

District 199

Inver Grove Heights Community Schools

Local Literacy Plan



Reading is the cornerstone of all learning. In each subject area, the ability to read and comprehend written material is of the highest importance. Supporting the development of capable readers at every level is our goal as educators, parents, and as a community.

-Minnesota Department of Education

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Purpose Statement

Inver Grove Heights Community Schools is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure student success and to support Career and College Readiness, the district sets high standards that are reflected in what is taught in each classroom.

Inver Grove Heights Schools are dedicated to excellence in literary education. In order to ensure literacy success for all students, a comprehensive literacy plan had to be created and implemented. This document will outline how Inver Grove Heights Community Schools plans to address Minnesota Statute 120B.12, or commonly referred to as “Reads Well by Third Grade.”

We continue to visit the development and alignment of our assessments, curriculum, and instruction, multi-tiered systems of support, professional development, and family and community partnerships to improve student outcomes.

Statement of Literacy Beliefs

The literacy mission of elementary teachers in ISD 199 is to create a community, which will foster life-long readers and writers. Students will be engaged in authentic reading, writing, listening, speaking, relevant literacy tasks, and accountable conversations across all content areas. All students will see themselves as readers and writers and will take ownership and value their continuous growth in those areas to become productive 21st-century literate citizens.

We Believe...

- All children can view themselves as readers and writers.
- Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively.
- Children can enjoy reading and writing through purposeful and collaborative reading and writing activities while developing life-long literacy habits.
- Classrooms are print-rich and contain a wide variety of reading materials, including current, high quality, engaging and challenging fiction and nonfiction materials, and technology to support a child’s literacy development.
- Teachers utilize a cohesive learning guide, which will provide students with a guaranteed and viable curriculum based on common learning outcomes and instructional practices aligned with the Minnesota Common Core State Standards.
- Modeling of the Gradual Release of Responsibility, common instructional practices that occur daily during the literacy block will include:
 - Read Aloud and/or Modeled Reading
 - Shared Reading and/or Interactive Reading
 - Guided Reading
 - Independent Reading
- All students will receive explicit literacy instruction through differentiated, culturally responsive lessons that include student-centered activities, which accommodate their physical, cognitive, social, and emotional needs.

- All students will receive differentiated instruction in phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension.
- Instruction will be driven by effective assessment practices, such as formative and summative assessments and regular progress monitoring.

Inver Grove Heights Local Literacy Plan will be broken into the following sections:

Use of Data

This section will explain the Comprehensive Needs Assessment of literacy that is used to inform continuous improvement efforts.

Assessment Plan

This section explains the various assessments given for students in grades K-3. The target scores for proficiency have also been included in this section.

Action Planning for Continuous Improvement

This section will include the roles and responsibilities of various teams during the school year, the long-term strategic plan to improve teaching and learning as well as the action plan, specifying the approaches to improvement.

Curriculum and Instruction

This section will show the details of the resources that teachers use to address the ELA Common Core Standards. This section will also address best practices that are used in the classroom and used in a balanced literacy program.

Multi-Tiered Systems of Support with Evidence-Based Interventions

This section explains the various levels of support the district provides for all students and the evidence-based interventions used in elementary schools.

Instructional Leadership

This section will describe the levels of leadership from the district level to the building level.

Parent and Community Engagement

This section will describe the ways in which families and the community can be engaged to support literacy education.

Communication Plan

This section will highlight the methods used to report to stakeholders and parents/guardians.

Professional Development

This section will explain how we provide comprehensive professional development for staff around literacy and the necessary resources to foster their growth and exploration.

Use of Data

Comprehensive Needs Assessment

Summative district and building achievement data was reviewed at aggregate and disaggregated levels. During the process of reviewing and analyzing data, student groups in need of focused resources emerged as students of color, students receiving free or reduced lunch, and increasing overall student achievement in reading.

Assessment Plan

The Inver Grove Heights School District continues to evaluate, implement, and refine assessments to ensure student proficiency in literacy. Teachers use assessments to determine instruction and future actions.

According to the Minnesota Department of Education Reading Well assessment information, an effective assessment plan has four main objectives. They include the following:

1. To identify students who are at-risk or who are experiencing difficulties on an ongoing basis and who may need extra instruction or intensive interventions if they are to progress toward grade level by the end of the school year.
2. To monitor students' progress during the year to determine whether students in intervention are making adequate progress in literacy development.
3. To inform instructional planning in order to meet the instructional needs of individual students.
4. To evaluate whether the instruction or intervention provided it is intensive enough to help students achieve grade-level standards by the end of the year.

