

**Bismarck Public Schools
Bismarck Early Childhood Education Program**

Comprehensive Local Literacy Plan





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Literacy Leadership Team

This leadership team is comprised of administration from all levels and departments within the BPS/BECEP programs, along with instructional leaders and community partnership members. The responsibilities of this team are to analyze advancement on Literacy Plan goals along with district assessment results and recommend additional needs or actions to district administration. This team will commit to meeting at least twice per year to analyze needs assessment results and self-assess district goals of the local literacy plan. This group will seek out professional development opportunities to grow their own knowledge and expertise about comprehensive literacy by attending state conferences along with developing their own professional development based on changing needs.

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ELA Alignment Team

This literacy alignment team is comprised of instructional leaders and teachers from all levels BPS/BECEP. The responsibilities of this team are to represent their grade level/program peers and analyze needs assessment results and prioritize those needs to the BPS/BECEP Literacy Plan which will inform the Literacy Leadership Team. The Literacy Alignment Team will meet 2-3 times per year, participate in their own professional development and report back to their grade levels/programs on the literacy goals in order to improve literacy skills for all children in our community. Work will include, but is not limited to: aligning ELA standards/effective practices, analyze student work, and give input to professional development literacy needs across BPS/BECEP.

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Introduction

The Bismarck Public School (BPS) District is the largest school district in the state of North Dakota, with 12,861 students on the first day of 2017-18 and 2,104 employees. We have over 500 classrooms in 16 grade schools, 3 middle schools, 3 senior high schools, an alternative high school, a Career Academy and Technical Center. Our district provides services to disadvantaged students through the Special Education Program, English Learner Program, Title I services, Indian Education along with services for students in transition. The Bismarck Early Childhood Education Program (BECEP) is a composite of six programs serving preschoolers and their families under one administration: Early Childhood Special Education, Community Friends, Head Start, Early Head Start, Early Intervention, and Right Track. Bismarck Public Schools is the grantee agency for BECEP and the Bismarck Public Schools Special Services Director is the Executive Director. BECEP serves over 2000 preschoolers with over 110 staff.

The overall literacy goal of Bismarck Public Schools (BPS) is for our school district and early childhood programs (BECEP) to integrate and align resources and policies to support all students, birth to grade 12, to live rich, meaningful literacy lives and be choice ready for community, college, and career paths. To support the goal of increasing student literacy, BPS/BECEP proposes specific, measurable, attainable, realistic, and timely goals within six overriding elements which reflect the North Dakota educational system priority to serve all students, especially disadvantaged children. This agenda builds on the State's literacy plan emphasizing the State's priorities and will result in improved literacy achievement for all children as evidenced by measurable outcomes. Each element has goals with rubrics for evaluation for birth to age 6, elementary, middle and high school levels. The goals selected are based on the needs assessment conducted by the BPS/BECEP Literacy Leadership Team. The Literacy Leadership Team, along with the ELA Alignment Team will meet twice a year (at the minimum) to evaluate our overall progress towards goals using both **qualitative** and **quantitative measures of student achievement**. While each level has specific needs and goals, all goals are aligned in helping sustain an ongoing framework that supports all children in becoming readers, writers and thinkers throughout their lives. This plan is an ongoing plan to improve literacy and will be updated and enhanced as the Literacy Leadership team and ELA alignment team evaluate data, feedback, and needs for improvement.



The BPS/BECEP Literacy Plan is comprised of six elements, which the Literacy Leadership team believes will be achieved through focused efforts on continuous improvement. Each element is further explained throughout this

document, along with identification of specific goals and rubrics to determine progress toward each goal. The rubrics along with specific student assessment data and staff input will be used by the Literacy Leadership Team to determine progress and need for adjustments to the Literacy Plan.

- 1. Leadership & Sustainability:** Within our literacy plan, emphasis is placed on the importance of highly effective staff, principals, and superintendents. The state evaluation system, Principal Teacher Evaluation Support System (PTESS), is aligned with the statewide accreditation process called AdvancED. At the preschool level, programs are accredited through the ND Dept. of Human Services, ND Dept. of Public Instruction, and the U.S. Dept. of Health and Human Services. This uniform system promotes accountability and program/school effectiveness. BPS also has instructional coaches or education specialists at all levels (early childhood, elementary, middle and high school) to provide job-embedded, ongoing and targeted professional development for sustainability of all elements.
- 2. Instruction & Intervention:** The multi-tiered system of supports (MTSS), a currently existing infrastructure, focuses on providing high-quality core instruction and interventions matched to student need through screening assessments and progress monitoring. The professional development focus of our literacy plan will utilize the MTSS model to ensure quality differentiated Tier I core instruction, and Tier 2 and 3 interventions based on diagnostic assessments and learning opportunities designed to match the instructional needs of each student.
- 3. Standards Alignment:** BPS uses a Standards Based Education (SBE) approach to increase achievement at all age levels, including the ND Early Learning Standards for children ages birth to six and the ND State English Language Arts (ELA) standards. BPS has an ELA alignment team which meets at least twice per year to evaluate areas of strength along with gaps in student learning, instructional practices, and standards. Part of our plan is to expand this group to include more educators working with our youngest students, birth through age 5. Standards Based Education at all levels ensures alignment between expectations and literacy experiences by examining student work and discussing changes needed in instructional practices.
- 4. Assessment & Evaluation:** BPS has a variety of assessments for children birth through grade 12 in place, including screeners, diagnostic tools, formative and summative assessments. Assessment is critical in increasing student learning through careful monitoring throughout the learning process. It helps teachers construct understanding of how students are developing as readers, writers, listeners and speakers and provides critical information to make important instructional decisions. BPS/BECEP has a strong commitment for educators to understand the relationship between assessment, teaching and student progress.
- 5. Professional Development:** Professional development that is embedded and ongoing with frequent reflection is the cornerstone of good instructional practice. BPS/BECEP has implemented a number of professional development opportunities on a variety of literacy

topics, although there is a need to provide more evidence-based literacy training and embedded learning opportunities for staff and parents. BPS/BECEP has also invested time in developing Professional Learning Communities (PLCs) for professional staff from preschool through grade 12. This provides a forum for educators to discuss student work and learning behaviors, and exchange ideas on instruction, strategies and resources needed to elicit student learning behaviors and literacy growth. The professional development focus of our plan will enhance educator leadership and collaboration. A continuing collaborative effort is to ensure effective literacy practices are implemented at home and school for all children.

- 6. Family & Community Partnerships:** Literacy development is a continual developmental process that begins in the first years of life. BPS/BECEP is working to develop family and community partnerships at all levels. At the preschool level, Home Visitors and classroom teachers coach parents and primary caregivers to embed early literacy behaviors and skills in children's daily routines. Through the use of Project Based Learning, elementary and secondary schools have been forming partnerships with community members by having them come to speak and evaluate student projects within our schools. Our literacy plan includes strengthening partnerships with resources in our community, such as the public library and the United Way.

Leadership & Sustainability

Administration leads the way to a culture of learning, making professional development a priority for themselves and their staff .

Implementing quality, comprehensive literacy instruction is not just a responsibility held by teachers. Our community realizes that the role of the administrator is a vital piece in building a culture of literacy. Effective literacy leadership can create a collaborative school culture that expects, supports and celebrates learning for students and all teaching staff. Shared leadership is pivotal in promoting teacher and caregiver agency, creating a climate of trust, enhancing adult learning, and building a school community that encompasses students' families and homes as well. In an effort to broaden school leadership, BPS and BECEP have instructional coaches or education specialists at all levels (Preschool, Elementary, Middle and High School). The system is further supported by staff developers who focus on increasing student learning through effective professional development.

