

## **Local Literacy Plan**

### **District: Yellow Medicine East School District / Bert Raney Elementary School**

#### **Last revised: June 2021**

Planning and implementation of strategies and action items noted within this document were done under the direction of: Bert Raney Elementary Leadership Committee, Bert Raney Elementary Literacy Committee, Bert Raney Elementary Staff Development Committee and various staff members with expertise in literacy instruction. Due to Covid-19, the amount of data and yearly collaboration has been limited.

Plan was compiled by: Mrs. Lisa Hansen, PreK-5 Bert Raney Elementary Principal

#### **Purpose Statement**

The purpose of this literacy plan is to ensure that all students will achieve grade-level proficiency and read well by Grade 3. In addition, this document is intended to state the district's vision and philosophy of reading and writing and to outline the components of our literacy program.

#### **Philosophy**

The beliefs and practices underlying the teaching of reading and writing in the Yellow Medicine Public Schools are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student's experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN State Standards/ELA while ensuring that students develop an appreciation and enjoyment of reading and writing that will last throughout their lives. This is best achieved through a comprehensive literacy program that combines reading, writing, speaking, listening, and oral language.

Guidelines: As part of our philosophy based on current research and best practices in literacy education, Yellow Medicine East Public Schools have identified the following guidelines that will assist in increasing student achievement:

- K-5 classrooms are organized around approximately 140 minutes of daily literacy instruction
- The district supports a Comprehensive Literacy Framework comprised of three major components: Reading Workshop (90 minutes); Writing Workshop (30 minutes); and Language and Word Study (20 minutes)
- Instruction will provide explicit teaching, guided and independent practice, sharing, and teacher reflection
- Instructional decisions will be determined through ongoing assessment, both formative and summative, local and mandated
- Targeted instruction based on assessment will be provided in small flexible groups
- Instructional strategies that address diverse learning will include clearly stated language and content objectives, building background, vocabulary development, and active learning strategies

## **Literacy Plan Summary**

Our district is currently using a balanced literacy approach combining curriculum components from the basal program Journeys, Benchmark Literacy and Linda Hoyt read alouds to teach reading in kindergarten through grade 5. Included in this program are: whole group instruction, guided reading, read aloud, shared reading and independent reading.

To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Our district also has a leveled bookroom as a resource for teachers to obtain materials for small group or individualized reading instruction. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-5 students receive classroom instruction in literacy approximately 140 minutes each day.

The beliefs and practices underlying the teaching of reading and writing in the Yellow Medicine Public Schools are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student's experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN State Standards/ELA while ensuring that students develop an appreciation and enjoyment of reading and writing that will last throughout their lives. This is best achieved through a comprehensive literacy program that combines reading, writing, speaking, listening, and oral language.

As part of our philosophy based on current research and best practices in literacy education, Yellow Medicine East Public Schools have identified the following guidelines that will assist in increasing student achievement:

- K-5 classrooms are organized around approximately 140 minutes of daily literacy instruction
- The District supports a Comprehensive Literacy Framework comprised of three major components: Reading Workshop (90 minutes); Writing Workshop (30 minutes); and Language and Word Study (20 minutes)
- Instruction will provide explicit teaching, guided and independent practice, sharing, and teacher reflection
- Instructional decisions will be determined through ongoing assessments, both formative and summative, local and state mandated
- Targeted instruction based on assessment will be provided in small flexible groups
- Instructional strategies that address diverse learning will include clearly stated language and content objectives, building background, vocabulary development, and active learning strategies

## **Assessment Information**

All students in kindergarten and first grade are given the Renaissance Learning Early Literacy Assessment, grades 1-3 are given the Renaissance Learning Star Reading Assessment and grade 3 completes the Minnesota Comprehensive Assessment in reading and math. Data from these assessments are used to identify students for interventions. The interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored and if the intervention selected is not working, another intervention is selected and

implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

### **Intervention Information**

Intervention activity includes the use of a predetermined selection process for identification, which is based on three different points of data (may include: STAR Reading, STAR Early Literacy, DRA scores or other local assessment, dependent upon grade level). The interventionists work with students in small groups ranging in size from 1-3 students, who are at the same level or have similar needs, for approximately 30 minutes per session, five days a week. In addition, an additional reading assessment is given by the interventionist, who reviews the reading strengths and weaknesses of the individual reader(s). Lessons include word work (phonics), self monitoring strategies and comprehension skills reinforcements.

