



**District 318
Read Well by Third Grade
Local Literacy Plan**

Submitted: June 30, 2021

Overview of Reading Well by Third Grade

The Minnesota Department of Education states, “Literacy is the cornerstone of all learning.... reading proficiency is one of many developmental milestones in a child’s educational experience. Minnesota has identified the end of grade three as the expectation for proficient beginning reading for all students. Providing quality instruction, assessments, interventions, and curriculum is the foundation for developing comprehensive systems of support for all learners.” 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 an indisputable goal for educators, parents, and communities.

To that end, the state of Minnesota passed legislation that seeks to have all of Minnesota’s children reading well by third grade. In the last Minnesota legislative session, new language was added to the Reading Well by Third Grade law that introduced three new district requirements: Districts must identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher; Districts must provide information to parents about the student’s progress in addition to information about reading-related services currently being provided; Districts must continue to provide intervention to students not reading at or above grade level by the end of grade 3 until the student reads at grade level. To view these and other changes in context, access and read the full reading intervention law ([Minn. Stat. § 120B.12](#)).

Legislation also requires the following actions be taken.

- Parents are notified of student progress at least annually for all students and must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered, services available, and strategies parents can use at home to support their student.
- Students not reading at or above grade are provided with reading interventions to accelerate student growth and reach the goal of reading at or above grade level.
- A school district is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency. The personal learning plan must be determined in collaboration with the student’s educators and in consultation with the student’s parent or guardian.
- Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- Elementary teachers must be able to implement comprehensive, scientifically based reading and oral language instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other literacy-related areas including writing.
- Elementary teachers must have sufficient training to provide comprehensive, scientifically based reading and oral language instruction that meets the students’ developmental, linguistic, and literacy needs using the intervention methods and programs selected by the district.

District Literacy Goal

Students will demonstrate reading proficiency throughout the primary grades (K-2) and be on or above grade level by grade 3 as identified through universal screening, diagnostic measures and progress monitoring. Our goal is for all students to be at or above grade level on the benchmark assessments (Fastbridge and/or STAR), and the annual MCA III state assessment in grades 3-8, 10. These assessments gauge rigorous understanding of the MN Academic standards, however, we will not be constrained by their set standards of proficiency. We will challenge our students at all ability levels before, during, and after evidence of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high-quality core instruction and intervention supported by evidence-based Tier 2 and 3 interventions. Classroom and tiered instruction are driven by frequent analysis of the data from these assessments and progress-monitoring. Using triangulated assessment data, students receive interventions using a tiered continuum of intensified support through our district's Multi-tiered Systems of Support (MTSS) process. Our building level Data Action Response and Review Teams (D.A.R.R.T) help ensure all students make growth, all students receive the interventions they need and follow the problem-solving process with fidelity.

Local Literacy Plan

Scientifically Based Reading Instruction

District 318's Literacy Curriculum is built on the foundation of the Common Core State Standards. <http://education.state.mn.us/MDE/dse/stds/ela/index.htm>. Standards are the focus of instruction and articulate the progression of each skill that will be addressed at each grade level. Standards and benchmarks are organized across a continuum, so that instruction intentionally builds as students' progress. This vertical continuum outlines the skills and strategies that precede and follow the standards within a grade level, so that teachers can personalize learning for students based on where they fall within the learning continuum. The effectiveness of pedagogical instruction is measured by analyzing assessment data on individual students, and groups of students, within schools and across the district.

Through a series of trainings developed by our district's LETRS facilitator and with ongoing instructional support, all kindergarten through second grade teachers participate in LETRS training which is deeply grounded in the science of reading. Additionally, LETRS emphasizes the importance of the "Big 5" essential elements of reading as identified by the National Reading Panel. LETRS focuses heavily on the development of phonemic awareness and phonics as essential building blocks to the development of skilled readers. Teachers work with students in whole groups, small groups, and individually in order to meet the varying needs of students. Through reflective instruction, this model supports students through the gradual release of responsibility. The ultimate goal is independent transfer and application of the skills and strategies necessary to become successful readers, writers, communicators, and thinkers.