According to Askew, Pinnell and Scharer (2014), lasting change depends on an entire staff/district/program working together to develop shared beliefs and to align them with evidence-based practices that move a whole system of learners forward. **To maximize full learning potential, our most vulnerable students must experience how reading and writing skills are relevant and fit into meaningful, authentic work.** Historically, our District literacy programs have focused on part-to-whole teaching of isolated skills and strategies taught and practiced in isolation, which can slow down and diminish the impact of the learning experience. This is demonstrated by the number of students that remain or return to Tier 2 and 3 within our MTSS systems of supports. Through the needs assessment the literacy team identified the need to provide administration and coaches professional development, both in evidence based literacy skills and how to coach teachers and interventionists. To build initial capacity it is necessary to seek outside support through contracting with external consultants, doing site observations, attending conferences or trainings aligned to the Literacy Plan goals.

Instructional coaches and staff developers face a long list of responsibilities to develop and sustain a culture of collaboration: lead people, gather resources, support teachers, improve instruction, analyze assessment results purposefully, conduct professional development, and manage a variety of tasks. Collaborative conversations between coaches and teachers ground the work done in classrooms. A coach can link conversations to recent lessons, use them to describe students learning, and model teaching skills which tie to action plans to improve teaching.

In order to maintain instructional leadership implementation across all levels, our leaders (administrators, staff developers and instructional coaches) need a deep knowledge about literacy in order to offer useful feedback and appropriate support to teachers (Scharer, 2018). Our leaders need to be able to recognize the key literacy specifics to look for when they visit classrooms and work with families. Leaders need to communicate to parents the essential literacy foundations needed to support literacy development with infants, toddlers and preschoolers as well as building literacy skills with our school-aged students. Work in this area of defining and increasing knowledge of literacy is a continuing effort within our district.

The North Dakota Century Code §15.1-15-01. specifies that every public school district shall conduct an appropriate evaluation for every teacher. The evaluation tool used for our school system is common, no matter of the instructional role in the school. According to the needs assessment, administrators feel that in order to help interventionist set appropriate goals, the evaluation tool used should be developed that is specific to that role. This would support both administrators and interventionists in their own professional learning and growth. The rubric for each age level will help the team measure the qualitative data along with staff surveys, as well as quantitative measures such as teacher evaluations and overall literacy achievement data used through Multi-tiered system of support and state requirements.

Leadership and Sustainability Goal for all levels:

- The Literacy Vision statement is embraced and practiced by all staff within the BPS/BECEP divisions and all educators are held accountable to that vision
- Develop an ongoing birth--grade 12 needs assessment by feeder system to further identify and define needs of disadvantaged students by age group, race /ethnicity, gender, SES, # in remediation, # in more than one year of remediation

Birth to Age 6 Leadership and Sustainability Goals:

- Build leadership and coaching skills in program administrators and staff by increasing their understanding of early literacy best practice and strategies to provide meaningful feedback to BECEP administration and staff

Elementary Leadership and Sustainability Goal/s:

- Develop leadership behaviors and a leader's ability to provide meaningful feedback, to support ongoing learning through teaching literacy best practice
- Build literacy leadership skills for specialists by creating an evaluation tool that is job specific to support specialists in creating job specific professional growth goals and allow administrators to provide more precise feedback to specialists based on their individualized roles

Middle/High School Leadership and Sustainability Goals:

- Define secondary literacy best practices by extending the BPS Literacy curriculum guide to include middle and high school descriptors and goals
- Connect curriculum and literacy practices across the secondary schools through portfolio leaders
- Promote increased student learning, sustainability and accountability in secondary literacy instruction by providing specific training in literacy development to principals, administrators, staff developers and instructional coaches, on how to support teachers, interventionists and instructional aides
- Use online modules and resources for ongoing PD/Coaching

Rubric for Leadership and Sustainability Goals

	Planning	Beginning	Implemented	Expanding
All Levels	Literacy Leadership Team and ELA Alignment Team seeks feedback from all stakeholders to form the literacy vision and needs assessment framework	ELA Alignment Team formulates the literacy vision statement communicating the vision statement to leaders at all levels who will create a process for accountability to the plan/needs assessment framework	Literacy Vision statement is communicated and staff development opportunities are offered that support the vision at all levels and the comprehensive needs are further identified, specifically to disadvantaged students	Ongoing needs of disadvantaged students are continually identified and addressed. Culture of literacy communicated through the vision statement supports sustained literacy activities and stakeholders communicate the literacy vision statement regularly
Birth to Age 6	BECEP Family Team develops plan for effective family engagement policies, programs and activities to give parents the knowledge/skill to enhance their child's development	Families of children in BECEP participate in programs and activities to increase their knowledge of early literacy practices and how they can be embedded into daily routines	Program implemented and feedback sought from families	Plan modified by BECEP Family Team based on feedback data from families
Elementary	District staff formulates a plan to support schools serving the greatest amount of disadvantaged student	Principals and coaches receive training and coaching from to enable them to use the literacy look-for document to observe and reflect on literacy behaviors	Principals and instructional coaches are able to use the literacy look-for document to observe, reflect and coach literacy behaviors	Principals and instructional coaches routinely set goals with teachers based on the literacy look-for documents and use the results to provide feedback and

				plan PD.
	A team of principals, district office personnel and specialists begin process to elicit input on interventionist evaluation tool	Evaluation tool is created and tested by a team of principals, district office personnel and specialists	Evaluation tool is being used, to evaluate interventionists and improve literacy instruction and literacy leadership	Interventionists use the teacher evaluation system to set professional goals for themselves, monitor progress towards goals, while principals use results to provide feedback to plan PD.
Middle and High School	Literacy Leadership team formulates a plan for providing hired literacy consultants to schools serving the greatest amount of disadvantaged students, and communicate the literacy look-for document	Administrators and coaches receive training and coaching from literacy consultants to enable them to use the literacy walk through document to observe and reflect on literacy behaviors of students/teachers	Principals and instructional coaches are able to use the literacy look-for document to observe, reflect and coach literacy behaviors	Administrators and coaches routinely set goals with teachers based on the literacy look-for documents and use the results to provide feedback and plan professional development
	Identifying key literacy teacher leaders across all content areas	Literacy Teacher leaders and coaches receive training and coaching from literacy consultants and begin the creation of a Secondary Disciplinary Literacy Guide	Literacy Teacher Leaders use strategies and observe and reflect on practices. Teacher leaders and coaches articulate steps and strategies and begin creation of tech. tools for ongoing PD	All administrative and teaching staff have access to PD/Coaching Modules and resources

Instruction and Intervention

Plan with the end in mind and emphasize prevention.

According to Child Trends (2014), “Early literacy skills are the foundation for school success. This is particularly important for groups of children at heightened risk of poor educational outcomes, such as English language learners and children from low-income families. Informed by a growing body of research and evaluation studies that point to the importance of home literacy habits, some early literacy programs have increased their focus on parenting practices that support children’s academic success.” The Research Report further states that one of the ways to significantly increase the likelihood that children will be proficient readers is to provide parents with the skills and materials they need to assist their children in the development of language and literacy necessary for learning to read. Early home-based literacy practices also contribute the development of other positive academic and social-emotional outcomes. To establish critical early literacy skills, we need to enhance core instruction and provide strategic intervention with our youngest students both in our early childhood programs and primary grades. We need to establish shared beliefs from early childhood to grade 12. To ensure that students continue to grow, we need to have common structures to support students at all literacy levels as they transition from one learning environment to another.

