



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

**Submitted: June 30, 2020**

## Overview of Reading Well by Third Grade

According to a statement released by the Minnesota Department of education and embraced by the Grand Rapids Area Schools, literacy 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 a necessary goal for educators, parents, and communities.

With this philosophy, the state of Minnesota passed legislation that seeks to have all of Minnesota's children reading well by third grade. Minnesota Statute 120B.12, Subdivision 1 states: Literacy goal. The legislation seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.

Subdivision 2. Identification report.

(a) Each school district shall identify before the end of kindergarten, grade 1 and grade 2 students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1. The district also must annually report to the commissioner by July 1 a summary of the district's efforts to screen and identify students with:

- (1) Dyslexia, using screening tools such as those recommended by the department's dyslexia and literacy specialist; or
- (2) Convergence insufficiency disorder.

(b) A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.

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 intervention 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.

A Local Literacy Plan is developed and posted to the official district website. In the Grand Rapids School District, our current efforts are aligned with the state legislation.

### **District Literacy Goal**

Students will demonstrate reading proficiency throughout the primary grades and be on or above grade level by grade 3 as identified through screening and diagnostic measures. Our goal is for all students to be at or above grade level on the BAS assessment, NWEA, and the annual MCA assessment. 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 demonstration of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high quality core instruction supported by Tier 2 and 3 interventions. Using triangulated assessment data, students are referred to a Teacher Assistance Team (TAT) for additional support through our Multi-tiered Systems of Support (MTSS) process. Classroom and tiered instruction are driven by an analysis of the data from these assessments.

### **K-3 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>. A scope and sequence articulate the progression within which the standards will be addressed in each grade level. Standards and benchmarks are organized across a continuum, so that learning targets intentionally build as students progress. This 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 instructional strategies is measured by analyzing assessment data on individual students and groups of students within schools and across the district.

Within this scientifically based reading framework, teachers work with students in whole group, small group, and individual contexts in order to meet the varying needs of students through

responsive and differentiated instruction. This model supports students through the gradual release of responsibility with the ultimate goal of independent transfer 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 supported as on-site training is provided at a district and site level. The goal of this comprehensive effort is to significantly raise the level of achievement for all students and increase teacher effectiveness.

**Assessments Used:**

In 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 enrichments, and plan instruction to meet the needs of individual students. Our goal is to help all students achieve grade-level outcomes by the end of each year and to maximize and accelerate growth. As teacher teams in Professional Learning Communities, we gather information and use multiple data points to make decisions about grouping students for instruction and investigating what works well for individual students. District-wide assessment resources are used along with classroom common formative assessments to provide teachers with screening, diagnostic, progress monitoring and benchmark measures to monitor and impact growth. Elementary teachers will also have at least two half-day data workshops, after fall and winter assessments are complete, to review classroom data and inform instruction.

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

Grade	Assessment	When
Kindergarten	Letter Names & Sounds (Baseline and Fall Data) until proficient - Local	Sept, Nov, Jan, May
	Blending & Segmenting (Baseline and Fall Data) - Local	Sept, Nov, Jan, May
	Oral Language (Mondo 5s)	September and May
	BAS - Fountas & Pinnell Benchmark Assessment System	Fall - baseline based on individual student readiness AI K - May
	Fountas & Pinnell High Frequency Words	October and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	MAP - Math and Reading	Sept./Oct., Jan. and Apr./May

Grade 1	Taylor Phonemic Awareness	Sept. - ongoing until proficient
	BAS - Fountas & Pinnell Benchmark Assessment System	October and May
	High Frequency Words	October and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	MAP - Math and Reading	Sept./Oct., Jan. and Apr./May
Grade 2	BAS - Fountas & Pinnell Benchmark Assessment System	October and May
	High Frequency Words	October and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	MAP - Math and Reading	Sept./Oct., Jan. and Apr./May
Grade 3	BAS - Fountas & Pinnell Benchmark Assessment System	October and May
	High Frequency Words	October and May
	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	MAP - Math and Reading	Sept./Oct., Jan. and Apr./May
	MCA - Math and Reading	April 15-May 3
Grade 4	BAS - Fountas & Pinnell Benchmark Assessment System	October and May
	High Frequency Words	October and May

	Phonetic (Spelling) Inventory - Words Their Way	Sept/Oct, (Jan. Opt.)
	MAP - Math and Reading	Sept./Oct., Jan. and Apr./May
	MCA - Math and Reading	April 15-May 3

**Assessment & Proficiency**

The following information represents a definition of the process of assessing students’ level of reading proficiency at the Kindergarten - Grade 5 levels of the district. 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**

A screening assessment collects information on all students in a grade, school and/or district to track growth and allow the district to look for trends and effectiveness of curriculum and instruction over time (Mellard and Johnson, 2008). The district currently uses a local assessment to screen all kindergarten students in the fall.

