

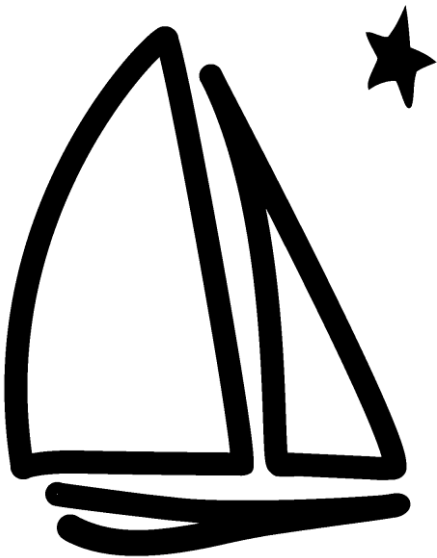
District 276

Minnetonka Public Schools

Local Literacy Plan

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

MN Statue 120B.12



“Literacy in the 21st Century will mean the ability to find information, decode it, critically evaluate it, organize it into personal digital libraries and find meaningful ways to share it with others. Information is a raw material – students will need to learn to build with it.”

From: The World is Flat, by Thomas L. Friedman

Table of Contents

Introduction	4
State and District Parameters	5
Executive Summary	8
Overview and Context.....	8
Chapters.....	9
Chapter 1 Assessment	10
Statement of Goals and objectives.....	10
Assessments Used.....	10
Screening.....	10
Diagnostic.....	11
Monitoring.....	11
Student Achievement Results and Growth Data in K-3.....	11
Chapter 2 Communication	14
District Website.....	14
District Assessment Information and Calendars.....	14
Reading Assistance Tips.....	14
NWEA Parent Letter.....	14
Fluency Parent Letter.....	14
Grading and Reporting Information.....	14
Chapter 3 Instruction	15
Using Data to Inform Instruction.....	15
Core Instruction.....	15
Differentiation.....	15
Balanced Literacy Model.....	17
MN Academic Standards.....	17
Materials & Resources.....	17
Curriculum Maps.....	17
Chapter 4 Intervention	21
Tiered Instruction.....	21
Tier 1 Interventions.....	21
Tier 2 Interventions.....	21
Tier 3 Interventions.....	21
Materials and Resources.....	21
Chapter 5 Professional Development	22
Professional Development Model.....	22
Data Retreats.....	23



Opportunities.....	23
New Teacher Seminar.....	23
Summer Training.....	23
Workshops.....	23
Chapter 6 Annual Data Submission.....	24

Introduction

The creation of a District Literacy Plan is a daunting and critically important task. As we strive to prepare our students for the 21st Century and commit to reflective practice, we are continuously reminded that a high level of literacy is no longer a luxury, but a basic necessity. Our students will be measured by their ability to read, write, speak and listen, and our organization will be defined by our success in preparing students to effectively engage in these tasks. Our goal is that a Local Literacy Plan can provide the framework necessary to support our journey.

Constructing a plan around the pedagogy of literacy is a response to both the urgent needs of our students and the directives of our governing bodies. We are obligated to answer the call of MN Statue 120B.12, *Read Well by Grade Three*. This legislation has guided us to be thoughtful in creating a plan that ensures success for students in their primary years of education. Furthermore with the adoption of the new Minnesota Academic Standards, literacy instruction has become a shared responsibility by definition. Truly, our objective and measures are predetermined. Yet, we must decide how to chart the course.

Fortunately, the undertaking of designing and implementing a District Literacy Plan is supported by a culture committed to excellence. Our students, staff and greater community are dedicated to innovation and collaboration.

Minnetonka student performance is already remarkable and master teachers lead their peers and facilitate learning in each of our schools. From alphabetic principle to Advanced Placement, we have a superior platform from which to launch this Local Literacy Plan.

Your support and commitment to our cause empower us in our endeavor. It is our sincere hope that the Local Literacy Plan remains a working draft, evolving with our knowledge and needs. As we plan for the future, we will celebrate our accomplishments and remain steadfast in our efforts to provide a quality education that fosters the development of highly literate individuals.

State and District Parameters

The Minnetonka School District must comply with federal and state education laws. Furthermore, we are responsible for adhering to policies set by Minnetonka's School Board. The following points summarize the need for a structured Local Literacy Plan and the parameters within which it was designed.

