

Annual Review of the WBWF Goals

World's Best Workforce

Plan 2019-2020

Presented to School Board, December 14, 2020

Stakeholders Advisory Committee

| District Advisory Committee Member | Role in District |
|---|-------------------------|
| Patrick J. Sutlief | Principal |
| Scott Vedbraaten | Superintendent |
| Bob Bryniarski | School Board Chair |
| Lindsay Kugel | School Counselor |
| Wayne Petermeier | AD/Dean of Students |
| Rollie Lais | CTE Teacher |
| Roger Irsfeld | Parent |
| | Student |
| | Student |
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Goals

a. All Students Ready for School

All students (100%) will have experienced pre-school screening prior to their first day of school in the 2019-2020 school year.

92% of all students beginning Kindergarten will have experienced Early Childhood Special Education, Head Start, School Readiness, and/or Early Childhood Family Education. At least one of these programs is available to pre-school aged students in the Browerville area.

Extensive efforts were made during the summer of 2019 to accommodate the growing pre-school programs at Browerville Public Schools. A new Head Start room was created and staffed for all-day Head Start and all-day preschool/School Readiness.

Goal Results

While most students attended an organized school preparation program like Early Childhood Family Education, Early Childhood Special Education, School Readiness, or Head Start program, there were a couple students who attended Kindergarten in 2019-2020 who did not attend one of these programs.

GOAL NOT MET

All Kindergarteners in 2019-2020 were pre-school screened.

GOAL MET

b. All Students in Third Grade Achieving Grade-Level Literacy

Browerville Elementary School students will work to increase the percent of students meeting or exceeding state standards in Reading MCA tests by 6% in the spring assessments in 2020. In 2019, Grade 3 MCA Reading proficiency rate was 39.5%. Our goal is to reach 45.5% of 3rd graders meeting or exceeding standards in MCA Reading in Spring 2020.

The literacy goals for our third graders were primarily based on MCA data. Browerville Public Schools also implements aimswebPlus assessments to measure progress of individual students through the school. However, due to COVID-19, the spring administration of aimswebPlus benchmark and MCA tests were cancelled. As a result, there were no data to assess the progress on our literacy goals.

GOAL “INCONCLUSIVE”

c. Close the Achievement Gap Among All Groups.

The demographics of Browerville Elementary does not allow for subgroup reporting due to a small sample size.

Due to COVID-19, the spring administration of aimswebPlus benchmark and MCA tests were cancelled. As a result, there were no data to assess the progress on our goals to close the achievement gaps. Also, due to the limited subgroup sample size, reporting on their achievement levels could be a student privacy breach.

GOAL “INCONCLUSIVE”

d. All students Career- and College-Ready by Graduation

All (100%) Browerville High School students will have participated in a career interest study and assessment. In addition, all students (100%) will review their academic plan with the school counselor starting in grade 7.

This goal will be achieved by beginning their high school career with PRCI in grade 7. PRCI (Personal Resources Career Investigation) is a course designed from the former Department of Children, Families, and Learning performance packages called Personal Resources and Career Investigation. In this course, student are introduced to MCIS (Minnesota Career Information Systems). The career investigation will include college fairs, career fairs, ASVAB Assessments, Accuplacer examinations, ACT examinations, Career and College class (elective for grades 11 and 12), Career and Technology Education (CTE) course offerings, daily access to the school counselor, etc.

Career and College Readiness Table 2019-2020 Browerville Public Schools, District #787