**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 Fountas and Pinnell Benchmark Assessment System as its diagnostic assessment which is administered to all students K-5 in the fall and spring, and as needed through the year.

With the largest norm-referenced group in the nation, NWEA reports highly accurate norm-referenced scores. Teachers use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. Educators can target instruction so every student is learning and growing.

**Progress Monitoring**

The purpose of progress monitoring is to provide an evaluation of the effectiveness of core instruction and/or interventions. The district uses Running Records to monitor student progress.

## **Proficiency Tool**

Each grade level has identified a proficiency tool to be used to report K-3 assessment data (as required per statute) to the Minnesota Department of Education.

## **Assessment Tools**

### **Local Assessment Packet**

All kindergarten students will be assessed using the Local Assessment Packet. Students scoring below the target will also be flagged for intervention and will be progress monitored on a regular basis to measure achievement and growth.

### **Conferencing**

Conferencing is when a teacher meets individually with a student to review reading/writing goals, track reading development and determine more specific reading or writing needs. Conferencing can occur more frequently with students that are reading/writing below grade level proficiency with results reported to parents as needed and at parent-teacher conferences.

### **Data Analysis**

Data analysis refers to the process of gathering all applicable assessment data at each grade level to evaluate a student's reading proficiency. Teachers will analyze classroom data to inform instruction on a regular basis. Administration and teachers will work together to analyze school-wide data and set site goals and learning targets. Results of this analysis will be shared with parents as applicable.

### **Fountas and Pinnell - Benchmark Assessment System - (BAS)**

This tool is used at least three times per year or more as needed to assess reading engagement, accuracy/fluency and comprehension as well as determine the reading level of a student. Reading behaviors are then used to drive instruction through a balanced literacy framework. This information is shared with parents at parent-teacher conferences.

### **Measures of Academic Progress (MAP produced by NWEA)**

Measures of Academic Progress (MAP) is a series of tests that measure students' general knowledge in reading, math, and science through a computerized test aligned with Minnesota's Academic standards. MAP tests are adaptive tests that assess the instructional level and growth of each student. In District 318, the MAP test is given in the fall, winter and spring to all students K-4. Individual Student Reports are shared at parent-teacher conferences. MAP testing helps teachers identify areas that may be more challenging for students, and if necessary, adjust lesson plans to improve student's understanding. The MAP Reading assessment provides information for five areas:

- Reading
- Comprehension: Informational
- Comprehension: Narrative

- Literature
- Word Recognition/ Vocabulary

**Minnesota Comprehensive Assessment (MCA)**

The MCA Reading 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**

<b>Kindergarten Assessment</b>	<b>Proficiency Score</b>
Benchmark Assessment System	Text Level C
Letter ID and Letter Sound	26/26 (F)31(W)31/(S)31
Word Blending/Segmenting	(W)12 & (S)12
Instructional Text Level	(W) A and (S) D
High Frequency Words	(S) 20 - 34
Oral Language - Mondo *Mastery - do not reassess	(F)5 (W)5 (S)5
Writing - High Frequency Words	(S) 26
MAP (NWEA)	F141/W151.3/S158.1

<b>First Grade Assessment</b>	<b>Proficiency Score</b>
Oral Language (Mondo 5s)	(F) 7 (W) 14
Taylor Phonemic Awareness	
BAS - Fountas & Pinnell Benchmark Assessment System	(F)D, (W) G, (S) J
High Frequency Words	(F) 25-34, (W) 50-89 (S) 125-139
Writing High Frequency Words	(S) 51
MAP (NWEA)	(F)160.7, (W) 171.5 (S) 177.5



