

# #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 and Communication Plan

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 presented to stakeholders and 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). There are two templates schools can use to create their Local Literacy Plan. This plan is built using the "Optional Local Literacy Plan" template. Further approved on July 2021, June 2022, and **June 2023** school board meeting.

The plan will be summarized and posted in the district's official newspaper for review by stakeholders and parents following the official adoption. Typically, the updated plan is adopted during the June school board meeting.

## School-Wide Goal Reading

A goal for reading: *Due to the COVID-19 closures and delays, Browerville Elementary was unable to participate in MCA assessments in the spring of 2020. As a result, MCA data trends are interrupted. The data from spring 2021 assessments will be used to establish a baseline of student achievement levels for future goals to be based. Goals for the 2021-2022 school year are established using both Fast Bridge data and MCA data, despite its limitations.*

*Beginning in the 2022-2023 school year, Browerville Public Schools will switch from AIMS Web Plus to Fastbridge Assessment tools. As a result, goals based on local assessments may be inaccurate. Nevertheless, at least 67% of Browerville elementary students will meet the Fastbridge composite cut score in the area of reading in the 2022-2023 school year (Tier I).*

*Browerville Elementary School students will work to increase the percent of students meeting or exceeding state standards in Reading MCA tests by 5% in the spring assessments in 2023 from the last reported MCA scores established in the spring of 2021. (We do not have the data from the 2022 administration of MCA tests) In 2021, Grade 3 MCA Reading proficiency rate was 38.5%. Our goal is to reach 43.5% of 3<sup>rd</sup> graders meeting or exceeding standards in MCA Reading in Spring 2023.*

	2018	2019	2020	2021	2022	2023	2024
3 <sup>rd</sup> Grade Reading MCA score	36.8%	39.5%	NA	38.5%	36.4%	* - goal was 43.5%	** - new goal 40.0%

**\* - Grade 3 Reading proficiency on the MCA was 36.4%. The goal would be 41.4% proficient if we used the "5%" guide. However, we will maintain the goal of 43.5% proficiency as the goal for the 2023 Spring MCA administration. August 30, 2022**

**\*\* - New goal established based on 2022 results. June, 2023**

*As was practiced with AIMS Web Plus data, Fastbridge Assessment data will be 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.*

*Historically in Browerville Elementary, the subgroups that indicates the strongest need for the closure of the achievement gap include Free/Reduced Lunch, Special Education, and ESL.*

## A. Curriculum for Core Instruction

	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Core Instruction</b>	Houghton Mifflin “Journeys”	Houghton Mifflin “Journeys”	Houghton Mifflin “Journeys”	Houghton Mifflin “Journeys”
<b>Time Spent</b>		85 Minutes	90 Minutes	90 Minutes
<b>Flexible Group Instruction</b>	-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 (CNA)

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 long-term 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. One of the largest needs identified was for small group instruction with a focus on Tier II and Tier III students in the area of reading.

## C. Assessment Plan of Reading Proficiency

-Results of Fast Bridge 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.

	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Assessments</b>	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -IXL Language Arts	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -Freckle -Informal Assessments -IXL Language Arts	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -Freckle -Informal Assessments -IXL Language Arts	-Fast Bridge Benchmark assessments and Progress Monitoring -Houghton Mifflin curriculum assessments. -Freckle -MCA II Reading -Informal Assessments -IXL Language Arts

### Description of Assessments

**Fast Bridge** 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. Fast Bridge 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 Fast Bridge 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.

