

## **Committee of the Whole Meeting**

Tuesday, January 26, 2021 6:00 PM  
Online Meeting

1) **Call to Order**

2) **Presentations and Discussions**

a. COVID-19 Response Update

b. Literacy (Focus on Special Education and  
English Learners)

3) **Adjournment**

# Committee of the Whole

January 26, 2021

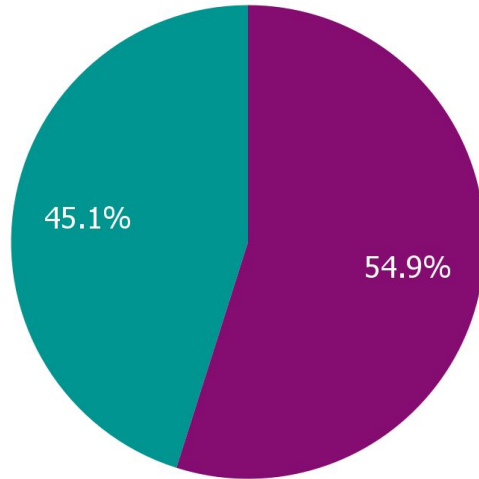


# In-Person Learning Update

# Superintendent Ed Graff

# Registration Tally

PreK-5 Enrollment Decisions as of 1/25/21 (N = 14,539)



● Will attend school in-person ● Will continue in distance learning

- Form completed for 88.9% of eligible students
- Defaults to in-person for non-responders
- Schools continue to contact remaining families
- Families to contact schools to change choice

# Current COVID-19 Case Data

- **Minnesota cumulative cases:** 456,490 (1/26/21)
- **Cases per 10,000 in the city of Minneapolis:** 28.9 (1/19/21)
- **Demographic data**
  - All groups trending significantly downwards
  - Black and Hispanic populations at highest risk
- **Continue to watch variant cases**
  - Confidence from experts that vaccine will protect

# Personal Protective Equipment Update

- **Face coverings or masks will be required** at all times unless a medical developmental or behavioral condition makes it unreasonable
  - **Students ages 2 to 5 years** will be strongly encouraged to wear with flexibility
  - **Clear face masks** will be available for staff serving students in setting where seeing a person's lips is necessary
- **Wearing face shields with face masks together** continues to be strongly recommended for adult use whenever possible during the school day
- **Staff engaged in direct student support services will have additional PPE**
- **Desk shields are in transit with a staggered arrival**
- **COVID Program Coordinator will monitor inventory of PPE**



# Saliva Testing

**Free saliva testing opportunities** prior to returning to in-person:

- **At Davis Center**
  - Wednesday, January 27 from 4pm to 7pm
  - Saturday, January 30 from 11am to 3pm
  - Thursday, February 4 from 2pm to 7pm
- **Via Community testing sites**
  - <https://mn.gov/covid19/get-tested/testing-locations/index.jsp>
- Results in 24-48 hours

# MPS Employee Vaccinations

- **More than 2,500 MPS employee vaccination opportunities** possible at this time through state, City of Minneapolis and local hospitals
- **Prioritization for staff working in-person:**
  - Nursing staff and saliva testing coordinators
  - Child care
  - Federal Setting III & IV staff
  - Pk-5 staff who will work in person including teachers, ESPs, bus drivers, school leaders, culinary, custodial and clerical
  - All other staff on-call
- **COVID-19 vaccine landscape** is fluid and constantly changing

# Transportation Services

- **Routing is complete** and finalizing bus stop information
  - Driver bid and contractor assignments to be complete this week
  - Bus stop information will be shared with schools and families Feb. 1
  - Transportation changes requested by schools implemented Feb. 12
- **Seating will be arranged** to maintain 6 feet of distancing for driver and as much distance as possible between students
- **Seating charts and ridership will be maintained** for contact tracing

# Transition Days Before Students Arrive

**February 1-5 No School for PreK-Grade 5 (Grades 6-12 still in session)**

- Student activities planned - live and anytime
- Community resources also available on our website



Feb 1st-5th

[Live Sessions](#) · [Anytime Activities](#) · [Community Resources](#)



**Welcome to our fun virtual drop-in Transition Week Opportunities! Click on the photo to go to the Google Meet at the scheduled time. Links will go live day of the session.**

Need Assistance? Visit our virtual office for help! [Click Here!](#)

Want to sign up for a weekly class with Minneapolis Community Education? Email: [Jenny.Delaney@mpls.k.12.mn.us](mailto:Jenny.Delaney@mpls.k.12.mn.us) to learn more!

# School Planning/Preparations

- **Class lists**
  - Schools working on student schedules
  - Continued family outreach when no form submitted
- **Building walkthroughs**
  - Site teams reviewing space utilization (classrooms, lunchrooms, building access points)
  - Proper distancing recommendations for individuals and groups
- **Re-entry preparations**
  - Starting with our youngest learners to ease their transition
  - Focus on social emotional learning
- **School communications**
  - Sites will share most up to date information with families

# Requirements for On-site Work in February

- **All staff (in-person and distance learning staff) return to work** in person on Feb. 1 to support the transition for students.
- **MPS utilizing an “all-hands-on-deck”** approach for all parts of the school day.
- **Once sites back in session** (different by grade level), positions not providing direct student supports may no longer be needed for onsite duties and will transition back to telework.

# Family Communications

**Tuesday, Jan. 26:** Principals briefed on Wednesday's family confirmation letters; receive recommended templates for school family communication

**Wednesday, Jan. 27:** Confirmation letters (in-person vs distance) to families; notice of school communication to come; Family Update also being distributed

**Friday, Jan. 29:** 8 additional videos outlining health and safety protocols in schools and classrooms (all languages) available and distributed

**Monday, Feb. 1:** Transportation bus stop email/robocall notice for PreK-2 families

**Week of Feb. 1:** School communications to families; NO SCHOOL PREK-5

**Wednesday, Feb. 17:** Transportation bus stop email/robocall notice for Grades 3-5 families

# Questions

# Committee of the Whole

January 26, 2021



# Superintendent Remarks

# Setting the Stage

## Key Messages Tonight:

1

All students are general education students first. Special education and EL services are supplemental services.

2

Special education and EL services are part of our Multi-tiered System of Supports.

3

Special education and EL staff take part in data cycles.

4

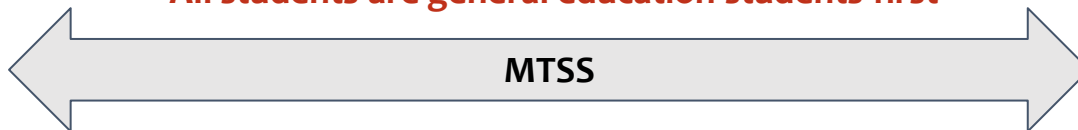
The Special education and EL Departments are using evidence based interventions with students and are constantly evaluating their effectiveness.

5

Staff, student, and family feedback are critical to the success of our students.

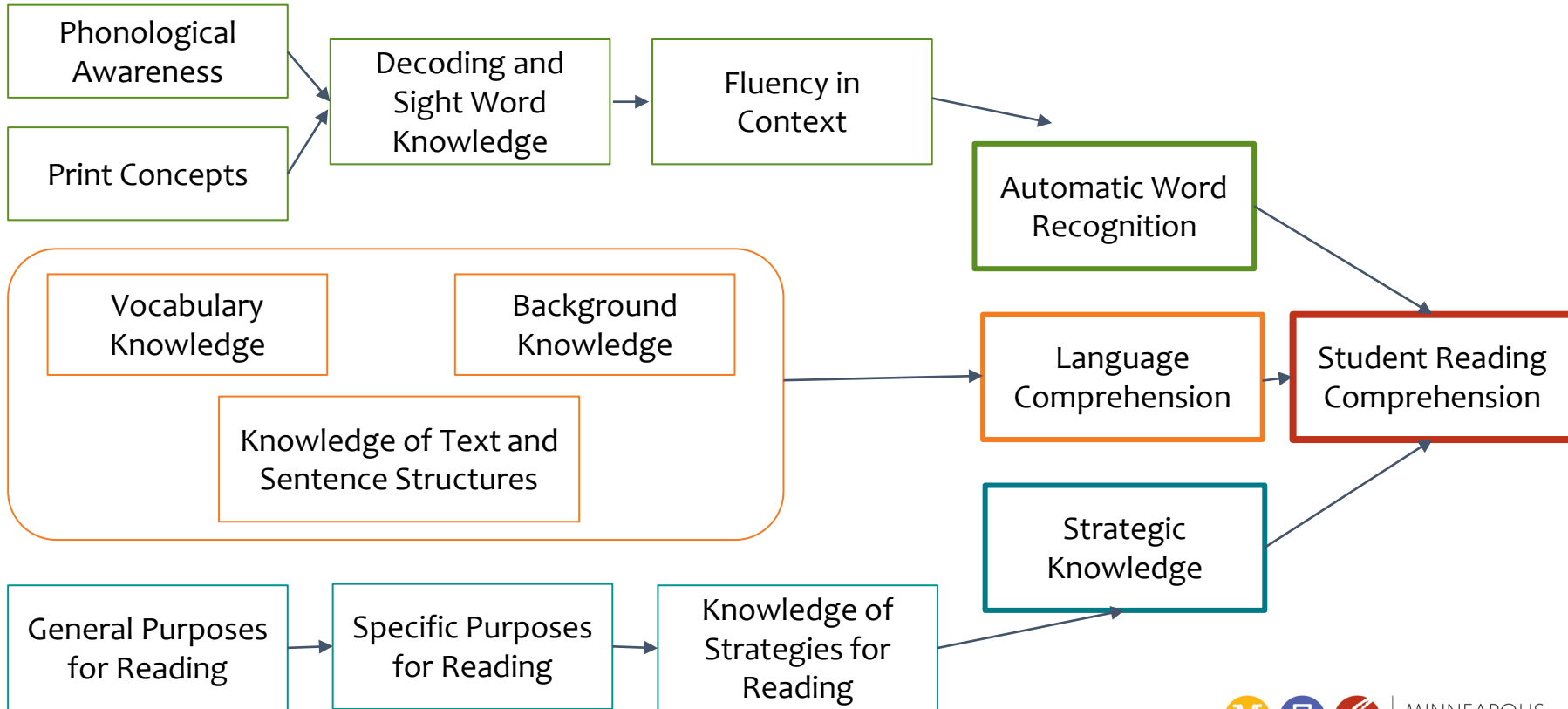
# Defining Services within Literacy Instruction

