

District 276
Minnetonka Public Schools
Local Literacy Plan

Table of Contents

Introduction	3
State and District Parameters	4
Executive Summary	6
Overview and Context.....	6
Chapters.....	7
Chapter 1 Assessment	8
Statement of Goals and objectives.....	8
Assessments Used.....	8
Screening.....	8
Diagnostic.....	10
Progress Monitoring.....	10
Student Achievement Results and Growth Data in K-3.....	10
Chapter 2 Communication	11
District Website.....	11
District Assessment Information and Calendars.....	11
Reading Assistance Tips.....	11
Fluency Parent Letter.....	11
Chapter 3 Instruction	12
Using Data to Inform Instruction.....	12
Core Instruction.....	12
Differentiation.....	12
Balanced Literacy Model.....	12
MN Academic Standards.....	15
Materials & Resources.....	15
Essential Learnings K-3.....	16
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
Chapter 6 Annual Data Submission	24

Introduction

The creation of the 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 Statute 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

<https://education.mn.gov/MDE/dse/datasub/ReadK3/>

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

<https://www.minnetonkaschools.org/district/about/mission>

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 10,000 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.

Mission

The mission of the Minnetonka School District is to ensure all students envision and pursue their highest aspirations while serving the greater good. In a community that transcends traditional definitions of excellence, we use learning and teaching as tools to value and nurture each person, inspire in everyone a passion to excel with confidence and hope, and instill expectations that stimulate extraordinary achievement in the classroom and in life.

Beliefs

We believe that:

- 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 pursuing one's passion.
- Each person has 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.
- Effective communication is essential to building relationships and strengthening mutual commitment to purpose.
- Integrity is essential to a meaningful relationship.

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.

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- Attract, develop, and support the highest quality teachers and other educational professionals

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 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. In addition, the district must 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 is 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 continually evaluate instructional practices to ensure we are engaging in evidence-based practices to support literacy development for all students. Using the Minnesota Academic Standards as our guide, we choose the most effective instructional resources and technology to enhance teaching and learning experiences. Teachers structure literacy instruction to ensure a systematic sequence of instruction to support phonemic awareness, phonics, fluency, vocabulary, oral language development, and reading comprehension. Instruction is tailored to each student's needs based on data and formative assessments.

Intervention

This chapter details the multi-tiered systems of support that guides our response when students 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 Learning

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

Annual Data Submission

Chapter 6 provides a link to the data report submitted to MDE's Read Well by Third Grade website that was submitted to the commissioner this year. It includes data from the assessments named in Chapter One that are used 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 Fastbridge Early Reading 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 MTSS process. 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	Early Reading	Early Reading	Picture Naming
1	Oral Reading	Syllable/Reading	Character Naming
2-5	Oral Reading	Oral Reading	Character Naming

Screening for Characteristics of Dyslexia

Minnetonka School District screens students for characteristics of Dyslexia and takes a proactive approach in responding to students' identified needs.

We have a comprehensive language curriculum with a strategic system of district-wide assessments and universal screeners in place. We have added specific researched-based screeners and interventions to further address student identified needs. All district reading specialists and select special educators at each building have been trained in the Wilson Reading System.

Wilson is an intensive structured literacy program based on phonological-coding and Orton Gillingham principals. Wilson provides tier 2 and 3 supports in phonemic awareness, sight word recognition, spelling, fluency, vocabulary, oral expressive language development and comprehension.

Students who have a Dyslexia diagnosis may be served through our multi-tiered system of supports, 504 and/or special education, if the student meets state and federal eligibility criteria. This is the same for students that may have a diagnosis for Convergence Insufficiency. Our educational team assesses the need for accommodations, supports and interventions.

Diagnostic

With the largest norm-reference group in the nation, NWEA reports highly accurate norm-referenced scores. NWEA results 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 Academic 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 MTSS model. A student with a score below the 40th percentile on the NWEA and a fluency measure score below the 25th percentile, qualify for additional support beyond Tier 1. Students may also qualify based on their MCA performance. Students who are receiving interventions are progress monitored with Easy CBM to measure growth. More information about interventions can be found in Chapter Four.

NWEA Spring Mean Performance Four-Year Trend Data

GR	SUB	Spring 2023	Spring 2022	Spring 2021	Spring 2019
K	R	Early 1 st Grade	Early 1 st Grade	Mid 1 st Grade	Early 1 st Grade
1	R	Mid 2 nd Grade			
2	R	Early 4 th Grade	Early 4 th Grade	Early 4 th Grade	Mid 3 rd Grade
3	R	Early 5 th Grade	Early 5 th Grade	Early 5 th Grade	Mid 5 th Grade

MCA Spring Grade 3 Mean Reading Performance Four-Year Trend Data

Year	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
2023	159	19.3	96	11.7	376	45.7	192	23.3
2022	165	19.0	141	16.2	372	42.8	192	22.1
2021	131	18.3	108	15.1	335	46.9	141	19.7
2019	142	16.8	99	11.7	403	47.7	201	23.8

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

[Growing a Reader - Minnetonka Public Schools | Innovate. Inspire. Excel. \(minnetonkaschools.org\)](http://www.minnetonkaschools.org/growing-a-reader)

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.