Teachers are provided with ongoing professional development as they continually implement evidence-based approaches in their own classrooms and are supported with on-site training at

the district and site level. The goal of this comprehensive effort is to provide on-going professional development that builds capacity in our staff and significantly raises the level of achievement and success for all students.

Assessment

At ISD 318, we effectively and efficiently use assessments to maximize student learning. These assessments help teachers identify students who are experiencing difficulties, monitor student progress, evaluate the effectiveness of interventions and enrichment, and plan instruction to meet the needs of each individual student. Our goal is to help all students achieve grade-level standards and accelerate growth. Weekly Professional Learning Teams gather information and use multiple data points to make decisions about standards and instruction. District-wide assessment resources are used along with classroom common formative assessments to provide teachers with standardized screening, diagnostic, progress monitoring and benchmark measures to monitor and impact growth. Each year, teachers have on-going standards, data and evidence-based instructional practices internal workshops to review and reflect on individual and group student achievement.

Assessment is an integral and exciting part of instruction, providing information about how well students are progressing toward state standards. Standards, curriculum, instruction, and assessment are interwoven in the learning process, and each informs the others. Standards are the what – they define what we expect students to know and be able to do. Curriculum is the how – it defines a body of learning experiences that are designed to reach the standards. Instruction is the “in what way” – it provides the specific learning experiences and ways of differentiating those experiences to scaffold student learning. Assessment is the how well – it gauges the attainment of learning to inform instructional practices and curriculum. A balanced approach to assessment includes a continuum of strategies within a range of frequency and purpose.

An effective assessment plan has these main objectives:

- ✓ Identify students who are at-risk or who are experiencing difficulties on an on-going basis and who may need extra instruction or intensive interventions if they are to make adequate progress toward grade-level expectations.
- ✓ Inform instructional planning in order to meet the needs of individual students.
- ✓ Monitor students’ progress during the year to determine whether students receiving intervention are making adequate progress in literacy development.
- ✓ Evaluate the effectiveness of interventions (below and above grade-level) and whether the instruction provided is intensive enough to help students achieve grade-level outcomes, and/or their personal goals, by the end of each year (evaluation measurements).

Using multiple data points is important for getting a broad understanding of readers’ needs for intervention. When choosing assessment tools, it is imperative to understand what information the data provides, and what information is missing. Entrance and exit criteria should represent the accelerated growth needed to ensure students are making adequate progress toward grade-level expectations (Welding and Mather, 2008).

Formative assessment occurs continuously in the classroom, both within and between lessons. Information from these assessments is used to adjust teaching strategies. Students also receive frequent and meaningful feedback on their performances. Examples of formative assessment strategies include teacher observation, discussion, questioning, and non-graded class work. The focus of formative assessment is to determine what learning comes next for a student.

Standardized benchmark assessments:

- ✓ Are given periodically; for our purposes – 3x per year – Fall, Winter, and Spring;
 - Mid-cycle assessments such as STAR is given monthly to drive instruction
- ✓ Reflect state or district academic standards;
- ✓ Measure students' progress through the standards, skills, and curriculum; and
- ✓ Assessments are used to determine how student groups are progressing, or how well a program is working.

Large-scale summative assessments occur annually. Information is used to develop strategic, long-term evaluation of curriculum and programming based on trends over time, and to monitor state, district, and school progress. Assessment instruments and procedures are standardized so that comparisons can be made across student groups. Examples of large-scale assessments include the MCA, ACT, SAT, PSAT, ASVAB, and NAEP exams. The focus of large-scale assessments is to determine how schools, districts, and states are progressing. These assessment strategies provide information at differing intervals and for different purposes. Each one provides a different perspective, and one cannot take the place of another. Together, all of these forms of assessment provide a balanced approach that informs decisions at the classroom, school, district, state, and national levels.

Key Terms

Universal Screening: For the most accurate picture of student progress toward learning goals, all students should complete universal benchmark screening assessments at least three times per year.

Progress Monitoring: A system for monitoring student progress and the effectiveness of the support provided to students. Progress monitoring is also considered a **formative assessment** (described above), meaning that teachers use the results to inform and adjust instruction.

Teachers periodically listen to their students read and use data to guide their instruction, interventions, and enrichment. The Benchmark Assessment System (BAS), Running Records based on grade level text, and RazPlus Benchmarking are examples of tools that can be used in the classroom to assess a student's reading fluency.