Good first teaching is an essential component of a comprehensive literacy system (Routman, 2018). It is critical in maximizing the effects of intervention and special education to support increased

student learning. **All learners, birth-grade 12 deserve expert instruction every day.** To achieve this, caregivers and teachers need the systematic support of professional development and coaching. The BPS/BECEP literacy plan highlights ongoing goals to provide targeted, job embedded coaching so home visitors, teachers and caregivers become effective decision makers who can observe and scaffold instruction to support all disadvantaged learners during literacy instruction in reading and writing. The core instruction (MTSS Tier 1) is the literacy instruction all learners receive, strategic interventions (Tier 2) go beyond core instruction and are matched to learner needs - adding resources, materials and extending the activities as needed. Intensive high quality instruction and interventions (Tier 3) matched to the needs of learners is key to improving literacy achievement for students who have the greatest needs in literacy learning. Quality formative assessment drives the instruction and interventions that are carried out in each Tier. Learners move through the tiers based on progress.

The BPS/BECEP system has an MTSS framework in place for early childhood through high school, with the vision statement highlighted on the BPS website:

All students' academic, social, emotional, and behavioral needs are supported holistically to be choice-ready for college, career, and community (within a positive, safe, and productive learning environment). We accomplish this through a continuum of services, an integrated framework of high quality instruction, data-driven decision-making, collaboration, and shared leadership.

Even with excellent classroom/program core instruction, some students will require more-intensive, focused instruction. Small group instruction is essential to allow students to **accelerate** their learning and meet grade-level standards. Each school/program must ensure effective interventions for these students by evaluating the intervention, document evidence of effectiveness based on student outcomes, support with high-quality and ongoing professional development, research procedures and guidelines for implementation, use reliable and valid observation and assessment tools. Interventions should supplement a foundation of good classroom teaching, daily lessons based on low teacher/student ratios, short-term, and based on high expectations.

Literacy is a responsibility shared by all stakeholders allowing learners to develop their knowledge and skills to their fullest potential. The early literacy continuum of learning through developmental milestones help teachers identify student needs. All learners, especially our disadvantaged students, are influenced by their teachers' expectations for progress and opportunities to apply instructional strategies. Effective teachers use the instructional strategies within a range of contexts and approaches to teaching literacy. When instruction is high in quality, the information being presented makes sense to learners and is transferable to overall literacy development (Lipson & Wixon, 2010).

The rubric for each age level will help the team measure the qualitative data such staff surveys, as well as quantitative measures: standards-based progress report scores, and literacy achievement data used through the MTSS system of support for preschool-grade 12 and required state assessments for all levels. Once an Early MTSS system is developed for birth to age 3, the data determined to inform needs will be considered to determine growth toward all goals.

Curriculum and Interventions Birth-Grade 12

	Birth to Age 3	Age 3 to 6 (Preschool)	Elementary Grades K-5	Secondary Grades 6-12
Curriculum Structure	Curriculum is structured around IFSP goals with an emphasis on language, comprehension and communication, early language, literacy and writing behaviors	Teachers take into consideration each child's individual abilities, interests, learning style, cultural and linguistic background, and patterns of development and learning. Curriculum is also structured around IEP goals.	Balanced Literacy utilizing a reading/writing workshop model which includes instruction in the reading process, comprehension, phonics, vocabulary, writing	Curriculum is structured around the North Dakota State Standards. Proficiency scales are used to assess growth. Academic and content specific vocabulary is taught in all courses.
Curriculum Resources	Assessment Evaluation and Programming System (AEPS) BECEP Curriculum Assessment	Handwriting Without Tears Conscious Discipline Zoo Phonics Creative Curriculum School Moves Core Vocabulary boards	Benchmark Literacy Benchmark Phonics Words Their Way Guided Reading Structure Explorations In NF Mastering the Mechanics Crafting NF	Houghton Mifflin Literature

<p>Interventions</p>	<p>Right Track staff screen children in their homes with parent input and give suggestions of activities parents can do with their child to foster the next stages of development. Parents receive handouts of activities to encourage development, including listening and communicating and emergent literacy and writing. If children demonstrate delays in their development, then the child can be referred to Early Intervention for evaluation</p> <p>The parent education program of Early Head Start focuses on raising young children from the prenatal to 3 years of age. The learning materials incorporate hands-on, interactive learning activities with a unique "family activity book" for each lesson. The program model focuses on understanding and practicing the fundamental aspects of raising children that leads to stable, responsive relationships and safe, supportive environments.</p> <p>The focus in Early Intervention is coaching parents to work on the skills their child needs to learn within the activities of the child's daily routines. The Home Visitor may also model scaffolding skills</p>	<p>Individual and/or small group instruction based on data collection of IEP goals, Child Outcome goals, or progress monitoring data</p> <p>Pre-teaching or reteaching of content taught in core instruction</p> <p>Modification of activity, strategies, materials, or adaptations to materials</p> <p>Peer to peer coaching</p> <p>Scaffolding of skill to a more developmentally appropriate skill</p>	<p>Pre-teaching or reteaching skills taught in core instruction based on running records or other assessments</p> <p>Leveled Literacy Intervention</p> <p>Read Naturally</p> <p>6-Minute Solutions</p> <p>Early Reading Intervention</p> <p>*Extensive list of resources/interventions is available on MTSS section of district website and in the elementary Curriculum Document</p>	<p>Pre-teaching and re-teaching skills taught in core instruction based on formative assessments.</p> <p>Leveled Literacy Intervention</p> <p>Read Naturally</p> <p>6-Minute Solutions</p> <p>*Extensive list of resources/interventions is available on MTSS section of district website</p>
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Birth to Age 6 Instruction and Intervention Goals:

- Enhance access to books by developing a BECEP library and a turnkey book system of developmentally appropriate, culturally diverse books
- Develop a multi-tier system of support (Early MTSS) for children birth to age 3 and further develop the MTSS system for children ages 3-5 to identify the appropriate instruction and interventions needed for young children in literacy and social-emotional learning

Elementary Instruction and Intervention Goals:

- Improve literacy skills of disadvantaged students in reading, writing and communication based on instructional reading level, standards based grading, MTSS Tiering data and state assessments through teacher delivery of effective core literacy instruction
- Decrease the number of students needing reading intervention for more than one year as well as the number of students referred for individual education plans based on needs assessment baseline
- Increase reading volume by providing schools robust book rooms, classroom and school libraries which allow students and teachers to access an array of content and cultural books at a variety of reading levels for classroom instruction and foster independent reading for

students

- Enhance integration of digital technology into literacy instruction and create sustainable online resources teachers can access to understand the literacy curriculum

Middle and High School School Instruction and Intervention Goals:

- Utilize reading and writing strategies in all content areas to advance literacy proficiency
- Develop Tier 1 instruction using core literacy practice: workshop model, explicit vocabulary instruction, including academic and content specific vocabulary, critical reading, and discipline specific text structures Use data/evidence analysis to plan instruction, intervention and progress monitoring within PLCs that include core teachers and interventionists
- Plan instruction and interventions using diagnostic and formative assessment tools to further development of the multi-tiered systems of support (MTSS Framework)
- Use strategies to enhance literacy and language skills of students acquiring English as a second language
- Connect all content areas and Project Based Learning to support core Tier 1 instruction and provide authentic literacy experiences.
- Build text selections in school libraries, classroom libraries, book rooms, and literature circle selections: engaging content texts, leveled readers across genres and content, and multicultural texts
- Strengthen the belief that all teachers are responsible for literacy through professional development

The rubric for each age level will help the team measure the qualitative data along with staff surveys, as well as quantitative data measures that show a decrease of students needing reading intervention for multiple years along with the decrease of special education referrals.