Read Well by Third Grade, MN Statue 120B.12

<http://education.state.mn.us/MDE/EdExc/ReadWell/index.html>

Consistent with MN Statute 201B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by grade three. Districts must post their plans to the District website and submit proficiency data to the commissioner annually.

Minnetonka Public Schools

<http://www.minnetonka.k12.mn.us/administration/strategicplan/Pages/default.aspx>

The Minnetonka School Board has created a vision and implemented a Strategic Plan for the District's future based on a strong dedication to child-centered excellence. This Vision for a world-class school district and thoughtful framework has guided the creation of the District Literacy Plan and is included here as a reference.

Our District

Minnetonka schools proudly serve the communities of Minnetonka, Chanhassen, Deephaven, Eden Prairie, Excelsior, Greenwood, Shorewood, Tonka Bay, Victoria and Woodland. As one of Minnesota's top achieving school districts, Minnetonka also attracts open enrollment/nonresident students from other west metro communities. More than 8,000 students engage in learning in our six elementary schools (K-5), two middle schools (6-8) and one high school (9-12). More than 500 preschool children and their parents benefit from early childhood family education at Minnetonka Community Education Center, which is home to many youth enrichment and community education programs.

Our Vision

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic and strong co-curricular programs
- Attract, develop, and support the highest quality teachers and other educational professionals



- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments
- Foster the development of good character and social responsibility
- Inspire students to understand and serve the greater good
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government.
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning
- Earn, and maintain, broad-based community support

Our Mission

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure all students envision and pursue their highest aspirations while serving the greater good, through teaching and learning which:

- Value and nurture each individual,
- Inspire in everyone a passion to excel with confidence and hope, and
- Instill expectations that stimulate extraordinary achievement in the classroom and in life.

Our Objectives

- All students will meet or exceed district academic standards.
- All students will achieve according to their individual potential.
- All students will continually achieve their stated aspirations.
- All students will possess an enlightened view of themselves, others and the world.

Our Beliefs

- All people have fundamental, intrinsic worth
- The dignity of each person is sacred
- All people need to love and be loved
- All people have a right to live and work in a safe environment
- The uniqueness of each individual enriches the community
- All people have the right to express matters of conscience, in a respectful and responsible manner
- Open and sincere communication results in mutual understanding and commitment to purpose
- Integrity is essential to a meaningful relationship
- An educated populace is integral to a democratic society
- Families have the primary responsibility to ensure the education of their children
- All adults are responsible for the care and welfare of all children
- All people deserve the opportunity to pursue their individual potential
- A person's attitude is the most significant determinant of success
- Personal fulfillment comes from finding and pursuing one's passion

Our Commitments

- We will not engage in any activity that detracts from our elementary and secondary instructional program.
- We will not compromise excellence
- We will make all decisions based solely on the best interest of the student.
- We will expect the best of everyone.
- We will make optimal use of technology throughout the district—instructional and operational.
- We will defend and preserve the principle of local autonomy.
- We will honor the dignity of each person.

Executive Summary

Overview and Context

What is the Local Literacy Plan?

A Local Literacy Plan is an information storehouse and agenda that holds the goals for student reading proficiency by Grade 3 and the documents the action steps taken toward achievement of these objectives. This Plan serves as a guide for the Minnetonka School District as we make calculated efforts to increase student proficiency in reading during the primary years of their education. While the document cannot make change by itself, it provides a consistent framework from which to work and houses critical information for stakeholders.

Why do we need the Local Literacy Plan?

Minnetonka is required to follow federal and state education laws. State Statute 120B.12, Read Well by Grade 3 legislation requires districts in Minnesota to develop a Local Literacy Plan, post this plan to the district website, and submit data on student reading proficiency annually. Literacy has continued to emerge as an essential theme in student achievement, assessment and best practices in instruction. A District Literacy Plan is both timely and proactive.

Like all good outlines and schedules, the Local Literacy Plan keeps us disciplined and focused as we support students in their development as readers. We can be more successful in meeting our goals and completing action steps by thinking and preparing with a strategic focus. The plan also provides us with a common language and system for storing and sharing information. With this framework in place, we are better able to control data, communicate consistent messages, and analyze decisions from past, present and future perspectives.

Who is involved with/impacted by the Local Literacy Plan? When and where is the Literacy Plan made and used?