Read Well Student Assessment Process - ISD #318 K-5 Assessment Schedule

Grade	Assessment	When
Kindergarten	Fastbridge earlyReading Composite: Concept of Print Onset Sounds Letter Names Letter Sounds	September
	Fastbridge: Oral Repetition	September and May (as needed)
	High Frequency Words (Local)	Winter and Spring
	Phonetic (Spelling) Inventory - Words Their Way	September
	Fastbridge earlyReading Composite: Onset Sounds Letter Sounds Word Segmenting Nonsense Words	February
	Fastbridge earlyReading Composite: Letter Sounds Word Segmenting Nonsense Words Sight Words-50	May
Grade 1	Fastbridge earlyReading Composite: Word Segmenting Sight Words-150 Sentence Reading Nonsense Words	September
	Phonetic (Spelling) Inventory - Words Their Way	September
	Fastbridge earlyReading Composite: Word Segmenting Sight Words-150 CBM Reading Nonsense Words	February

	High Frequency Words (Local)	Fall, Winter, Spring
	Fastbridge earlyReading Composite: Word Segmenting Sight Words-150 CBM Reading Nonsense Words	May
Grade 2	Fastbridge Fast Track: aReading Autoreading CBM Reading	September, February and May
	High Frequency Words	October and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	STAR - Math and Reading	Monthly
Grade 3	Fastbridge Fast Track: aReading Autoreading CBM Reading	September, February and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	STAR - Math and Reading	Monthly
	MCA - Math and Reading	April - May
Grade 4	Fastbridge Fast Track: aReading Autoreading	September, February and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	STAR - Math and Reading	Monthly
	MCA - Math and Reading	April - May

Grade 5	Fastbridge Fast Track: aReading Autoreading	September, February and May
	STAR - Math and Reading	Monthly
	MCA - Math and Reading	April - May

Assessment & Proficiency

The following information represents a definition of the process of assessing students’ level of reading proficiency at the Kindergarten through Grade 8. What follows are definitions of the four different types of assessment: (1) screening, (2) diagnostic, (3) progress monitoring and (4) proficiency measurement, definitions of the tool, how results of the tools are communicated as well as a list of the district K-5 assessment system.

Screening

Screening is an assessment process that helps teachers identify students who are at risk for not meeting grade-level learning goals (Nat’l Center on Improving Literacy, 2021). The district uses two standardized assessments to screen all students in the fall - Fastbridge K-5 for phonemic awareness, phonics and fluency checks and STAR in grades 2-12 as a screener for fluency and comprehension.

Diagnostic

The purpose of the diagnostic assessment is to provide additional information to the teacher and/or data team to make intervention decisions that best meet the needs of the learner. The district uses various diagnostic assessments based on data gleaned from screening assessments.

Progress Monitoring

The purpose of progress monitoring is to provide an evaluation of the effectiveness of an intervention. The district uses Fastbridge and STAR CBMs and testing, which are standardized, to offer valid results to inform instruction.

Minnesota Comprehensive Assessment (MCA) III

The reading MCA III is given to students in grades 3-8 and grade 10 annually. The MCA is issued by the Minnesota Department of Education to determine student proficiency in reading, math and science. MCA results are reported to parents via a letter and at parent-teacher conferences.

Definition of Proficiency

Kindergarten Assessment	Proficiency Score
Fastbridge earlyReading Composite: Concept of Print Onset Sounds Letter Names Letter Sounds	Fall CP: 7 OS: 11 LN: 14 LS: 3
Fastbridge Oral Repetition	Fall OR: 18
Fastbridge earlyReading Composite: Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Winter OS: 16 LS: 26 WS: 25 NW: 6
Fastbridge earlyReading Composite: Letter Sounds Word Segmenting Nonsense Words Sight Words-50	Spring LS: 41 WS: 30 NW: 12 SW: 13
High Frequency Words	40-60

First Grade Assessment	Proficiency Score
Fastbridge earlyReading Composite: Word Segmenting Sight Words-150 Sentence Reading Nonsense Words	Fall WS: 28 SW: 16 SR: 12 NW: 10
Fastbridge earlyReading Composite: Word Segmenting Sight Words-150 CBM Reading Nonsense Words	Winter WS: 31 SW: 49 CBM: 37 NW: 17
Fastbridge earlyReading Composite:	Spring