Rubric for Instruction and Intervention Goals				
Birth to Age 6	Planning	Beginning	Implemented	Expanding
	Early Childhood literacy team surveys parents and staff to identify greatest needs and interests for library books. Team researches book choices and resources needed	Develop an early intervention/preschool library and turnkey parent book system of developmentally appropriate, culturally diverse books	Early intervention/preschool library and system is serving children and their families	BECEP partners with the Bismarck Public Library to extend literacy resources to meet community needs
	Early Childhood literacy team evaluates their current system of supports using child data and parent survey feedback	Continue development and implementation of a multi-tier system of support (Early MTSS) for birth to age 3 and 3 to age 6 programs to identify child needs and ensure children and parents are receiving the instruction they need	Implementation of a multi-tier system of support (Early MTSS) for birth to age 3 and 3 to age 6 programs to meet the literacy needs of all children	Use child and parent data to continually reflect and revise Early MTSS assessments and interventions as needed

Elementary	Literacy walk-through tool is utilized and training is provided for leaders in balanced literacy	The number of classrooms implementing effective core literacy instruction in balanced literacy, is increasing through use of the literacy walk-through tool	All students receiving solid core literacy (Tier 1) instruction in all areas of literacy and are able to develop reading processes	Systems of support are systematic and fluid by insurance that all students receive effective Tier 1 instruction in balanced literacy differentiated to their needs and receive the appropriate Tier 2 or 3 supports based on diagnostic assessment
	Strategic intervention models providing increased systems of support are researched by district staff and plan for implementations are made	Professional development and resources are provided to implement interventions with fidelity	Continuous evaluation of interventions are monitored and interventionists are supported in implementing the interventions with fidelity with feedback, coaching and continuous professional development	Interventions are delivered with fidelity and specialists are responsive to individual needs of disadvantaged students
	District Staff develops plan for ordering and distributing resources for bookrooms, classroom libraries and school libraries	Resource needs assessment is developed by district staff in order to continuously monitor and respond to resource needs	Literacy resource needs assessment is administered yearly and resources are provided if allowable by district budget	All schools have necessary amounts of resources that represent a variety of cultures and reading levels, for bookrooms, classroom libraries as evaluated by PD needs/resources yearly survey
	District staff collaborates with technology department to communicate and plan for blended learning opportunities and plans for online modules creation	Technology department supports literacy instruction with technology tools to enhance learning and assists with planning for online modules	Teachers begin to use technology tools in authentic ways and begin to develop online modules of literacy best practices	Teachers regularly integrate technology into their literacy instruction to enhance understanding of content for students and teachers can access online modules
Middle and High School	Literacy Leadership Team begins planning for training in literacy best practices for Coaches, LMS, and administrators	Coaches, LMS and administration at schools serving the greatest number of disadvantaged students are provided training and coaching with an external literacy consultant who will provide embedded, building specific professional development in literacy and training provided to all teachers in all content areas at the building level	Job embedded training and modeling continues for support. Tier 1 best literacy practices (workshop model, explicit vocabulary instruction, critical reading, and discipline specific text structures) are evident in all content area classrooms using literacy look-for tool.	Teachers view literacy as a mode of learning not a separate entity. Literacy is embedded in the culture of the learning community
	Literacy Leadership Team begins planning for teachers to be trained in data and evidence analysis. Beginning stages of building relationships between core teachers and interventionists is implemented through PLC work and co-teaching opportunities	All Teachers receive training in matching data with teaching practices to differentiate instruction with scaffolded support of coach, LMS, and administration	Teachers know how to utilize data and evidence to plan instruction independently and within the PLC to better support Tier 2 needs as evident through the quarterly EWS (Early Warning Signs) report	PLCs provide collaborative and cooperative interventions based on proficiency levels. Collaboration and co-teaching is embedded into the culture of the learning community

	Identify what diagnostic and formative assessments are currently being used	Data collection and intervention strategies are integral part of coaching conversations	Diagnostic and formative assessments are used on a regular basis to identify and deliver student specific intervention in all Tiers	Need for reading interventions will be 15% for overall Tier 2 and 5% for Tier 3. All teachers are able to use diagnostic assessments to plan effective literacy instruction through running records and analyzing student work through PLC's
	Collaboration between EL teachers and coaches to identify and create training on best practice strategies	Training provided on LLI and F&P to Reading Strategies Teachers. Core teachers will receive training on EL best practices	Strategies are in place within the core classroom for EL students	Differentiated strategies are deeply embedded into the core curriculum for EL students

Standards Alignment


Make the work integrated and authentic...

BPS uses the North Dakota State Standards in English/Language Arts which are designed to build upon the most advanced, current thinking preparing all learners for success regardless of their choice for the future. BECEP programs use the North Dakota Early Learning Standards Birth-Kindergarten, Head Start Early Outcomes Framework, Early Language Development Standards, and the English Language Development Standards. WIDA standards are used for students in the English Learner program. ISTE and 21st Century Skills support the use of technology and critical thinking across our programs and schools. Aligned on a continuum of learning the standards are rigorous and created to prepare learners for their future. Project Based Learning strategies are used to **teach standards in an integrated authentic way encouraging student inquiry from preschool-grade 12.**

In order to align literacy experiences we have an ELA Alignment team made up of teachers, instructional coaches, and staff developers that meets throughout the year. Further work on professional development, proficiency scale updates, and resource needs are discussed from this group to inform district level administration of the state of literacy curriculum and instruction. The needs assessment highlighted a need for more BECEP representation on our ELA alignment team as well as the need for continued work on writing instruction and intervention. It also highlighted lack

understanding how to analyze and score student writing based on where they are or should be on the birth-12 continuum.

All content standards can be found on the [Learn BPS Webpage](#)



bpsSTANDARDS
BISMARCK PUBLIC SCHOOLS
Career, College, and Community Ready

Learnbps Standards

is Bismarck Public School District's workspace for prioritizing and deconstructing standards to provide a consistent, clear understanding of what students are expected to learn. The standards are designed to provide guidance so teachers and parents know what they need to do to help students. Plus help students reflect on the knowledge and skills that they need for success.

“ Content Standards

Student performance is measured by the establishment of rigorous academic standards adopted from the North Dakota state-driven, voluntary college and career readiness academic content standards in all core subject matters. The BPS teachers working collaboratively in their departments have defined "I can ... statements" and proficiency scales for these standards.



select a content area to learn more

The Standards Alignment chart outlines the standards for all age levels birth-grade 12.

Standards Alignment	
Birth to Age 6	K-12
North Dakota Early Learning Standards Birth to Kindergarten; Head Start Early Outcomes Framework; North Dakota Pre-Kindergarten Content Standards; and WIDA Early Learning Language Proficiency Standards	Align curriculum to ND Standards and ND State ELA Standards

<p><u>Birth to 3 years</u></p> <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy <p><u>3 to 6 Years</u></p> <ul style="list-style-type: none"> • Listening and Comprehension • Speaking and Communicating • Phonological Awareness • Emergent Reading • Emergent Writing 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Literature • Informational Text • Range and complexity • Foundational Skills <p><u>Writing</u></p> <ul style="list-style-type: none"> • Text types and features • Process writing • Responding to reading • Short and extended writing opportunities • Range and complexity <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Flexible communication and collaboration <p><u>Language</u></p> <ul style="list-style-type: none"> • Conventions, effective use and vocabulary <p><u>ND Reading Standards for Literacy in History/ Social Studies, Science and Technical Subjects</u></p> <p><u>WIDA English Language Proficiency Standards</u></p> <p><u>ISTE Standards</u></p> <p><u>21st Century Skills</u></p>
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Standards Alignment Goals at all levels:

- Enhance student writing proficiency by analyzing student writing and proficiency on standards across early childhood-grade 12

Birth to age 6 Standards Alignment Goals:

- Embed the ND Early Learning Standards, ND Pre-Kindergarten Content Standards, WIDA Early Language Development Standards (for dual language learners), and Creative Curriculum into BECEP curriculum and provide ongoing training and support for implementation of these standards along with alignment across programs

