

#0787 BROWERVILLE
PUBLIC SCHOOL

Statement

Browerville Public School, District 787, has 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 #787, 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, and again in **June, 2016** (pending the June, 2016 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		-Early Intervention in Reading (E.I.R) -Phonemic Awareness (LiPS) -Leveled Library -Learning A-Z (Web-based intervention)	-Early Intervention in Reading (E.I.R) -Leveled Library -Learning A-Z (Web-based intervention)	-Early Intervention in Reading (E.I.R) -Leveled Library -Learning A-Z (Web-based intervention)
Flexible Group Instruction		-Whole Group and Small Group Instruction	-Whole Group and Small Group Instruction	-Whole Group and Small Group Instruction
Assessment	-AIMSweb	-AIMSweb -Informal Assessments	-AIMSweb -Informal Assessments	-AIMSweb -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.

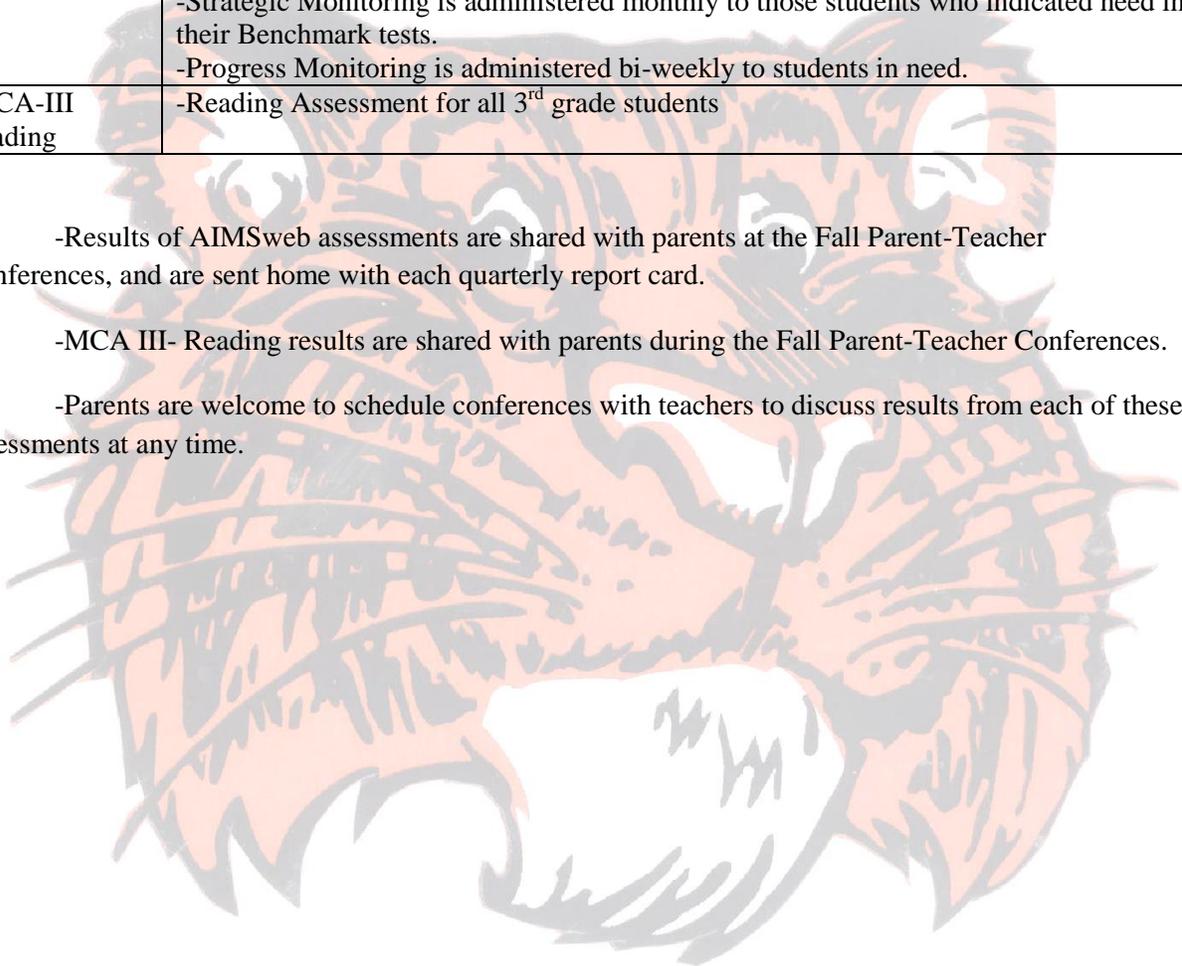
Assessment of Reading Proficiency

-AIMSweb	-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.
-MCA-III Reading	-Reading Assessment for all 3 rd grade students

-Results of AIMSweb 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.

-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 AIMSweb data applied to the AIMSweb 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.
Grade 1	Using AIMSweb data applied to the AIMSweb 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.
Grade 2	Using AIMSweb data applied to the AIMSweb 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.
Grade 3	Using AIMSweb data applied to the AIMSweb 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.

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.
LiPS Phonemic Awareness	Utilized for Kindergarten, 1 st , and 2 nd grade students.	Building and tracking sound recognition for developing early literacy skills.
-Learning A-Z (Web-based intervention)	Each class, grades Kindergarten through Grade 3 participate in a minimum of 30 minutes of Learning A-Z per day, at least three days per week from January 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.
- 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 data is done monthly to inform the teachers of the areas of need, in 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 studied by the lead instructor. Needs of the identified students will be derived from the results of the AIMS Web 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 would 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 for all students in

Assessments used in Kindergarten through Third Grade are AIMS Web 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)