Other intervention resources used but not limited to, include: LLI, Literacy Their Way, The Next Step Forward in Word Study and Phonics, Literacy by Design, Sonday, Guided Reading, Fountas and Pinnell Word Study System (gr 3) and short reads that focus on comprehension and literary elements.

### **Multi-Tiered Level of Support**

The first level (**Tier 1**) of support occurs in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum. Teachers differentiate instruction in small groups according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level (**Tier 2**) of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s).

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support (**Tier 3**). Students receiving Special Education services are included at this level.

### **English Learners and Other Diverse Populations:**

Bert Raney Elementary School has 40 Hispanic, 43 American Indian, 3 Asian, 3 Black, 185 White, 10 ELL, 77 SPED, and 123 FRP students. Based on these demographics, resources will be allocated and professional development is determined by the Leadership Team annually.

Small group instruction is used to differentiate for our diverse learners.

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as needed or developed on-site.

Training / Coaching / Resources available for all school staff:

Integration Activities: collaboration through our Integration Collaborative, after-school programming, cultural liaisons (American Indian, Hispanic), Cultural Diversity training/speakers, cross-district collaboration, in-house Integration Coordinator.

The W-APT and ACCESS assessments are used specifically with ELs. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: DRA, Star and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

### **Minnesota ELA Standards**

The goal of the Yellow Medicine East district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a pacing guide/curriculum map is in place to ensure that the standards are taught within the time available. Curriculum maps and pacing guides are continually updated to align with standards, with instructional strategies changing based on student(s)' needs. Grades K-5 each have a grade level map and pacing guide and our preschool program is currently working to create a curriculum map for our preschool programming.

Bert Raney Elementary is currently working to implement the upcoming new Minnesota ELA standards by reviewing current with upcoming standards and looking for curriculum strengths and weaknesses.

**Use of Data**

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Elementary Leadership Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

Professional Learning Communities by grade level collaborate weekly/monthly focusing on best practices in literacy instruction, utilizing data from formative assessments with attention to closing the achievement gap and analyzing the effectiveness of current curriculum and instruction.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Extended day and/or extended year programs may be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

**Comprehensive Needs Assessment**

A comprehensive needs assessment occurs yearly at Bert Raney Elementary School. Information collected and reviewed includes but is not limited to:

**Part II – Comprehensive Needs Assessment  
BRE Data Review and Action Planning**

Data	Reflection/Findings	Review Date	Next Steps
<b>BRE Historical MCA Data</b>			
BRE Historical MCA Data, 2012-2018	All but one demographic group has shown growth between the years of 2013-2018, General overview of 6 years of data includes but is not limited to: BRE - All Reading - 13.7% increase BRE - FRP Reading - 7.1% increase BRE - EL Reading - 35.9% increase (note not enough were tested in '18) BRE - SPED Reading - 9.2% increase BRE - Hispanic Reading - 14.1% increase BRE - American Indian Reading - 12.5% increase BRE - Caucasian Reading - -.4% decrease	August 2018	Prioritized Needs: <ul style="list-style-type: none"> <li>• Increase MCA Reading scores including the following groups: All Reading and Special Population groups</li> <li>• Improve instructional practices with emphasis on language arts instruction based on student needs to narrow the achievement gap and to improve language arts instruction for all students</li> </ul> Improvement Strategies: <ul style="list-style-type: none"> <li>• Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or</li> </ul>