All students are general education students first



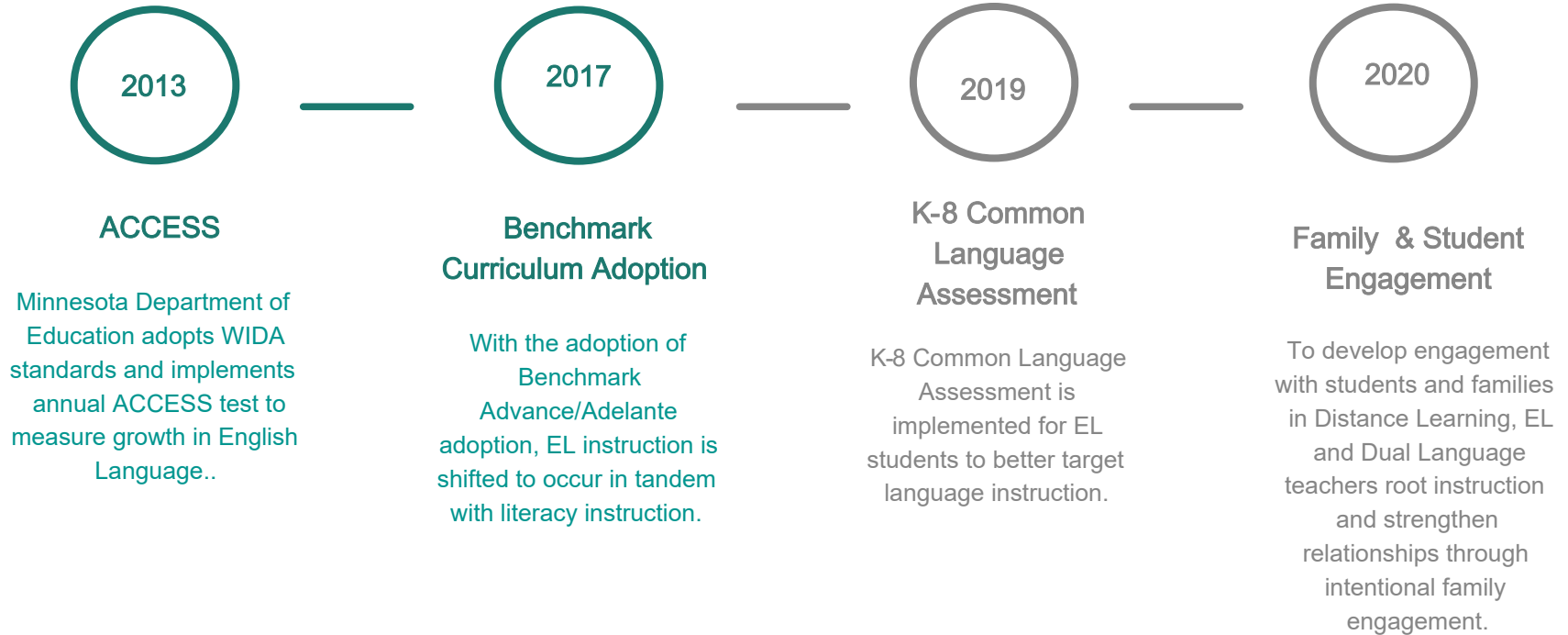
<b>Students receiving English Language Services</b>	<b>Students Receiving Special Education Services</b>
<p>Targeted language development within core:</p> <ul style="list-style-type: none"><li>- Differentiated instruction based on levels of English language proficiency</li><li>- Collaboration/Co-teaching</li><li>- Instruction based on levels of English Language proficiency</li></ul>	<p>Individualized Intervention as determined by the IEP team through a Special Education Evaluation:</p> <ul style="list-style-type: none"><li>- Provided as modifications and accommodations to core</li><li>- Specialized Instruction &amp; Intervention that extends beyond Core instruction</li></ul>
<p><b>Students Who Are Dual Eligible</b> Targeted language development within core in conjunction with IEP goals</p>	

# Reading Content Knowledge: Cognitive Model of Reading

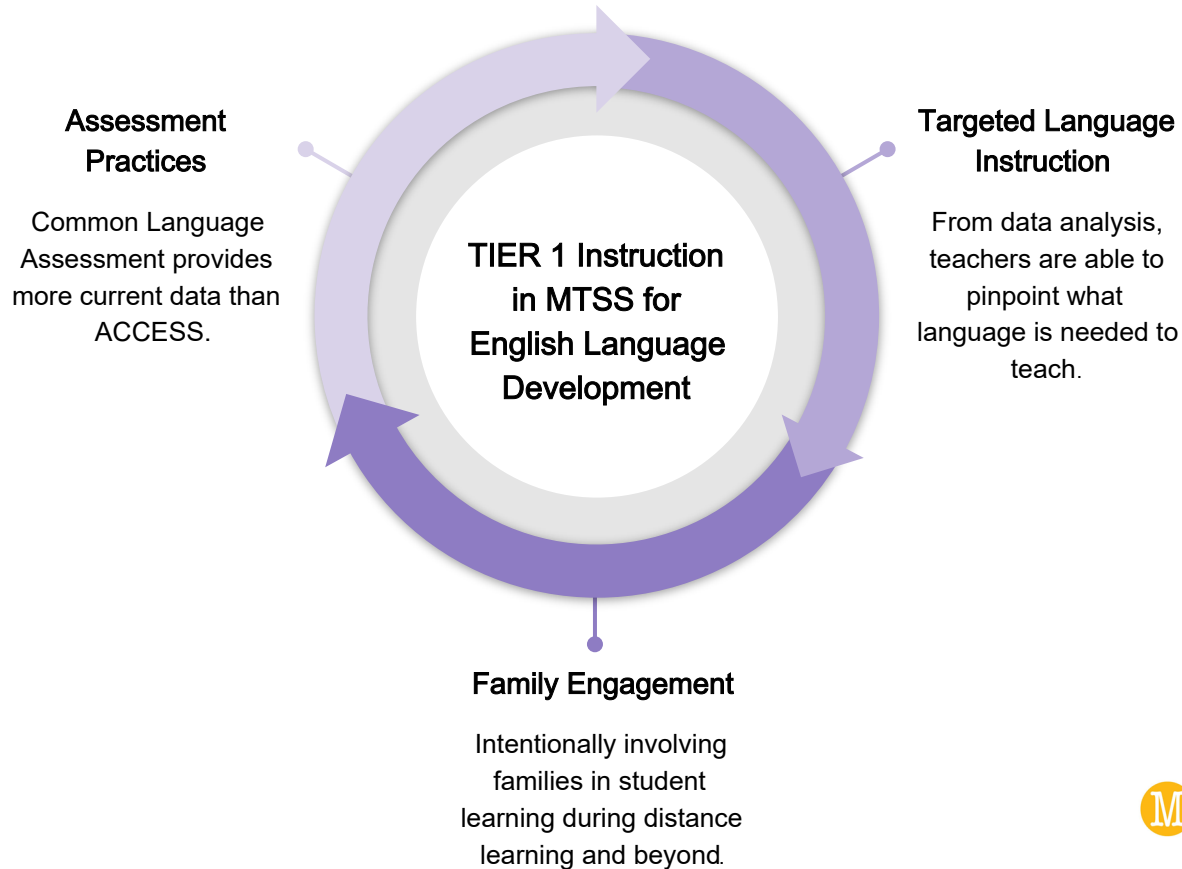


# English Learners and Literacy

# EL Program Evolution

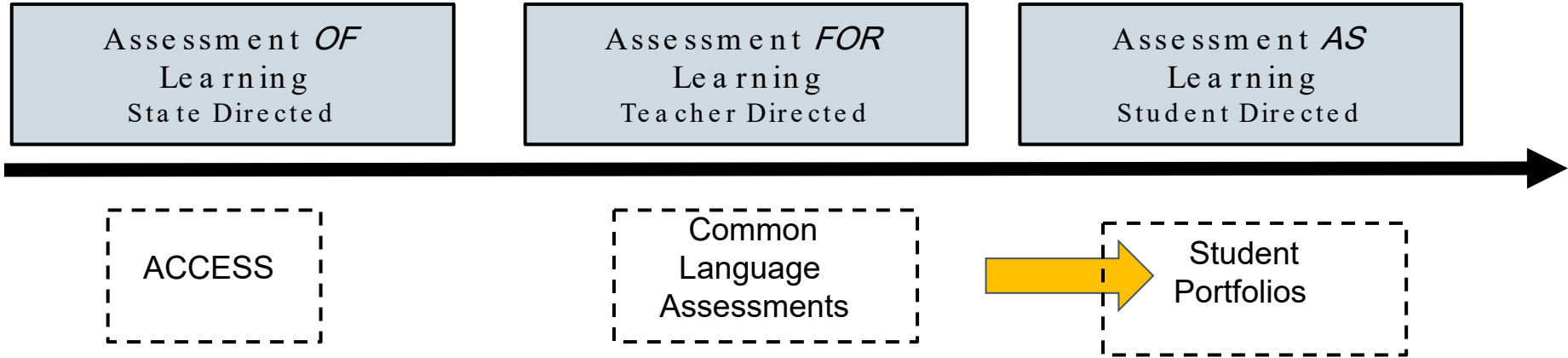


# Language & Literacy Development in MTSS Tier 1



# Assessment Practices

# Common Language Assessment Framework Evolution



## MPS Common Language Assessments:

- EL teachers administer 3 times a year (Fall, Winter, Spring)
- Assessments are aligned to literacy standards and targeted language features
- Assessments serve to inform instructional next steps and support monitoring students' language goals and language growth