A District Literacy Committee with diverse representation was established to work on an original draft of the Local Literacy Plan. Smaller sub-committees have provided feedback about the plan as well. However, this plan is not exclusive. It was created for all students, staff and the greater community to ensure fidelity and consistency in our literacy instruction and practices.

The document is a starting point for teachers, committees, departments, etc. as we reflect on instruction and student achievement. It is also a catalyst for further literacy work. This is a document made by Minnetonka for Minnetonka. It used by the Minnetonka Community to support literacy teaching and learning within the broader context of our reading proficiency goals. The document is a working draft that will evolve over time.

Chapters

The Local Literacy Plan will be divided into the following chapters: **Assessment, Communication, Instruction, Intervention, Professional Development, and Annual Data Submission**. An explanation of each of these chapters is presented below.

Assessment

This chapter outlines the stated goals and objectives for measuring student reading proficiency. There is also an explanation of the assessments used and links to the Testing and Assessment pages and calendars on the District Website. Student data from the last three years is provided as well.

Communication

This chapter describes the ways in which parents are provided with information about reading instruction, assessments, and support through interventions. Sample communications are provided through links to resources on the District Website.

Instruction

Minnetonka Public Schools is committed to providing a world-class educational experience for students and families. We engage in best practices and utilize the most effective curriculum, resources and technology to enhance teaching and learning experiences. We have worked to gather a comprehensive catalog of the tools and materials available and to articulate our beliefs about literacy instruction and achievement through practical definitions of our balanced Literacy and literacy tasks.

Intervention

This chapter details the Response to Intervention (RtI) program that serves students who have not yet demonstrated proficiency in reading based on the measures identified in Chapter One. The purpose of interventions and the connection to core instruction is also described here.

Professional Development

As teachers and instructional staff continue to learn about best practices in literacy instruction and the literate 21st Century learner, we need to provide comprehensive professional development and the necessary resources to foster their growth and exploration. We have developed parameters to ensure that this support is available and effective.

Annual Data Submission

This chapter provides a copy of the data report that was submitted to the commissioner this year. It includes data from the assessments named in Chapter One that we use to measure reading proficiency in our students.

Chapter One: Assessment

Statement of Goals and Objectives

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 through the results of both screening and diagnostic measures. Our goal is for all students to be at or above grade level on the Easy CBM fluency assessments and the NWEA. However, we will not be limited by the standards of proficiency. We will challenge students at all ability levels before, during, and after demonstration of proficiency. Through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of the assessments, students may qualify for additional support through our Response to Intervention program or high potential services. Classroom and tiered instruction are informed by an analysis of the data from these assessments as well. A brief explanation of the types of assessments used to measure student proficiency and qualify students for interventions is provided below.

Assessments Used

Minnetonka Public Schools Testing and Assessment program incorporates state-wide testing, local standardized testing, and classroom assignments and observation to provide a complete profile of student achievement and curricular strengths and weaknesses. Compared to both national norms and state-wide test results, Minnetonka students perform exceedingly well. More information about a wide variety of assessments, including those used to measure reading proficiency, can be found on the Testing and Assessment page on the District Website.

Screening

Students reading fluency is assessed in the fall, winter, and spring in grades k-5. Each child is assessed three times a year to measure progress in oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate. It also has a high correlation with students' reading comprehension. There are different measures for fluency depending on the child's grade level and primary language of instruction.

Each measure of fluency is outlined below by grade level and program:

Grade	English	Spanish	Chinese
K	Letter Sound	Letter Sound	Picture Naming
1	Oral Reading	Syllable/Reading	Oral Reading
2 - 5	Oral Reading	Oral Reading	Oral Reading

Diagnostic

With the largest norm-reference group in the nation, NWEA reports highly accurate norm-referenced scores. NWEA results, however, go beyond simple percentile ranking of student achievement or indicating grade level performance. NWEA will also measure academic growth over time, independent of grade level or age. Educators use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. With accurate, timely information on an individual student's needs, educators can target instruction so every student is learning and growing. NWEA assessments are aligned to Minnesota Standards and are often used as an indicator of preparedness for state assessments.

Progress Monitoring

Students who perform below grade level on these measures may qualify for additional support through our Response to Intervention model. A student with a score below the 40th percentile and the NWEA and a fluency measure score below the 25th percentile, automatically qualify for tiered instruction (interventions). Students may also qualify based on a non proficient MCA score. Students who are receiving interventions will be progress monitored with Easy CBM fluency probes on a weekly basis to measure growth. More information about interventions can be found in Chapter Four. The charts below indicate a percentile score in red and the number correct in orange.

