#0787 BROWERVILLE PUBLIC SCHOOL

Statement

Browerville Public School, District #0787, developed the Local K-3 Literacy Plan to report how Browerville Public Schools ensure that its students will be reading proficiently by the end of third grade, in accordance with Minnesota Statute 120B.12. Browerville Public Schools' Literacy Plan outlines the base curriculum for reading instruction, process of identifying students with reading challenges, the process of reporting reading levels, the interventions implemented for students with reading deficits, and staff development efforts to improve student achievement in the area of reading.
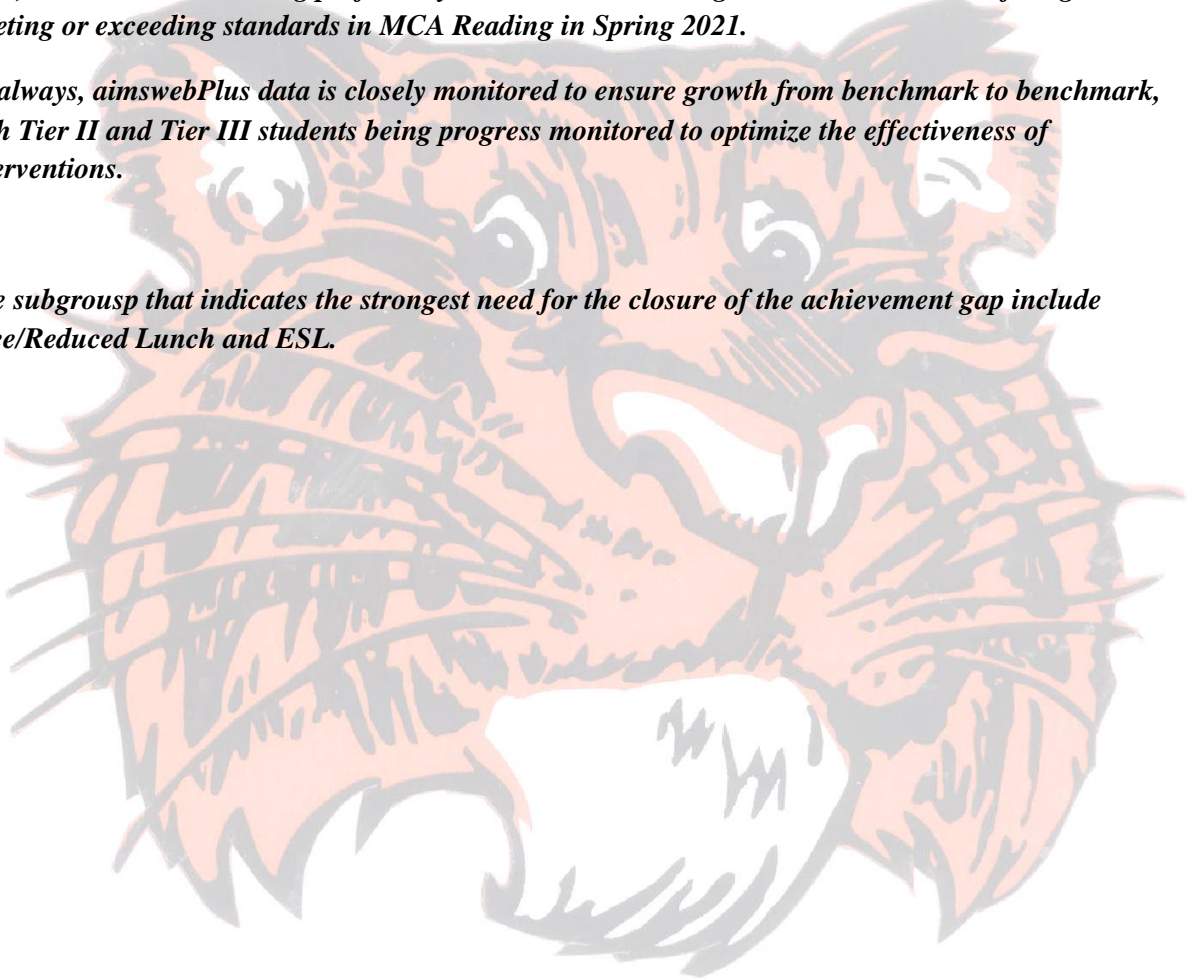
Board Approval

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 June 2019. **June 29, 2020** (introduced a new format to meet the requirements of the Minnesota Department of Education) pending the June, 2020 school board meeting.