# Common Language Assessment Framework



**Assessment AS Learning**  
Student Directed

## **Student Portfolios:**

- Strength-Based Learner Portraits
- Co-Creation of Goals
- Common Language Assessments
- Performance tasks aligned to standards
- Student work samples
- Rubrics (co-created with students)
- Projects (teacher directed and student directed)

# Teacher Reflections on Fall Common Language Assessment Data

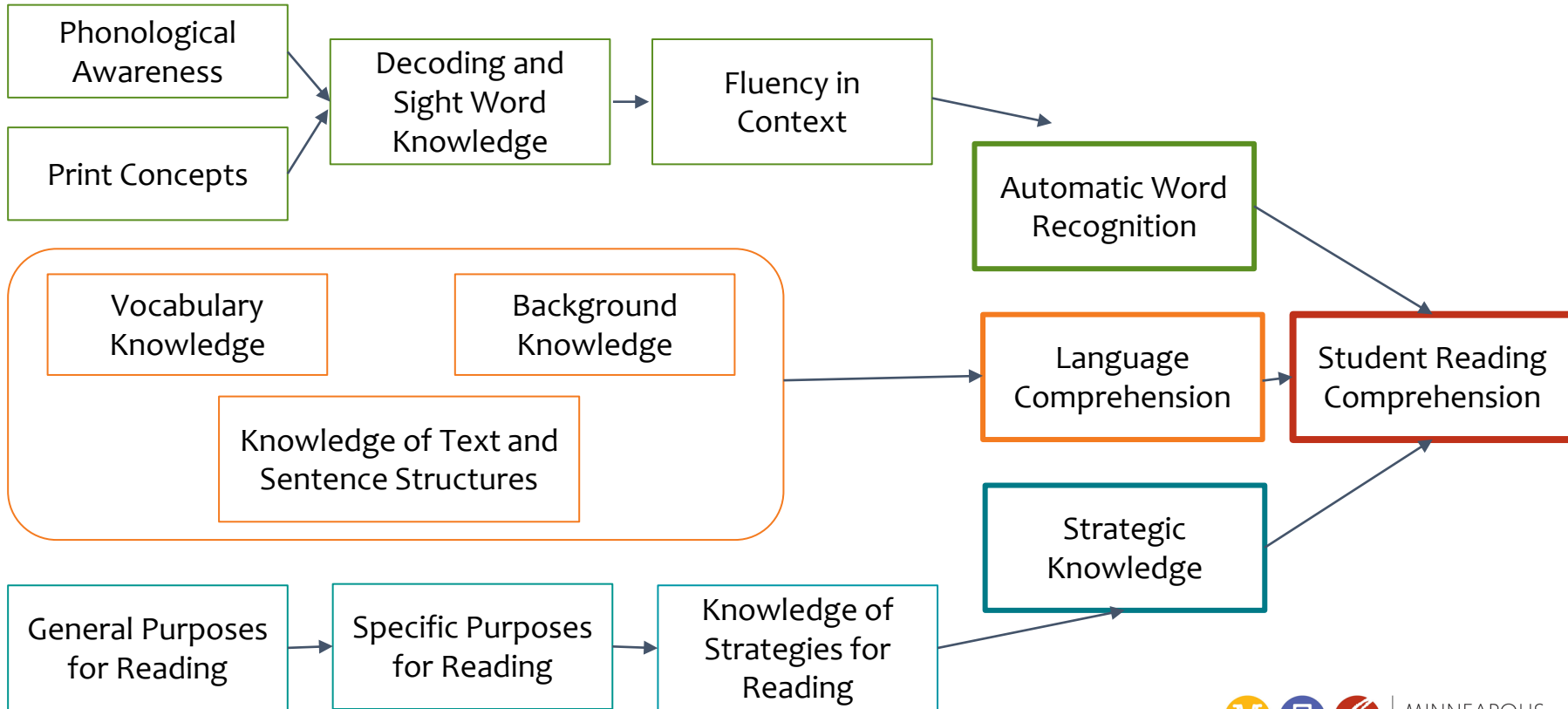
“Many of my students shared commonalities in their use of language features, which tells me that some of this distance learning is working and it allows me to scaffold less, empower my students to take center-stage and dictates where we go next with instruction.”