Types of Assessments

Our assessment plan includes screening, diagnostic, and progress monitoring information. We use multiple data points in order to get a broad understanding of our readers' needs followed by an aligned curriculum, instruction, and interventions to support the learner. Assessments include a balance of ongoing formative assessments (checks for understanding during instruction) and summative assessments (tests at the end of units of learning checking for mastery) of student learning. These formal and informal assessments are used to provide data that drives instruction, supports differentiation, and documents alignment of instruction to academic standards.

Screening

A universal screener is conducted three times a year in the fall, winter, and spring to see students' progress relative to their peers. The measures consist of brief measurements focused on specific skills. This assessment is used to identify students who are not making adequate progress and may need additional support. When completed at regular intervals, it helps to establish the expected proficiency outcomes and informs program effectiveness.

Inver Grove Heights uses FastBridge as our Universal Screening resource district-wide. We assess all students using the recommended FastTrack assessments. Students in Kindergarten and 1st Grade are administered Early Reading assessments. Assessments included phonemic awareness, letter, and sound identification, blending and segmenting, and early oral reading fluency. Assessments for students in grades 2 - 12 include, but are not limited to, oral reading fluency, word-level automaticity, and reading comprehension.

Diagnostic

Our diagnostic assessments provide additional data beyond screening and are administered when they will offer new or more reliable data about a student's academic needs. Using diagnostic assessments can provide specific information about the needs of individual learners and information for planning more effective instruction and possible intervention.

The Developmental Reading Assessment (DRA 2) is a one-to-one, research-based comprehensive assessment to determine the independent and instructional reading level for students. This helps teachers place students in small groups and determine the next steps for individual students.

The Path to Reading Excellence in School Sites (PRESS) provides a phonemic awareness and decoding inventory to for further diagnostic identification in early reading skills. This tool helps teachers identify areas of additional support and further instruction in the areas of phonemic awareness, phonics and and oral reading fluency.

Progress Monitoring

Progress monitoring assessments are brief but are administered more regularly than screening and diagnostic tools. Progress monitoring tools provide information about student progress on the continuum of learning and grade-level outcomes. Data can be used to monitor progress for the purpose of individual and small group intervention and to evaluate the effectiveness of interventions.

The progress monitoring tool used by the Inver Grove Heights Schools is a combination of the FastBridge resources and the skill passages from the University of Minnesota PRESS program. Students are monitored weekly or bi-weekly on focused skills being taught during the intervention.

Inver Grove Heights Literacy Assessment Calendar 2022-23

[Inver Grove Heights Assessment Calendar](#)

Definitions of Assessments

MCA III: These are state-mandated assessments for grades 3-5. Students are assessed on the reading state standards. The classroom teacher administers this computer-based assessment.

FastBridge: This battery of assessments is administered to all Kindergarten - 8th-grade students three times during the year. The early reading assessments vary at different times of the year as the skills continue to progress. Assessments include concept of print, letter and sound identification, word segmenting, nonsense word fluency, sight word recognition, and early oral reading fluency.

Assessments for students in 2nd grade and beyond include oral reading fluency, word-level automaticity, including but not limited to decoding, encoding, vocabulary, and morphology, and a computer-adaptive reading comprehension measure.

An overall composite score predicts reading readiness based on the assessments.

DRA: the classroom teacher in a 1:1 setting completes this assessment. This assessment provides teachers with information about reading behaviors and independent reading levels.

Inver Grove Heights Proficiency Scores

https://docs.google.com/spreadsheets/d/1nvbPE7m-prBTKzbMS5g5htYKhm_pzPR-u8kMqj_bJLg/edit#gid=0

Action Planning for Continuous Improvement

Strong core literacy instruction goes beyond reading proficiently by 3rd grade. Strong core literacy instruction meeting the needs of 80% or more of students, paired with evidence-based literacy interventions, should lead to expected students outcomes. Intervention alone cannot be the only approach used to support students to achieve reading proficiency and career and college readiness. The district continues to review data to improve instruction, curriculum, and assessments in all areas.

Strategic Planning

The District engaged in a comprehensive needs assessment and strategic planning process. The School Board approved the district strategic plan in October 2015.

The mission statement for IGH schools is:

Inspire. Innovate. Excel.
A Community Commitment.

The district vision for 2020 is:

- Inclusive, Respectful, and Caring Environment
- A Culture of High Expectations
- Whole Student Development
- Personalized Learning
- Involved and Invested Community and District

Strategic Directions:

- A. Culture of Racial Equity
- B. Career and College Readiness with Core Life Skills
- C. Effective Teams and Partnerships

Teams

The district has an elementary literacy writing team made up of educators from the classroom paired with members of the Department of Learning meet periodically during the school year to establish a literacy framework. With the development of this framework, a continuum of practices to be implemented over multiple years was created.