School-Wide Goal Reading

A goal for reading: *Due to the COVID-19 closures, Browerville Elementary was unable to participate in MCA assessments in the spring of 2020. Goals will be based on the results of aimswebPlus winter administration from the 2019-2020 school year and the MCA results from the spring of 2019. 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 2021 from 2019. 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 2021.*

As always, aimswebPlus data is closely monitored to ensure growth from benchmark to benchmark, with Tier II and Tier III students being progress monitored to optimize the effectiveness of interventions.

The subgrousp that indicates the strongest need for the closure of the achievement gap include Free/Reduced Lunch and ESL.

A. Curriculum for Core Instruction

	K	Grade 1	Grade 2	Grade 3
Core Instruction	Houghton Mifflin "Journeys"	Houghton Mifflin "Journeys"	Houghton Mifflin "Journeys"	Houghton Mifflin "Journeys"
Time Spent		85 Minutes	90 Minutes	90 Minutes
Flexible Group Instruction	-Reading instruction in whole group and centers.	-Whole Group and Small Group Instruction	-Whole Group and Small Group Instruction	-Whole Group and Small Group Instruction

B. Comprehensive Needs Assessment

(Include in this area the heavy focus on Title I instruction with interventions, EIR, and the summer reading program. Some of these were unable to be completed due to the COVID-19 shutdown.)

A review of the results of an abbreviated needs assessment in the area of reading indicated the interventions employed in classrooms for grades K-3, and listed a number of frustrations with distance learning and its impact on reading achievement for students.

The abbreviated needs assessment in the area of reading highlighted a couple strategies that will be continued after the distance learning efforts are done.

C. Assessment of Reading Proficiency

-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 and encouraged to schedule conferences with teachers to discuss results from each of these assessments at any time.

	K	Grade 1	Grade 2	Grade 3
Assessments	-AIMS Web Plus Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments.	-AIMS Web Plus Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -Freckle -Informal Assessments	-AIMS Web Plus Benchmark assessments and Progress Monitoring -Houghton Mifflin curriculum assessments. -Freckle -Informal Assessments	-AIMS Web Plus Benchmark assessments and Progress Monitoring -Houghton Mifflin curriculum assessments. -Freckle -MCA II Reading -Informal Assessments

Description of Assessments

aimswebPlus   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 assessments. aimswebPlus is a nationally normed assessment used for planning and evaluation to inform instruction for students using a three tier system. These new normative, reliability, and validity data were collected based on a representative sample of U.S. students. Additionally, the psychometric properties of all the aimswebPlus measures were evaluated to meet Pearson's and industry standards during the field testing process.

"Journeys" Houghton Mifflin   Teachers implement base curriculum assessments.

Freckle   Intervention contains internal assessments to maintain students on their appropriate reading levels.