--K-5

EL Teacher

# Targeted Language Instruction

# Reading Content Knowledge: Cognitive Model of Reading

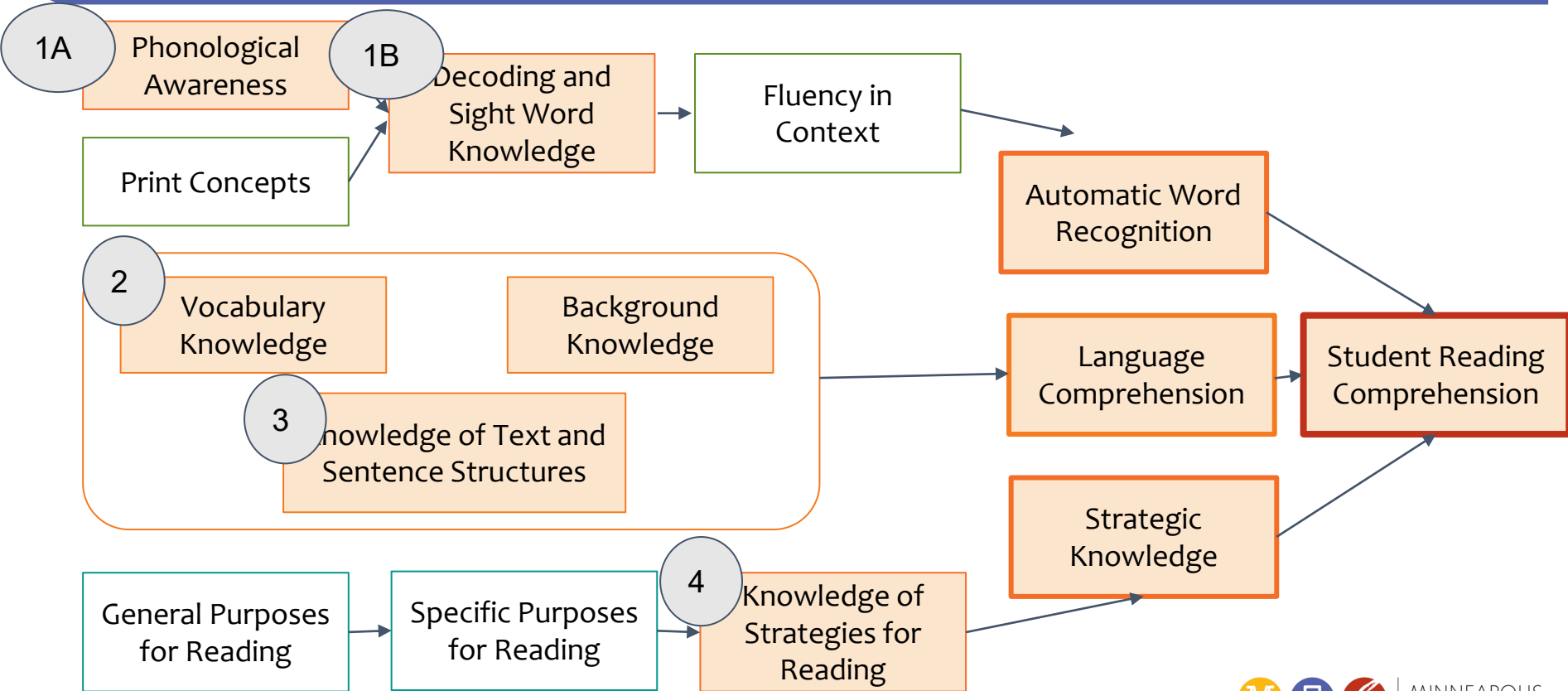


# How Language development supports literacy development?

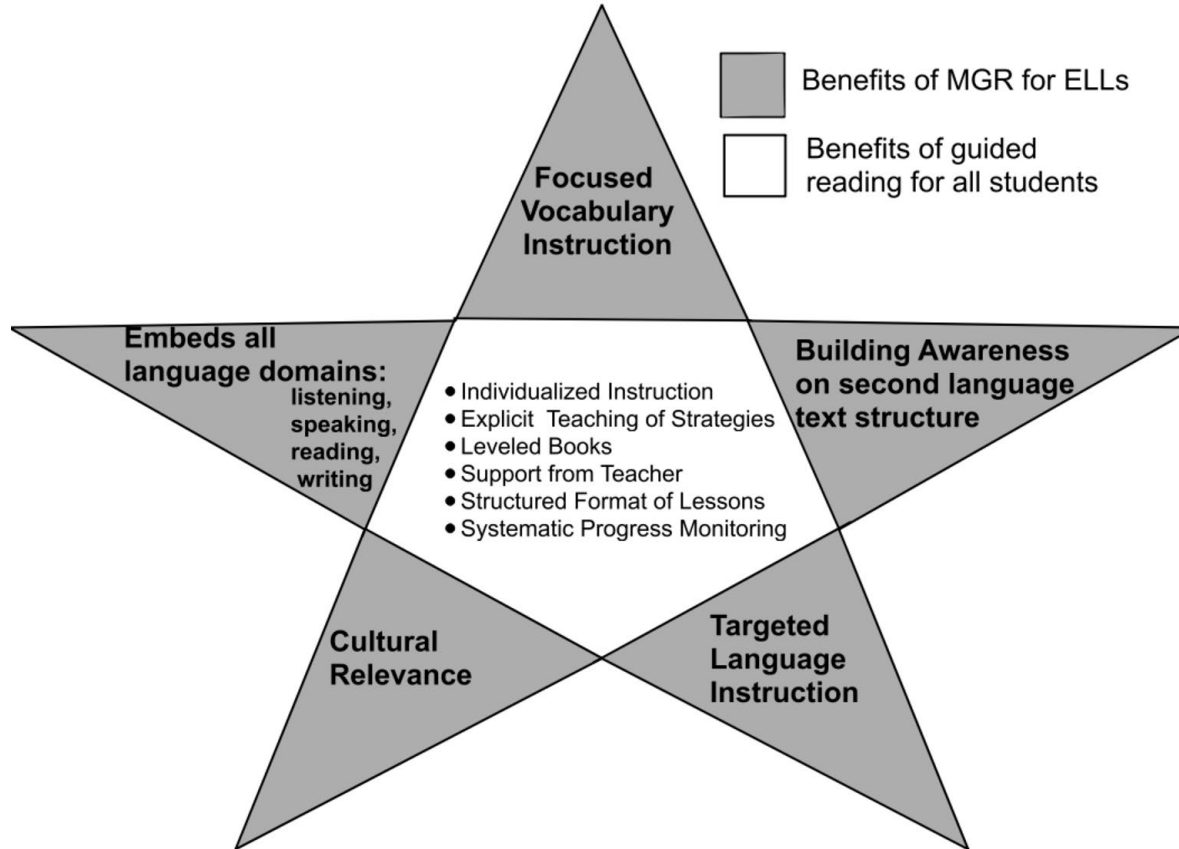
F & P Reading Level	Language Development Levels				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

A	<p>The Nice Little House (<i>Level D</i>)</p> <p>Irregular Past Tense Verbs</p> <p>(“<i>ran</i>” and “<i>went</i>”)</p>				
B					
C					
D					

# Role of EL Teacher To Support Literacy Development



# Targeted Language Instruction Aligned to Core Literacy Instruction



Modified Guided Reading To Support Language and Literacy Development for English Learners

# Family Engagement

# Common Language Assessment Framework

## Assessment AS Learning

Student Directed

### Student Portfolios:

- Strengths-based learner portraits
- Co-Creation of Goals
- Common Language Assessments
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Partnering With Families

# Conversations with Families and Students

Stances	Questions
<b>Con Respeto:</b> Respecting way of life for multilingual families	Are there any ways that you feel your culture could be better respected in our school community or online classroom community?
<b>Con cariño:</b> Building on funds of knowledge and caring of families	What does your family do to help your child learn?
<b>Como Familia:</b> Supporting family needs and understanding where families are at	How can we support you and your child during distance learning?
<b>Con Acompañamiento:</b> Sharing stories and building on passions	What would you like us to know about your child? What are his/her interests, passions, strengths, etc?

Student and family co-create learner portraits and reflect on goals throughout the year to support student's academic and language achievement.

Marcus is a 2nd grader.

**Language Assets:** Marcus speaks Oromo with his parents at home. His family values spending time together in the evening sharing stories. Marcus's parents hope that he will continue to love using his home language as he gets older and that he will grow up multilingual.

**General Assets:** Every morning Marcus is excited for school. His favorite subject is science because he loves to solve problems and explore learning through experiments. He is also a great teammate and will help keep others on task.

### Areas of Growth:

- Struggles with working independently
- Has difficulty with organization
- Struggles finding books that are engaging and challenging

### Preferences and Needs:

**ACCESS:** provide checklists for assignments

**ENGAGE:** plan for work with partners or groups, allow time to verbally process tasks

**EXPRESS:** create opportunities to present ideas orally

### Marcus's Learning Toolkit

- Recording apps like flipgrid or seesaw
- Choice boards



# *Next Steps*

# Next Steps

Assessment Practices	Targeted Language Instruction	Family Engagement
<ul style="list-style-type: none"><li>Continued Learning with teachers around Common Language Assessments and new 2020 MDE (WIDA) Language Standards</li><li>9-12 Common Language Assessment &amp;</li></ul>	<ul style="list-style-type: none"><li>Collaboration with Teaching &amp; Learning to support targeted language instruction within reading</li><li>Collaboration with Special Ed to strengthen and align language growth with IEP goals</li></ul>	<ul style="list-style-type: none"><li>Continued partnership with Family Engagement Department</li><li>Continued focus on Family Partnership and Cultural Humility training for teachers</li></ul>

# *Special Education and Literacy*

# Individualized Intervention: The Heart of Special Education

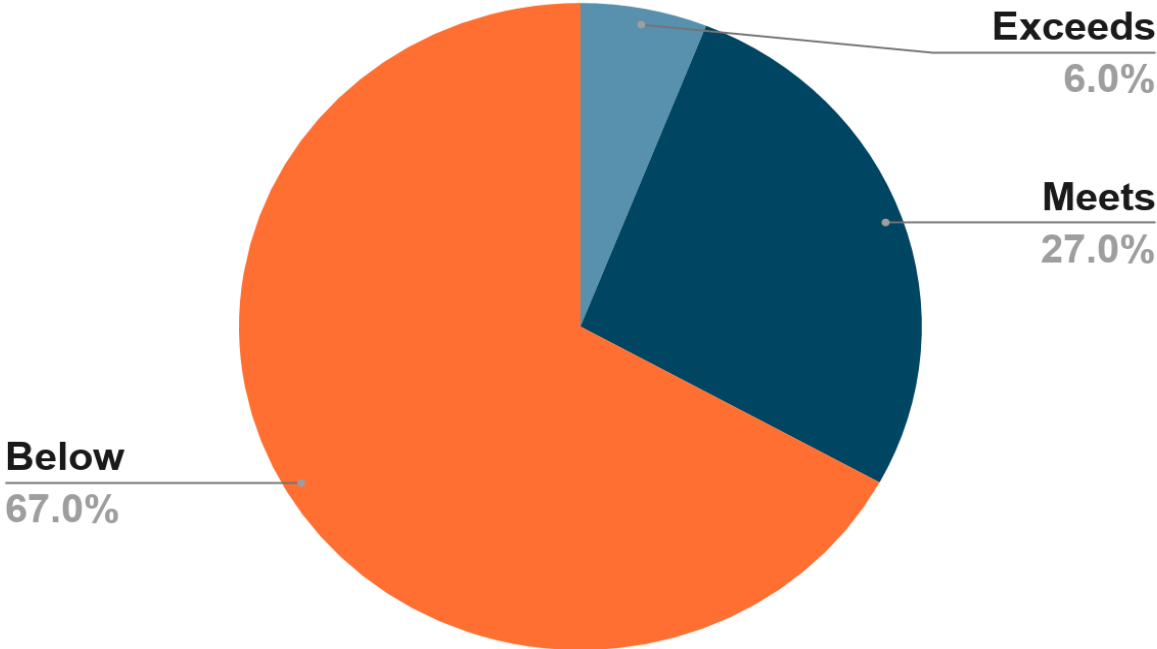
***According to the late Stan Deno of the University of Minnesota, there is a continuum of 5 important decisions we make about students with disabilities (2005):***

1. Referral & Screening
2. Eligibility for Service
3. IEP and Instructional Planning
4. Frequent Monitoring of Intervention Effectiveness
5. Annual Evaluation of Effectiveness

# Early Childhood Literacy

# Early Childhood SPED and Literacy

2020 Pre- K literacy Data (3 and 4 year olds)  
Teaching Strategies GOLD (n=86)



# Early Childhood Literacy

## School Year 2020/2021

- Encourage families to engage in activities targeting early literacy



- Use aligned assessment for all PK children served in MPS

*Teaching Strategies GOLD®*  
Birth Through Kindergarten



- Implement early literacy strategies with our youngest learners who are not accessing general education strategies

# Early Childhood Literacy

## Looking Ahead

- Adjust early literacy strategies using resources from Big Day for PreK - Early Literacy Curriculum



- Create sustainable system of monitoring growth over time
- Support children as they transition to kindergarten