<b>Second Grade Assessment</b>	<b>Proficiency Score</b>
BAS - Fountas & Pinnell Benchmark Assessment System	(F)K, (W) L , (S) M
High Frequency Words *Read and Write	(F) 125-139, (W) 140-164, (S) 175-199
MAP (NWEA)	(F)174.7, (W) 184.2 (S) 188.7

<b>Third Grade Assessment</b>	<b>Proficiency Score</b>
BAS - Fountas & Pinnell Benchmark Assessment System	(F)N, (W) O , (S) P
High Frequency Words *Read and Write	(F) 200-224, (W) 240-264, (S) 275-299
MCA	350 or higher
MAP (NWEA)	(F)188.3, (W) 195.6 (S) 198.6

<b>Fourth Grade Assessment</b>	<b>Proficiency Score</b>
BAS - Fountas & Pinnell Benchmark Assessment System	(F)Q, (W) R , (S) S
High Frequency Words *Read and Write	(F) 300-324, (W) 340-364, (S) 375-399
MCA	450 or higher
MAP (NWEA)	(F)198.2, (W) 203.6 (S) 205.9

<b>Fifth Grade Assessment</b>	<b>Proficiency Score</b>
BAS - Fountas & Pinnell Benchmark Assessment System	(F)T, (W) U , (S) V
High Frequency Words	(F) 400-424,

*Read and Write	(W) 440-464, (S) 475-499
MCA	550 or higher
MAP (NWEA)	(F)205.7, (W) 209.8 (S) 211.8

### 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	66.9%	58.6%	171	292

\*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.

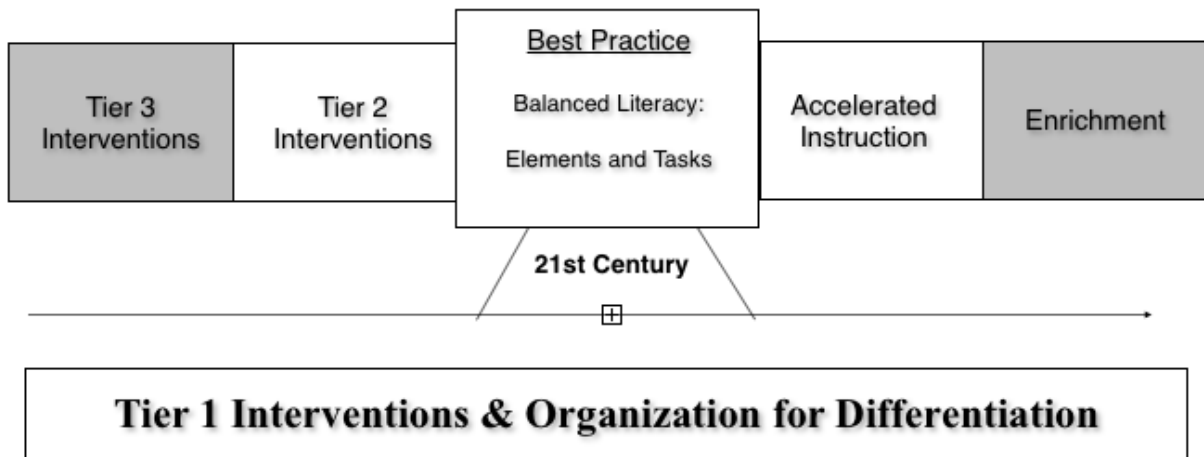
### Using Data to Inform Instruction

Teachers in District 318 area schools are using data to inform their instructional decisions on a day to day basis. Analyzing results from the NWEA and BAS 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.

### 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.

## Balanced Literacy Tiered Model



District 318's Reading Program is based on effective, balanced 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 teachers and principals are studying LETRS, 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 text in multiple context to read and write with purpose, clarity, controlled speed, and accurate expression and inflection.