			<p>redundant areas, and action plans formulated to strengthen these areas.</p> <ul style="list-style-type: none"> <li>Balanced literacy/guided reading training for staff</li> <li>Strategies are reviewed and studied through 28 hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.</li> </ul>
BRE Historical MCA Data, 2019-2020	<p>BRE - All Reading - 2.5% decrease          BRE - FRP Reading - .4% increase          BRE - EL Reading - n/a          BRE - SPED Reading - 2.3% decrease          BRE - Hispanic Reading - n/a          BRE - American Indian Reading - n/a          BRE - Caucasian Reading -.3% decrease</p> <p>Spring 2020 - Covid-19 - no scores</p>	June 2020	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>Increase MCA Reading scores including the following groups: All Reading and Special Population groups</li> <li>Improve instructional practices with emphasis on language arts instruction based on student needs to narrow the achievement gap and to improve language arts instruction for all students</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or redundant areas, and action plans formulated to strengthen these areas.</li> <li>Balanced literacy/guided reading training for staff</li> <li>Strategies are reviewed and studied through 28 hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.</li> </ul>
BRE Historical MCA Data, 2020-21	Data is currently embargoed, but our preliminary scores indicate learning loss has occurred with our students. All data, once it's become public and official, will be reviewed by certified staff in August. At that time, we will identify areas of weakness and formulate plans for growth.	August 2021	Review of data in August to identify areas of weakness and formulate plans for growth.

<p><b>All Students in Third Grade Achieving Grade-Level Literacy</b></p> <p>Data used to identify need in this goal area includes MCA historical data and STAR Reading historical data.</p> <p>MCA Data</p>	<p>In the spring of 2018, 38% of students in 3rd grade were proficient on the Reading MCA.</p>	<p>Summer of 2018</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase MCA Reading scores including the following groups: All Reading and Special Population groups</li> <li>● Improve instructional practices with emphasis on language arts instruction based on student needs</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>● Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or redundant areas, and action plans formulated to strengthen these areas.</li> <li>● Balanced literacy/guided reading training for staff</li> <li>● Strategies are reviewed and studied through 28 hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.</li> </ul>
<p>MCA Data</p>	<p>In the spring of 2019, 41.1% (increase of 3.1%) of students in 3rd grade were proficient on the Reading MCA.</p>	<p>June 2020</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase MCA Reading scores including the following groups: All Reading and Special Population groups</li> <li>● Improve instructional practices with emphasis on language arts instruction based on student needs</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>● Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or redundant areas, and action plans formulated to strengthen these areas.</li> <li>● Balanced literacy/guided reading training for staff</li> <li>● Strategies are reviewed and studied through 28 hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.</li> </ul>

MCA Data	COVID - No MCA data	Spring 2020	
MCA Data	Data is currently embargoed, but our preliminary scores indicate learning loss has occurred with our students. All data, once it's become public and official, will be reviewed by certified staff in August. At that time, we will identify areas of weakness and formulate plans for growth.	August 2021	<p>Due to learning loss, we anticipate the following needs, however, these will not be officially identified, until staff have time to review MCA data from 2021.</p> <p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>• Increase MCA Reading scores in all subgroups</li> <li>• Improve instructional practices with emphasis on language arts instruction based on student needs</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Updated Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or redundant areas, and action plans formulated to strengthen these areas.</li> <li>• Balanced literacy/guided reading training for staff</li> <li>• Strategies are reviewed and studied through 28 hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.</li> </ul>
Star Reading Analysis 2017-18	<p>Upon review of the 2017-18 Star Reading data, in comparison to the ELA standards, we found the following standard percentages were at or above mastery for students in grades 1-5 when applicable: 1.1.1: 72.6%, 1.2.2: 68.4%, 1.3.3: 74.6%, 1.4.4: 71.8%, 1.5.5: 69.2%, 1.6.6: 64.8%, 1.7.7: 74%, 1.9.9: 77.25%, 1.10.10: 69%, 2.11.11: 76%, 2.2.2: 75.75%, 2.3.3: 82%, 2.4.4: 75.6%, 2.5.5: 74%, 2.6.6: 67.4%, 2.7.7: 72.4%, 2.8.8: 63.2%, 2.9.9: 69%, 2.10.10: 70.8%, 3.0.3: 78.4%, 10.4.4: 76.6%, 10.5.5: 77.2%, 10.6.6: 77.2%. Additional data analysis included but was not limited to: below average scores in the following areas: 3.1.10.10, 3.2.6.6, 4.2.8.8, and 1.3.0.2.</p>	May 2018 - Summer - Fall 2018	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>• Increase MCA Reading scores including the following groups: All Reading and Special Population groups</li> <li>• Improve instructional practices with emphasis on language arts instruction based on student needs</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Minnesota Language Arts standards reviewed by grade level to identify gaps, weak and/or redundant areas, and action plans formulated to strengthen these areas.</li> <li>• Balanced literacy/guided reading training for staff</li> <li>• Strategies are reviewed and studied through 28</li> </ul>