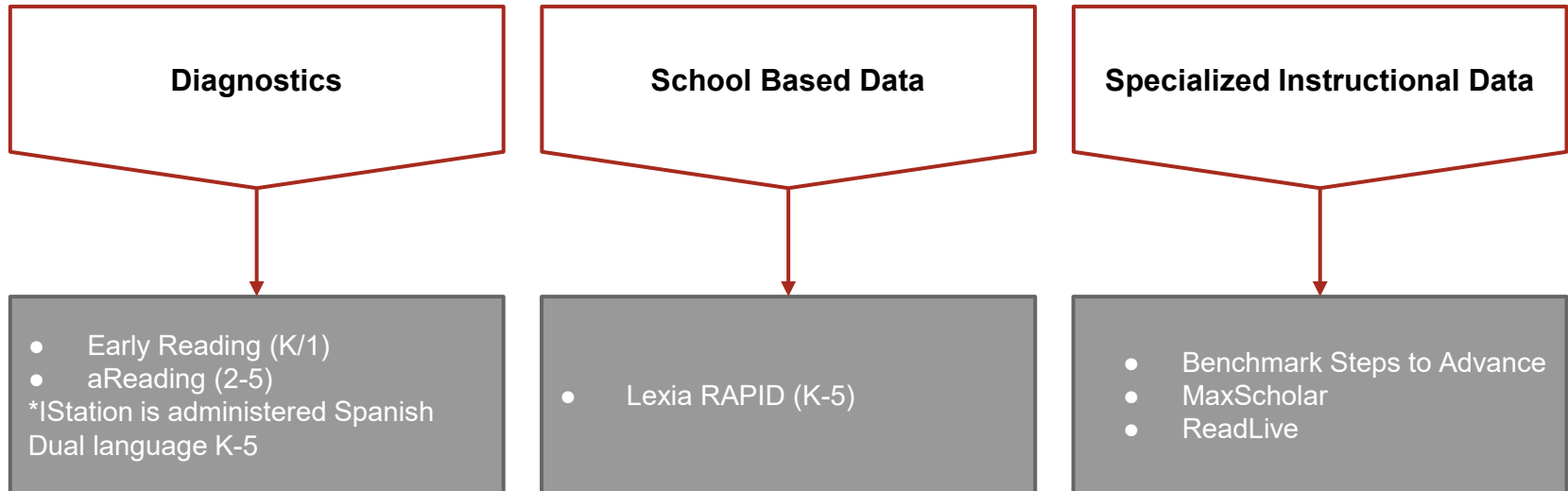


# K-5 Literacy

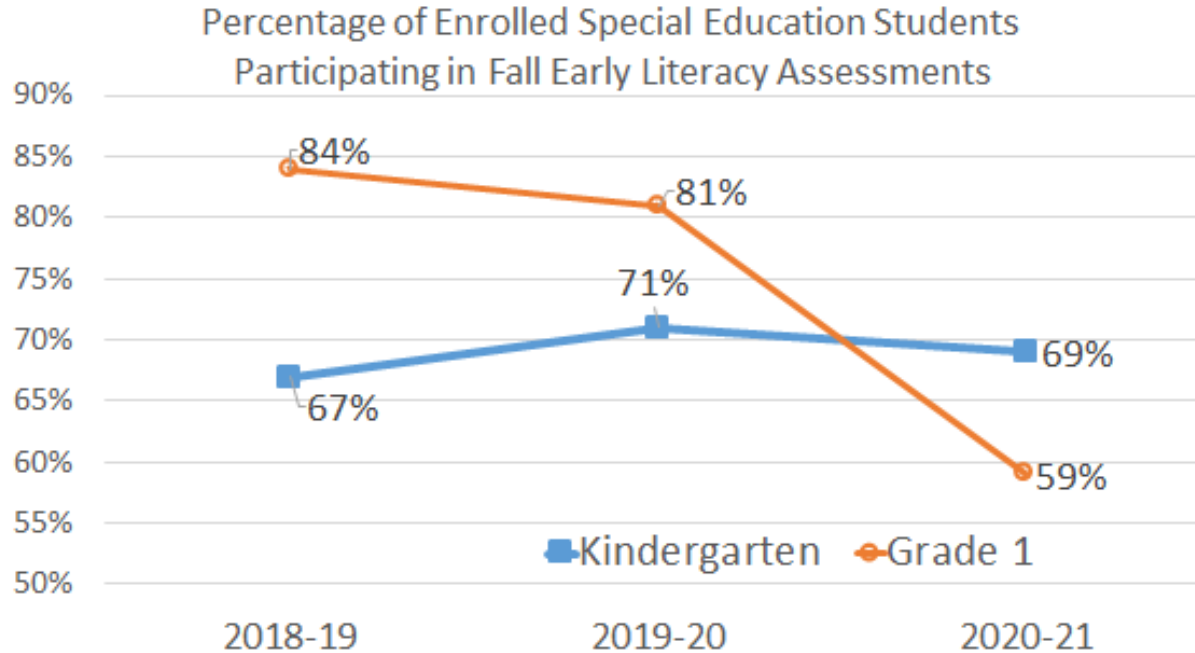
# K-5 Diagnostics & Instructional Data

## Instructional Decision Making and MTSS Data Dives inform instruction

*This winter our focus is supporting increasing engagement of ALL students in taking diagnostic assessments. Teams are using the following in Data Dives to engage in long-term planning and instructional decision making*

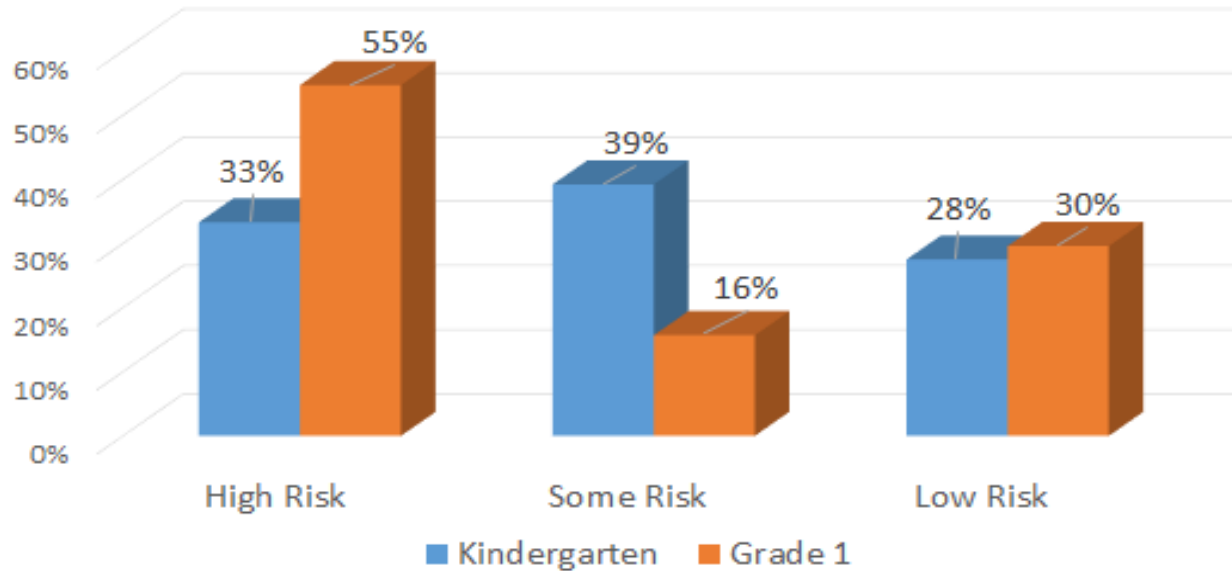


# Screeners and Diagnostics- Fall Kindergarten and Grade 1



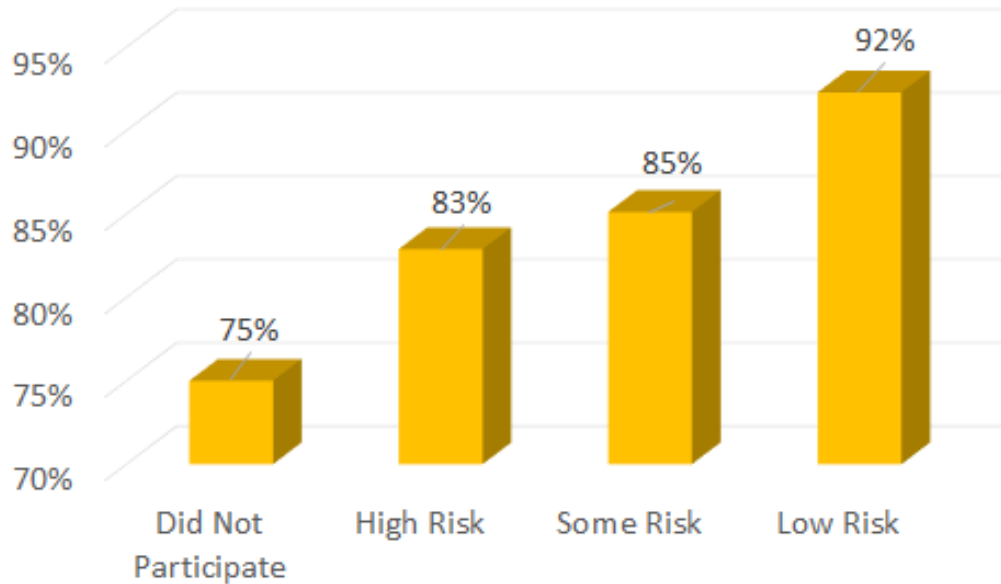
# Fall Early Reading Data

Percentage of Special Education Students at High, Some and Low Risk Levels on Fall 2020 Early Reading Measure