NWEA Spring Mean Performance Four-Year Trend Data

GR	SUB	Spring 2016	Spring 2015	Spring 2014	Spring 2013
K	Rdg	Early 1 st Grade	Early 1 st Grade	Early 1 st Grade	Early 1 st Grade
K	Math	<i>Early 1st Grade</i>	Mid 1 st Grade	Mid 1 st Grade	Early 1 st Grade
1	Rdg	End of 2 nd Grade	End of 2 nd Grade	Mid 2 nd Grade	Mid 2 nd Grade
1	Math	<i>Early 3rd Grade</i>	Mid 3 rd Grade	Early 3 rd Grade	Early 3 rd Grade
2	Rdg	Early 4th Grade	End of 3 rd Grade	Early 4 th Grade	End of 3 rd Grade
2	Math	Early 4 th Grade	Early 4 th Grade	Early 4 th Grade	Early 4 th Grade
3	Rdg	End of 5 th Grade	End of 5 th Grade	Mid 5 th Grade	Mid 5 th Grade
3	Math	<i>Mid 5th Grade</i>	End 5 th Grade	Mid 5 th Grade	Mid 5 th Grade

Chapter Two: Communication

District Website

<http://www.minnetonkaschools.org>

The District Website houses a number of communications for families about assessment practices in Minnetonka. Links to this information can be found in this chapter. It should also be noted that families receive regular communication from their classroom teachers through fall and spring conferences, a Standards Based Gradebook, email and Schoology. Please use the links below to access detailed information about communication regarding reading assessment and instructional decision making at Minnetonka Public Schools.

District Assessment Information and Calendars

<http://www.minnetonkaschools.org/district/departments/testing-and-assessment>

Reading Assistance Tips

<http://www.minnetonkaschools.org/district/departments/testing-and-assessment/reading>

NWEA Parent Letter

<http://www.minnetonkaschools.org/district/departments/testing-and-assessment/nwea>

Fluency Parent Letter

<http://www.minnetonkaschools.org/district/departments/testing-and-assessment/reading>

Chapter Three: Instruction

Using Data to Inform Instruction

Teachers in Minnetonka are accustomed to using data to inform their instructional decisions on a daily basis. Analyzing results from the NWEA and fluency assessments, teachers are able to build learning goals for individual students in their classrooms and differentiate core instruction to best meet each child’s needs. More information about teacher training and formal Data Retreats can be found in Chapter Five.