Moby Max   The web-based intervention provides a assessment tool to measure progress in reading for individual students.
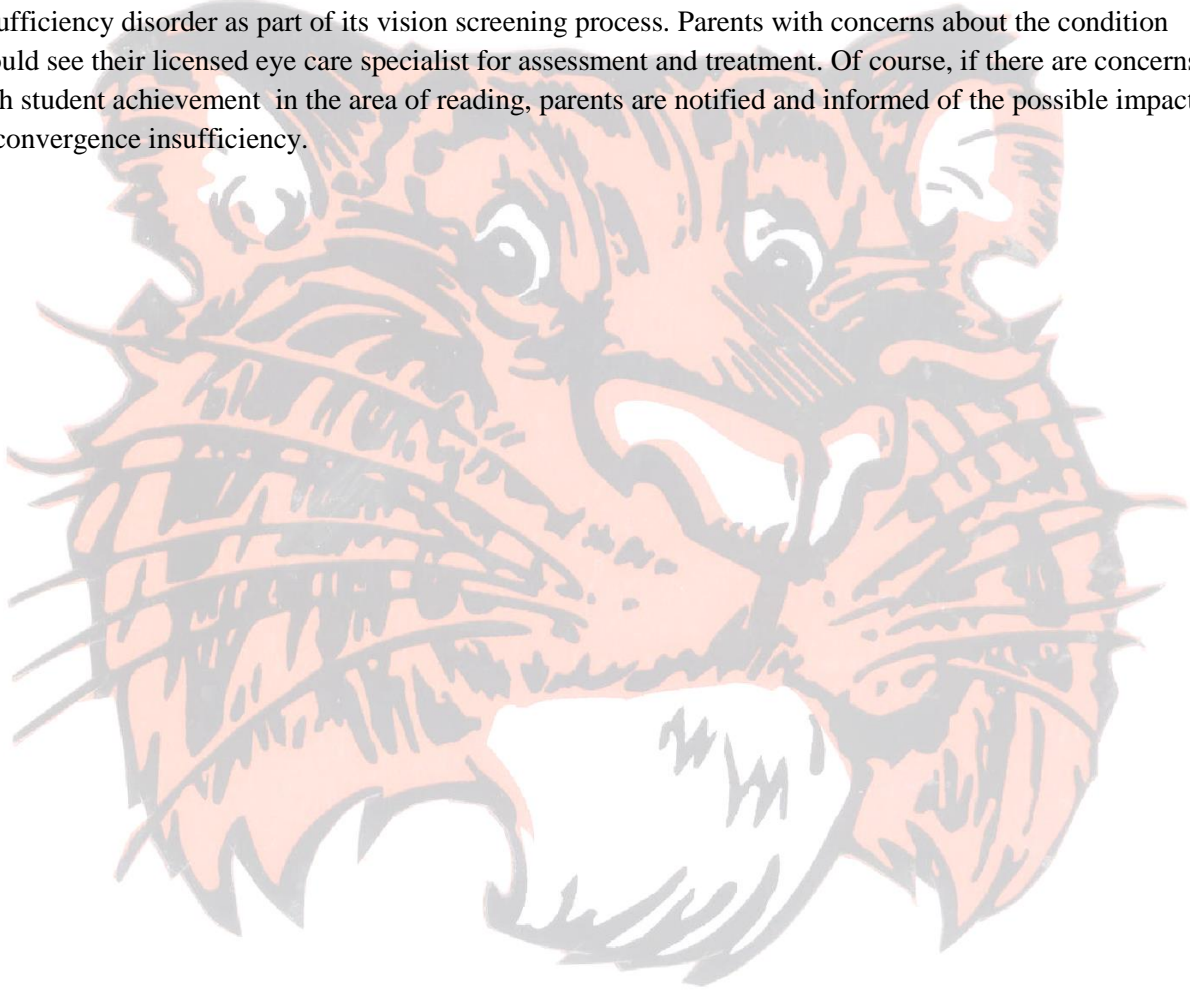
Read Theory   Read Theory will be implemented periodically throughout the school year as another measure of student achievement to help identify students in need of further support and/or interventions.

Dyslexia Screening

aimswebPlus composite assessments are listed as a suggested dyslexia screening tool by the Minnesota Department of Education. If concerns for student achievement in the area of reading arise as a result of aimswebPlus assessments, a recommendation for parents to seek a possible medical diagnosis for dyslexia by their health care provider would be made.

Convergence Insufficiency Screening

Browerville Public Schools, including Browerville Elementary, do not include screening for convergence insufficiency disorder as part of its vision screening process. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. Of course, if there are concerns with student achievement in the area of reading, parents are notified and informed of the possible impact of convergence insufficiency.

	K	Grade 1	Grade 2	Grade 3
Intervention and Supplemental Instruction	-Targeted Title I -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City	-Targeted Title I -Early Intervention in Reading (E.I.R) -Phonemic Awareness (LiPS) -Leveled Library -Read Theory -Read Naturally -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City	-Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -Moby Max (Web-based intervention) -Summer Reading program -Read Theory -Read Naturally -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City	-Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -Moby Max (Web-based intervention) -Summer Reading program -Read Theory -Read Naturally -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City

Targeted Title I services- include small group instruction, and a platform for other interventions listed above.

Summer Reading Program- A reading program run in July and August that promotes a focus on reading to improve fluency and comprehension.

Early Intervention Reading (E.I.R.)- Available to students in 1st, 2nd, and 3rd grades who qualify due to the results of the EIR tests. Students are identified for EIR testing by formal assessments and informal teacher observation.

