Browns Valley Public School
District 801
World's Best Workforce
2019-2020

In accordance with Minnesota State Statutes, 120B.11), a school board, at a public meeting, shall adopt a comprehensive long-term strategic plan to support and improve teaching and learning that is aligned with creating the World's Best Workforce (WBWF). Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

MISSION STATEMENT

The mission of the Browns Valley School is, working in partnership with family and community, to create a safe environment, to educate responsible, and respectful lifelong learners.

DISTRICT GOALS

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school

ALL STUDENTS IN THIRD GRADE ACHIEING GRADE LEVEL LITERACY

ELEMENTARY GRADES 3-4 SMART GOALS

 READING

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in reading from 60% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 59.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 3 and 4 will maintain their proficiency in reading from 82.4% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 67.8% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 3 and 4 will maintain their proficiency in reading from 33.3% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 36.1% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in reading from 41.2% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 40% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

MATH

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in Math from 66.7% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 55% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 3 and 4 will maintain their proficiency in math from 88.2% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 66.4% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 3 and 4 will maintain their proficiency in math from 33.3% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 27.5% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in math from 47.1% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 34.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

MIDDLE SCHOOL GRADES 5-8

READING Middle School Grades 5-8

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 5-8 will maintain their proficiency in reading from 29.5% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 59.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 5-8 will maintain their proficiency in reading from 50% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 67.8% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 5-8 will maintain their proficiency in reading from 16.2 % proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 36.1% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 5-8 will maintain their proficiency in reading from 20.8% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 40% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

MATH

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 5-8 will maintain their proficiency in math from 31.1% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 55% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 5-8 will maintain their proficiency in math from 45.8% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 64.4% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 5-8 will maintain their proficiency in math from 21.6% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 27.5% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 5-8 will maintain their proficiency in math from 25% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 34.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

All Achievement Gaps Closed for AI Students

Given high quality initial instruction and immediate intensive instruction, *American Indian* students in the Browns Valley School District (Grades 3-8) will maintain their proficiency in reading from 21.7% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 36.6% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series III.

Given high quality initial instruction and immediate intensive instruction, *American Indian* students in the Browns Valley School District (Grades 3-8) will maintain their proficiency in math from 26.1% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 28% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series III

ALL Students Career-and College Ready by Graduation

During the 2019-20 school year, all 8th grade students will complete Jr.—Middle—Level Career Information System activities, including: Career Cluster Survey, IDEAS Interest Assessment, Occupation Content, Electronic Portfolio and Career Planning.

All Students Graduate

During the 2019-2020 school all Middle School students (Grades 5-8) will attend school 90% of the time as measured by attendance records.

Given high quality instruction and immediate intensive instruction, all students in Grade 8 will obtain a proficiency rating of meets or exceeds as measured by the Math Minnesota Comprehensive Assessments. (Students proficient on the MCA Math assessment is an indication of continued success through high school)

ALL CHILDREN ARE READY TO START KINDERGARTEN

PRE -KINDERGARTEN TRANSITION
Smart Goal

In the spring of 2020, given high quality initial instruction and immediate intensive instruction, *All* students in Pre-Kindergarten will be proficient in School Readiness Skills as measured by Work Sampling (an observational assessment of a child's knowledge, behavior and academic progress).

Browns Valley encourages all families of Pre-K children to attend Early Childhood and Family Education classes, held weekly, at no cost to our families. Our ECFE program focuses on children birth to kindergarten. We offer support on parenting issues, activities and projects for child/parent interaction, healthy snacks, and gross motor play. Our program offers the option of having sibling care through the After School Program. Special events which include children's concerts, activity nights, and pizza parties, are done in conjunction with school events. Free books are distributed at each session to children attending. This encourages parents to become involved with the school even before their children are enrolled. A lending library is offered with books on parenting, children's books, and videos. Monthly newsletters are sent to families with children, birth to K, with information about our program, parenting tips, and pages for kids. Included in our mailings may be coupons for discounts at our book fairs, which are held twice yearly, in conjunction with special events (open houses, family nights, children's concerts). This has been successful in drawing parents into the school and becoming involved in reading with their children well before they enter school. Drawings are held for gift certificates for families that attend sessions.

Students registered to attend the Little T-Bird pre-k program, are contacted by the teacher for a home visit prior to attending. The teacher meets with all parents to discuss the center based curriculum and expectations. During the home visits, parents have the opportunity to observe the teacher as she models strategies for reading aloud to their child, and how to make learning fun through play. A packet of information is left with each family, as well as a book for each child. Parents are also encouraged to attend our ECFE classes with their children.

Our Little T-Bird pre-kindergarten is an all day, every day program. The program has earned a 4 Star Rating. This is the highest possible raging. This rating is effective in the classrooms where School-based Pre-K standards are implemented. In the past two years Browns Valley has been eligible to receive five—five thousand Early Learning Scholarships each year. The Little T-Bird pre-k teacher meets with the Reading Corps staff cooperatively in the classroom to review each child's developmental progress and educational needs both prior to entry and during the school year. Students are referred for further assessment if a need is identified.

