2018) (Page 70)</p> <p>Learning Targets/EOs are present</p> <p>Measuring/Assessing/Feedback</p> <p>Provide individualized instruction</p>	<p>TEACHER-STUDENT RELATIONSHIPS</p> <p>Students are known and appreciated for who they are (2018) (Page 70)</p> <p>Teachers help to foster readiness</p> <p>Teachers model growth and learning</p> <p>Teachers recognize and respond when a child</p>



HMS Instructional Framework...

- Celebrating success

Using Assessments: .77-.90

- Using informal assessments of the whole class
- Using formal assessments of individual students
- Putting scales in student friendly language

Danielson Framework

Domain:1 Planning and Preparation
1c
1e
1f

Domain 3: Instruction

Conducting Practicing and Deepening Lessons: .57

- Using structured practice sessions
- Examining errors in reasoning

Conducting Knowledge Application Lessons: .57-.67

- Engaging students in cognitively complex tasks
- Providing resources and guidance

Using Strategies That Appear in All Types Lessons: .77

Instructional Framework

CONTENT	CONTEXT
<p>Direct Instruction</p> <p>Using content</p> <p>Using content</p> <p>Using and representing</p>	<p>Using Engagement Strategies: .67-.77</p> <ul style="list-style-type: none"> <input type="checkbox"/> Noticing and reacting when students are not engaged <input type="checkbox"/> Using physical movement <input type="checkbox"/> Maintaining a lively pace <input type="checkbox"/> Demonstrating intensity and enthusiasm <input type="checkbox"/> Motivating and inspiring students. <p>Implementing Rules and Procedures .52-.56</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing rules and procedures <input type="checkbox"/> Organizing the physical layout of the classroom <input type="checkbox"/> Acknowledging adherence to the rules and procedures <input type="checkbox"/> Acknowledging lack of adherence to rules and procedures

Opportunities for Growth:

- ❑ Regular and consistent meetings
- ❑ Increased connections to curriculum to build capacity
- ❑ Improve communication with leadership teams
- ❑ Build community- internal and external



One minute writing:

What is your
foundation?

What
opportunities
come to mind?



Processes: Building a Sustainable System

Guiding Questions:

- ❑ How are we currently “doing business”?
- ❑ What does our data tell us?
- ❑ What structures could be strengthened?
- ❑ Where and how do we build capacity of all stakeholders?



WHO we are



WHY we do what we do



The WAY and HOW we do it

Learning Excellence	Personal Excellence	Environmental Excellence	Operational Excellence
MTSS-A SBE Effective Teaching Personalization Authentic Learning	MTSS-B/ISF Inclusive Practices Extra/Co-Curricular	School Safety Climate and Culture Digital Stewardship	Human Capital Dev Partnerships Comprehensive Dept Plans

HOW we are ACCOUNTABLE

OEs and Rs

[Crosswalks](#)

- 5 Competency-Based Education
- 4 Standards-Referenced Reporting
- 3 Guaranteed and Viable Curriculum
- 2 Effective Teaching in Every Classroom
- 1 Safe, Supportive, and Collaborative Culture

Self-Evaluation

22-23 CLSD/Literacy Folder

- By grade band:
 - Review 21-22 Goals
 - Review Spring Data
 - Review Self-Evaluation Continuum
 - Evaluate current level based on COLLECTIVE Conversation
 - Note potential goals in blank provided

B-5: Val, Laura, Melissa

Elementary: Tina, Chris, Brenda, Karen, Deanna, Lindsey, Kari, Misti

Middle: Jenny, Jacob, Danica, Andrea

High: Mike, Mary, Sassy, Kayla (Ben)

Comprehensive Literacy State Development Goals & Measures 2022-2023

Name of School/District:

Date of Visit:

Age/Grade Span:

Early Elementary
 Elementary
 Middle School
 High School

LEADING FOR IMPACT

#1 LEADERS

- Learning
 Developing
 Embedding
 Innovating

#2 CULTURE

- Learning
 Developing
 Embedding
 Innovating

#3 PROCESSES

- Learning
 Developing
 Embedding
 Innovating

AVERAGE SCORE - LEADING FOR IMPACT

SUPPORTING PROFESSIONAL LEARNING

#1 LEADERS

- Learning
 Developing
 Embedding
 Innovating

#2 CULTURE

- Learning
 Developing
 Embedding
 Innovating

#3 PROCESSES

- Learning
 Developing
 Embedding
 Innovating

AVERAGE SCORE - SUPPORTING PROFESSIONAL LEARNING

	1. Learning	2. Developing	3. Embedding	4. Innovating
Critical Indicators:	Specific ideas have been brought forth for consideration. Research and discussion are happening.	A plan exists and some action has occurred.	Consistent, systemwide actions are occurring at a sustainable level, incorporating the continuous improvement process.	Continually monitors and reviews data to strategically improve programming to reach and exceed the targeted outcome.
Leadership: Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.				
Culture: Members of the school community value literacy and support it across the system within all content areas.				
Process: Systemwide processes are designed, operated, and monitored for evidence of literacy attainment for all learners.				
SCORE				

Potential Evidence:

- Agendas and meeting notes from teacher collaboration time
- Policies and structures supporting equitable learning experiences
- Budget showing classroom supports (for example, aides, evidence-based curriculum)
- Building leader possess degrees, endorsements, or certifications in literacy
- Building leadership team is in place and focus on student learning outcomes
- Coach's schedule
- Evidence of a vision, mission, and short- and long-term goals that are visited often
- Evidence of leadership training and support of evidence based practices
- Feedback cycles conducted with teachers based on observations
- Professional learning experiences for the principal, teacher leaders, and coaches
- School/classroom climate survey
- Student data
- Any related High Reliability Schools (HRS), MTSS, or COGNIA data

Literacy Goals



Birth - 6

Elementary

Middle School

High School

Measurable Goal #1: Increase family engagement and community outreach opportunities and attendance focused around literacy and language development.

Measurable Goal #2: Expand the building of internal capacity of future trainers and participants in the areas of Facilitating Attuned Interactions (FANI) and primary literacy and language development.

Measurable Goal #1: Increase family engagement and community outreach opportunities and attendance focused around literacy and language development.

Measurable Goal #2: Build the capacity of teachers and leaders in understanding, implementing, and monitoring the components of a guaranteed and viable curriculum (Proficiency Scales, designing units/lessons, assessments) as well as the areas of literacy and language development.

Measurable Goal #3: Increase implementation, monitoring, and alignment of evidence-based Tier 1 Instructional Strategies promoting literacy success for all students with an emphasis on transitions.

Measurable Goal #1: Increase teacher and leadership capacity in understanding, implementing, and monitoring components of a guaranteed and viable curriculum (Proficiency Scales, designing units, lessons, assessments, pacing guides)

Measurable Goal #2: Increase implementation, monitoring, and alignment of evidence-based Tier 1 Instructional Strategies promoting literacy success for all students with an emphasis on transitions.

Measurable Goal #3: Identify opportunities to engage the community and families in all schools.



The Work in Process

Big Picture	In Practice
<p>BPS Literacy Plan- 22-23 (will be added to website after redesign)</p>	<p>B-6 Essential Practices- COMING SOON</p>
<p>21-22 Implementation Plan Reading Curriculum, Legislation, and Professional Learning Guidance</p>	<p>K-2 Essential Practices</p>
<p>Literacy HUB (will be added to website after redesign)</p>	<p>3-5 Essential Practices</p>
<p>MTSS HUB (currently on website)</p>	<p>Disciplinary Literacy - COMING SOON</p>

District Wide Literacy Training: Overview of Reading Development, implications and application to role

One minute reflection:

What structures do you have going for you?

Where could capacity be built?



tara_olson@bismarckschools.org