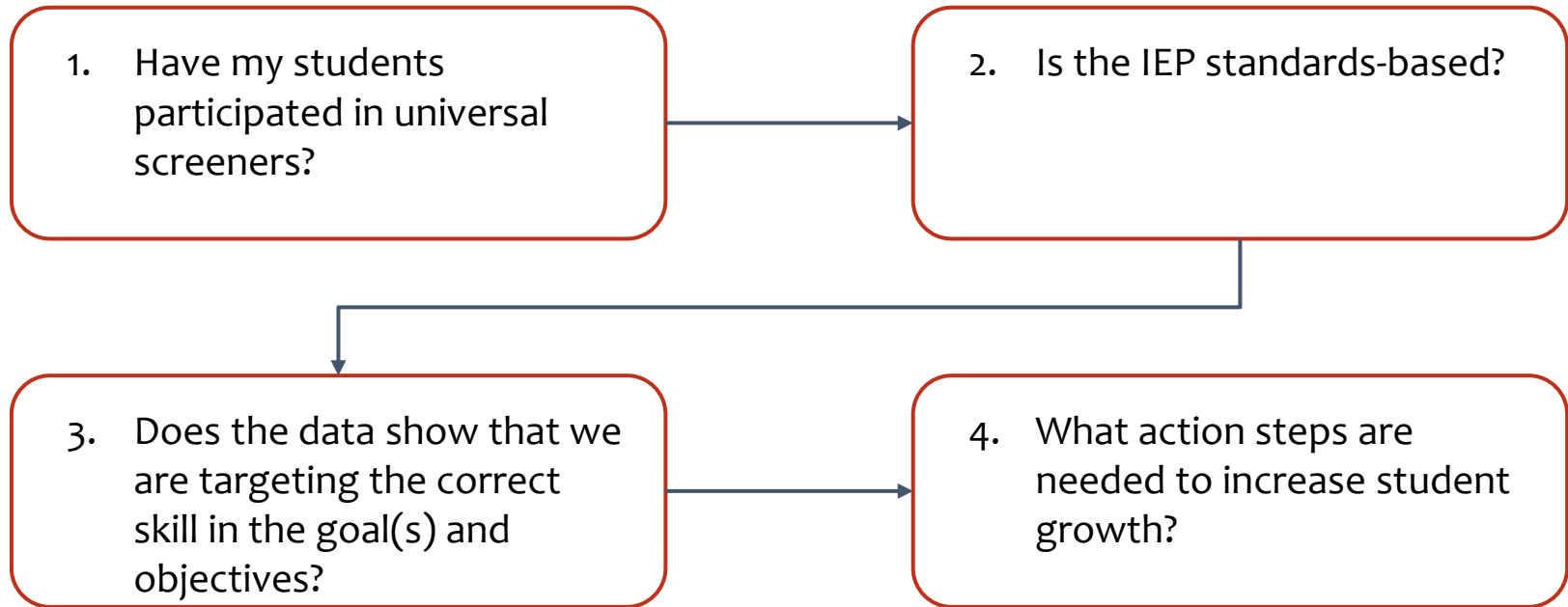
# Attendance & Engagement

DL Attendance Rates for K-1 Special Education Students by Early Reading Risk Level



# K-5 Data Cycle

*Special education and General Education teachers work collaboratively to reflect on 4 questions that support the MTSS process and the refinement of implementation of interventions*



# Elementary Literacy Specialized Instruction: Max Scholar

## Spring 2020

- **70 students** were assigned to programs and completing lessons with **65% accuracy**.

## 2020/2021 School Year

- **179 students** are currently assigned to programs practicing phonemic awareness, phonics and reading comprehension.
- Students are completing lessons with **71% accuracy**.

## Summer/ Fall 2020

- The special education department purchased additional teacher and student licenses based on feedback from teachers in the Spring wanting more online programs to use during distance learning

## Winter 2021:

- Logistical Support for Teachers returning to in-person instruction
- A Google Classroom has been created that contains materials for teachers
- Touch Points and coaching are being held throughout the year

# Elementary Literacy Specialized Instruction: Steps to Advance

## Spring 2020

- Teachers were provided with PDFs in order to create digital lessons for online learning.
- Year 2 of roll out

## 2020/2021 School Year

- Interactive online resources have been provided to teachers and SEAs
- Professional development and touch points have been facilitated with both teachers and SEAs

## Summer/ Fall 2020

- Steps to Advance transitioned into full implementation in grades 2-5 district wide
- Materials were ordered and distributed Summer and Fall 2020
- Year long PD and coaching support was planned

## Winter 2021:

- Logistical Support for Teachers returning to in-person instruction
- Ongoing training and collaborative teacher touchpoints will be done

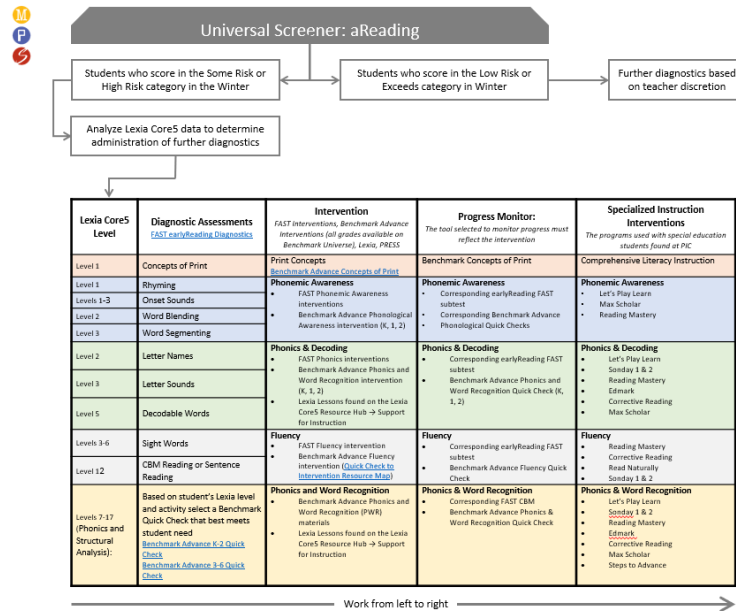
# PreK-5 Literacy

## Changes for 2020/2021

- Expand data dive supports within building leadership teams to be inclusive of the data of our youngest learners who receive ECSE services
- MPS Decision Trees have been expanded to include Special Education Specialized Instruction available to special education teachers to support alignment to instruction

## Ongoing Enhancement:

- Support comprehensive data dives
- Review multiple data points with school teams to ensure access to core
- Interventions.
- Formative Assessment Data Warehouse