Browns Valley School is committed to helping our children have a successful start in school. Browns Valley School's Little T-Bird Pre-K program is designed to give children the opportunity to develop skills they will need to be successful in kindergarten and beyond. Children attend class all day every day and are also eligible for before and after school programs. Children explore learning centers, engage in theme based activities, work on social skills, and build motor skills. A Lending Library can be available through Little T-Bird pre-k, providing families with backpacks full of books, puzzles, games and activities aligning with the classroom themes.

The Little T-Bird pre-k teacher works closely with Kindergarten, and classes are combined for centers as well as other learning activities. This cooperation between staff members helps insure a smooth transition. The two teachers meet frequently prior to students beginning K to identify needs, share assessments and plan programs. Both teachers do home visits prior to kindergarten.

Meetings are held to discuss progress of children entering first grade. Included in this meeting may be: teachers of 1st grade, kindergarten, and preschool, Title I Lead Teacher, Paraprofessionals, Special Education Teacher, Title VII tutor and administration. Programming recommendations are discussed at this time.

ALL THIRD GRADERS CAN READ AT GRADE LEVEL

At Browns Valley Public School, ensuring that <u>every child can read</u> is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. **Therefore, it has never been more important to us that every child learns to read and we are committed to do <u>*whatever it takes*</u> to ensure every child in our district becomes a functional reader.**

Our **"Whatever it Takes"** philosophy is base on this ongoing model.
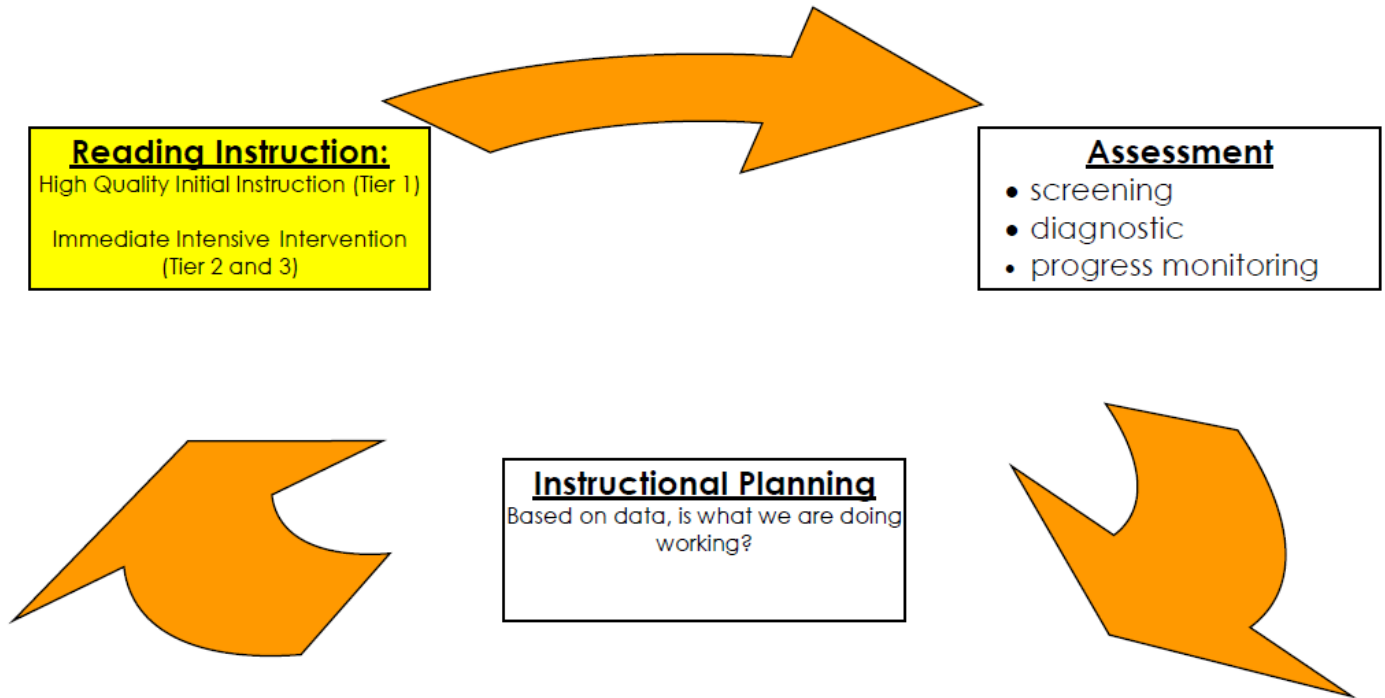
Reading Instruction:

Every child in PreK – 4th grade in our district has access to ***at least*** 90 minutes of **<u>Scientifically-Based Core Reading Instruction</u>** every day. Scientifically-based reading instruction includes <u>balanced instruction</u> in the "<u>Big 5</u>" areas of reading.

Balanced Instruction:

<u>High quality Initial Instruction</u> and <u>Immediate Intensive Instruction</u> (intervention) is provided to students, based on needs

Whole group instruction – Whole-class instruction is often used to introduce new materials and strategies to the entire class. Our teachers find that working with the whole class to introduce new concepts builds common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Small group instruction – Our teachers use small, flexible groups to target specific skill needs and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group sized allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.