| Activity | Gr | Description | Person | Time |
|-------------------------------------|-------|---|--------------------------------|------------------------------|
| ASVAB Assessment | 11 | Participation in ASVAB assessment and career inventory. Two weeks later, engage in ASVAB interpretation. | L Kugel | December |
| MCIS, iSeek.org | 7-12 | Beginning of Personal Learning Plan (PLP)-7 Review of PLP-9 Revisit review of PLP-11-12 | D Olander L Kugel | |
| NCRC Assessment | 12 | Participation in NCRC Assessment | Rural MN CEP worker | |
| College Fair | 11-12 | Students travelled to CLC, Brainerd for College Fair | L Kugel | Sept 18 |
| Career Fair | 10 | Travelled to Brainerd for Career Fair | L Kugel | Nov 22 |
| Career Fair | 10 | Travelled to Brainerd CLC for Career Fair put on in cooperation with Bridges and CLC. | L Kugel | March |
| John Baylor ACT Prep | 11 | Organized for 11 th graders who choose to participate in John Baylor ACT test prep. | L Kugel | Jan-Mar |
| ACT Exam | 11-12 | 11 th Graders have free access to ACT exam, 12 th graders are encouraged to take it if the they not yet attempted it. | L Kugel | April |
| College Appl. Meeting | 12 | L Kugel and Dave (Rural MN CEP) met with seniors at the start of MNSCU free application week/month. | L Kugel | Oct |
| Alex Tech College visit | 11-12 | A trip to Alexandria Technical College. | L Kugel R Lais, D Custer | Oct 30 |
| Camp Ripley Visit | 11-12 | A trip to visit Camp Ripley to see various careers associated with the full time military. | D Custer R Lais | Nov 25 |
| Career Fair LPGE | 11-12 | Career Fair but on by LPGE and Long Prairie Chamber of Commerce | L Kugel | Nov 6 |
| Class Meetings Scheduling | 7-11 | Meeting with individual classes regarding class requirements and scheduling | L Kugel | March |
| Career and College Readiness Course | 11-12 | Course outlines interview skills, college application and job application practice, soft skill reviews, interest inventories, etc. | D Olander | Both Semesters |
| 7 th Grade Orientation | 7 | Incoming 7 th graders get an overview of the rules and expectations, and keys to success in our secondary school. | P Sutlief | August |
| Senior Plan Meeting | 12 | Counselor meets with students regarding planning for postsecondary activities. | L Kugel | Fall, follow up Spring |
| Scholarship web site | 12 | A website is designed for posting scholarships. | L Kugel | All year |

| | | | | |
|--|-------|---|-------------------------------|----------|
| PSEO. College Planning meeting | 11-12 | Students planning to take CIS and PSEO courses meet to discuss requirements and expectations for these courses. | L Kugel | Sept/Oct |
| Work Release Course | 11-12 | A course designed to allow OJT for students, teacher follows through with employers. Also has career preparation curriculum. | R Lais | All Year |
| Small Group Career meetings | 10 | Rural MN CEP worker meets with small groups of students to discuss career and college aspirations. | Emily Shae Rural MN CEP | Sept-Dec |
| Personal Learning Plan Revisit | 9 | In Computer Application class. | D Olander | Jan-Mar |
| PRCI | 7 | Course designed to review school success skills like time management, notetaking, organization, and introduction to MCIS/iSeek. | D Olander | Sept-Jan |
| 7 th Grade Career Exploration | 7 | L Kugel and Stacy Marxer of Upward Bound meet with 7 th graders to review career and college plans. Focused on looking at school beyond high school. | L Kugel S Marxer | 1X Month |
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| | | | | |

Each high school junior participates in the ASVAB assessment and interpretation. Fortunately, we were able to have the ASVAB assessment and interpretation before the COVID-19 closures. We were able to do most of the career and college readiness activities listed in the table above.

GOAL MET

e. All Students Graduate

The goal for Browerville Public Schools is to have all (100%) students graduate. This would be a great improvement from 2016 (87%) and 2017 (83.3%).

This goal can be achieved with the help of the school counselor, who maintains records of credit requirements for all students in Browerville High School. The counselor meets with students at risk of falling short of graduation requirements and offers support for those students. When a student falls behind in graduation requirements (credits), options to make those credits include night school at a nearby ALC, summer programming at a nearby ALC, after school credit recovery, and summer credit recovery.

*Graduation rates are difficult to assess with a single measurement. There is a 4-year rate, 5-year, 6-year, and a 7-year rate. In reality, our goal is to have all students (100%) graduating on time or within the first six months as a summer graduate. This is also challenging because of the prevalence of on-line classes being taken by students. The on-line classes are taught by teachers outside our building, so student progress and support is limited. We are limited to finding out a student is deficient in credit after the credits are awarded (or not awarded as the case sometimes is). We use a school counselor to offer support to the students who are taking on-line classes.