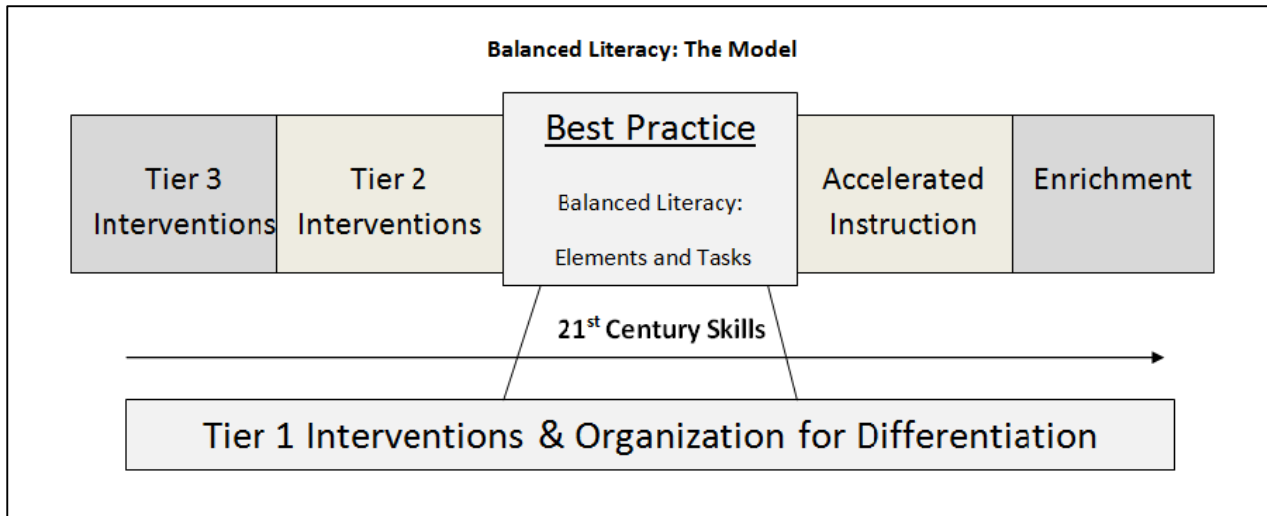
Core Instruction

Core instruction represents the instruction that all student receive and is the model for all home classrooms at the elementary level. The images and tables below outline the “core” elements of literacy instruction at the elementary level and the expected delivery model. Furthermore, the Essential Learnings for grades K-3 and information about curriculum are provided. These stated learning outcomes are derived from the MN Academic Standards are have guided in-house curriculum and common assessment writing. More information about specific, adopted curriculum can be found by following the links.

Differentiation

<http://www.minnetonka.k12.mn.us/policies/612.pdf>

Balanced Literacy Model



Balanced Literacy: The Elements	
Comprehension	Students must acquire the ability to make meaning of texts and produce meaningful texts. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must apply strategies, construct background knowledge, and monitor their understanding while reading appropriately leveled texts and engaging in meaningful writing activities.
Phonemic Awareness and Phonics	Students must acquire the ability to apply skills and strategies in the areas of phonemic awareness and phonics. We want our students to read accurately to increase the ability to understand and make connections. Writing should reflect students' mastery of phonics. Foundational skills and consistent precision allow students to engage in more complex tasks and process with higher order thinking skills.
Vocabulary	Students must acquire a wide selection of words in order to engage in literacy tasks. We want our students to identify and apply new and interesting words to strengthen their understanding and expression. Vocabulary instruction should build each year and encourage connections across the curriculum and between subject areas.
Fluency	Students must interact with text in multiple contexts to read and write with purpose, clarity, controlled speed, and accurate expression and inflection. We want students to approach literacy tasks in terms of tone and style to articulate thoughts and ideas thoughtfully and confidently.
Modeled Literacy Tasks	The teacher instructs students using a read aloud or "write aloud" technique to demonstrate correct use of a strategy or skill. The teacher is able to model his/her thinking out loud, providing students with the opportunity to watch a master reader and writer apply his/her techniques and tactics effectively. This usually takes the form of a "focus lesson" and students will refer to the modeling session and/or product for guidance.
Shared Literacy Tasks	Both the teacher and students interact with a text during a read aloud or "write aloud" session. While the teacher will model strategies and skills for student observation, he/she will also invite the students to read or write and model their own thinking with guidance. This usually takes the form of a "focus lesson" and involves "Big Books" or a class read-aloud and student reading materials.
Guided Literacy Tasks	The teacher utilizes flexible grouping to meet with small groups or individual students for reading and writing at their instructional levels. Students spend the majority of their time on a reading or writing task and the teacher introduces strategies and skills for application. These strategies and skills will meet the needs of each student in a group, stressing the importance of individualized literacy instruction. (This usually takes place while other students are working on Independent Literacy Tasks).

Independent Literacy Tasks	Students work on a literacy task at their independent level. They are able to sustain focus and retain information without assistance. The teacher may check in with a student before or after independent work, but the teacher is not involved in the actual work process. (This usually takes place while the teacher is meeting with a small group to complete a Guided Literacy Task.)
Motivation and Engagement	Students' motivation to become life-long readers and writers is encouraged by teachers' support of daily independent reading choice, and regular writing choice. Teachers instruct students to choose "Good Fit" books for their reading levels and interests to encourage reading growth and passion.

Balanced Literacy: The Tasks	
Receptive Tasks	Productive Tasks
<ul style="list-style-type: none"> • Listen effectively to gain insight and find solutions • Read and engage in a variety of texts to gain knowledge and make personal and global connections • Develop competencies in reading narrative and expository texts • Seek out multiple diverse resources to develop understanding and global awareness 	<ul style="list-style-type: none"> • Communicate effectively to provide perspective and evidence of critical thinking • Use appropriate communication for a variety of purposes. • Write with purpose to convey a message appropriately and accurately • Understand and use media to most efficiently and effectively communicate ideas