The team generated a mission and vision around literacy instruction for elementary teachers. This team contributes to the Local Literacy Plan through this planning work.

Curriculum and Instruction

Inver Grove Heights recognizes that full implementation of resources and evidence-based practices develops along a 3-5 year continuum. Implementation is not a one-time event. Rather, implementation is a specific set of actions designed to put a program or system into practice. These actions occur over time in stages that overlap, are revisited, and refined. A systemic, rigorous, data-driven curriculum structure that is implemented and sustained with continuity among and across programs is key to creating meaningful learning experiences for all students.

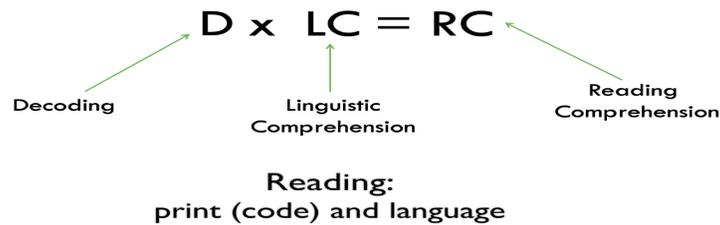
Quality core literacy instruction includes

- **Oral Language:** this is the precursor to reading as teachers build students' ability to distinguish print and print concepts
- **Phonemic Awareness:** the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words
- **Phonics:** the relationship between the letters of written language and the sounds of spoken language. For example, learning that the letter 'b' represents the /b/ sound
- **Fluency:** the capacity to read text accurately and quickly
- **Vocabulary:** the words students must know to communicate effectively through listening, speaking, reading, and writing
- **Comprehension:** the ability to understand and gain meaning from what has been read

Classroom teachers provide a comprehensive language arts program by providing best practice and meaningful instruction in reading, writing, listening, speaking, language and media literacy, which is consistent with section 122A.06, subdivision 4. IGH provides rigorous, scientifically-based literacy curriculum and instruction that is aligned to the MN 2010 ELA Academic Standards.

As we begin to prepare for the 2020 ELA standards, teachers in grades K-2 have been provided training to increase their knowledge and understanding of explicit and systemic instruction, moving toward a structured literacy approach with new materials and practices. The Simple View of Reading has been used as a guide to support our curriculum decision making process.

SIMPLE VIEW OF READING (SVR)
(GOUGH & TUNMER, 1986)



Elementary teachers in grades K - 2 will be using UFLI Foundations as the core reading resources for early reading instruction. This tool will address the decoding portion of the Simple View of Reading.

Literacy by Design supports the Language Comprehension side of the Simple View of Reading. A curriculum review process will begin during the 2023-2024 school year to unpack the ELA standards, identify high leverage, evidence-based instructional practices aligned to the science and research and review core curriculum options to address the Language Comprehension for all K-5 students. *Being a Writer*, by the Center for Collaborative Classrooms, was implemented during the 2015-2016 school year as the core writing program.

Shared Agreement and Practices

The ISD 199 Elementary Literacy Framework provides time for explicit whole group instruction, small group instruction to meet the needs of individual learners, and independent practice. Students in grades K-2 experience more whole group, explicit instruction with the differentiation block based on data and students needs.

- Core Explicit Lesson (Decoding and Language Comprehension strands)
- Differentiation
 - practice of learned skills
 - Small group instruction with teacher
 - Intervention and/or enrichment opportunities

The literacy block provides opportunities for read-aloud, shared reading, independent reading of decodable texts, literacy-rich talk and writing each day. Teachers use the gradual release model of explicit instruction in all areas of literacy instruction, following the I Do, We Do, You Do concept. Recognizing the needs of students in the classroom paired with the district Learning Sequence Guide, teachers are prepared to follow the sequence recommendations as well as plan for the delivery of the whole-class mini-lesson.

Student data is also used to form and plan small group instruction. Teachers use the developmental stages of reading development, standardized assessment data, and formative data to personalize the learning during the small group instruction. Teachers

strategically plan and create safe opportunities for students to experience productive struggle with reading. This process personalizes the experience for readers as they navigate and monitor their metacognitive strategies along the way.

Multi-Tiered Systems of Support

Tiered levels of support represent a system in which multiple tiers of increasingly intense interventions are directed at correspondingly smaller population segments so that a continuum of support is available to students based on their needs. Multi-Tiered Systems of Support that accelerate the learning of all students have been identified as one of the five-cored components of effective practice that is recognized as an integral component of a systemic framework needed to support and sustain innovations and improve learner outcomes. This tiered system is intended to provide a framework of instruction to meet the needs of ALL learners and is not intended as only a method for identifying referrals to special education.