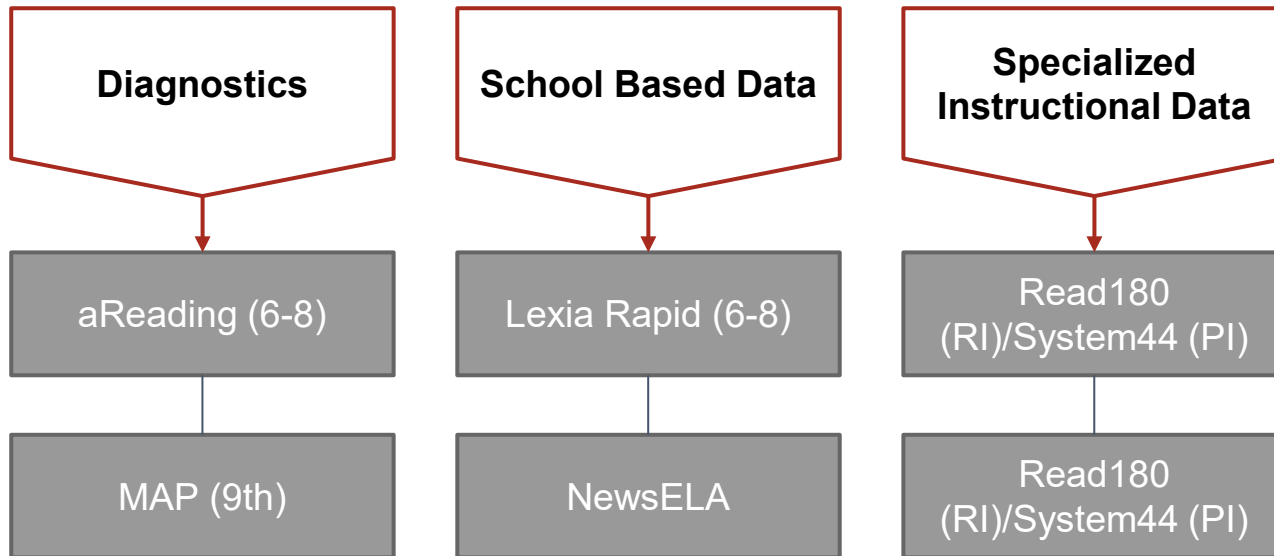


# 6-12+ Literacy

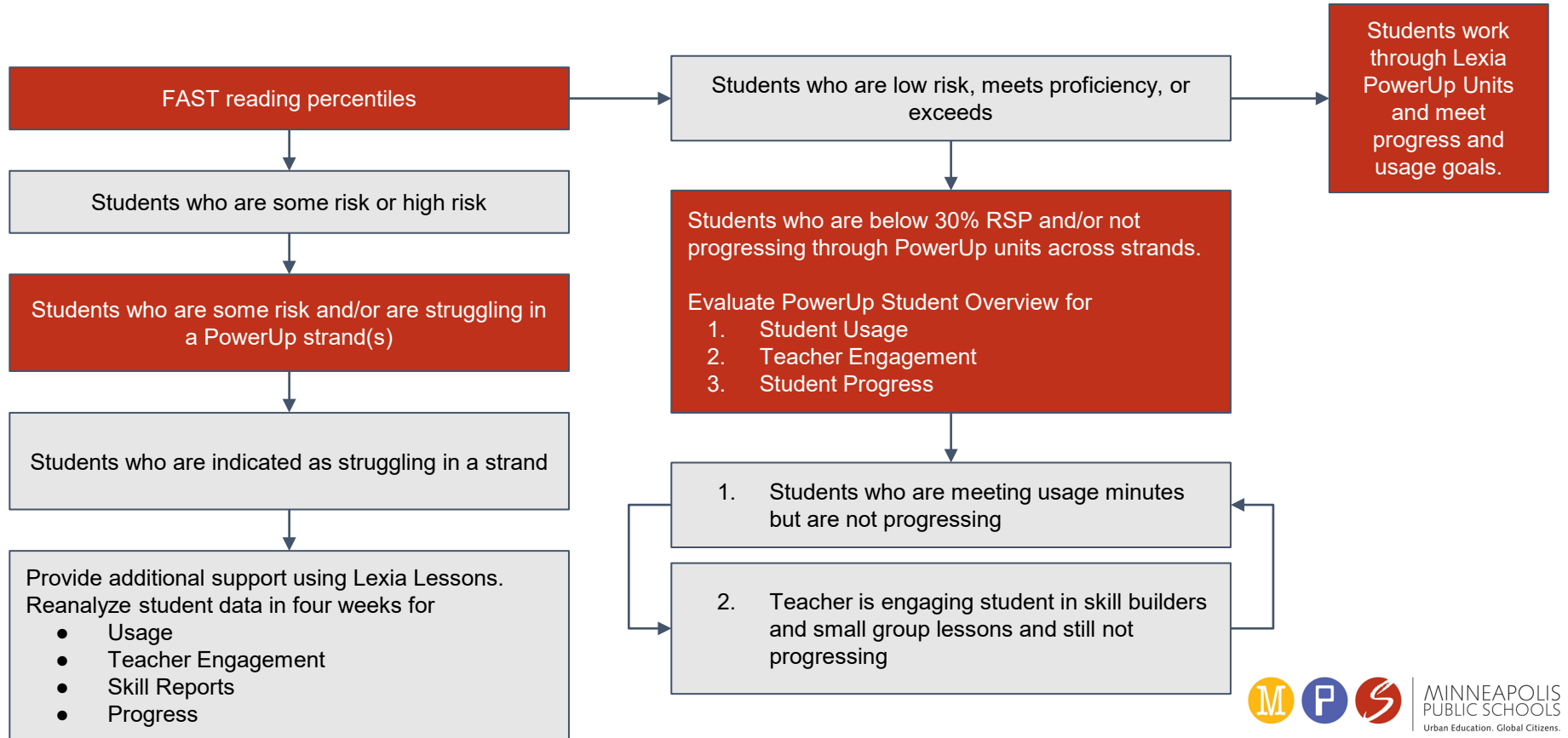
# 6-12+ Diagnostics & Instructional Data

## Instructional Decision Making and MTSS Data Dives inform instruction

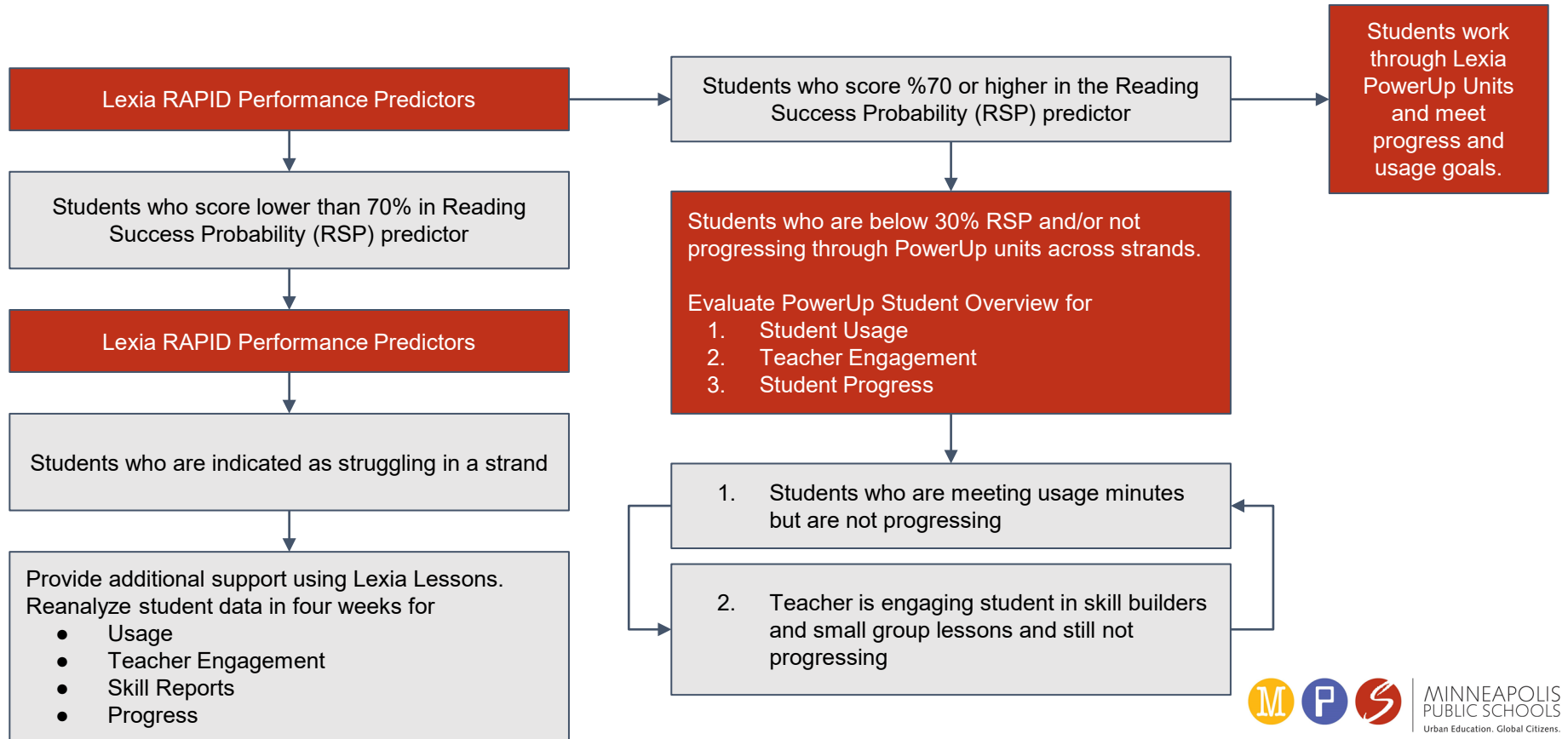
*This winter our focus is supporting increasing engagement of ALL students in taking diagnostic assessments. Teams are using the following in Data Dives to engage in long-term planning and instructional decision making*



# 6-12+ Data Cycle: FAST



# 6-12+ Data Cycle: Lexia



# Interventions

## Comprehension, Fluency and Vocabulary

- Corrective Reading
- Sonday 2
- System44
- Read180
- Read Naturally

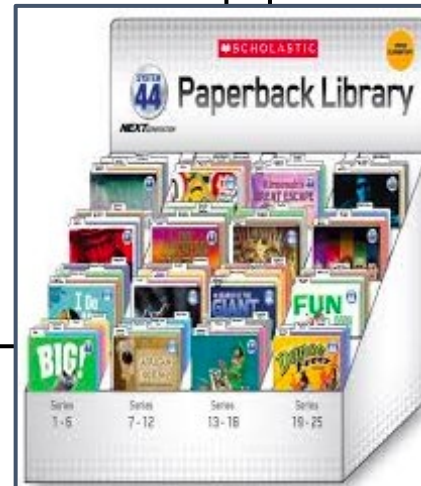


## Phonics

- Corrective Reading
- Sonday 2
- System44

## Phonemic Awareness-

- Comprehensive Literacy Instruction Model (CLI)



# Secondary Literacy Intervention: Read180 & System44

## Spring 2020

- 158 students assigned to Read180 and 269 assigned to System44
- System44 Students- Reading Inventory Mean Score **184** Phonics Inventory Mean Score **8**
- Read180 Students- Reading Inventory Mean Score **512**

## Fall 2020

- 149 students assigned to Read180 and 202 assigned to System44
- System44 Students- Reading Inventory Mean Score **194** & Phonics Inventory Mean Score **9**
- Read180 Students- Reading Inventory Mean Score **585**

## Summer/ Fall 2020

- IT was coordinated to ensure Fall kick-off of Read180 and System44
- Coaching sessions and touch points were scheduled