			hours of bi-monthly PLC meetings which helps provide peer accountability and improvement of overall instruction.								
Star Reading Analysis 2018-19	Full review will occur during the summer and early fall of 2019.	Summer 2019-Fall 2019	BRE Leadership Team will review yearly data and will also share out with full staff.								
Star Reading Analysis 2019-20	COVID - no spring testing occurred	May 2020									
Star Reading Analysis 2020-21	Number of students at or above grade level: Grade 2: 50% Grade 3: 39.5% Grade 4: 35% Grade 5: 40%	May 2021	Certified staff members will review data in August 2021 and formulate plans for instructional and curriculum changes based on whole grade levels and individual student needs.								
<b>Kindergarten Readiness Skills Document</b> measures % of children entering kindergarten in the fall who were able to complete 80% or more of the readiness skills as noted on the BRE Kindergarten Readiness Skills document.	<table border="1"> <thead> <tr> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>71.4%</td> <td>88%</td> <td>61.2%</td> </tr> </tbody> </table>	2015-16	2016-17	2017-18	2018-19	50%	71.4%	88%	61.2%	Spring 2016, Spring 2017, Spring 2018, Spring 2019, Fall 2020	<b>Prioritized Needs:</b> <ul style="list-style-type: none"> <li>Increase percentage of incoming kindergarten students who are able to complete 80% or more of the readiness skills as noted on the BRE Kdgn Readiness Skills document</li> </ul> <b>Improvement Strategies:</b> <ul style="list-style-type: none"> <li>Kindergarten staff will work with preschool staff through PLCs</li> <li>Preschool staff will use objectives and goals on the BRE Kindergarten Readiness Skills document to provide direction for planning and instruction.</li> <li>Kindergarten staff and preschool staff will collaborate on joint activities including but not limited to: Kindergarten Kickoff, Preschool screening, Camp Kindergarten, ECFE activities, and the Readiness Readiness document.</li> </ul>
	2015-16	2016-17	2017-18	2018-19							
	50%	71.4%	88%	61.2%							
	<table border="1"> <thead> <tr> <th>2019-2020</th> <th></th> </tr> </thead> <tbody> <tr> <td>Using winter 19-20 scores: *15 of 33 reporting 45% **NOTE - winter scores have no baseline to compare to, all data above is from prior spring collections.</td> <td>Due to Covid-19, scores are not complete, however are reported as collected.</td> </tr> </tbody> </table>	2019-2020		Using winter 19-20 scores: *15 of 33 reporting 45% **NOTE - winter scores have no baseline to compare to, all data above is from prior spring collections.	Due to Covid-19, scores are not complete, however are reported as collected.						
2019-2020											
Using winter 19-20 scores: *15 of 33 reporting 45% **NOTE - winter scores have no baseline to compare to, all data above is from prior spring collections.	Due to Covid-19, scores are not complete, however are reported as collected.										
<table border="1"> <thead> <tr> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>86.3%  **Note: BRE only has scores for 22 of the 47 preschool students. Of the remaining 25 students without scores, 23 did not participate in our onsite preschool program or the local Head Start program.</td> </tr> </tbody> </table>	2020-2021	86.3%  **Note: BRE only has scores for 22 of the 47 preschool students. Of the remaining 25 students without scores, 23 did not participate in our onsite preschool program or the local Head Start program.									
2020-2021											
86.3%  **Note: BRE only has scores for 22 of the 47 preschool students. Of the remaining 25 students without scores, 23 did not participate in our onsite preschool program or the local Head Start program.											