Word Segmenting Sight Words-150 CBM Reading Nonsense Words	WS: 32 SW: 65 CBM: 66 NW: 22
High Frequency Words	180-220

Second Grade Assessment	Proficiency Score
Fastbridge FastTrack: aReading Autoreading CBM Reading	Fall/Winter/Spring Areading: 469, 481, 490 Autoreading: 469, 481, 490 CBM Reading: 56, 84, 101
High Frequency Words	300+
STAR Reading	Fall/Winter/Spring 182, 230, 279

Third Grade Assessment	Proficiency Score
MCA	350 or higher
Fastbridge FastTrack: aReading Autoreading CBM Reading	Fall/Winter/Spring Areading: 490, 498, 503 Autoreading: 490, 498, 503 CBM Reading: 87, 110, 125
STAR Reading	Fall/Winter/Spring 323, 360, 392

Fourth Grade Assessment	Proficiency Score
MCA	450 or higher
Fastbridge FastTrack: aReading Autoreading	Fall/Winter/Spring Areading: 502, 509, 513 Autoreading: 502, 509, 513
STAR Reading	Fall/Winter/Spring 424, 455, 479

Fifth Grade Assessment	Proficiency Score
MCA	550 or higher
Fastbridge FastTrack: aReading Autoreading	Fall/Winter/Spring Areading: 513, 517, 520 Autoreading: 513, 517, 520
STAR Reading	Fall/Winter/Spring 525, 555, 584

Trend Summary Proficiency - District Reading MCAs - Grade 3

Year	State Percent Proficient	318 Percent Proficient	Number Proficient	Number Tested
2013*	57.4%	56.7%	178	314
2014	58.2%	60.7%	182	300
2015	58.9%	64.4%	177	275
2016	57.3%	57.2%	179	313
2017	57.4%	55.9%	152	272
2018	55.7%	50.0%	145	290
2019	54.4%	52.6%	132	251

*New standards in reading were implemented in 2013. Comparisons in reading from 2012 to 2013 should not be made.

As the data shows in the above charts, Grand Rapids Area Schools third graders are showing achievement levels that are below the state average.

Using Data to Inform Instruction

Teachers in District 318 are now using data to inform their instructional decisions on a day-to-day basis. Analyzing results from Fastbridge, STAR assessments and progress monitoring tools enable teachers to determine interventions to best meet each child’s needs.

Core Instruction

Core instruction represents the instruction that all students receive and is the model for all 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.

District 318’s Reading Program is based on effective instruction that aligns with the five areas of reading as stated in the National Reading Panel Report and the Minnesota English Language Arts Academic Standards. Fifty-eight K-5 teachers and Elementary principals are studying LETRS, which provides scientific based instruction on the foundational components of the Big Five:

Phonemic Awareness: The ability of students to notice, think about, and manipulate individual sounds of language in spoken syllables and words.

Phonics: Understanding the relationship between written letters and spoken words including how letters correspond to sounds and then applying this to reading and spelling. We want our students to read accurately to increase the ability to understand and make connections. Writing should reflect students’ mastery of phonics.

Vocabulary: Ability to learn the meanings of words and apply them correctly in context. Students need to understand and use 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 should build each year across the curriculum areas.

Fluency: The ability to read with speed, accuracy and proper expression. Students must interact with grade-level texts to read and write with purpose, clarity, controlled speed, and accurate expression and inflection.

Comprehension: Students must acquire the ability to make meaning of informational and literary texts within a range of complexity. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must learn the skills and knowledge expected by the MN ELA standards, construct background knowledge, and monitor their understanding while reading rigorous texts.

Core Curriculum: Journeys

Reading Program:

“The Houghton Mifflin Harcourt Journeys Common Core program is a core reading program designed to meet the diverse needs of today’s students, from Kindergarten through grade 6. It aligns with the Common Core State Standards and includes the key elements of reading instruction—from learning the alphabetic principle and decoding, through comprehension of complex texts—and of writing instruction. The print and technology components, and the activities and strategies presented throughout the program, are based on current research and best practice. The Journeys Common Core program provides students with the skills they need to succeed, preparing them ultimately for the high literacy demands of college and the workplace.”