Elementary Standards Alignment Goals:

- Align literacy instructional practices and integration of ELA/WIDA/ISTE standards in order to provide meaningful, relevant learning for all students through the work of the ELA alignment team and job embedded ongoing professional development and PLC collaboration for all staff and leadership

- Increase students’ high-quality, standards-based writing through professional learning and collaboration across all grade levels designed to build teacher capacity in effective instruction and analysis of student work

Middle and High School Standards Alignment Goals:

- Embed literacy standards with content standards to teach disciplinary literacy skills in all content areas
- Improve vertical alignment of how and when standards are address within feeder systems and specifically working on alignment for transitions (elementary to middle, middle to secondary) through a literacy curriculum plan. Vertical alignment will also be needed within all content areas with a specific focus on the literacy standards.
- Refining proficiency scales and standards based rubrics providing better feedback on progress within standards
- Reach the literacy and language needs of all students by understanding and using the WIDA standards

The rubric for each age level will help the team measure the qualitative data along with staff surveys on SBE implementation, and quantitative measures such as student proficiency according to standards based grading scores in preschool//elementary/secondary and overall literacy proficiency on local and state summative assessments. Once an Early MTSS system is developed for birth-grade 3, the data determined to inform needs will be used to determine growth toward all goals.

Rubric for Standards Alignment Elements				
	Planning	Beginning	Implemented	Expanding
Birth to Age 6	BECEP Curriculum Team develops plan for integration of early literacy standards into current curricula for all programs birth to age 6	BECEP Curriculum Team identifies and integrates early literacy standards (including for English Learners) into curricula	Staff trained in early literacy standards integration	Early literacy standards integrated into curricula and BECEP Curriculum Team analyzes feedback from staff

Elementary	Teams of teachers/EL teachers begin to refine SBE rubrics to begin and develop a learning continuum and alignment to other standards such as the WIDA standards	SBE rubrics reflect a continuum of literacy behaviors that can more effectively reflect student growth along that continuum and resources for teachers to understand the alignment with WIDA standards	SBE rubrics are developed in a continuum of learning behaviors - interventionists can easily adapt instruction to the specific needs of all students and alignment to WIDA standards	PLC teams use SBE rubrics to assess student work and plan integrated instruction in all content areas and in conjunction with WIDA standards
	ELA Alignment team begins to plan for teachers to begin analyzing writing instruction across all levels	Elementary teachers across K-5 begin to analyze student writing and research and learn about the types of experiences that students are receiving across schools and grade levels	ELA Alignment team refines writing expectations to match the Literacy Vision and communicates to all levels in order to ensure consistent instruction across all levels	Schools create opportunities to meet as vertical PLC's in order to analyze student work on an ongoing basis to ensure all instruction is consistent
Middle and High School	Cohorts identify discipline specific reading and writing skills within their standards PLCs receive training on best practices for the specific disciplinary literacy skills within their standards	Cohorts and coaches train teachers to recognize these standards and work together to prioritize these skills within their curriculum PLC discussions integrate best practice training on disciplinary literacy into curriculum planning	Teachers of all disciplines are aware of how literacy is embedded in their standards and are familiar with best practice for addressing those skills	PLCS and grade level teams take ownership of disciplinary literacy and make cross-discipline connections within their instruction and assessments
	Literacy Alignment team identifies/evaluates current systems and expectations as they develop through <u>all</u> grades. Early education, strategists, specialists, and interventionists become involved	Literacy Alignment team addresses gaps and inconsistencies between grade levels and feeder schools brainstorming and proposing solutions	Literacy Alignment team has a plan in place to create a smooth transition between grade levels and schools in regard to proficiency (or expectations) which is communicated to all stakeholders	Literacy Alignment team continuously monitors, evaluates and makes necessary changes to alignment of ELA standards and experiences
	Proficiency scales are updated to represent alignment goals of the district	Coaches (or cohorts?) model using proficiency scales in rubrics for assessment in classes not already using this method	Proficiency scales are complete and used to guide grading rubrics throughout all grades, reviewed regularly	PLC teams use SBE rubrics to assess and discuss student work and plan integrated instruction in all content areas
	EL teachers and coaches identify best practices for instruction within the EL standards and how that affects the core classroom setting	PLCS are trained on the EL standards and how students can be reached at each level of proficiency	All teachers have an understanding of the EL proficiency standards and how to use them to identify appropriate accommodations	Classroom teachers and EL teachers collaboratively plan how students can be taught and accommodated based on their proficiency on the EL standards

Assessment & Evaluation

Effective feedback is essential...

Assessment is a process of collecting, reviewing, and using information to make the best instructional decisions, which will ultimately benefit learner performance. The goal is to **work collaboratively and systematically to routinely analyze data in order to make targeted instructional decisions to best meet the literacy needs of their learners.** No single assessment can provide enough information for teachers to make this decision.

A balanced, comprehensive assessment plan is not one that can be implemented quickly. Essential literacy components for learner achievement include a variety of assessments and learner evaluation. At every stage of reading development, teachers must be able to identify whether the interferences to comprehension stem from the system of print, the system of language, the system of meaning, and/or from inattention. Teachers must make certain that students recognize the source(s) of the interference

and have the strategies necessary to overcome each type of interference. A balanced, complete literacy plan should include both formative and summative assessments as well as informal and formal assessments, screeners, diagnostic, and progress monitoring assessments. This process is designed to inform schools, teachers, caregivers and families about how to best support a child's literacy development.

Assessment and Evaluation	
Summative <i>Assessment of learning event at a point of time to measure learners' achievement</i>	Formative <i>Assessment for learning where information is used to adapt teaching and learning to meet learner needs</i>
Ages and Stages Questionnaires Right Track Screening Assessment Evaluation and Programming System for Infants and Toddlers (AEPS) BECEP Curriculum Assessment Creative Curriculum Assessment Tool	Progress Monitoring/Diagnostic Ages and Stages Questionnaires Right Track Screening Assessment Evaluation Programming System (AEPS) BECEP Curriculum Assessment Creative Curriculum Assessment Tool Aimsweb MAP (Measures of Academic Progress) Fountas and Pinnell Benchmarking Assessment Informal Running Records Spelling Inventories Phonics screeners Mastery Assessments Writing samples
Aimsweb MAP (Measures of Academic Progress) Fountas and Pinnell Benchmarking Assessment ND State Assessment ACCESS Test for EL Students Aspire- Cream/Clem ACT Common Assessment/Proficiency Scales or Rubrics	

Preschool-grade 12 utilizes the MTSS model using data from multiple sources, but the birth-age 3 programs do not yet have an Early MTSS model. And although our overall Preschool-12 system uses multi-tiered systems of support and has a multitude of assessments, an overarching need uncovered through staff surveys was to support teacher understanding of how to use the assessment data. Professional development in miscue analysis and analyzing student work in writing would enhance educator ability to become diagnostic educators who are able to construct learning experiences and intervene within authentic reading and writing experiences. The EL program in particular does not have progress monitoring or formative assessments which inform their program, classroom teachers or families with timely feedback on advancement of goals.

Alignment of assessments between grade levels is important in order for the data to be useful for program and grade level transitions. The assessment tools used should be updated with professional development support for the teachers using the assessments. The need for a birth-grade 12 writing

continuum with expectations for each developmental/grade level stage is ongoing and a continuous improvement goal. Through the work of the literacy team, a yearly survey of needs should be conducted which can inform the ELA alignment team and district administration how literacy education is developing and what current and future needs are.

In a later section, this plan details a plan for improved community and family support of literacy skills. There will be a need for evaluating the effectiveness of these efforts. Surveys and attendance data can provide personnel the information needed to enhance these family experiences.