Browerville Public Schools holds firmly the goal that 100% of students graduate on time, or within the year. Unfortunately, we did not reach that goal. The results of the graduation rate according to

the School Report Card (<https://rc.education.mn.gov>) the graduation rates for Browerville High Schools over the years went from 80.0% - 2015; 87.7% - 2016; 83.3% - 2017; 92.07% - 2018; 92.1% - 2019; and approximately 91.3% - 2020. I believe the graduation rate would have been better for 2020 if not for the COVID-19 closures and restrictions to distance learning.

GOAL NOT MET

Identified Needs Based on Data

A Comprehensive Needs Assessment will be completed by teachers, staff, board members, parents, and students to inform the district on needs of the district.

Browerville Public Schools will use state MCA results and AIMS Web Plus results (which includes benchmarks three times per school year with progress monitoring for select students) to determine student academic achievement levels.

Systems, Strategies, and Support Category

a. Students District Focus areas for the 2018-2019 school year

Measures of student achievement used in Browerville Public Schools include AIMS Web Plus in reading and mathematics for grades K-8, MCA results in reading, mathematics, and science for grades 3-11, ACT results for grades 11 and 12, ASVAB results for grade 11, and Accuplacer assessment results for select students in grades 10 and 11.

Aims Web Plus is benchmarked three times per school year with progress monitoring for select students who show intervention needs. Accuplacer and ACT scores are used for students who choose to take it. The scores are used for individual measures and indications of needs. ASVAB assessments are given to all 11th graders.

Disaggregation of student data based on subcategories is difficult, since statewide assessments indicate our populations are too small to report. Teachers review data from AIMS Web and MCAs for each individual student and apply subcategory status individually.

b. Teachers and Principal

Teacher Observation and Evaluation are primarily done through the Marzano Model.

Teachers in Browerville Public Schools participate in PLCs. Each PLC selects a focus area for the year, and follows this area during the six meeting days throughout the school year. PLCs also include a review of data from AIMS Web Plus, MCAs, and ACT assessments.

Principal Evaluations are based on Competencies. The focus of Competencies for the 2018-2019 school year are Communication, Instructional Leadership, and Safety and Security.

c. District

Browerville Public Schools updated its infrastructure this past summer, upgrading the wireless internet access to better serve our one-to-one Chromebook initiative for grades 7-12, and increase of Chromebook access for grades 3-6. The one-to-one initiative allows for teachers to embed Google Classroom in their instruction.

Browerville Public Schools continues to involve Technology Mobile, an effort through Region 5 (Sourcewell, formerly NJPA) that integrates science and technology. Efforts through Technology Mobile include school gardens (both outdoor and indoor water gardens), Sphere-o balls for coding and programming, lego robotics, and 3D printer activities.

Browerville Public Schools #787
Local Literacy Plan

Statement

Browerville Public School, District #0787, developed the Local K-3 Literacy Plan to ensure that our students will be reading proficiently by the end of third grade, in accordance with Minnesota Statute 120B.12

Board Approval

Browerville Public School Board for District #0787, initially approved the Local K-3 Literacy Plan in June, 2012. A revised and updated version of the plan was approved in June, 2013, June 2014, July, 2015, June 2016, June 2017, June 2018, and again in **June 24, 2019** (pending the June, 2019 school board meeting).

1. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

a. Student achievement results and growth data in grades K-3 shows that our school population is making progress in improving reading. Student proficiency in Reading for our Grade 3 students has been very strong over the past few years as a result of the initiatives put in place in Kindergarten through Grade 3. In the subgroups of Title I and Special Education, students continue to be in need of interventions in reading and vocabulary.

b. & c.