MN Academic Standards

<http://education.state.mn.us/MDE/index.html>

Materials and Resources

<http://www.minnetonka.k12.mn.us/policies/606.pdf>

Houghton Mifflin Reading

<http://www.eduplace.com/rdg/hmr05/>

Words Their Way

<http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page>

Curriculum Map

<http://www.minnetonka.k12.mn.us/academics/eled/Pages/default.aspx>



Kindergarten	
Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • Why do I write and speak? • Why is the order of events important when I write and speak? • How do I make my writing and speaking better? • How can I listen and talk with others?
Read closely to determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How do I find a book that is right for me? • How can I show I understand what I am reading? • What is important to retell about a text? • How can I show I understand the important parts of a story? • How can I understand the important parts of a non-fiction text?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • What can I do if I find a word that I don't know when I'm reading? • What different things can I read? • Who is the author/illustrator and what does he/she do? • What are the different parts of a book?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • What do the pictures tell us in a book? • What is same and different between two books? • How are the characters and events the same? How are they different? • How do I know what the author is sharing?

First Grade	
Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • How do I choose what to write and speak about? • Why is the order of events important in my writing and speaking? • How can I revise and publish my writing and presentations? • How can I participate in discussions with others?
Read closely to determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How do I find a book that is right for me? • How can I show I understand what I am reading? • What is important to retell about a text? • How can I show I understand the important parts of a story? • How can I understand the important parts of a non-fiction text?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • What can I do if I find a tricky word when I am reading? • How can words make me feel when I am reading? • How are fiction and non-fiction books different from each other? • Who is telling the story? Who is the narrator? • What are text features and how can I use them? • Where can I find information when I am reading?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • What information can I figure out from the picture and details in a text? • What is the same and what is different between two texts?

Second Grade	
Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • How do I choose what to write and speak about? • Why are details important in my writing and speaking? • Why is the sequence of events important in my writing and speaking? • What tools can I use to revise, edit, and publish my writing and presentations? • How can I participate in collaborative discussions?
Read closely to determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How do I choose books? • How can I show I understand what I am reading? • How can I show my understanding of a fiction text? • How can I show I understand important parts of a story? • How can I show my understanding of non-fiction text? • Why is it important to make connections between events, steps in a process, and concepts while I am reading?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • How do I find the meaning of words in a text? • How can words have rhythm and meaning? • What is the structure of a story? What do the introduction and conclusion do? • How do I know that characters see things differently? How can I show this when I am reading? • What are text features and how can I use them? • What is the main purpose of a text? Why did the author write the text?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • How do images (illustrations, diagrams, etc.) help me understand a text? • How do I compare and contrast different versions of the same story? How do I compare and contrast to texts on the same topic? • How does an author support their ideas in the text?

Third Grade	
Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • How do I choose what to write and speak about? • Why are details and evidence important in my writing and speaking? • How do I organize my thoughts in writing and presentations? • How do I use the writing process effectively? • How do I use tools to revise, edit, and publish my writing and presentations? • How can I effectively engage in collaborative discussions?



<p>Read closely to determine what the text says explicitly and to make logical inferences.</p>	<ul style="list-style-type: none">• How do I choose books?• How can I show I understand what I am reading?• How can I show my understanding of a fiction text?• How can I show I understand the important parts of a story?• How does understanding main idea and details help me to understand a text?• Why is it important to make connections between events, steps in a process, and concepts while I am reading?• How can I use specific language to describe the relationship between events, steps in a process, and concepts?
<p>Analyze features of text to support comprehension.</p>	<ul style="list-style-type: none">• How do I find the meaning of words in a text?• How can I categorize the different language used in a text?• How can I write and speak about a text so the reader or listener understands the different parts and how they are related?• How can I write and speak about a text so the reader or listener understands the different parts and how they are related?• What is my point of view? What is the author's point of view?
<p>Evaluate text and support thinking with evidence.</p>	<ul style="list-style-type: none">• How can I use illustrations and images to enhance my understanding of a text?• How do I compare and contrast the literary elements of stories by the same author or with similar characters? How do I compare and contrast the main idea and details in two texts on the same topic?• Why is the organization of text important?

Chapter Four: Intervention

Tiered Instruction

Tier 1 Interventions

In tier I, interventions are provided by the classroom teacher in the regular classroom with support from the Reading Basic Skills teacher. Interventions are based on data gathered from NWEA and Oral Reading Fluency Benchmarks, along with best practices in reading instruction. Progress is monitored weekly by the classroom teacher using oral reading fluency probes or early literacy skills probes.