Read Naturally- An elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, progress through the program at their own rate, and, for the most part, work on an independent basis.
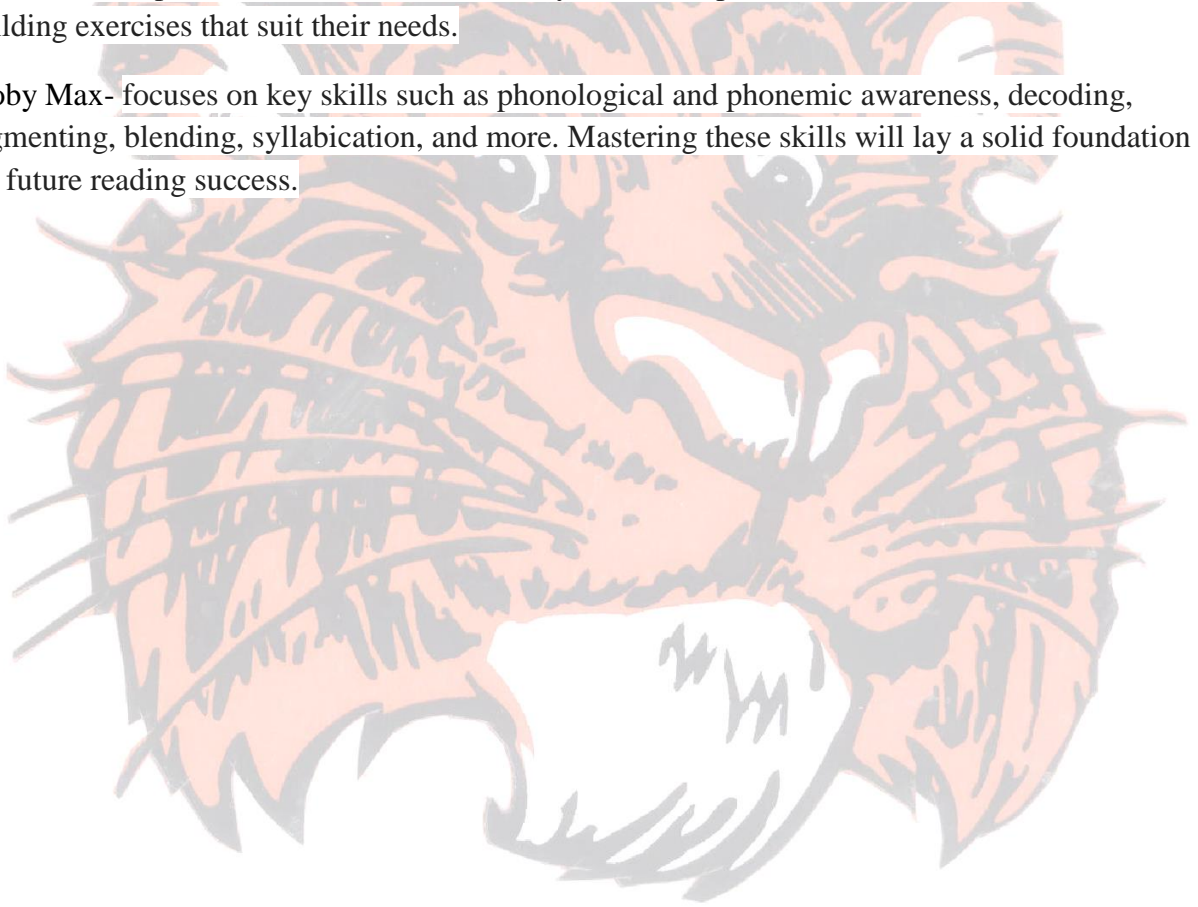
Spelling City- a K-12 game-based learning site and app that offers 40+ engaging vocabulary, spelling, phonics, and writing activities to build reading comprehension.

Haggerty Phonemic Awareness- is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. ... The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes.

Freckle- An online learning platform that allows students to practice English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.

Read Theory- offers online reading activities for all ages and ability levels. Our custom web application adapts to students' individual ability levels and presents them with thousands of skill building exercises that suit their needs.

Moby Max- focuses on key skills such as phonological and phonemic awareness, decoding, segmenting, blending, syllabication, and more. Mastering these skills will lay a solid foundation for future reading success.

E. Planning for Continuous Improvement

Data reviews and planning occurs during PLC times which are scheduled at regular intervals throughout the school year.

Other meetings regarding small groups or individuals who exhibit needs in the area of reading are called as needed and include the Title I teachers, classroom teachers, administration, and Sp Ed teachers as possible consultants regarding interventions.

F. Reporting student achievement in the area of reading

Student report cards are distributed quarterly each school year. Results from aimswebPlus benchmark and progress monitoring, ESGI (grades K and 1) assessment results, and base curriculum assessment results are included in the report card to communicate student achievement levels in the area of reading.

For students receiving Special Education services for the academic area of reading, progress reports are included in the report card mailing.

At the end of the school year, a transition meeting is held to identify students with specific reading difficulty to inform future teachers of intervention needs for those students.

G. Professional Development

The professional development schedule was disrupted heavily by the COVID-19 closures. Originally, PRESS training through Sourcewell, a data review with a literacy instruction coach (also through Sourcewell), and workshops at conferences like the MREA Fall Conference and MASSFEP Conference.