The Unified District Vision Consists of Four Key Goals:
1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

Strategic Priorities
Kindergarten Readiness
Provide high-quality early learning programs to ensure all students are kindergarten ready.

Third Grade Reading Proficiency
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.

High School Graduation
Ensure every student graduates from high school and college ready.

Standards
All staff will teach the state standards K-12.

Central Office Capacity
Build central office capacity to deliver services in a timely manner to influence student academic achievement.

Middle School Re-Design
Completed

Bibliography

Defining Balanced Literacy
The Robbinsdale Area Schools Balanced Literacy Plan embodies the research and evidence-based practices in the development of literacy skills for college and career readiness. For grades PreK-12, the RASLP supports teachers to develop professional knowledge to plan and implement research and evidenced-based best practices in literacy.

The focus of the plan is to ensure all students read and write using a wide variety of complex texts (including literature and informational texts) to develop critical thinking and communication skills in all content areas. Within a Balanced Literacy framework, students develop literacy strategies that help them make meaning, participate and contribute in their learning pathway to high proficiency levels that prepare them for the next level of education and future careers.

District Balanced Literacy Plan
The plan is based on the most recognized research from the National Council of Teachers of English, The National Center for English Learning Achievement, International Reading Association the Common Core State Standards (CCSS) and others. In addition, the plan uses the CCSS definition of literacy and the CCSS integrated literacy model as articulated in the Minnesota State Standards (MSS). It is based on a Balanced Literacy Framework and the 6 Elements of Effective Literacy Instruction.

Balanced Literacy through Instructional Delivery Systems and Methodologies
- Centers/Station
- Treasures
- Gradual Release of Responsibility
- Reader’s/Writer’s Workshop
- Daily 5
- Creative Curriculum
- Literature Circles
- Genius Hour
- Differentiation
- Advancement Via Individual Determination (AVID)

Strengthen the 3-Year Plan for Standards Based Instruction
- Safe & Civil Schools
- Multi-Tiered System of Support
- Balanced Literacy

Focus for 2018-2019: 6 Elements of Effective Literacy Instruction
- Every day...
  1. Every child listens to a fluent adult read aloud
  2. Every child reads something he/she chooses
  3. Every child talks with peers about reading and writing
  4. Every child writes about something personally meaningful
  5. Every child reads accurately
  6. Every child reads something he/she understands

The Plan Includes:
- A common definition of Balanced Literacy
- Evidence-based guidance in instructional strategies that build literacy skills for academic growth
- Supports and strategies for teachers in all disciplines to promote literacy skills to increase self-regulation, content learning and student achievement
- Supports and strategies for assisting:
  - striving readers
  - English learners
  - proficient and advanced readers
- A scope and sequence of implementation, monitoring and accountability
- A synergistic relationship between Balanced Literacy, Multi-Tiered System of Supports (MTSS) and Safe & Civil Schools
- Leadership development and support
- Teacher professional learning and in classroom coaching
6 ELEMENTS OF EFFECTIVE LITERACY INSTRUCTION

1. Every child listens to a fluent adult read aloud
   Listening to an adult model fluent reading increases students’ own fluency and comprehension skills as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read.

2. Every child reads something he/she chooses
   The research on student-selected reading is conclusive. Students read more and understand more when they have the opportunity to choose what they read.

3. Every child talks with peers about reading and writing
   Research has demonstrated that conversation with peers improves comprehension and engagement with texts in a variety of settings.

4. Every child writes about something personally meaningful
   The opportunity to compose continuous text about something meaningful is not just something nice to have when there’s free time after a test or at the end of the school year. Writing provides a different modality within which to practice the skills and strategies of reading for an authentic purpose.

5. Every child reads accurately
   When students read accurately, they solidify their word-recognition, decoding and word-analysis skills. They are more likely to understand what they read and consequently enjoy reading.

6. Every child reads something he/she understands
   When students read accurately, they solidify their word-recognition, decoding and word-analysis skills. They are more likely to understand what they read and consequently enjoy reading.

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Guided Reading
Guided reading is group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows students to be taught in a way that is intended to be more focused on the individual readers’ needs. In doing so, increases student reading achievement.

Self-Regulation Stage Three: Practice and Refinement

Guided Writing
Guided writing lessons are temporary, small-group lessons teaching strategies that a group of students need to practice with immediate guidance from the teacher. Guided writing lessons can be taught after a whole class lesson once other students are actively engaged in independent writing.

Self-Regulation Stage One: Modeling and Observing or Self-Regulation Stage Two: Copying and Doing

Independent Reading
In independent settings, students are involved in choosing and reading material for independent consumption and enjoyment. Instead of the teacher selecting and assigning reading material, the constraints are loosened and students are given the chance to have control.

Self-Regulation Stage Four: Independence and Application

Independent Writing
During independent writing, students produce written texts by drawing on knowledge and skills that have been taught during previous teach modeling and guided practice.

Self-Regulation Stage Three: Practice and Refinement or Self-Regulation Stage Four: Independence and Application

Interactive Reading
The interactive reading model describes a reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems, such as the sensory, bottom-up portion of reading with deep structure systems, such as the thinking or top-down, aspects of reading to build meaning and memory for all learners.

Interpreting Writing
A collaborative teaching/learning strategy in which teacher and students jointly compose and write texts is particularly powerful in kindergarten and first grade classrooms and it develops writing and reading processes.

Self-Regulation Stage Two: Copying and Doing

Read Aloud (Modeled Reading)
Students need adult models for reading. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

Self-Regulation Stage One: Modeling and Observing and builds the foundation for Self-Regulation Stage Four: Independence and Application

Shared Reading
Shared reading is an interactive reading experience that occurs when students share the reading of a text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including fluency, comprehension and increasing vocabulary.

Self-Regulation Stage Two: Copying and Doing or Self-Regulation Three: Practice and Refinement

Write Aloud (Modeled Writing)
Modeled writing is an instructional strategy in which the teacher models the decision making process and internal dialogue (dialogues, prompts and questions) while writing. As the students observe the teacher’s thinking process, the students observe and gain knowledge of strategies to use in their own writing.

Self-Regulation Stage One: Modeling and Observing

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