- Based in research on best practices and content to prepare students for college and career
- Explicit, systematic instruction in the areas of reading literature and informational texts, foundational skills, writing, speaking and listening, and language aligns to the Common Core State Standards.
- High-quality literature, informational texts, and instructional content offer a wealth of opportunities for students to learn and master the Common Core State Standards.
- Research for the National Reading panel was used in the development of Journey's and all elements of the "Big 5" components of literacy are included in the daily lesson, supplemental and intervention resources.

Beyond Journeys, ISD #318 teachers use resources from FastBridge and STAR to supplement core materials and enhance instruction. Additionally, using a wide variety of online and print resources, students in grades 1-12 experience close reading of complex text on a **daily basis!**

Further resources that promote focused, differentiated and rigorous learning and assessment in the core classroom include:

- Interactive read alouds
- Words Their Way Assessments
- Benchmark Assessments
- Bookrooms at each elementary building provide educators with a plethora of engaging texts that aid in the development of fluency, comprehension and vocabulary.
- Numerous online subscriptions (Epic, Raz Kids, Reading A to Z, PebbleGo, AR, etc) allow students to access a wide range of texts for independent reading and listen to reading opportunities. These technology-based resources aid greatly in our teacher's abilities to differentiate for all learners.

Writing Workshop:

- Modeled and Shared Writing: Being a Writer and mentor texts are used to develop mini lessons for teaching students an explicit writing concept.
- Guided Practice: Conferencing with students provides the opportunity for differentiating instruction to meet students' needs and to provide feedback.
- Independent Writing: Using the writing process, students conduct ongoing work on an existing piece or begin a new piece. This process includes choosing a topic, planning the piece, writing, revising, and placing it in a finished-work section of a writing folder.

Intervention Programming - Tiered Instruction

Tier 1 Interventions

In Tier I, interventions are provided by the classroom teacher in the regular classroom setting. Interventions are based on data gathered from Fastbridge specifically, the Screening to Intervention report (S2I), using the STAR Reading Diagnostic and State's Mastery at a Glance reports and through teacher observation and formative assessments. Analysis of the data (at least 3 times a year) guides classroom teachers to specific whole class and individual reading

and math interventions. Once interventions begin, individual student progress is monitored at least monthly, but preferably weekly by the classroom teacher using standardized testing measures and progress monitoring probes (Fastbridge and/or STAR). Progress toward individual student goals is reviewed at a minimum of every 6 weeks. A detailed list of possible Tier I interventions is included in the intervention resources section of this document.

Tier II Assessment Procedures and Entrance and Exit Criteria:

Entrance to Tier II Services: ISD #318 services students grades K-5 via Tier II services in reading (ADSIS and Title I). Entrance for Tier II services is a **collaborative decision** between interventionists, classroom teachers, and in **some cases** special education case managers, Title I and ADSIS directors and building principals. **Criteria for entering Tier II interventions for grades K-5 will be based on universal screening data and classroom teacher input. K-1 students scoring below the 40%ile on the FastBridge earlyReading composite and 2-5 students scoring below the 40%ile on the areading and/or grade level CBMS will be considered for services.**

Priority for Tier II services will be as follows:

Fall Screening: Grades 1-2, if spots remain students in grades 3-5 are eligible for services, then back to K.

Winter Screening: Grades K-2, if spots remain students in grades 3-5 are eligible for services. Remaining students will receive interventions via classroom teachers.

District Assessment Team/Standardized (D.A.T.S): Universal screening K-5 will be led by the D.A.T.S (which includes all Title I and ADSIS staff). Whenever possible, Reading Corps members will assist with universal screening specific to CBMS in grades 2-3. Each building will follow the same screening to intervention timeline for both the fall and winter testing seasons. Although the actual dates will vary from building to building, the process will be the same.

Universal Screening to Intervention: D.A.T.S complete Universal Screening K-1 (reading and math), 2-3 (CBMReading). **To allow for efficient universal screening, students will need to be tested during special classes. We will ask building principals to communicate this information to staff.**

Days 1-2: After the majority of students have been screened, staff will have the next day to collaborate and analyze universal screening data and plan intervention groups.