The Inver Grove Heights Schools continue to define, develop, implement and evaluate the multi-tiered intervention system for students needing additional support in the area of literacy. Intervention programs are designed to supplement core instruction to help all students read at or above grade level. At this time, intervention takes place at different levels.

The multi-tiered system is for all students whether it be for a student who needs additional literacy support or for students who need more of a challenge in their literacy instruction.

Evidence-Based Interventions

Inver Grove Heights Elementary Schools use the Path to Reading Excellence in School Sites (PRESS) resources and FastBridge Intervention recommendations to address literacy interventions. These programs use research-based interventions to address needs in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Levels of Support

As a general guideline, about 80% of students should be successful at the primary level of support, meaning they do not need additional support beyond the core instruction provided in the classroom. The secondary level should serve approximately 15% of students, and the tertiary level should serve approximately 5%.

Tier 1: (Primary / Universal Level of Support) The primary level of support is the level at which ALL students receive high-quality differentiated instruction in the core curriculum of the school. Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum.

The primary level of support should include:

- A core curriculum that is research and evidence based
- Instructional practices that are culturally responsive
- Universal screening to determine students’ current level of performance
- Differentiated learning activities to address individual needs
- Accommodations to ensure access
- Problem-solving to identify and address behavior problems that prevent students from demonstrating the academic skills they possess

Tier 2: (Secondary / Targeted Support) The secondary level of support typically involves small-group instruction for students who are performing below grade level proficiency targets, which is delivered as a part of the general education curriculum. Some students receive pull-out services from support teachers. Key characteristics of interventions used at the secondary level of support include:

- Evidence-based
- Adult-led small group instruction
- Clearly articulated, validated intervention, adhered to with fidelity

These services are also provided to students before and after school through Targeted Services.

Tier 3: (Tertiary / Intensive Support) If students are still struggling in the core curriculum after receiving Tier 2 support, a more intensive level of support may be necessary. Tier 3 includes the most individualized interventions targeted to each student’s area(s) of need. The educators engage in a problem-solving process to identify the student’s specific needs and then choose interventions to meet those needs. Some students receive specific programming, which is described in their Individual Education Plan (IEP).

Intervention Framework

	Year 1 Beginning	Year 2 Developing	Year 3 Implementing	Year 4
Intervention	<ul style="list-style-type: none"> • All students receive grade-level core instruction. • Universal screeners used for identifying students who are demonstrating risk. • Intervention is provided to students with a demonstrated 	<ul style="list-style-type: none"> • All students receive grade-level core instruction. • Universal screeners are used for identifying students who are demonstrating risk. • Intervention is provided to <u>all</u> 	<ul style="list-style-type: none"> • All students receive grade-level core instruction. • Universal screeners are used to identify students who are demonstrating risk. • Intervention is provided to <u>all</u> students with a demonstrated need 	

	<p>need according to the common entrance and exit criteria.</p> <ul style="list-style-type: none"> • Diagnostic assessments are used to determine specific student needs and to guide core instruction and intervention. • Progress monitoring is used to determine the next steps for instruction. • Ongoing professional development and support for staff are provided at the site level. 	<p>students with a demonstrated need according to the common entrance and exit criteria.</p> <ul style="list-style-type: none"> • Diagnostic assessments are used to determine specific student needs and to guide core instruction and intervention. • Progress monitoring is used to determine the next steps for instruction. • Ongoing professional development and support for staff are provided at the site level. • <u>The classroom teacher provides Tier 1 & Tier 2 intervention when needed during core and WIN time.</u> • <u>Interventionists provide additional Tier 2 interventions.</u> • <u>Interventions include opportunities for students to read continuous text and apply reading strategies.</u> • <u>Interventions are comprehensive rather than focused on isolated skills.</u> 	<p>according to the common entrance and exit criteria.</p> <ul style="list-style-type: none"> • Diagnostic assessments are used to determine specific student needs and to guide core instruction and intervention. • Progress monitoring is used to determine the next steps for instruction. • The classroom teacher provides Tier __ & Tier __ intervention when needed (Core and additional time?). • Interventionists provide additional Tier ____ interventions. • Interventions include opportunities for students to read continuous text and apply reading strategies. • Interventions are comprehensive rather than focused on isolated skills. • <u>Interventions are matched to classroom instruction so that students can transfer and apply knowledge.</u>
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Gifted and Talented

http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_20241558/File/World's Best Workforce/Enrichment IGH Brochure 21215.pdf

Decision-Based Model: Teachers use assessment data to identify student needs to provide enrichment opportunities.