Core Literacy Instruction Practices and Supports for K-3

| Instruction | K | Grade 1 | Grade 2 | Grade 3 |
|--|---|---|---|---|
| Core Instruction | | Houghton Mifflin | Houghton Mifflin | Houghton Mifflin |
| Time Spent | | 85 Minutes | 90 Minutes | 90 Minutes |
| Intervention and Supplemental Instruction | -Targeted Title I -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum | -Targeted Title I -Early Intervention in Reading (E.I.R) -Phonemic Awareness (LiPS) -Leveled Library -IXL Literacy Intervention -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum | -Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -IXL Literacy Intervention -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum | -Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -IXL Literacy Intervention -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum |
| Flexible Group Instruction | | -Whole Group and Small Group Instruction | -Whole Group and Small Group Instruction | -Whole Group and Small Group Instruction |
| Assessment | -AIMS Web Plus | -AIMS Web Plus -Informal Assessments | -AIMS Web Plus -Informal Assessments | -AIMS Web Plus -Weekly Assessments (Basal) -MCA II Reading -Informal Assessments |

2. Statement(s) of process to assess students’ level of reading proficiency including assessments used, when administrated, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

Assessment of Reading Proficiency

| | |
|------------------|---|
| -AIMS Web Plus | -Screening assessment used. Benchmark administered in the fall, Winter, and Spring in the areas of Oral Reading Fluency and Reading Comprehension. -Strategic Monitoring is administered monthly to those students who indicated need in their Benchmark tests. -Progress Monitoring is administered bi-weekly to students in need. |
| Houghton Mifflin | Teachers implement Houghton Mifflin assessments built into the curriculum. |
| Freckle | Freckle intervention contains internal assessments to maintain students on their appropriate reading levels. |

| | |
|------------------|---|
| IXL | The web-based intervention provides an assessment tool to measure progress in reading for individual students. |
| Read Theory | Read Theory will be implemented periodically throughout the school as another measure of student achievement to help identify students in need of further support and/or interventions. |
| -MCA-III Reading | -Reading Assessment for all 3 rd grade students |

-Results of AIMS Web Plus assessments are shared with parents at the Fall Parent-Teacher Conferences, and are sent home with each quarterly report card.

-MCA III- Reading results are shared with parents during the Fall Parent-Teacher Conferences held in November.

-Parents are welcome to schedule conferences with teachers to discuss results from each of these assessments at any time.

3. Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through Grade 3.

a. & b. Informational letters sent home regularly regarding curriculum content.

Individual student concerns are communicated with parents through a scheduled conference, written communication, or by telephone, as needed.

c.

Entrance and Exit Criteria intervention groups

| | |
|--------------|---|
| Kindergarten | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Letter Name Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. Students meet Benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |
| Grade 1 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Phoneme Segmentation, Nonsense Word Fluency, Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |
| Grade 2 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and |

| | |
|---------|--|
| | Reading (for Grades 2-3). |
| Grade 3 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |

d. Resources and tools for parents include: Extension activities that focus on core reading instruction.

4. Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress

a.

Interventions and Instructional Supports available to students

| Intervention / Supprt | When Intervention / Support Is Available | Purpose Of Intervention / Support |
|------------------------------------|--|--|
| Targeted Services | Available after school twice per week. | Supporting the need for more individualized instruction to assist the student to meet grade level standards. |
| EIR (Early Intervention inReading) | Available to students in 1 st , 2 nd , and 3 rd grades who qualify due to the results of the EIR tests. Students are identified for EIR testing by formal assessments and informal teacher observation. | Support struggling students to close the gap that exists between their proficiency level, and benchmark proficiency. |
| Title I | Available for daily help. Students are identified by teacher referral, and parent referral. | Provides more individualized or small group support to struggling students. |
| Summer Reading Program | Funded and implemented through the Title I program, a summer reading program will be initiated in the summer of 2019. | Decrease the “summer slide” for students who struggle to meet reading standards. |
| Haggerty Phonemic Awareness | Utilized for Kindergarten, 1 st , 2 nd , and 3 rd grade students. | Building and tracking sound recognition for developing early literacy skills. |
| -IXL (Web-based intervention) | Each class, grades Kindergarten through Grade 3 participate in a minimum of 30 minutes of IXL per day, at least three days per week from October through the end of May. | Developing phonemic awareness skills, vocabulary skills, and decoding skills, and comprehension skills. |

5. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction

Professional Development for Elementary Teachers

a. Professional Learning Communities are held monthly for teachers to apply scientifically based reading instruction strategies, and study the data from progress monitoring assessments to assist in determining the effectiveness of the instructional strategies as well as realigning student reading groups. Also, there will be PRESS training for many primary grade teachers to implement interventions to improve student reading proficiency.

b. Teachers meet for two hours, once per month during the school day to meet for professional development. Informally, teachers meet to discuss instruction, student achievement, and assessment data.

c., d. & e. Teachers research, practice, and assess scientifically-based reading practices, to use in their classrooms. Teachers and reading specialists will model scientifically based reading practices

Teachers have participated in observations of modeled scientifically based reading practices in other schools, as well as being observed by reading specialists in strategy development in practice within their own classrooms. Reflection on the practices follows observations to improve reading instruction.

6. Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

a. See charts under subsection 1 and 4

b. Study of AIMS Web Plus data is done monthly to inform the teachers of the areas of need, is such areas arise. (See subsection 5)

c. Professional Learning Communities are formed and in practice with the guidance of National Joint Powers Association. (See subsection 5)

7. Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

* Note: Our English Language identified student percentages are relatively low. (<5%) Students are often identified through home questionnaires and parent teacher conferences.

a. Student data on English language acquisition is obtained initially through home questionnaires completed upon enrollment into our schools. Students identified from the questionnaire will have data from AIMS Web Plus studied by the lead instructor. Needs of the identified students will be derived from the results of the AIMS Web Plus data. Statistically, we have a small percentage of English Language and minority students. As the need would grow,

b. Student needs, as assessed through home questionnaires as well as parent-teacher conferences.

c. Disaggregated data most useful for our student population focuses on economic indicators, and special education identification.

d. As needs arise, we would access resources for training and coaching in working with students identified as English Language Learners.

8. Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage.

Assessments used in Kindergarten through Third Grade are AIMS Web Plus Assessments.

a. Data collected in diagnostic and progress monitoring is visited monthly and used to identify the needs of students.

b. Data is used to determine proficiency by comparing individual student scores to nationally normed scores to determine proficiency.

c. Regular data review of the assessment results are done during monthly Professional Learning Community meetings.

Minnesota Center of Reading Research (MCRR)

Local Literacy Plan built on the Minnesota Department of Education-Supplied Template

District: Browerville Public Schools, 0787

Last revised:

Developed by: K Johnson, M Irsfeld, K Peterschick, P Sutlief

Purpose Statement

Browerville Public School, District #0787, developed the Local K-3 Literacy Plan to ensure that our students will be reading proficiently by the end of third grade, in accordance with Minnesota Statute 120B.12

Use of Data

Comprehensive Needs Assessment (CNA)

A Comprehensive Needs Assessment (CNA) was conducted in May, 2019. The areas of inquiry in the CNA included an inventory of reading strategies employed in Browerville Public School classrooms, an assessment of effectiveness in reading instruction, an assessment of professional development needs, and an evaluation of Professional Learning Communities and their role in improving student achievement in the area of reading.

The results of the CNA are reviewed by the leadership team to guide and inform continuous improvement efforts in several areas that include reading.

Assessment Plan

Browerville Public Schools, District #0787 employs a series of assessments in reading using AIMS Web Plus. AIMS Web Plus is a nationally norm referenced assessment tool that is administered to all students in grades K-8. Browerville Public Schools, District #0787 administers benchmark assessments three times per year, and progress monitoring bi-weekly for students reading below grade level. Results of the AIMS Web Plus

Assessments in reading are communicated with parents at the Fall Parent-Teacher Conferences, and are sent home with each quarterly report card.

Other assessments:

Houghton Mifflin: Houghton Mifflin is the base reading curriculum in Browerville Elementary School and has embedded assessments within their curriculum.

Freckle: Freckle is a computer delivered intervention that contains internal assessments to maintain individual students on their appropriate reading level.

IXL: IXL is a computer delivered intervention that contains internal assessments to maintain individual students on their appropriate reading level.

ESGI: ESGI is an assessment tool implemented in the Kindergarten and 1st grade. The results of ESGI assessments are communicated to the parents with program specific communication tools for effective parent involvement.