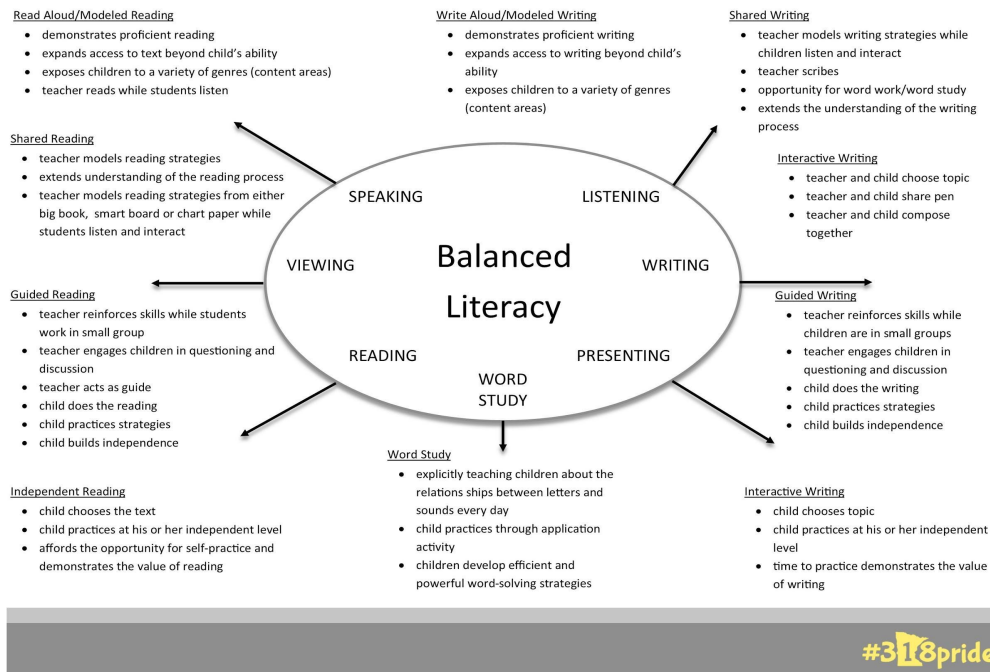
**Comprehension:** Students must acquire the ability to make meaning of texts and produce meaningful texts. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must apply strategies, construct background knowledge, and monitor their understanding while reading appropriately leveled texts and engaging in meaningful writing activities.

**Core Curriculum: Reading Writing Units  
Understanding by Design Process**

Reading Program	Writing Workshop
<ul style="list-style-type: none"> <li>● Modeled and Shared Reading: F&amp;P Shared reading resources K-2, Interactive Reading Aloud (Hoyt) provides the scope and sequence for comprehension strategies and the framework for social interaction to enhance student thinking and discussion about reading. The teacher is able to model his/her thinking out loud, providing students with the opportunity to watch a master reader apply his/her techniques and tactics effectively. Both the teacher and students interact with a text during a read aloud. This usually takes the form of a “focus lesson” and involves “Big Books” or a class read-aloud and student reading materials. The district adopted a new K-5 language arts curriculum in 2018-9 school year, Journeys.</li> <li>● Guided Reading: Leveled fiction and nonfiction books are used in small group instruction to teach skills and strategies at the student’s individual reading level. The district has Benchmark, Mondo and F&amp;P Guided Reading resources. And Capstone for grades 3-4. The teacher utilizes flexible grouping and usually takes place while other students are working on Independent Literacy Tasks.)</li> <li>● Independent Reading: Students engage in literacy work at their independent level including reading, word work, book discussion, and writing. They are able to sustain focus and retain information without assistance.</li> <li>● Conferences: Conferencing is when a teacher meets individually with a student to review reading goals, track reading development and determine more specific reading needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Modeled and Shared Writing: Being a Writer and mentor texts are used to develop mini lessons for teaching students an explicit writing concept.</li> <li>● Guided Practice: Conferencing with students provides the opportunity for differentiating instruction to meet students’ needs and to provide feedback.</li> <li>● 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.</li> </ul>

- Resources that promote focused, differentiated learning in the core classroom are:
- ★ Being A Writer
- ★ Leveled Books
- ★ Interactive Read Aloud Mentor Text
- ★ Words Their Way
- ★ Fountas & Pinnell Guided Reading
- ★ F&P Phonics K-2 and Phonics & Word Study 3-4
- ★ Progress monitoring tools
- ★ Benchmark Assessment System

## What is Balanced Literacy?



#318pride

## Intervention Programming - Tiered Instruction

### Tier 1 Interventions

In Tier 1, interventions are provided by the classroom teacher in the regular classroom. Interventions are based on data gathered from the BAS assessment and NWEA, along with best practices in reading instruction. Progress is monitored weekly by the classroom teacher using running records or oral reading fluency probes. Additional targeted instruction can occur during individual reading and writing conferences.

