Our Journey
Programs and services will be in place at all schools to ensure that race, class and disability will not predict students’ success in Mounds View Public Schools.

Student academic performance will not fall into patterns identifiable by factors such as race, ethnicity, English language proficiency, socioeconomic status and disability.

The school that a student attends will not be the predictor of his/her school success.
Two Districts in One
Our Elementary Educators - Years in Mounds View

<table>
<thead>
<tr>
<th>Years in Mounds View</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Elementary School</strong> Total: 374</td>
<td></td>
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<tr>
<td>0-3 years: 118</td>
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<tr>
<td>4-9 years: 93</td>
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<tr>
<td>10-15 years: 60</td>
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<tr>
<td>16-20 years: 55</td>
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<tr>
<td>21 and up years: 48</td>
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Our Journey

Where have we been?

2006 - Literacy Framework - was resource driven
Balanced Literacy training for teachers in the system

2013 - Common Core State Standards for English, Language Arts
-Literacy Coach
Where have we been?

2013-2015

Identification of priority standards/benchmarks

- Revision of District common assessments
- 90 minute expectation for literacy
- Realization that our framework and resource were not matching the needs of the students nor the rigor of the common core.
- Capacity of our teachers didn’t meet the needs of our changing population
- Balanced Literacy was drifting
Why District Management Council?

DMC helped us successfully re-set middle school math

New Central office support

Provided us with leverage
New teachers appraisal system - Focus Professional Learning Communities

➢ Redefined the work of the grade-level teams

➢ Plan - Do - Study - Act

 Started our reset with a Literacy Alignment team

➢ Create a narrative

➢ Fixed-flexed framework
The Process

1 - Determine staff to be included in the study
   The following staff roles were included in the survey:
   - General Education Teachers
   - English Language Teachers
   - Instructional Strategies Facilitators
   - Interventionists
   - Special Education Teachers

2 - Interview district staff to understand roles and responsibilities
The Process

3. Collect weekly schedules from staff members using online tool to share specific information:

➢ literacy blocks
➢ instructional focus
➢ materials used
➢ instructional groups
The Process

4. Analyze the data to help answer questions such as:

- Is classroom practice aligned with literacy best practices? Are practices aligned among classrooms? Schools?
- What is working well and what needs to be refined?
- Do teachers have the support and training they need to execute effectively?

5. Identify potential opportunities and financial impact
Commendations

1. Mounds View Public Schools has **clear rigorous grade-level expectations** as the district has shifted to **standards-based instruction**.

1. Mounds View Public Schools **teachers hold themselves accountable for student growth**, and self-assess their own practice based on the outcomes of their students.

1. The district practices **early identification of struggling readers** and frequent measurement of achievement.
Commendations

4. Special education teachers are dual-certified in many cases and spend the majority of their time working directly with students.

5. The district’s current literacy coach is valued by teachers across the district.
Opportunities

1. Incorporate literacy coaches to expand coaching to support teachers in implementing standards-based instruction.

1. Ensure that all K-2 students receive a minimum of 100 minutes of explicit instruction on phonics per week until they reach a district-established level of proficiency.

1. Enlist the help of the district’s highly effective teachers to develop a model literacy program for teachers who want more guidance.

1. Align entrance and exit criteria for interventions across the district.
Our response to the opportunities

- Vertical alignment document
- Balanced literacy defined - Narrative
- Core resources
- District Common Assessments
  - Read Well
  - Benchmarks
- Means for cross-district sharing of materials, ideas, resources
- August Literacy Institute

Website - Our communication tool
What has DMC helped us to better understand?

- Our focused work on Common Core standards was impactful
- Variation on our system
- Balanced literacy reset would require focus and professional development
- Importance of focus for the coaches
- Importance of implementation guide
Where are we now?

- Survey Data
- Teacher Testimonials
- Student Reflections
Successes

Has this work made a difference?

How do we know?
Question:
Rate your level of understanding of balanced literacy 2015 to 2016
4. Compared to past practice, which of these have you incorporated into your literacy instruction this year? (check all that apply)

(168 responses)

- Mini-lessons: 104 (61.9%)
- Use of mental models: 85 (50.6%)
- Small group instruction: 81 (48.2%)
- Structures as lesson plans: 75 (44.6%)
- Right-fit books: 84 (50%)
- Stop & jots: 104 (61.9%)
- Reading logs: 65 (38.7%)
- Running records: 74 (44%)
- Conferring: 70 (41.7%)
- Other: 20 (11.9%)
5. My ability to (...see options below...) has increased as a result of balanced literacy training this year:
6. How would you rate the following literacy professional development opportunities this year?

- Literacy Institute
- Building-level Staff Development
- PLC Support
- Seeing instruction modeled by a literacy coach

[Bar chart showing ratings]
Testimonials
Our students

Mariah

Peyton

Book Club - Grade 2
“The biggest change in my practice is that I have switched roles from being the teacher to being the coach of readers. Truly each day the students are doing the bulk of the work and authentically engaging in the process. As a result the students have ownership over their learning and growth as life-long readers. I also can’t say enough about the amount of time allocated for building reading habits/a reading life and the positive impact it’s having on reading engagement in my classroom.”

~B. Peterson

The Balanced literacy reset was really worth the time and energy. It has been a lot of work, but I feel I have grown as a teacher and my classroom is different. My kids know that reading can be fun now and have a love for reading.--S. Brown

Kids are getting more feedback and individual attention from me and are receiving some great tier 2 and 3 interventions as needed. Kids know their reading levels and are motivated to move up and be able to read more challenging books. Overall, the classroom environment is supportive, engaging and is building well rounded readers.

I used to do whole group instruction for the high readers in fifth grade. I didn't really know their individual reading levels or have much of an opportunity to listen to them read. (Now) I teach a high, rigorous mini-lesson that gives everyone the opportunity to see and hear high level thinking. ~L. Samelian
My daily reading routine has morphed into a flexible, student driven block of time where I am much more in tune with each reader as an individual and they are learning to recognize reading for the authentic experience that it is.

My time with groups changes based on close monitoring of how they are functioning within the standard we are working on as well as their foundational needs as readers.

As far as whole group time, that is probably where I have made the largest shift. My mini lessons are now so concise and focused on one bit sized part of a larger skill that I am trying to get them to master.

Students have opportunities for a variety of literacy work every day- reading, writing, listening, speaking

- Students have received specific, rigorous learning opportunities via a variety of instructional groups- individual, small group, large group - that teachers have been heavily trained in ~C. Koch - G1 Teacher
Where are we headed?

Alignment - vertical and horizontal

Year of two of three year implementation

Focus on intervention

Resources
Questions