Atheneum Gifted Magnet Program at Salem Hills: The program began with third-, fourth- and fifth-grade students in 2002. Since that time, Atheneum has expanded to include second-graders. Students in the Atheneum Magnet Program have to meet eligibility criteria determined by a district identification committee. Students invited to participate have been tested and found to be in the superior range of cognitive ability. The program’s mission is to

provide a self-contained classroom option for these students to enhance the daily academic rigor that will motivate and challenge this group of learners.

Instructional Leadership

Specific practices perceived to help improve instruction:

- Focusing the school on goals and expectations for student achievement
- Strategically designed staff development around student data
- Providing and encouraging collaborative learning
- Deepening understanding of evidence-based instruction and structured literacy

Change is difficult and leadership is required to help hold the vision in tough times while creating space to operate outside current thinking and work habits. Data-based problem solving is a necessary leadership process if significant educational and systems change is to be achieved. Committed and skillful leadership can mean the difference between progress toward the goals rather than abandoning challenging goals in favor of “easier” targets or the “next new educational fad.”

Leading others through the change process to reach targeted results at every level requires leadership that:

- Fosters the development of innovation competency at multiple levels by sustaining and evaluating the quality of the core implementation components
- Uses data to define challenges, celebrate successes, monitor progress, measure implementation and assess outcomes
- Anticipates, recognizes, analyzes and monitors the systemic impacts of decisions at multiple levels (classroom, school, community, city, state)
- Communicates strengths and identifies barriers
- Selects and uses leadership strategies to match the type of challenge that has surfaced

Levels of Leadership

District Level:

- Learning Coordinator: The district literacy coach supports all K-5 teachers in their literacy instruction through professional development and individual coaching sessions.
- Learning Partners: Each site has a learning partner assigned to their site. Learning partners have training in instructional coaching and instructional materials to support teams and/or individual teachers.

Building Level:

- Leadership Teams: This team is made up of the building principal, classroom teachers, and specialists. The team meets on a regular basis to share data and make decisions about academic and behavioral changes needed for the building and specific students. These teachers will share this information with fellow classroom teachers to move forward with the PLC process.
- Each building meets weekly in a regular Professional Learning Community (PLC). The purposes of these meetings are to examine student data and artifacts to ensure that instruction is leading to student achievement. School leaders such as principals, Learning Partners, and Success Coaches or other resource people share goals and strategies to coordinate efforts.
- Building Leadership Teams use data-driven dialogue to analyze data to inform both student learning and instructional effectiveness. Administrators monitor instructional effectiveness.
- Classroom Teachers: Classroom teachers are holding one another mutually accountable to help all students reach levels of proficiency in reading. Teams meet as a PLC to analyze student work and determine the next steps for instruction.

Parent and Community Engagement

The goal of the Inver Grove Heights Schools is to improve learner outcomes through building strong family and community partnerships. A collaborative effort among educators, families, and community is key. Research shows a consistent relationship between parent/community engagement producing positive outcomes for students. These outcomes include improved academic performance, motivation, social skills, behavior, and the greater likelihood of obtaining postsecondary education. These findings have been found across families of economic, racial/ethnic, and educational backgrounds and for students at all ages.

Effective parent and community engagement in education is about:

- Supporting, teaching, and enjoying children and youth
- Working together to promote positive outcomes, including school completion, achievement, opportunity to learn, social functioning, and achievement
- Creating conditions that support children

Communication Plan

Reporting to Stakeholders

The district works to provide communication and shared access to student achievement data to teachers and other educators that work closely with students. The Director of learning communicates with the Local School Board, sharing district progress toward goals and students achievement.

The district annually reports a summary of reading achievement, screening efforts for dyslexia or convergence insufficiency, and a copy of the Local Literacy plan to the commissioner.

Reporting to Parents and Guardians

The following are ways in which our school district communicates with families and communities:

- Parent/Teacher conferences happen two times during the school year to set goals and discuss students' progress.
- Report cards are sent home in envelopes two times during the school year and the final one being mailed for all students in K-5.
- Test scores and intervention steps will be shared with families at conferences
- MCA results are sent to parents at the conclusion of the MCA window.
- IEP meetings are scheduled for students requiring those meetings
- www.invergrove.k12.mn.us
- Inver Grove Heights School District app
- Building PTSA meetings
- Wednesday Folders
- Academy of Powerful Parents (Self-paced modules)

Professional Development

Inver Grove Heights Schools defines job embedded professional development as teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of the continuous improvement. Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school goals.

District professional development days and summer training days include topics such as structured literacy, foundational literacy skills, and effective instructional practices.