Peer Pairing and Tutoring – Our teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development   in our classrooms.

Individualized Instruction – Based on student data, when appropriate, students are offered one on one, individualized instruction through intervention opportunities.   During these sessions, students receive explicit, direct instruction with immediate feedback by the teacher or interventionist.   This method of instruction is used with students for whom reading growth is below target and must be accelerated.

Big 5 Areas of Reading

1. Phonemic Awareness – hearing the sounds in our language, skills such as: clapping syllables (***beats***) in words, rhyming (words that sound the same at the ***end***), alliteration (words that sound the same at the ***beginning***), and blending and segmenting words helps children to sound out words.

2. Phonics – the relationship between the ***symbols*** (our letters) and ***sounds*** those letters make. Phonics is important because our language is alphabetic, and decoding is an essential and primary means of recognizing words.

3. Vocabulary – students need to have 80,000 words in their vocabulary by the time they graduate from high school. Vocabulary is very important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.

4. Fluency-   Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluency can be described as "automaticity" or how quickly the brain processes information.

5. Comprehension- The purpose for reading and the act of understanding what is read. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out.

High Quality Initial Instruction:

The ***Treasures & Houghton Mifflin curriculum*** is utilized by all classrooms. This curriculum is designed to be used as a full-year program with instruction on developing the big 5 (**phonemic awareness**, **phonics, fluency, vocabulary and comprehension**) as well as writing, spelling, and grammar. Students are directly taught lessons as well as provided multiple practice opportunities where newly taught skills and strategies are embedded into daily activities.

Beginning in the 2019-2020 school year the Kindergarten class will be utilizing **Fundations** supplemental word study program , which is a Wilson program based in the practices of Orton Gillingham. All Kindergarten teachers and Title I and ADSIS interventionists will be trained to intentionally implement the program as designed and will receive implementation coaching throughout the year. The implementation of this program is in response to the growing language based needs that students are entering our school with.

1) **Phonemic awareness** skills *are intentionally and explicitly taught* using the curriculum and supplemental resources to all students in our PreK, Kindergarten and 1st grade classrooms and additional instruction is provided for students as needed beyond 1st grade.

2) **Phonics** skills *are intentionally and explicitly taught* using the curriculum and supplemental resources if needed to all students in PreK through 4th grade.

3) Vocabulary is _intentionally and explicitly taught_ using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 4th grade.

4) Fluency skills _are intentionally and explicitly taught_ through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 4th grade. PreK and Kindergarten fluency practice opportunities use materials to build automaticity with letter names, letter sounds and sight words rather than connected text materials.

5) Comprehension skills and strategies _are intentionally and explicitly taught_ through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 4th grade. The skills of both listening comprehension as well as reading comprehension are addressed and embedded into learning.

Immediate Intensive Instruction:

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to**, not **in place of** the Tier 1 Core Instruction. Students will be placed in intervention programs based on assessment data and student's response to instruction. Screening assessments will be used to determine student's need for additional support and diagnostic assessments will be used to determine which big 5 area(s) are needed to be targeted to strengthen.

Browns Valley Elementary School offers the following intervention resources to students.

Students in **PreK** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work with at least 5 students from each PreK classroom, but is certainly able to work with more if the daily schedule allows.

PreK Minnesota Reading Corps:

Big 5 Area	Intervention/Description
Vocabulary	**Oral Language:** Students will increase skill in vocabulary and expressive language while providing a model and practice in correct grammar and syntax. Children will be able to expressively say identified objects through Random Automatic Naming over time. What is it Bag Cube: Vocabulary Theme-Related Picture Cards
Phonics	**Visual Discrimination** Students will increase skill in visual discrimination and letter sounds while providing practice that leads to automaticity so that children will be able to expressively say identified objects, colors, letters or sounds through Random Automatic Naming over time. Matching items that look the same Pointing to a letter when a tutor says it Saying the letters by themselves Pointing to a letter sound card when a tutor says it Saying the letter sound
Phonemic Awareness	**Auditory Discrimination** Students will increase skill in auditory discrimination while providing practice that leads to automaticity so that children will be able to expressively identify sounds over time. Matching environmental sounds Matching rhyming or beginning sounds/alliterative words Pointing to rhyming or beginning sounds/alliterative words using pictures

K-3 Minnesota Reading Corps:

Students in Kindergarten– 3rd grade who are not proficient in reading skills receive one-on-one support from a trained tutor for 20 minutes each day. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension. Students will receive, on average, 100 minutes/week of additional reading support. The one on one setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Interventions used by the K-3 Minnesota Reading Corps:

Big 5 Area	Intervention/Description
Phonics	**Letter/Sound Correspondence:** Students practice saying letter sounds when shown a letter symbol card.
Phonemic Awareness	**Word Blending:** Students practice blending sounds of consonant-vowel-consonant words to make words.
Phonemic Awareness	**Phoneme Blending:** When auditorily given the parts of a word the student will blend the parts to make a word. /c/ /a/ /t/ = cat
Phonemic Awareness	**Phoneme Segmenting:** When auditorily given a word, the student will provide the parts of the word cat = /c/ /a/ /t/
Phonics/Phonemic Awareness and Fluency	**Great Leaps**: A supplemental reading program that provides direct instruction of skills in the areas of phonemic awareness, phonics, high frequency words and reading fluency. The program provides support in 4 independent sections which can be used separately or together depending on the student's needs. **4 – Independent sections** Sound Awareness Letter Recognition and Phonics High Frequency Words and Phrases Stories
Phonemic Awareness	**Sound Awareness (phonemic awareness):** Students practice hearing the sounds in words. Students are asked to give information about the sounds in words (blend syllables, segment into syllables, select or produce rhyming words, select the first or last sound, alliteration)
Phonics	**Letter Recognition and Phonics (phonics)**: Students practice naming letters, saying the sounds of letters, and reading decodable words, prefixes, suffixes and letter combinations.
Fluency	**High Frequency Words and Phrases (fluency):** Students practice high frequency words found in children's text. Those words are then moved into phrases.
Fluency	**Stories:** Students practice reading stories. The stories increase in difficulty as the student passes from one story to the next.
Fluency	**RRCS = Repeated Reading with Comprehension Strategy:** Students repeatedly read aloud from a passage for one timed minute. After each timing, the student records how many words were read correctly and errors read in that minute. The student will re-read the same material again for 1 minute, and the goal is for the student to improve his/her fluency and read more words then the time before. Throughout the intervention, students are asked to answer the following questions: **Who is the most important who or what**? (character recall) **What is the most important thing about the who or what**? (main idea) **Predict what will happen in the rest of the story**? (Prediction) This strategy includes a **fluency** component (repeated readings), **comprehension** component (answering the questions) and a motivational component (graphing the number of words read correctly and errors during the repeated readings.)

Fluency	**Duet Reading:**
	A passage will be selected for the student to read. The student will repeatedly read a section/portion of the passage (the same passage 4 times before moving on to the next part of the text.
	1st reading: Student reads a portion of the text independently
	2nd reading: Student and interventionist take turns reading every other word (interventionist starts)
	3rd reading: Student and interventionist take turns reading every other word (student starts)
	4th reading: Student reads the portion of the text independently
Fluency	**Stop/Go Reading:**
	This is for students who struggle to stop at periods and pause at punctuation during the reading. Students will read through **a portion** of the passage at a time. They will repeatedly read the same portion three times each.
	1st reading: At the end of every sentence, the teacher will say **"stop"** and wait 2-5 seconds and then say **"go."** The student will read the next sentence in the same fashion.
	2nd reading: Student will read the same portion of the passage and this time, at the end of every sentence, the student stops at the end of each sentence and takes a deep breath.
	3rd reading: Student will read the same portion of the passage and this time, at the end of every sentence, the student reads naturally, briefly pausing at the end of each sentence.
	Move to the next portion of the passage and begin the same routine again.
Fluency	**Pencil Tap:**
	This intervention is used for students who read so quickly that they insert many errors and inaccuracies. The student repeatedly reads each portion of the passage **3 times**. Each time the student reads, any time a word is misread, the teacher will tap the pencil. The student is expected to stop, fix the error, and go back to the beginning of the sentence and reread the sentence. The student rereads each portion three times with the goal to have fewer and fewer errors each time the passage portion is read.
Fluency	**Newscaster:**
	This intervention is used for students who do not apply expression to their reading. This routine allows the student an opportunity to hear a fluent reader read a portion of the passage.
	1st reading: The student reads a portion of a passage alone
	2nd, 3rd and 4th readings: The interventionist reads aloud the same portion of the passage **3 times** while the student tracks with his/her finger.
	4th, 5th and 6th readings: The interventionist and student read the same passage at the same time **3 times**, while the student matches the interventionist's speed and expression.
	7th reading: Student reads the portion of the passage alone.

TITLE I

Title 1 is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Browns Valley Elementary School offers Title 1 support to students in grades K-6 who fall below target on reading screening assessments (NWEA, AIMS, EIR). Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title 1 receive reading support in a one-on-one setting or small group setting 3-5 days/week for 10-20 minutes sessions. Students will receive, on average, 75-100 minutes/week of additional reading support. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

TARGETED SERVICES

Targeted Services is a program designed to support students who learn in different ways or at a different pace from others. By offering additional time for learning in new and fun ways in smaller learning environments, Targeted Services programs give students the opportunity to improve their social and academic skills. Targeted Services classes are taught by certified teacher 4 days/week for 40 minute sessions. Time is spent working in reading curriculum and interventions that are designed for after school programs.

K-8 Alternative Delivery of Specialized Instructional Services (ADSIS)

Alternative Delivery of Specialized Instructional Services provides instruction to assist students who need additional academic support to succeed in the general education environment. The goal of this program is to reduce the number of referrals to special education by providing supports early to struggling students The Reading Intervention program supports children in **Kindergarten-4th grade**. It is the most intensive of intervention opportunities available for students prior to a special education referral. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in effective, researched based reading strategies. Students receive daily, small group (2-4 students) sessions that range between 25-30 sessions. Students in this program will receive, on average, 125-150 minutes/week of additional reading support.