<p><b>Kindergarten Skills Assessment Document</b> measures kindergarten students' skills in the areas of: letter identification, letter sounds, dictation, concepts of print and name formation.</p> <p>Fall 2018 Scores</p>	<p>Kindergarten teachers, along with a Reading Interventionist, review the data and make instructional decisions based on the results.</p> <p>2018-2019 was the first school year this assessment was used. BRE plans to continue to use this assessment to assist with instructional decisions and strategies.</p> <p><b>Fall 2018 Scores</b>  Kdgn Classroom A - 51.4pts  Kdgn Classroom B - 35.83pts  Kdgn Classroom C - 53.91pts</p>	<p>9/18, 11/18, 1/19, 3/19, 5/19, 9/19, 3/20</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation.</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>● Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>● Continued collaboration with preschool staff</li> <li>● Support staff are used to support the instructional plans</li> </ul>
<p>Spring 2019 Scores</p>	<p><b>Spring 2019 Scores</b>  Kdgn Classroom A - 91.4pts  Kdgn Classroom B - 91.17pts  Kdgn Classroom C - 92.18pts</p>		<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation.</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>● Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>● Continued collaboration with preschool staff</li> <li>● Support staff are used to support the instructional plans</li> </ul>
<p>Fall 2019 Scores</p>	<p><b>Fall 2019 Scores</b>  Kdgn Classroom A - 41.73pts  Kdgn Classroom B - 52.71pts</p>		<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation.</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>● Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>● Continued collaboration with preschool staff</li> <li>● Support staff are used to support the instructional plans</li> </ul>
<p>Winter 2020 Scores</p>	<p><b>Winter 2020 Scores</b> (note due to Covid 19, the last collected scores were in March)  Kdgn Classroom A - 86pts  Kdgn Classroom B - 86.82pts</p>		<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>● Increase kindergarten students skills in the areas of letter</li> </ul>

			<p>identification, letter sounds, dictation, concepts of print and name formation.</p> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>• Continued collaboration with preschool staff</li> <li>• Support staff are used to support the instructional plans</li> </ul>
Fall 2020 Scores	<p><b>Fall 2020 Scores</b>  Kdgn Classroom A - 43.85 pts  Kdgn Classroom B - 35.8 pts  Kdgn Classroom C - 37.92</p>	October 2020	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>• Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation.</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>• Continued collaboration with preschool staff</li> <li>• Support staff are used to support the instructional plans</li> </ul>
Spring 2021 Scores	<p><b>Spring 2021 Scores</b>  Kdgn Classroom A - 84.86 pts  Kdgn Classroom B - 96.07 pts  Kdgn Classroom C - 98.26</p>	May 2021	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> <li>• Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation.</li> </ul> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Kindergarten students grouped into groups according to assessment results, for small group instruction</li> <li>• Continued collaboration with preschool staff</li> <li>• Support staff are used to support the instructional plans</li> </ul>