Birth to Age 6 Assessment and Evaluation Goals:

- Measure child and family progress on implementation of early literacy practices and activities in the home and classroom by developing assessments following an Early MTSS model for children Birth to Age 3
- Develop a plan to collect longitudinal data to ensure BECEP children are making progress from birth to grade 12

Elementary Assessment and Evaluation Goals:

- Enhance educator ability to be diagnostic, responsive teachers able to provide differentiated core instruction, interventions or scaffolds using authentic assessment as a tool for planning meaningful instruction and to provide feedback based on individual strengths and needs of each child they serve
- Continuously evaluate the alignment of assessments between grade levels and programs so PLC's can effectively make data-based decisions and enhance transitions between grade levels
- Use feedback/survey data to assess family engagement by conducting feedback surveys after family/community events

Middle and High School Assessment and Evaluation Goals:

- Align tiering assessments so data can be useful to teachers during transitions (5th to 6th, 8th-12th, etc.)
- Assess family engagement using survey data collected from families following community literacy events is used to tailor future events
- Solidify all teachers' understanding of data driven instruction and build staff capacity for using evidence in instructional decision making
 - Teachers know how access and utilize standardized assessments to inform instruction and plan appropriate SBE assessment based on a student's reading/writing ability.
 - ELA teachers and PLCs learn through job embedded training to use formative data to plan instruction using a backwards design model, specifically meeting the needs of Tier 1 and 2 students who lack formal IEP accommodations and goals.

The rubric for each age level will help the team measure the qualitative data along with staff surveys on MTSS implementation. Quantitative measures will also be considered, such as student proficiency according to the APES, Creative Curriculum Assessment, ACCESS Test for EL, MTSS BOY/MOY/EOY Tiering and increase in instructional reading levels according to Fountas and Pinnell Benchmark Leveling scores.

Rubric for Assessment and Evaluation Goals

	Planning	Beginning	Implemented	Expanding
Birth to Age 6	Early Childhood programs evaluate the current system of support using child data	Continue development and implementation of an early multi-tier system of support (Early MTSS) for birth to age 3 and age 3 to 6 programs to identify child needs	Implementation of an early multi-tier system of support (Early MTSS) for birth to age 3 and 3 to 6 programs to meet the literacy needs of children	Use child data to continually reflect and revise Early MTSS assessments and interventions as needed
	Early childhood staff join the ELA Alignment team to analyze child work and create learning continuums in reading, writing, language	Alignment activities to build a learning continuum from birth-grade 12 take place and plans to track and collect data on current BECEP students	Data is tracked and collected to determine if current BECEP students continue to meet literacy proficiencies once they transition to K-5	Early Childhood staff regularly meet with public school staff to analyze student work to continuously improve transitions and achievement data
Elementary	ELA alignment team will begin looking at the alignment of assessments along with MTSS	Updates, revisions are made and communicated to teachers and any new assessments are	Assessments are aligned and teachers submit scores/reading levels into data system so	Grade level teams are able to use data for transitions between grade levels and the alignment is

	consultant	implemented with professional development on how to administer and analyze	information from year to year can be used effectively to analyze data results	consistently monitored
	District staff will formulate a plan to provide literacy consultants to train teachers and interventionists to use a miscue analysis at schools serving the greatest number of disadvantaged students	Teachers and interventionists at the schools serving the greatest number of disadvantaged students receive training in using miscue analysis to intervention and instruction	Teachers and interventionists at the schools serving the greatest number of disadvantaged students use miscue analysis to determine the strengths and weaknesses of each reader	Teachers and interventionists are observed using the language of miscue analysis (MSV) during PLC's and data reviews- discussions at PLC's are focused on teacher behaviors rather than isolated data points
	District staff will make a plan for administering parent surveys	Parent surveys are used at literacy events and data is disaggregated so it is usable and can inform decisions about programming	Parent involvement is reviewed and used to plan, based on the surveys and attendance numbers	Feedback/survey information is routinely administered to families and information is used to make informed decisions about literacy programming
Middle and High School	MTSS and teachers/staff involved with transitions analyze which reports are most useful and information needed	Reports are edited to include the information that best informs the upcoming teachers and counselors	Tiering assessments and reports are aligned among feeders making data useful to teachers during transitions	Teachers receive this information in advance and are able to prepare instruction based on the needs of the individuals/group
	Simple surveys are made available for parents to respond easily about their experiences at literacy events	Event planners use family surveys and attendance information to reflect on effectiveness of events	Family engagement data is collected following community literacy events and used to tailor future events	Secondary families feel connected and involved within the school' with a voice in planning events and participation can be seen among all groups
	Assessing standardized data is taught or retaught so all teachers know how to access the literacy levels of their students	PD/modeling how to adapt instruction and mastery assessments based on the literacy levels of students	Teachers can access and utilize standardized data to inform instruction and plan appropriate mastery assessments	Data driven differentiation is apparent across disciplines
	Teaches are provided examples of how to use proficiency scales for formative assessment. Data digging for literacy levels of students is taught or re-taught	The literacy consultant provides job embedded training and modeling of responsive planning and instruction	Backwards design model is used to meet the needs and set goals of Tier 1/2 students who lack formal IEP accommodations	Formative assessments are used so that students have the chance to work to mastery with below grade level students making gains to close the gap.

Professional Development

Everyone is a learner.

Routman (2018) writes about transforming teaching in schools by investing in professionals to accomplish desired goals. **The promise we must make to students is to support their teachers.** Teachers may have excellent professional development and perform well in their separate roles, but the goals of a comprehensive system cannot be fully achieved unless educators in the school see themselves as a professional learning community (PLC) working together within a common vision and shared goals. Within such a community, every person holds the belief that professional practice is constantly under review and subject to improvement. People respect and support others' learning. Teachers' discussion and analysis of their own practice is valued and they work together to make the

most of instruction. A learning community shares and reflects on practice to enhance the learning of both students and teachers.

An effective literacy plan should be designed to build a culture of learning which provides sustained and intensive professional development that is connected to practice, focuses on teaching and learning of specific content, aligns with school improvement priorities, and builds strong working relationships among staff to solve complex issues. This requires substantial resources and a comprehensive, coordinated support system serving children from birth through grade 12. All educators must have access to materials and opportunities that continue to foster their skills as literacy leaders and promote lasting change.

In conducting our local needs assessment, we found that professional learning for our educators and caregivers has not always been intensive, collaborative, and job-embedded. Our ELA Alignment team teacher survey showed that classroom focused strategies are needed to support students in developing the 21st century skills necessary to be choice ready. Coaching and mentoring in the home and preschool environments also needs coordination and continued professional learning within the BECEP programs..

The overarching goal at all levels in our literacy plan is to support teachers through embedded, ongoing professional development and coaching. Professional learning communities need to share and reflect on practice to enhance the learning of students, teachers and leaders. This will involve improving our PLC's in order to sustain the professional learning in the future as new teachers and caregivers are hired in future years. In our early childhood programs this also includes professional development for families and daycare providers who play important roles in literacy instruction for our birth-age 3 children. Parent and community education is also an ongoing theme with all age levels. Researching and professional learning about intervention models, providing job embedded training in miscue analysis and analyzing student work will give us future sustainability as our investment will be growing teachers who are literacy leaders. Partnering with neighboring school districts to provide summer institutes will support sustainability and educational community collaboration. To continue ongoing and long-term learning for future educators will be maintained through collaboration with the technology department in the creation of videos and online modules to support new staff for years to come.

As our programs welcome a variety of diverse learners it is of the utmost importance that we provide professional development to all teachers and specialists on strategies to meet the individual needs of EL learners.

Professional development is essential to continuous improvement and must be seen as an investment in lifelong learning. The defining element of professional development must be its capacity to create professionals who change their practices when data indicate that what they are doing is not improving learning.