The Reading Intervention Teacher has been trained on and has access to the same interventions used by the Minnesota Reading Corps Member and the Title I Interventions and has further access to the following interventions:

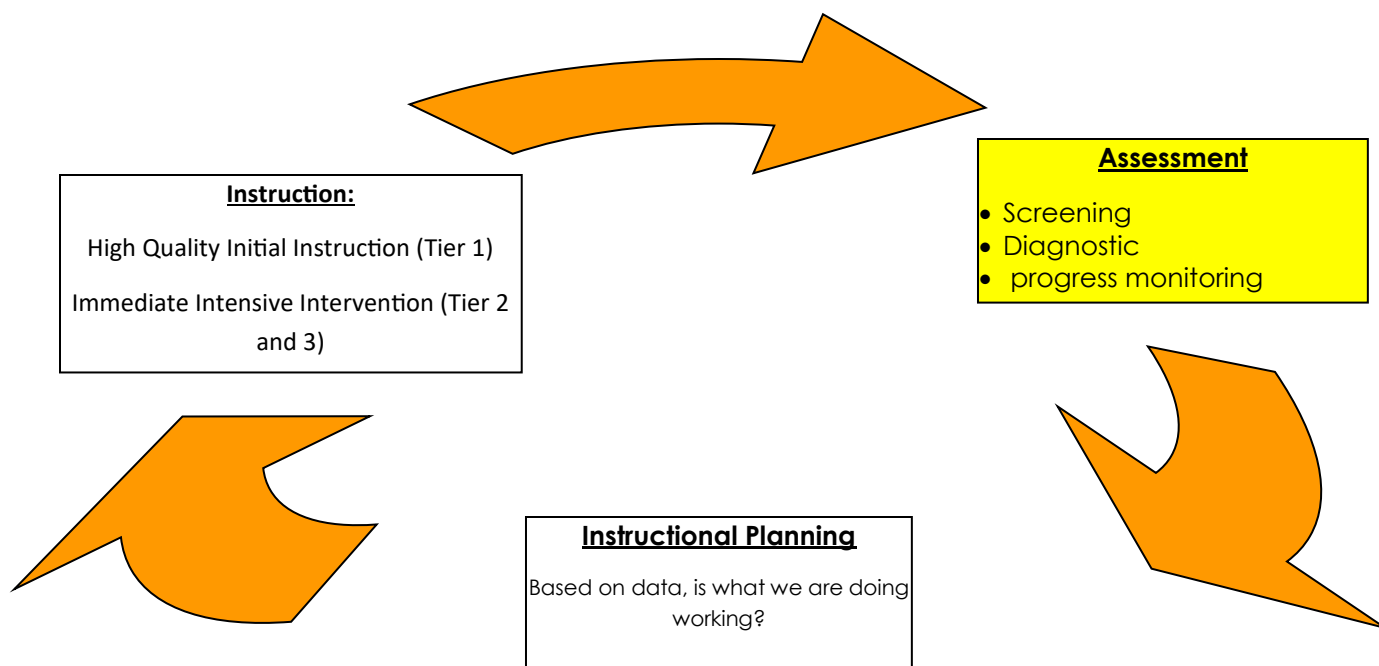| Big 5 Area	Intervention/Description
Phonemic awareness Phonics Fluency Comprehension Vocabulary	**SRA Reading Mastery** Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound letter vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and inter-
Phonemic awareness Phonics Fluency Comprehension Vocabulary	**Edmentum** Edmentum provides essential language arts, reading vocabulary and reading comprehension skills. Students encounter cross-curricular lessons that are presented with a variety of literature types: fiction, nonfiction, essays, and poetry. Students build essential comprehensive skills and develop vocabulary in math, science social studies, and other key curriculum areas.
Phonemic awareness Phonics Fluency Comprehension Vocabulary	**Ladders to Literacy** Ladders to Literacy provide sequenced, systematic exposure to activities involving visual discrimination, phonemic awareness, letter/sound connections, word concepts, and sentence and story concepts.

SPECIAL EDUCATION

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate, research based interventions have been attempted and classroom accommodations have been made and data continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