Retired teachers serving as D.A.T.S members will help to complete testing. It is recommended that the building principals be involved in these discussions and the Title Director, Teaching and Learning Director and MTSS coordinator assist and be consulted as needed.

Day 3: Title I teachers and principals collaborate with classroom teachers to confirm Tier II intervention groups and communicate areas of intervention focus

Day 4: Title teacher planning day

Day 5: Interventions begin (with some testing being completed)

Data Review: Tier II interventions review data weekly to guide instruction and intervention. **5-6 weeks from the start of interventions Tier II building teams collaborate to analyze data and students' response to interventions (evaluate possible exits, adjust groups, communicate plan changes with regular education staff, etc). Whenever possible, these data days will be scheduled to coincide with classroom celebrations, holidays, etc.**

Exit from Title I Services: Exit from Title I services is a collaborative decision between Title I specialists, classroom teachers, and in **some cases** special education case managers, Title I director and building principal. Criteria for exiting Title programming for grades K-5 will be based on universal screening, teacher and interventionist input, and progress monitoring data.

Fall Exit (Sept-Jan): Students should be on track, or above with progress monitoring data (3-5 consecutive probes above that season's goal line) and K-1 students should meet the 40%ile for WINTER on the earlyReading composite (this can be administered paper/pencil). Students in grades 2-5 should meet the 40%ile for WINTER CBMS, any available STAR data should be considered before exiting a student.

Spring Exit (Jan-May): Students should be on track, or above with progress monitoring data (3-5 consecutive probes above that season's goal line) and K-1 students should meet the 40%ile for SPRING on the earlyReading composite (this can be administered paper/pencil). Students in grades 2-5 should meet the 40%ile for SPRING CBMS, any available STAR data should be considered before exiting a student.

At each ISD #318 elementary building, Minnesota Reading Corps members work with students in kindergarten through grade 3 identified as struggling readers individually for 25 minutes five days a week to increase reading fluency.

Students receiving tier II reading interventions should be monitored at a minimum of twice a month, but in most cases, they are progress monitored weekly. Additionally, intervention attendance is taken daily in eduCLIMBER in order to ensure a critical element of intervention fidelity.

Tier 3 Interventions

In Tier III, instruction is intensely focused and is an individually tailored instructional program to meet student needs. The student would receive an intervention focused on an individual's specific need highlighted by data.

Tier III instruction features the following basic elements:

- Interventions provided are in addition to Tier I core curriculum and Tier II interventions
- Intensive interventions targeted to specific student deficiency are based on individual student needs
- Instruction is often provided individually, but may occur with small groups of 3-5 students
- Groups are flexible and changes are made based on instructional need

- Academic progress is monitored at least weekly
- Behavioral progress is monitored based on the designed behavioral plan
- Teacher Assistance Team (TAT) and/or Child Study Team (CST) must be involved at this level
- Intensive interventions for students identified with an Individual Education Plan (IEP) or Differentiated Education Plan (DEP)
- Frequency of the intervention, materials selected, and group size is determined by the IEP or DEP
- Progress monitoring as determined by the IEP or DEP
- Staff trained in using Orton Gillingham model for reading intervention

Intervention Resources

The ISD #318 MTSS Academic and Behavioral Resource Guide Manual assists teachers at each tier of support with research-based resources to guide instruction

[ISD #318 MTSS Academic and Behavioral Resource Guide Manual](#)

Parent Communication Process

Research shows that involving parents in the education process has a positive effect on student achievement. ISD 318 believes that by pursuing effective parent involvement strategies will contribute to improved student learning in our special education and free/reduced lunch populations as well as among all students in the district.

Results of individual student MCA, FastBridge, and STAR assessments are shared with parents. Parents are provided the opportunity to discuss the results with their child's teacher at Fall Conferences. The district's report card from the state will also be posted on the district website.

District 318 report cards provide literacy proficiency results to parents of K-1 students three times per year and for grades 2-12, four times per year. Parents of students receiving Title or ADSIS interventions receive periodic progress reports. The Reading Corps members provide progress monitoring charts to parents weekly. Special education students have four report cards and annual meetings with parents as well as parent teacher conferences in the fall.