Bert Raney Elementary – MCA Data Review

<b>Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
BRE Proficiency	44.00%	48.00%	49.10%	48.80%	53.70%	51.5%	COVID No Data	Data currently embargoed, will review in August 2021.
<b>FRP Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
RE Proficiency	31.80%	32.60%	29.40%	29.10%	36.10%	36.5%		
<b>EL Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
BRE Proficiency	22.20%	10.00%	33.30%	66.70%	50.00%	n/a		
<b>SPED Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
BRE Proficiency	6.50%	0.00%	9.40%	20.50%	18.60%	16.3%		
<b>Hispanic Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
BRE Proficiency	34.80%	29.20%	38.10%	30.00%	47.40%	n/a		
<b>American Indian Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
BRE Proficiency	19.40%	27.00%	27.00%	26.70%	37.50%	n/a		
<b>Caucasian Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017I</b>	<b>2018</b>	<b>2019</b>		
BRE Proficiency	53.40%	60.20%	58.30%	58.60%	57.00%	56.7%		
<b>STAR Reading Percentage at Grade Level</b>	<b>Fall 2017</b>	<b>Winter 2018</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Winter 2019</b>	<b>Spring 2019</b>		
	Last Year's Grade Level 0.9	This Year's Grade Level 0.9	This Year's Grade Level 0.9	Last Year's Grade Level 0.9	This Year's Grade Level 0.9	This Year's Grade Level 0.9		
2nd Grade	46.10%	38.10%	60.70%	37.50%	30%	52.58%		
3rd Grade	37.50%	28.50%	52.10%	46.40%	39.20%	57.14%		
4th Grade	51.70%	37.20%	55.90%	42.30%	28.80%	30.77%		
5th Grade	44.40%	33.30%	53.10%	46.70%	34.90%	46.77%		

**STAR Early Literacy**

Spring 2019

Kindergarten

Spring 2019

Average GE: 1.0

GE Range: 0.5 - 2.6

1st Grade

Spring 2019

Average GE: 2.1

GE Range: 0.3 - 3.9

Spring 2020  
No data, COVID

Spring 2021			
Kindergarten	Spring 2021	Average GE: 1.3	GE Range: 0.0 - > 3.0
1st Grade	Spring 2021	Average GE: 1.7	GE Range: 0.1 - 3.9

### Assessments

Formative: teacher observation, DRA, student response (oral and written), ongoing reading running records, observation and anecdotal records, and Words Their Way Developmental Spelling Inventory

District Assessments: STAR Early Literacy, STAR Reading

### Dyslexia Plan

Bert Raney Elementary School has developed a detailed plan for dyslexia screening, in alignment with statute 120B.12, which will be provided for students in grades K-5. The plan may be viewed [here](#).

### Parent and Community Engagement

Parents are informed of their child's progress on the Minnesota Comprehension Assessment (grade 3) in the fall, and on Early Literacy (K-1), and Star Reading (1-5) at least twice throughout each school year.

In addition, various parent engagement activities occur at BRE throughout the school year. During the 2019-20 school year the following parent engagement activities occurred:

#### August

PreK-5 Open House & Book Fair

#### September

Apples Activities in the Classroom  
Fun & Friends  
Mad Science

#### October

Parent Roller Skating with Child  
Fun & Friends  
Library Storytime  
Room to Run  
Swim Night

#### November

Parent Roller Skating with Child  
Parent Teacher Conferences  
Fantastic Fall  
Music & Movement

#### December

Holiday Happenings  
Swimming at the KCC  
Cocoa Cozy Up with a Book  
Gingerbread House Creations  
Holiday Festivities

Elves Celebration

#### January

VIK Bumblebees  
Silly Snowmen  
Winter Science

#### February

Kids Heart Challenge  
VIK Honey Bees  
VIK Bumblebees  
Valentine's Day Party  
Happy Hearts  
Snowy & Icy Fun  
Parent Teacher Conferences

#### March

State Project Presentations  
VIK Honey Bees  
VIK Bumblebees

#### April/May

Distance Learning due to COVID

#### June

BRE Bee Reading Program

Due to COVID, BRE was not able to host parental activities on site as we did in 2019-2020. We are looking forward to the 2021-2022 school year, at which time we plan to bring back our parent involvement activities. During the 2021-2022 school year, we offered various parental activities electronically or through a pick-up process, which include social media posts, ECFE learning activities to go, etc.