Interventions used to support students in the area of reading

Big 5 Area	Intervention/Description
All Big 5 Areas	***Fast ForWord***
Phonemic Awareness	**Fast ForWord Language:**
	Develops listening accuracy, phonological awareness, and language structures and moves elementary students who are reading below grade level toward grade level reading skills.
Phonics	**Fast ForWord Language to Reading:**
	Emphasizes the link between spoken and written language to guide young students to become proficient grade level readers.
Phonics & phonemic awareness	**Fast ForWord Reading Readiness:**
	Builds pre-reading skills, with a focus on letter recognition and naming, phonological awareness, and letter-sound associations.
Phonics, phonemic awareness and vocabulary	**Fast ForWord Reading Level 1:**
	Build critical early reading skills, with an emphasis on phonemic awareness, early decoding skills, vocabulary knowledge and skills, and motivation for reading.
Phonics and fluency	**Fast ForWord Reading Level 2:**
	Consolidates early reading skills, with a focus on applying phonics and decoding strategies, improving word recognition and understanding the rules for reading comprehension
Phonics, vocabulary and comprehension	**Fast ForWord Reading level 3:**
	Builds on the Fast ForWord Reading Level 2 by concentrating on reading knowledge and fluency, with a focus on phonology and spelling, morphological properties and complexity, syntactic complexity, vocabulary and comprehension.
Phonics & Comprehension	**Fast ForWord Reading Level 4:**
	Builds reading skills in school by applying knowledge of word origins, word forms, sentence structures, and punctuation rules to improve comprehension.
Comprehension & Vocabulary	**Fast ForWord Reading Level 5:**
	Appropriate for students in upper elementary, middle and high school. It concentrates on enhancing advanced reading comprehension skills and expanding vocabulary skills.
Fluency/Comprehension	**Accelerated Reader**
	Students choose books or short stories to read for which there are *AR* tests. *AR* software provides comprehension tests featuring five to 20 multiple-choice questions. The student reads the book and then takes the test which gives immediate feedback in terms of the number of correct answers on the test.
Phonemic Awareness, Phonics, Fluency, Comprehension	**Early Intervention in Reading (EIR)**
	This is program designed to provide extra instruction to groups of students at risk of failing to learn to read. The program uses picture books to stress instruction in phonemic awareness, phonics, and contextual analysis, along with repeated reading and writing. In grades K, 1, and 2, the program is based on whole-class instruction, with additional small group instruction provided to struggling readers. In grades 3 and 4, the program consists of small group instruction

Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	Reading Milestones: Vocabulary, language structures, and comprehension skills are introduced in small and constantly reinforced increments. The vocabulary was drawn from several high fre-quency word lists (including the Dolch Basic Sight Word List). All the essential compre-hension skills-literal, inferential, evaluative, and critical reading skills-are introduced and practiced in workbook activities. Chunking (the separation of phrases by several spaces) is specifically used in the first three levels to aid in processing units larger than single words. Reading Milestones begins at the most basic language level. The program introduces vocabulary, syntax, and idiomatic language in very small steps and reinforc-es this learning before introducing new materials. The following levels are available for specific placement • Level 1 is at preprimer - 1.0 grade level • Level 2 is at 1.0 - 1.5 grade level • Level 3 is at 1.5 - 2.0 grade level • Level 4 is at 2.0 - 2.5 grade level • Level 5 is at 3.0 - 3.5 grade level • Level 6 is at 4.0 - 5.0 grade level
Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	**Skills Tutor** Skills Tutor provides essential language arts, reading vocabulary and reading compre-hension skills. Students encounter cross-curricular lessons that are presented within a variety of literature types: fiction, nonfiction, essays, and poetry. Students build essen-tial comprehensive skills and develop vocabulary in math, science, social studies, and other key curriculum areas.
Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	E**dmentum** Edmentum provides essential language arts, reading vocabulary and reading compre-hension skills. Students encounter cross-curricular lessons that are presented within a variety of literature types: fiction, nonfiction, essays, and poetry. Students build essen-tial comprehensive skills and develop vocabulary in math, science, social studies, and other key curriculum areas

Instruction:

High Quality Initial Instruction (Tier 1)

Immediate Intensive Intervention (Tier 2 and 3)

Assessment

• Screening
• Diagnostic
• progress monitoring

Instructional Planning

Based on data, is what we are doing working?

ASSESSMENT

The Local Literacy Plan must include a process to: **assess** students' level of reading proficiency

Assessment of student progress and skill is a critical piece in determining reading proficiency. The following assessments are conducted and the individual student scores on the assessments are compared to target scores.

 The following questions are asked:

- **Where is** the student performing?

- **Where should** the student be performing? (what is the target)

- Is there a gap between where the student **is** and **should be** currently performing?

Browns Valley Elementary School utilizes three forms of assessment practices to make educational programming decisions for their students.

√   **Screening/Benchmarking assessments**

√   **Diagnostic Assessments**

√   **Progress Monitoring Assessments**
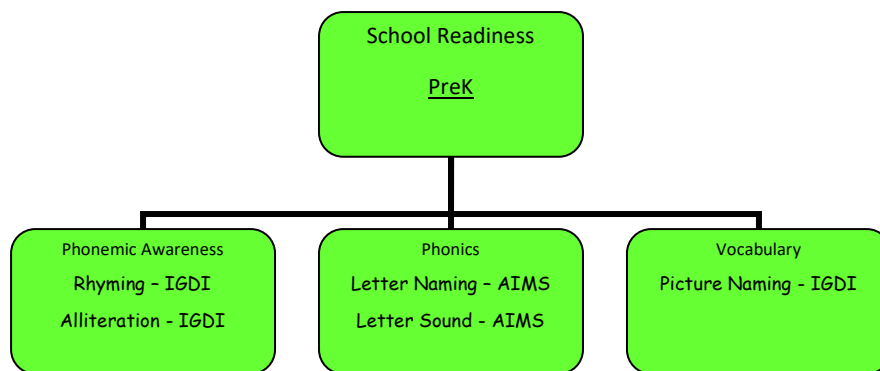
Screening/Benchmarking assessments:

Benchmarks data will be collected in the fall/winter/spring for **all** students using grade level assessment materials. Results from the assessment will be used by teachers to identify students at-risk, help individualize instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

- Identify Early – Identify students not making progress quickly and accurately

- Inform Instruction – Modify instruction and evaluate effects of program changes

- Monitor Progress – Monitor progress and visually display improvement/effects of instructional methods

- Report District Growth – Demonstrate student, school, and district improvement over time

- Compare Progress – Make comparison at the student, class, grade, school, and district levels

 Benchmark Screening Assessments used in the Browns Valley Area Elementary School to help determine and ensure reading proficiency:

Screener Tool	Description
IGDI – Individual Growth and Development Indicators (PreK and K)	The IGDI screening assessments are used in the PreK and early K settings to develop a benchmark of each student's early literacy skills. A child's fluency with vocabulary, rhyming and alliteration are measured using this too. Because we are measuring fluency (how quickly one can process a skill), the screening is timed.
AIMS – Achievement Improvement Monitoring System: (PreK – 6th)	The AIMS measures a child's fluency (how quickly a skill is processed) in necessary reading skills. Fluency is very important as it informs the teacher about how quickly a child can go to his/her brain and retrieve the information necessary to complete the skill.
NWEA – Northwest Evaluation Association (K - 6th grade)	The NWEA tests are MAP tests or *Measures of Academic Progress.* They are computerized adaptive tests. The difficulty of each question is based on how well the student answers all the previous questions. If answered correctly the test items become more difficult, if answered incorrectly, the questions become less difficult or adapt to the level of the student. The assessments are untimed. The tests are offered three times each year (Fall/Winter/Spring) . Students in K, 1st and 2nd grade take the MAP for Primary Grades while our 3-6 grade students take the MAP or *Measures of Academic Progress.* The results provide teachers, students and parents with a measure of student growth in achievement, and allow for more focused teaching and learning.

Benchmark Screenings for PreK

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                    ┌─────────────────────┐
                    │   School Readiness   │
                    │                      │
                    │        PreK          │
                    └─────────┬────────────┘
          ┌───────────────────┼───────────────────┐
┌─────────────────┐  ┌─────────────────┐  ┌─────────────────────┐
│ Phonemic        │  │    Phonics      │  │    Vocabulary       │
│ Awareness       │  │ Letter Naming – │  │ Picture Naming -    │
│ Rhyming – IGDI  │  │    AIMS         │  │     IGDI            │
│ Alliteration -  │  │ Letter Sound -  │  │                     │
│     IGDI        │  │    AIMS         │  │                     │
└─────────────────┘  └─────────────────┘  └─────────────────────┘
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Target Scores to indicate proficiency in the skill: Students should be at or above the following scores by spring before Kindergarten to be considered "Kindergarten Ready"

Big 5 Area	Measure	Target Score
Phonemic Awareness	Rhyming	12
	Alliteration	8
Phonics	Letter Name	14
	Letter Sound	8
Vocabulary	Picture Naming	26

Work Sampling

Observation Checklist is completed three times a year: Personal and Social Development, Language/Literacy, Mathematical, Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development, Health and Safety

The classroom teacher will observe and completes the checklist three times a year for each student.

Benchmark Screenings for Kindergarten

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                        Kindergarten



   Phonemic Awareness        Phonics                  Fluency
   Onset Sounds – FAST    Letter Naming – FAST     Sight Words  -  FAST
   Word Segmenting– FAST  Letter Sound – FASt
                          Decodablewords - FAST
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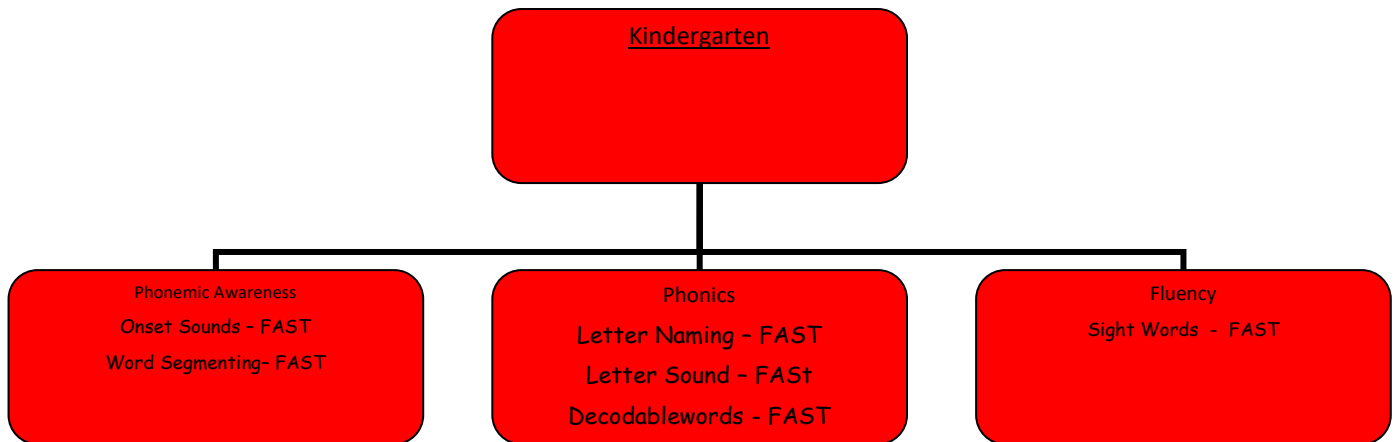
Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Onset Sounds	13	16	16
	Word Segmenting	7	28	31
Phonics	Letter Name	24	44	53
	Letter Sound	8	27	48
	Decodable Words		5	12
Vocabulary	Sight Words		11	26