## Winter 2021

- Touch Points and coaching held throughout the year

# Secondary Literacy

## Changes for 2020/2021

- [Caseload Analysis](#) has been developed to determine if students needs are aligned with goals and objectives, and are aligned with classes students are taking
- Caseload Analysis reviews accommodations to determine if assistive technology is recommended and available to improve access to students
- Decision trees for both FAST & Lexia data have been expanded to include specialized instruction - Data cycles take deeper dive into interventions

## Ongoing Monitoring/Next Steps

Exploring increased access to core HS classes with modified outcomes

Exploring age/grade appropriate curriculum/interventions for High School and 12+ Students

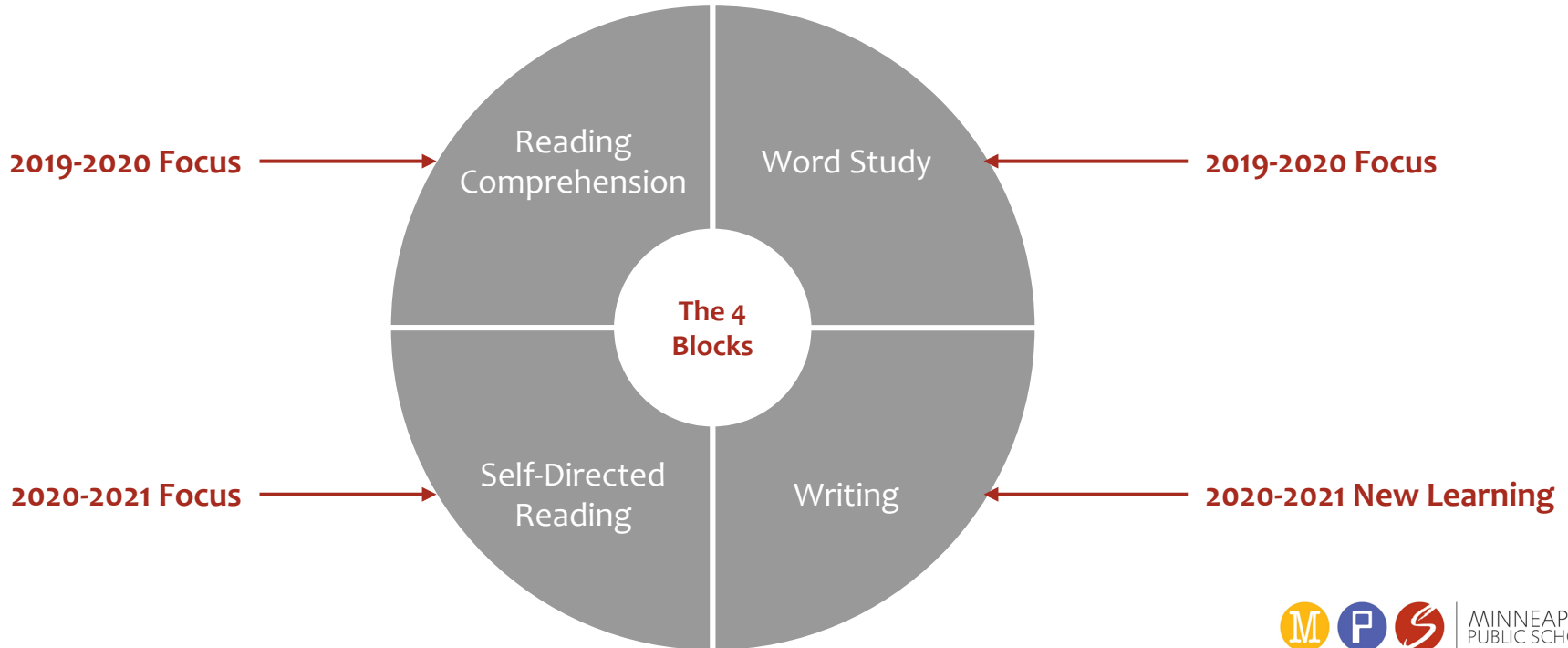
Exploration of Secondary Screeners being used consistently

- FAST
- Reading Inventory & Phonics Inventory
- Bridge Assessment

# K-21+ Literacy Intervention: Comprehensive Literacy Instruction

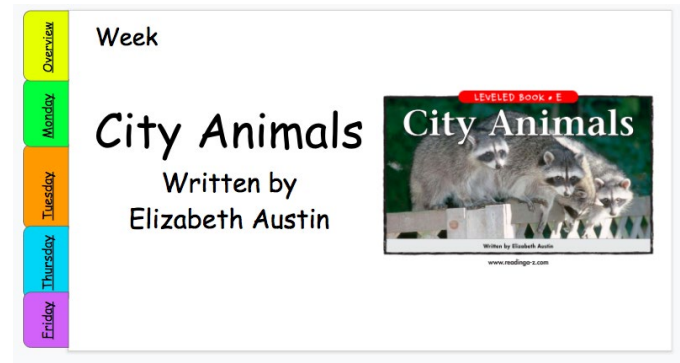
# Planning for Literacy Instruction in Distance Learning: *Comprehensive Literacy Instruction (CLi)*

**What is CLi:** CLi is a literacy framework that encompasses a balanced comprehensive process for teaching literacy. The CLi framework operates under two important assumptions- All students do not learn in the same way and all students can learn to read and write.





# Instructional Hub for Comprehensive Literacy Instruction



“I am super excited to have lessons that I can use with my students and don't have to create from scratch. So great to have everything included -----really like the background knowledge videos on given topic and love the variety of skills taught (such as making predictions, sequencing events, and favorite page). Students have been very engaged. I appreciate that it can be used during distance learning and will be able to use when we return to school.”

# Access to Core Instruction

# Assistive Technology Tools to Help Access Core Instruction

This year MPS provided district wide access for all students to Read&Write for Google. This Google Chrome extension provides tools for reading, writing and organization for students that need additional supports in these areas. These supports often allow students with special needs to engage in core curriculum. The tools and features can be used in multiple languages.



- We surveyed 117 teachers who had students using Read&Write and only 8.7% said their student won't need it next year.
- Between April and May 2020 Read&Write was used 48,000 times!

# Assistive Technology Tools to Help Access Core Instruction

MPS is able to provide reading material in an alternative format (eBooks, audiobooks, and screen readers) to students with qualifying disabilities. Using Bookshare, Learning Ally, and Read&Write gives students access to reading material at their interest level and level of comprehension. Assisted reading tools align closely with district core priorities on Equity, Literacy, SEL, and MTSS.



- **“My favorite part is providing my kids the opportunity to read grade level material in their general education classrooms. In the past, my kids would choose books that weren’t at their level to ‘save face’” - 5th grade MPS teacher**
- Since November 2020, students at Anishinabe Academy have read over 4700 pages using Learning Ally!
- 71% of teachers who use Learning Ally say it increased student time spent reading and 84% say it is a useful tool during distance learning.

# Reflection on Implementation

# Lessons Learned From Distance Learning

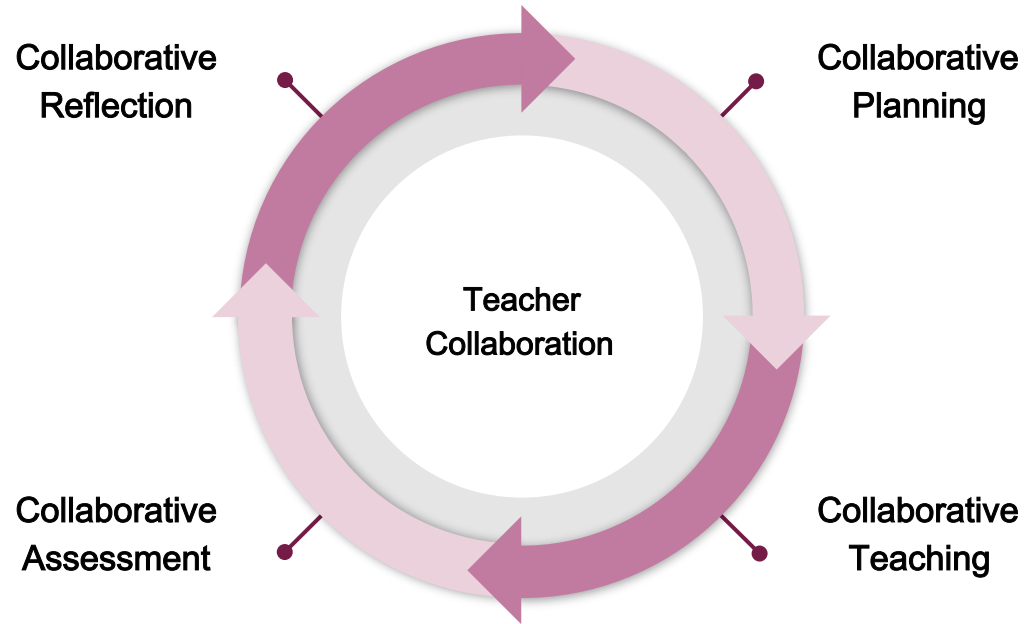
## Looking forward Spring 2021:

- Many students are excelling with the additional supports from ATC.
- Continue to finding new ways to collaborate to support students as general education students first.
- MTSS Data dive protocols are supporting teaching in refining interventions and helps our PIC team identify unmet intervention needs.
- Logistical Support for Teachers returning to in-person instruction
- Long term collaborative planning across grades levels around core instruction and MTSS

## Looking Forward: Summer 2021

- Reading Apprenticeship & Secondary Literacy Team Collaboration
- Literacy Support for families

# Collaboration Within EL & Special Education



# Summary and Discussion