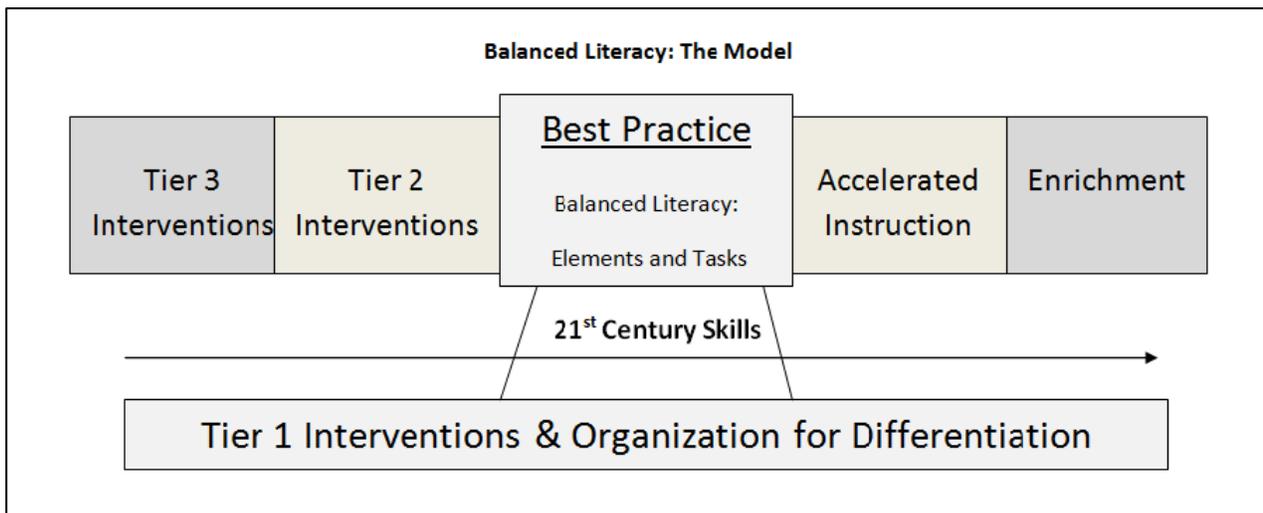
Core Instruction

Core instruction represents the instruction that all students 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 Minnesota Academic Standards and have guided in-house curriculum and common assessment writing. More information about specific, adopted curriculum can be found by following the links on page 16.

Differentiation

<https://www.minnetonkaschools.org/uploaded/Documents/Policy/612.pdf>

Balanced Literacy Model



Balanced Literacy: The Elements	
<p>Balanced Literacy in Minnetonka Schools is used to frame literacy instruction that includes the five pillars of literacy as well as the structures and practices of the literacy instructional block.</p> <p>The term “balanced” is used to ensure there is a proportional focus on the various elements of literacy and that the instructional block incorporates structures and practices to respond to each student’s ever-changing skill development and literacy needs.</p>	
Comprehension	<p>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 a variety of texts that meet their instructional needs and engaging in meaningful writing activities.</p>
Phonemic Awareness and Phonics	<p>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 and spelling 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.</p>
Vocabulary	<p>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 while building their oral language skills. Vocabulary instruction should build each year and encourage connections across the curriculum and between subject areas.</p>
Fluency	<p>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 intentionally and confidently.</p>
Modeled Literacy Tasks	<p>The teacher instructs students using a read aloud or “write aloud” technique to demonstrate correct use of a strategy or skill. Teachers are able to model 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.</p>
Shared Literacy Tasks	<p>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 a class read-aloud and student reading materials.</p>



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 that fosters growth in phonics, phonemic awareness, vocabulary, fluency, and comprehension. (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. To encourage reading growth and passion, teachers build student capacity to self-select books from a variety of sources and perspectives that are comprehensible for them, align with a teacher-directed goal, build background knowledge, and/or align with students' interests.

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/dse/stds/ela/>

Materials and Resources

<https://www.minnetonkaschools.org/uploaded/Documents/Policy/606.pdf>

Houghton Mifflin Journeys

<http://www.hmhco.com/>

Making Meaning and Being a Writer

<https://www.collaborativeclassroom.org/>

Foundations

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>



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 is the same and different between two books?• How do the illustrations in a book connect to the words?• 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"> • How can I use captions, subheading, and indexes to better understand text? • How do I compare and contrast the literary elements of stories by the same author or with similar characteristics? 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?



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 are images (illustrations, diagrams, etc.) used to demonstrate ideas and narratives?• 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?
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 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?
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 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?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • How can I use captions, subheading, and indexes to better understand 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.

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, explicitness, focus, and 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.

Materials and Resources

For students with phonemic awareness or phonics needs:

Wilson Reading System

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>

For students with phonemic awareness or phonics needs:

Wilson Reading System

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>

For students with fluency or comprehension needs:

A variety of resources, including books at the student's instructional level are used aligned to the students needs.

Chapter Five: Professional Development

Professional Learning Model

Literacy Focused Professional Learning in Minnetonka Public Schools will:

<ul style="list-style-type: none">• Provide relevant professional learning experiences aligned with evidence-based practices and research, 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, evidence-based 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">• Focus on practice beyond presentation to empower teachers with opportunities for application and professional learning embedded in the teaching day.
<ul style="list-style-type: none">• Employ best practices for adult learners when instructing teachers. Follow a Gradual Release method that includes Modeling, Guided Practice, Independent Practice, and Reflection to support teachers in implementation and application of what they learn.

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, intervention, and special education staff and administration. At the data retreats, teachers look at district, building and classroom assessment data and then use the data to plan for instruction.

In the fall, teachers engage in professional learning 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 often begins at the spring data retreat.



Chapter Six: Annual Data Submission

Data are submitted to the Minnesota Department of Education annually to the

[Read Well Site](#)