Evaluation of parent involvement strategies will be conducted by the School, Family, Community Partnership committee via a parent survey in the fall. This committee also provides input and makes revisions to the Title I Parent Involvement Plan. Strategies will be developed, implemented and monitored through building site teams, PTC's, the World's Best Workforce Committee, and the School, Family, Community Partnership. Recommendations and revisions to strategies will be disseminated to staff and families via parent newsletters and the district website.

Parent involvement initiatives are prevalent in the district and include all day, every day kindergarten, SeeSaw, Project Read, Invest Early, ECFE, Parent Portal, Instant Alert, Parenting Support strategies, Summer Reading Machine, FRED events, AmeriCorps, Reading Buddies,

Summer Library Reading Program Special Events, Parent Involvement Days, Foster Grandparents Days, Family Literacy Nights at all elementary buildings, RSVP program, Books and Bagels, Bridges Mentoring Lunch Buddies, Read to Succeed, Father's forum at RJEMS, and Recycle Book Exchange. A concentrated effort will be made to secure community people to engage with all students. Because these events occur in a variety of settings and times, parent participation is increased. Also, every opportunity will be taken to instruct parents how to read to and with their children, as well as how to assist with their student learning math; the purpose being to assure school and home are reinforcing concepts and using common language.

District 318 has a School, Family Community Partnership committee that will assist in reaching out to parents and community with special focus on building parent volunteers and parents who have not been active or visible within the school setting. The mission of this committee is to build a connected network of partnerships among families, schools, and communities to increase student success and develop the whole child. The goals of this committee include:

COMMUNICATION

1. Analysis of current opportunities for parent/community engagement.
2. Survey parents/community members as to their interests related to involvement with the students/schools.
3. Identify gaps in communication to parents and community, encourage a variety of communication methods and train staff.
4. Develop parent friendly materials that educate parents on specific strategies that they can implement at home that will support student learning.
5. Parents and community members with skills and talents who are willing to share are encouraged to be involved with school and classroom events.

PARENTING

1. Train school staff about the importance of parent involvement, engagement techniques (Joyce Epstein model).
2. A comprehensive plan for parent education will be completed and implemented.

STUDENT LEARNING

1. Parents are provided with resources and instructional support tools for enhancing the academic success of their child.
2. Staff are trained in community resources that are available to parents that may wish to improve their parenting or academic basic skills.
3. Individual teachers are encouraged to offer mini sessions for parents on ways that they can assist their child in learning at home.

VOLUNTEERING

1. District 318 will provide a support system for increasing volunteers in each school.

DECISION MAKING

1. Joint PTC meetings will occur twice in the 2021-22 school year.

2. School, Family, Community, Partnership committee monthly meetings.

District 318 Professional Development

In a time when students need increasingly sophisticated reading skills, the district provides support for teachers to incorporate standards and evidence-based instruction. Scientifically-based reading instruction using LETRS, and an effective MTSS framework are some of the supports teachers receive to increase student achievement.

Specific professional development for District 318 staff in the future will include the following activities.

- Provide opportunities for staff to continue to align curriculum, instruction and assessments in Language Arts.
- Teachers continue to participate in professional development opportunities of evidence-based practices in reading.
- Teachers will participate in Professional Learning Teams that address standards and evidence-based practices in reading. The district will continue to provide PLT time every Wednesday for all staff.
- All new staff will be trained in the district teaching and learning model focusing on environment for learning, standards and curriculum, evidence-based practices and data driven decision-making.
- Develop professional development library for all staff
- Through workshops and professional learning communities:
 - Identify students not meeting or partially meeting using Fastbridge, STAR and MCA data.
 - Develop instructional strategies for interventions.
 - Assess effectiveness of instructional strategies by interpreting data.
 - Use a variety of classroom interventions to help struggling students or challenge advanced students.
 - Differentiate instruction for ethnically diverse, special education or free/reduced populations.
- Training in the use of MCA test specifications and benchmark Achievement Level Descriptors.
- Teachers will continue to use technology to enhance instruction.
- Training in scientifically based reading Interventions for all K-6 teachers.

ISD 318 Local Literacy Plan and all data required is developed and posted to the official district website and sent to the Minnesota Department of Education by July 1, 2021.