### **Parent Communication Plan**

1. MCA Assessment information will be sent home in the fall of each school year.
2. Assessment results will be provided to parents during the fall and spring conferences. In addition, additional results may be shared as applicable.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and will be offered a conference with the student's teacher or interventionist.
4. Additional explanation of the literacy program and support will occur during fall parent/teacher conferences.
5. Grade levels invite parents in for a variety of activities throughout the year, some of which include, but are not limited to those listed above in the engagement section.

### **Staff Development**

The Yellow Medicine East District has 11 days and 28 hours of PLC time available for professional development.

Staff development is provided through:

- Grade level common planning time
- Grade level PLCs
- Monthly staff meetings
- Regional and state professional development
- Outside resources/consultants/specialists
- Elementary Leadership/Staff Development Committee
- Elementary Literacy Committee
- Minnesota River Valley Education District (MRVED)

During the 2018-19 school year, the following literacy training was provided to the Bert Raney Elementary School staff:

- What is Special Education, 8/30/18
- Language Arts Standards, 11/5/18
- Guided Reading Training, 1/15/19
- Guided Reading Training, 1/17/19
- Guided Reading Training, 1/24/19
- Literacy Training, 2/15/19
- Dyslexia Training, Spring 2019
- Dyslexia Training, 6/6/19
- Guided Reading Training, June 2019

During the 2019-2020 school year, the following literacy training was provided to the Bert Raney Elementary School staff:

Phonics Training, 8/22/19  
 ELA Standards & Read Alouds, 8/22/19  
 Grade Level Phonics Resources, 8/22/19  
 Literacy, 10/16/19  
 Word Knowledge Data, 11/4/19  
 Dyslexia, 1/17/20  
 Reading, Phonics, ELA Standards, 2/14/20

During the 2020-2021 school year, the following literacy training was provided to the Bert Raney Elementary School staff:

Creative Curriculum, 1/18/21  
 Reading Standards, ELA work & strategies, PreK-5, 1/18/21  
 Sondag Training, 1/19/21  
 Reading Standards, ELA work & strategies, 2/26/21  
 30 Minutes to Improving Outcomes for English Learners, 3/16/21  
 Reading Strategies for Struggling Readers, 3/30/21  
 Interactive Reading, 5/5/21

**District Opportunities for Reporting to Stakeholders**

<b>Stakeholders</b>	<b>Date District Collaborated/Shared</b>
District Advisory Committee	11/27/18, 2/18/19, 3/18/19, 11/7/19, 4/28/20
K-12 QComp Committee	8/21/18, 11/6/18, 2/5/19, 3/26/19, 8/20/19, 9/41/19, 9/5/19, 9/23/19, 1/7/20, 5/12/20, 6/1/20, 8/27/20, 9/4/20, 9/21/20, 10/8/20, 1/5/21, 2/3/21, 3/3/21, 3/30/21, 5/25/21, 6/2/21
K-12 Staff Development Committee	10/3/18, 11/14/18, 1/16/19, 2/27/19, 9/17/19, 10/22/19, 1/3/20, 1/14/20, 3/17/20, 8/31/21, 9/23/21, 10/20/21, 10/21/21, 12/10/21, 2/4/21, 5/26/21
BRE Leadership Team	9/20/18, 10/8/18, 11/12/18, 12/10/18, 2/25/19, 3/11/19, 4/8/19, 7/8/19, 9/5/19, 10/22/19, 3/3/20, 1/26/21
Indian Parent Advisory Committee	9/18/19, 11/13/19, 2/26/20, 5/6/20, 4/28/21
YME PTO	1/7/19, 2/4/19, 3/11/19, 4/1/19, 9/19/19, 10/7/19, 11/4/19, 12/2/19, 1/6/20, 2/10/20, 3/9/20, 4/6/20, 5/4/20
Parent - Teacher Conferences	Fall: 11/14/19 & 11/21/19 and Spring: 2/6/20 & 2/13/20 / Fall: 11/19 & 11/24 and Spring: 3/11 & 3/18

For those who are interested in learning more about Yellow Medicine East’s literacy program, please contact Lisa Hansen, BRE Principal at [lhansen@isd2190.org](mailto:lhansen@isd2190.org).