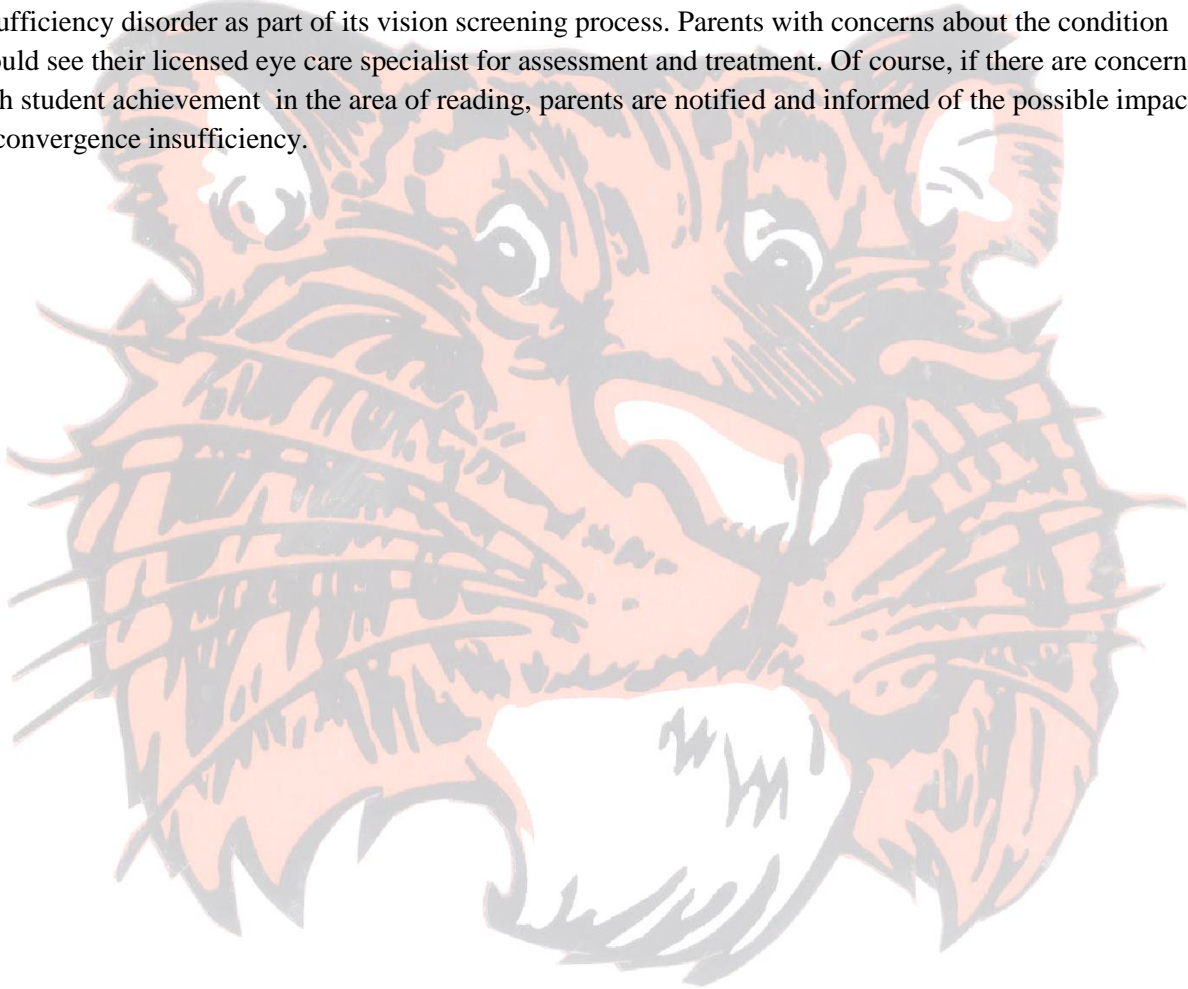
**Read Theory** Read Theory will be implemented periodically throughout the school year as another measure of student achievement to help identify students in need of further support and/or interventions.

## **Dyslexia Screening**

Fast Bridge 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 Fast Bridge 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.



## D. Evidence-based Interventions

	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Intervention and Supplemental Instruction</b>	-Targeted Title I	-Targeted Title I	-Targeted Title I	-Targeted Title I
	-Summer Reading program	-Early Intervention in Reading (E.I.R)	-Early Intervention in Reading (E.I.R)	-Early Intervention in Reading (E.I.R)
	-Freckle (Reading)	-Phonemic Awareness (LiPS)	-Leveled Library	-Leveled Library
	-Haggerty Phonemic Awareness Curriculum	-Leveled Library	-Moby Max (Web-based intervention)	-Moby Max (Web-based intervention)
	-Spelling City	-Read Theory	-Summer Reading program	-Summer Reading program
	-Great Leaps (Tier III)	-Read Naturally	-Read Theory	-Read Theory
	-Ed Mark	-Summer Reading program	-Read Naturally	-Read Naturally
		-Freckle (Reading)	-Freckle (Reading)	-Freckle (Reading)
		-Haggerty Phonemic Awareness Curriculum	-Haggerty Phonemic Awareness Curriculum	-Haggerty Phonemic Awareness Curriculum
		-Spelling City	-Spelling City	-Spelling City
	-Great Leaps (Tier III)	-IXL Language Arts	-IXL Language Arts	
		-Great Leaps (Tier III)	-Great Leaps (Tier III)	

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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades who qualify due to the results of the EIR tests. Students are identified for EIR testing by formal assessments and informal teacher observation.

IXL Language Arts      Web-based intervention that supplements the core curriculum.

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 skills building exercises that suit their needs.

Great Leaps Reading and Language Arts intervention using web-based platform to assist in developing reading skills.

Edmark Reading and Language Arts intervention using a web-based platform to assist in developing reading skills.

PRESS A framework for multi-tiered system of support for reading intervention. PRESS is implemented in Browerville Elementary through the Title I program.

## 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.

A result from the most recent review from the teachers found the need for an updated reading curriculum. Teachers have been reviewing a variety of reading series to select the best base curriculum for our students.

## F. Reporting student achievement in the area of reading

Student report cards are distributed quarterly each school year. Results from Fast Bridge 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 for the 2020-2021 school year was disrupted heavily by the COVID-19 closures. Browerville Public Schools will participate in 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. Browerville Public Schools participates in PLCs and the focus for primary grade teachers is reading instruction.

## H. Parent Engagement

Browerville Public Schools participates in a parent engagement activity during the Browerville Days civic festival and during Clarissa Days civic festival. Books are distributed to children and families during these events with the expressed intent of promoting reading for children and families.

Browerville Public Schools also holds a parent engagement and informational presentation during the Elementary Open House in August and Parent Teacher Conferences in November.