Tier 2 Interventions

In Tier II, standardized interventions are provided by the Reading Basic Skills or Intervention teacher in a small group setting (4-5 students) for 30 minutes, 4 times a week. This setting provides more time, more explicitness, more focus, and more opportunities for students to respond. This intervention is in addition to Tier I supports provided by the classroom teacher. Progress is monitored weekly by the Reading Basic Skills or Intervention teacher using oral reading fluency probe or early literacy skills probes.

Tier 3 Interventions

In Tier III, instruction is intensely focused and is an individually tailored instructional program to meet student needs. Interventions are provided by the Reading Basic Skills or Intervention teacher in a 1:1-2 setting for 30 minutes, 3 times a week. This intervention is in addition to Tier II supports in a small group setting and Tier I supports provided by the classroom teacher. Progress is monitored weekly by the Reading Basic Skills or Intervention teacher oral reading fluency probes or early literacy skills probes.

Curriculum Map

Materials and Resources

Fountas and Pinnell Benchmark Assessment System and Level Literacy Intervention

http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx

http://www.heinemann.com/fountasandpinnell/li_Overview.aspx

Chapter Five: Professional Development

Professional Development Model

<http://www.minnetonka.k12.mn.us/administration/teachingandlearning/ProfessionalDevelopment/Pages/default.aspx>

Literacy Focused Professional Development in Minnetonka Public Schools will:

<ul style="list-style-type: none">• Provide relevant professional development experiences aligned to adopted curriculum, Essential Learnings, Minnesota Academic Standards and common assessments in literacy instruction.
<ul style="list-style-type: none">• Offer teachers a manageable number of targeted strategies at the elementary and secondary levels and across subject areas to align with teacher needs and student data.
<ul style="list-style-type: none">• Move from off site and in-service workshops toward classroom follow-up with opportunities for team teaching, peer observation, literacy coaching, modeled instruction and presentations at staff meetings.
<ul style="list-style-type: none">• Vary the formats used in training and learning sessions:<ul style="list-style-type: none">✓ 1 facilitator/Staff Meeting✓ 1 facilitator/25 Teachers✓ 1 facilitator/Small Group✓ One-on-One Coaching
<ul style="list-style-type: none">• Focus on practice beyond presentation to empower teachers with opportunities for application and staff development embedded in the teaching day.
<ul style="list-style-type: none">• Employ best practices in teaching when instructing teachers: Modeling, Guided Practice, Independent Practice, and Reflection. (Gradual Release)

Data Retreats

Data retreats occur in the fall and spring immediately following NWEA testing. Meetings are held at all elementary schools with teams of teachers usually grouped by grade levels including specialists, Rtl, and special education staff and administration. At the data retreats teachers look at district, building and classroom NWEA and DORA data and then use the data to plan for instruction.

In the fall, teachers complete “Using NWEA to Plan for Instruction” or “Using DORA to Plan for Instruction” worksheets and have time to work on staff development around using data to plan for instruction or any new updates around current testing applications. In the spring, teachers reflect on their instructional practices and strategies while evaluating the effectiveness of those strategies through their data. Teachers also use this time to create instructional plans in the intermediate grades to prepare for MCA assessments. Planning for the following year instructional plans often begins at the spring data retreat.

Opportunities

New Teacher Seminar

Our New Teacher Support Specialist leads an induction for new teachers each summer. Sessions focus on Minnetonka culture and curriculum. New teachers have small group training from a grade level mentor on reading instruction, resources and materials during before they even enter their classrooms. Seminars for new teachers are held throughout the year and each new employee has a designated mentor to support their own learning and development in the profession.

Summer Training

We will design a schedule for courses focused on literacy instruction to be offered in August 2012. The courses will be for current Minnetonka employees and will resemble the model of the technology courses that are currently offered each August. The Teaching and Learning Department will develop courses and their content based upon the needs of students and teachers. Content will assist teachers in effectively teaching to the Minnesota State Standards and Minnetonka’s curriculum within the context of the Read Well by Grade 3 goals.

Workshops

Literacy and technology courses are offered in a variety of formats throughout the year. Teachers attend mandatory and optional trainings to support their professional growth. Past courses have focused on meeting the needs of diverse learners, managing a balanced literacy block, and brain-based instruction. A catalog of courses will again be offered in Minnetonka for 2012-2013. Courses will be built to engage teachers in critical discussion and reflection on measuring reading proficiency in their students and making informed instructional decisions to support literacy development.



Chapter Six: Annual Data Submission

This will be updated during the Spring of 2017