Read Theory: Read Theory will be implemented periodically throughout the school year as another measure of student achievement to help identify students in need of further support and/or interventions. Read Theory is an assessment tool used for students previously identified as reading below grade level.

MCA III: MCA III tests are administered to students including 3rd Grade. The results of the MCA III tests are communicated to parents and used by Browerville Public School, Dist #0787 to inform instruction.

Action Planning for Continuous Improvement

Students identified as reading below grade level receive interventions. Criteria for entering and exiting intervention groups are identified in the table below.

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|--------------|---|
| Kindergarten | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Letter Name Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. Students meet Benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |
| Grade 1 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Phoneme Segmentation, Nonsense Word Fluency, Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |
| Grade 2 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |
| Grade 3 | Using AIMS Web Plus data applied to the AIMS Web Plus National Norms Table for Reading Curriculum-Based Measurement (Fluency and MAZE Comprehension). Students meet benchmark if they are at, or above the 50 th percentile. Data from AIMS Web Plus are compiled into composite scores for Early Literacy (for Grades K-1) and Reading (for Grades 2-3). |

Evidence-based Interventions

Evidence-based interventions are employed for students identified as reading below grade level. Interventions employed in Browerville Public Schools, Dist. #0787 are outlined in the table below.

| Intervention / Supprt | When Intervention / Support Is Available | Purpose Of Intervention / Support |
|------------------------------------|--|--|
| Targeted Services | Available after school twice per week. | Supporting the need for more individualized instruction to assist the student to meet grade level standards. |
| EIR (Early Intervention inReading) | Available to students in 1 st , 2 nd , and 3 rd grades who qualify due to the results of the EIR tests. Students are identified for EIR testing by formal assessments and informal teacher observation. | Support struggling students to close the gap that exists between their proficiency level, and benchmark proficiency. |
| Title I | Available for daily help. Students are identified by teacher referral, and parent referral. | Provides more individualized or small group support to struggling students. |
| Summer Reading Program | Funded and implemented through the Title I program, a summer reading program will be initiated in the summer of 2019. | Decrease the “summer slide” for students who struggle to meet reading standards. |
| Haggerty Phonemic Awareness | Utilized for Kindergarten, 1 st , 2 nd , and 3 rd grade students. | Building and tracking sound recognition for developing early literacy skills. |
| -IXL (Web-based intervention) | Each class, grades Kindergarten through Grade 3 participate in a minimum of 30 minutes of IXL per day, at least three days per week from October through the end of May. | Developing phonemic awareness skills, vocabulary skills, and decoding skills, and comprehension skills. |

Parent and Community Engagement

All parents and community members are invited to attend an open house in August, prior to the start of the school year. At this open house, parents are invited to participate in stakeholder meetings to guide the school in its reading instruction.

Communication Plan

Reporting to Stakeholders

This plan, as well as other plans/reports are delivered to stakeholders at public school board meetings throughout the school year.

Reporting to Parents/Guardians

Results of MCA III assessments for Grade 3 are reviewed with the Browerville Public Schools Board in the August or September board meeting, depending on the public release date by the Minnesota Department of Education.

Results of the AIMS Web Plus Assessments in reading are communicated with parents at the Fall Parent-Teacher Conferences, and are sent home with each quarterly report card.

Professional Development

- a. Professional Learning Communities are held monthly for teachers to apply scientifically based reading instruction strategies, and study the data from progress monitoring assessments to assist in determining the effectiveness of the instructional strategies as well as realigning student reading groups. Also, there will be PRESS training for many primary grade teachers to implement interventions to improve student reading proficiency.
- b. Teachers meet for two hours, once per month during the school day to meet for professional development. Informally, teachers meet to discuss instruction, student achievement, and assessment data.
- c., d. & e. Teachers research, practice, and assess scientifically-based reading practices, to use in their classrooms. Teachers and reading specialists will model scientifically based reading practices

Teachers have participated in observations of modeled scientifically based reading practices in other schools, as well as being observed by reading specialists in strategy development in practice within their own classrooms. Reflection on the practices follows observations to improve reading instruction.

*NAPE results are not available to our school to place in this report.