Blrth to Age 6 Professional Development Goals:

- Develop teacher and home visitor understanding of early learning strategies by providing job-embedded, ongoing training and coaching for all BECEP staff through coaching and PLC collaboration
- Bridge barriers of culture and language by increasing staff understanding and application of effective strategies for teaching and communicating with EL families through training and job-embedded coaching
- Increase early childhood staff skills and provide ongoing support in the implementation of evidence-based early childhood education practices in the areas of early literacy and social-emotional learning

Elementary Professional Development Goals:

- Increase teacher and specialists' understanding of literacy development and progression of developmental stages in the reading process, writing, word study, vocabulary and language by providing job-embedded, ongoing, professional development that is translated into practice through continuous reflection, coaching and collaboration
- Increase instructional assistants' understanding of literacy behaviors and expected literacy development so they can provide scaffolds and supports to the students they serve through increased professional development opportunities
- Enhance the ability to communicate with and instruct EL learners through professional development available to all staff working with EL students, along with job specific training and collaboration opportunities on integrating WIDA standards and effective strategies for EL specialists

Middle School and High School Professional Development Goals:

- Provide professional development to instructional coaches, administration, LMS's, and lead teachers on best literacy practices along with how to use walk-through data to inform pd needs
- Embedded training and coaching for lead teachers, special education teachers and library media specialists on co-teaching and collaborative planning in literacy
- Meet the needs of EL students by providing training to all leadership and teaching staff on the use of EL literacy and language teaching strategies
- Align all professional development with best practice and differentiated based on teacher need
- PLC facilitators will be trained on how to utilize data to inform instruction
- Provide professional development on disciplinary literacy to all content teachers

The rubric for each age level will help the team measure the qualitative data along with staff surveys on Early MTSS and MTSS implementation. Quantitative measures will also be considered, such as number of teachers meeting professional development goals according to teacher evaluation reports and number of teachers using effective literacy methods as recorded on literacy walkthrough documents for each level.

Rubric for Evaluating Professional Development Goals

	Planning	Beginning	Implemented	Expanding
Birth to Age 6	BECEP Training Team develops a plan for staff training and ongoing consultation for the implementation of evidence-based early childhood education literacy practices	BECEP staff receive training on implementation of selected early literacy programs	BECEP staff implement practices in home and school settings, discuss in Professional Learning Communities (PLCs), and provide feedback to BECEP Team on training and continued needs	Plan modified by BECEP Training Team based on feedback data from staff
	BECEP Training Team develops a plan for staff training and ongoing consultation on teaching strategies to meet the needs of EL learners and families	BECEP staff participate in EL strategies trainings with embedded and ongoing support	BECEP staff implement EL strategies in homes and classrooms	BECEP staff provide feedback of effectiveness of EL strategies and BECEP Training Team modifies plan accordingly
	Current state of PLC collaboration is reviewed by the BECEP Training Team to	BECEP Staff receives training on effective PLC's and focus of PLCs	PLC groups evaluate the professional learning of their PLC's and make the	BECEP staff regularly meet as professional learning communities within and across programs to

	develop a plan for further PLC Development		necessary changes to become effective PLC's	ensure professional learning among caregivers, staff and leadership
Elementary	Plan is developed for schools serving disadvantaged students to utilize external literacy consultants for teacher, principal, specialists, instructional coach specific to the student needs within their schools and the role of the participants	Teachers, principals and coaches at schools serving the greatest number of disadvantaged students are provided training and coaching with a external literacy consultant who will provide embedded, building specific professional development in literacy	Training from external consultants is continued along with staff developers, instructional coaches and teacher leaders providing ongoing training and professional development on core literacy practices. Online modules are created	Needs/resources assessment is conducted yearly and professional development for internal literacy leaders, administrators, instructional coaches, teachers, interventionists and instructional aids is a continuous process with various points of entry for educators based on needs assessment and teacher evaluations
	District staff collaborates with principals on the training needs for instructional aides and begins to formulate a plan for providing trainings	Instructional aides are included in school literacy trainings or provided with job-specific trainings as it pertains to their specific duties	District staff evaluates feedback surveys and evidence of implementation of the training provided to instructional aides	Instructional Aides are included or provided professional development opportunities on an ongoing basis
	District staff begins planning for training for classroom teachers in the use of strategies to support EL Learners, along with a summer institute with an external literacy consultant	Training for classroom teachers utilizing models from the local REA are used to support teachers at schools serving the greatest number of disadvantaged students and a district-wide summer institute is provided	Training in strategies for English Language Learners is used by classroom teachers and EL teachers are utilized to provide continued support for teachers serving EL students	All educators are using EL strategies to meet the needs of diverse learners and the PD needs are continuously evaluated and provided for teachers
Middle and High School	Plan is finalized for schools serving disadvantaged students to utilize external literacy consultants for teacher, principal, coach and instructional aide trainings	External literacy consultants are provided for schools serving the greatest number of disadvantaged students, with embedded training, coaching and support for principal and coach- and special education paraprofessionals will be included in the embedded trainings where appropriate	Teachers, instructional aides, principals and coaches at all middle schools have been provided training and coaching with an external literacy consultant who will provide embedded pd	District uses staff developers, instructional coaches and teacher leaders to provide ongoing training and professional development on core literacy practices- including reading, writing, speaking and listening, and digital competencies- and interventions to teachers and instructional aides
	Literacy Leadership team begins planning for training for classroom teachers in the use of strategies to support EL Learners, along with a summer institute with a hired literacy consultant	Training for classroom teachers utilizing models from the local REA are beginning to be used at schools serving the greatest number of disadvantaged students and a district-wide summer institute is provided	Training in strategies for EL Learners is provided using models provided by the local REA. Training modules are being developed	Training in strategies for EL Learners is provided and EL teachers are utilized to provide continued support for teachers serving EL students. Training modules are available
	Literacy Leadership team begins planning for co-teaching embedded training/coaching for lead teachers, special education and library media specialist	Training for lead teachers, special education and library media specialists on co-teaching strategies to learn more effective ways of collaborating	Training on co-teaching is extended to more special education, library media specialists and classroom teachers. Training modules are developed	Specialists, LMOs and teachers extend the co-teaching model to other teachers and classrooms for sustainability of the co-teaching model. Training modules are available.
	Literacy Leadership team begins planning to identify teacher needs to create professional development that is aligned to best practice	Differentiated training provided for a cohort of teachers on best practices identified by Literacy Leadership team	Differentiated training provided for more teachers and library media specialists on best practices identified by Literacy Leadership team.	Lead teachers extend and expand differentiated training to classroom teachers based on best practices identified by Literacy Leadership team. Online modules are available for continued review.

			Training modules are being developed	District uses staff developers, instructional coaches, library media specialists and teacher leaders to provide ongoing training and implementation of learning walks and peer observation and pd
	Literacy Leadership team begins planning to create professional development to train teachers on how to utilize data to inform instruction	Training for coaches and teacher facilitators is implemented on strengthening PLCs on how to utilize data to inform instruction and methods of self-reflection	Differentiated training is continued as teachers implement data informed strategies into the classroom and reflect on teacher behaviors.. Training modules are being developed	Peer observations are implemented to support teachers as data informed strategies are implemented. Teachers actively reflect on data and teacher behaviors. Training modules/videos are available
	Plan for PD on collaboration and co-teaching for LMS, RS, EL, and special education teachers	Training is offered on collaboration and co-teaching	Support is provided for teachers and training is expanded to gain knowledge on how to embed reflective practices into teaching. Teachers will use new knowledge to be responsive in their teaching practices	All teachers are able to use reflective practices to self-assess in the area of literacy and use that to be responsive and flexible in instruction

Family and Community Engagement

Children at all ages need parents to be their literacy role models with support from their community for the benefit of the whole.