## **Tier 2 Interventions**

In Tier II, standardized interventions are provided by the Title Staff in a small group setting (3-4 students) for 25 minutes, 5 times a week using the Leveled Literacy Intervention Program (LLI). This setting provides more time, more explicitness, more focus, and more opportunities for students to respond. This intervention is in addition to Tier I supports provided by the classroom teacher. LLI has been in place for the past five years.

*The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Progress is monitored weekly by the LLI instructor.*

K-2 students who are non-readers or dyslexic and require Tier 2 interventions start out with Let's Play Learn, Go Phonics, and/or Orton Gillingham, which are all multi-sensory approaches to teaching phonics and phonemic awareness. District 318 also has over ten teachers at Tier 2 and 3 trained in the Orton Gillingham model for reading intervention.

The Minnesota Reading Corps members also take students identified as struggling readers one at a time for 25 minutes five days a week to increase reading fluency. The Minnesota Reading Corps has been in place for the past three years for grades Kindergarten through Grade 3.

## **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 IEP or DEP
- Frequency of the intervention, materials selected, and group size is determined by the Individual Education Plan (IEP) or the Differentiated Education Plan (DEP)
- Progress monitoring as determined by the IEP or DEP
- Staff trained in using Orton Gillingham model for reading intervention

## **Parent Communication Process**

Research shows that involving parents in the education process has a positive effect on student achievement. The District 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 and MAP assessments are printed and sent home to parents. Parents are provided the opportunity to discuss the results with their child's teacher at Fall conferences. The parent report from the State will also be posted on the District website.

District # 318 report cards provide literacy proficiency to parents of K-1 students three times per year and for grades 2-12, four times per year. Any student in the LLI program has daily letters sent home informing parents of instructional goals. The Reading Corps members provide progress monitoring charts to parents weekly. Special education students have four report cards, progress reports 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, Project Read, Invest Early, ECFE, Parent Portal, Instant Alert, Parenting Support strategies, Summer Reading Machine, FRED events, AmeriCorp, 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 concerted effort will be made to secure community people to engage with all students. Because these 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 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 community 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. Americorp volunteer coordinator has been hired to recruit, train and schedule volunteers for elementary buildings.

## DECISION MAKING

1. Joint PTC meetings will occur twice in 2018-19 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 intends to provide support for teachers to incorporate differentiated instruction into their daily lesson plans. LETRS, Responsive Classroom, Leveled Literacy Intervention, Technology based reading applications, responsive instruction using a comprehensive balanced literacy framework, Daily 5, Café and MTSS are all methods that support differentiated instruction in the classroom.

Professional development activities will target best practices in administering common formative assessments, best practice instructional techniques for balanced literacy including word work, reading and writing.



Trend data from 2013-2018 has shown slight increases in most buildings across the district and a significant increase at the middle and high school levels. Staff will also use NWEA MAP data to inform instructional changes. Staff have incorporated many best practice strategies over the past two years.

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 be participate in Professional Learning Communities that address evidence-based practices in reading. The district will continue to provide PLC time every Wednesday for all staff.
- All new staff will be trained in district and site reading goals guided reading/writing, shared reading/writing, and will be provided with district curriculum alignment information.
- Continue to design and implement common formative assessments for K-6 teachers
- Develop professional development library for all staff
- Through workshops and professional learning communities:
  - Identify students not meeting or partially meeting using MCA and MAP data.
  - Develop instructional strategies for differentiating instruction and responsive teaching.
  - Assess effectiveness of instructional strategies by interpreting the data of common formative assessments.
  - Develop variety of classroom interventions to be used during instruction 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.
- Teachers will attend technology trainings to encourage integrating technology across the curriculum.
- Data Visualization data warehouse training will be offered to all teachers and administrators.
- Training in Responsive Classroom at the elementary level.
- Training in scientifically based reading Interventions for all K-6 teachers.

All data required will be posted to the Minnesota Department of Education website by July 1, 2020.