The most effective way to motivate students to read and write is for them to be immersed in literacy rich experiences in which they see adults reading and writing everyday. **Reaching out to families and the community for support and collaboration fulfills a promise of literacy to all children birth-grade 12.** A comprehensive literacy system must include families and the community in which they live. It is critical to build a framework that highlights a set of desired family and community outcomes and strategies to achieve them. Our school district and early childhood programs do reach out to families and the community in a number of ways, however there is much more to be done, especially with the families of our disadvantaged youth at the secondary level. It is imperative that our staff work collaboratively and intentionally with families and our community to assist our youth in building literacy skills throughout their educational career.

With advancement of technology, BPS/BECEP has been able to use social media and the newly launched district website to provide information about schools and activities. The Literacy Leadership team will use the district's social media format to communicate and link all literacy programs to families and highlight accomplishments of our literacy improvement efforts. Through our continued efforts to implement Project Based Learning, BPS/BECEP personnel have made extra efforts to connect learners to the community by making learning hands-on and relevant while also serving the community. It is of the utmost importance to communicate and support rigorous expectations that

make it clear that success is the norm for all students by creating pathways to college, especially for disadvantaged students

BPS/BECEP has provided support for families that creates improvement in literacy, although not in a cohesive manner. We have not assessed if previous family events have improved literacy development. The Bismarck community has many resources that our district could utilize more effectively to provide outreach services to increase family participation in educational events. Through our needs assessment it is evident that we have not maintained a focused partnership with our local library. This is a community resource that all families could utilize. The needs assessment highlighted a need for access to the public library for schools located a distance from the public library location. A plan for improvement would be to provide bussing funds for teachers to take their students on field trips to the library and to also keep school libraries open during the evenings or extended summer hours, with support from the public library for outreach services. The goal is to help families see the library as a resource that can be utilized and for more students to obtain library cards and use the library resources. Training on multicultural storytelling and engaging readers for library assistants and public library staff can enhance the storytelling and library programs.

With the number of English Learner families increasing in our community, our school communities need to collaborate with the local library, United Way, and our Indian Education program. The Raising a Reader program could also help support making more books available to students and provide parent education within the BECEP program. The elementary and secondary levels can utilize the external literacy consultants to deliver parent education to schools. After the parent events have taken place it is important to track attendance and get feedback from families. This will help our system evaluate the effectiveness of the engagement activities we provided.

Birth to Age 6 Family and Community Engagement Goals:

- Increase in family engagement by providing parents and caregivers with the knowledge and skills to enhance their child's language and early literacy development through family and community education events

Elementary Family and Community Engagement Goals:

- Implement family and community events and create online tools that will increase awareness of how to build literacy in children in order to build a culture of literacy at home and in school
- Strengthen family involvement and attendance at family/community literacy education events by providing outreach services to and educational materials in collaboration with community partners to bridge barriers of culture and language (United Way, Bismarck Public Library, Indian Education and EL program)
- Grow a larger network of professional learning partners by collaborating with neighboring school districts such as Mandan Public School along with the Bismarck Veterans' Memorial Public Library on literacy events
- Increase access to library services by providing outreach programs so students and families use the library as a resource and avenue to enhance their lives

Middle and High School Family and Community Engagement Goals:

- Provide parent/family education on how to promote literacy in the home
- Collaborate with United Way, Bismarck Public Library, Indian Education, local professional literacy organizations, and EL program to communicate and plan events to provide outreach to families of disadvantaged students to gain attendance at family literacy events
- Assess the effectiveness of parent/community outreach through surveys given to families
- Collaborate with neighboring school districts and local professional literacy organizations to provide PD opportunities for teachers according to yearly needs assessments
- Connect with local businesses to partner in authentic literacy experiences
- Include public library personnel in literacy trainings, especially those geared toward multicultural storytelling and engaging readers
- Work with the public library to provide EL supports for children and access to services for disadvantaged students
- Communicate the information the Secondary Literacy Curriculum Guide with families
- Create and provide resources to support literacy development that can be accessed by families and community stakeholders
- Effectively communicate student progress to families including NWEA, NDSA, and Aspire

The rubric for each age level will help the team measure the qualitative data along with parent and student feedback surveys. Quantitative measures will include data on: number of parents attending events, number of library cards issued, number of people using public library services as reported by public library tracking systems.

Rubric for Family and Community Engagement Goals				
	Planning	Beginning	Implemented	Expanding
Birth to Age 6	BECEP staff conducts assessment of parent education is needed, and plans for events inviting caregivers	Family events are planned and implemented with parents and caregivers	Engagement is evaluated with feedback surveys from participants	Family/community events are regularly attended by BECEP families with feedback of implementing literacy activities
Elementary	District staff begins to plan and seek feedback from teachers on what online information can be developed for parent info	Teacher teams begin to collaboratively design online parent resources and seek feedback from parents	Online information is published on the district website and communicated to the public through BPS communication	Parents use the online resources to learn expectations about each age/grade level and provide constructive feedback
	District staff develops a plan to collaborate more effectively with United Way, local library, EL/Indian Education for outreach	Family/Community literacy events are communicated, take place and feedback/surveys are developed and administered	Literacy Leadership team and district administration evaluates family and community efforts and plans future events	Collaboration with local agencies is expanded and evaluated through surveys
	District staff plans for family events and educator trainings and communicates with neighboring districts/organizations	Educator trainings and family/community events are held collaboratively with neighboring districts/organizations	District staff evaluates feedback and makes plans for further implementation	District staff continuously collaborates with neighboring school districts and public organizations to provide events for family/community
	Library media office works collaboratively with the public library to offer library outreach programs	Library outreach activities to increase community involvement begin to take place	Expand efforts to collaborate with local agencies to seek ways to maintain involvement	Use of library is consistent and educators, students and families regularly use the public library outreach programs

Middle and High School	Determine literacy consultant with expertise on family involvement	Determine needs and create a plan to improve family involvement	Provide parent/family education on promoting literacy at home	Constantly evaluate our effectiveness in promoting family literacy
	District staff develops a plan to collaborate with United Way, local library, EL, Indian Ed., local professional literacy organizations, and neighboring districts for outreach	Family/Community literacy events are planned and communicated in collaboration with United Way, local library, EL/ Indian Ed./ local agencies, and neighboring districts	Provide outreach to families of disadvantaged students in collaboration with United Way, Public Library, Indian Ed., local professional literacy organizations.	Collaboration with local agencies is ongoing and expanded/evaluated through surveys and data analysis of families/students
	Develop a plan to begin educating teachers and collaborating with the community to provide students in authentic literacy, including library outreach programs	Educators, local business and community members are trained in how to provide authentic literacy experiences and library outreach services	Students work with local businesses, including public library, in authentic literacy experiences and provide resources to support involvement	Assess the effectiveness of community outreach through surveys given to stakeholders after events to continue community involvement
	District staff begins to plan and seek feedback from teachers on what online information can be developed for parent information	Teacher teams collaborate on designing the online parent resources and seek feedback from parents in the development	Communicate clearly and thoroughly with families via the BPS website: the Secondary Literacy Curriculum Guide; student's data, and resources for families	Parents use the online resources to learn expectations about each age/grade level and provide constructive feedback

The overall goal of this comprehensive plan is to support **all students**, birth to grade 12, in living rich, meaningful literacy lives and be choice ready for community, college, and career paths. To support this goal we will provide resources to increase teacher effectiveness and a fine-tune a system of support for all children, **especially those who are at the disadvantaged**. The six elements and goals are designed to outline the work needed to **support all children** in becoming **readers, writers and thinkers throughout their lives**.

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