Benchmark Screenings for 1ˢᵗ Grade

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                          ┌──────────────┐
                          │  1st Grade   │
                          └──────┬───────┘
                                 │
   ┌──────────────────┐          │          ┌──────────────────┐
   │ Phonemic         │          │          │     Phonics      │
   │ Awareness        ├──────────┼──────────┤ Decodable Words— │
   │ Word Segmenting— │          │          │      FAST        │
   │ FAST             │          │          └──────────────────┘
   │ Phonological     │          │
   │ Awareness - NWEA │          │
   └──────────────────┘          │
                                 │
 ┌──────────────┐   ┌────────────┴────┐   ┌──────────────────┐
 │  Vocabulary  │   │    Fluency      │   │  Comprehension   │
 │ Vocabulary   ├───┤ Oral Reading    ├───┤      NWEA        │
 │ and Word     │   │ Fluency - FAST  │   └──────────────────┘
 │ Structure –  │   │ Sight Words—    │
 │ NWEA         │   │ FAST            │
 └──────────────┘   └─────────────────┘
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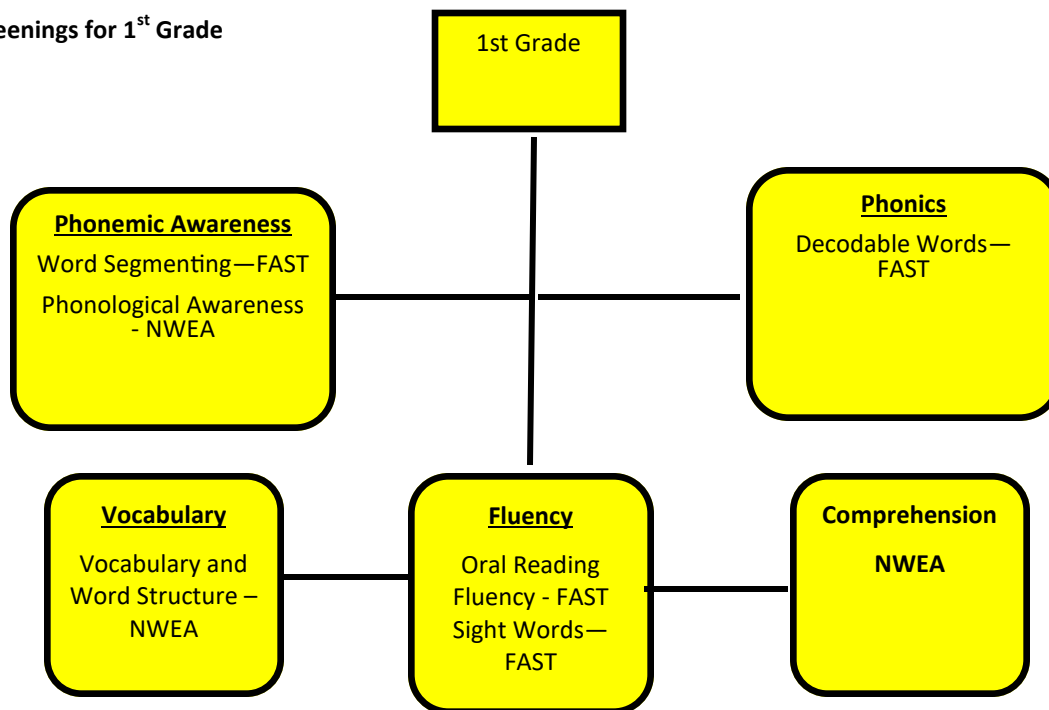
Big 5 Area	Measure	Screener	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Word Segmenting	FAST	28	32	33
	Phonological Awareness	NWEA	Avg*	Avg*	Avg*
Phonics	Decodable Words	FAST	8	20	33
Vocabulary	Vocabulary/Word Structure	NWEA	Avg*	Avg*	Avg*
Fluency	Oral Reading Fluency	FAST		22	52
	Sight Words	FAST	25	56	72
Comprehension	Comprehension	NWEA	Avg*	Avg*	Avg*

NWEA overall Reading Scores

	Fall Target	Winter Target	Spring Target
Reading	160.7	171.5	177.5

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                    ┌─────────────┐
                    │  2nd–6th    │
                    │   Grade     │
                    └─────────────┘
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Vocabulary	**Fluency**	**Comprehension**
Word Recognition/Vocabulary	Oral Reading Fluency-	Comprehension Information
NWEA	FAST	Comprehension Narrative
		NWEA
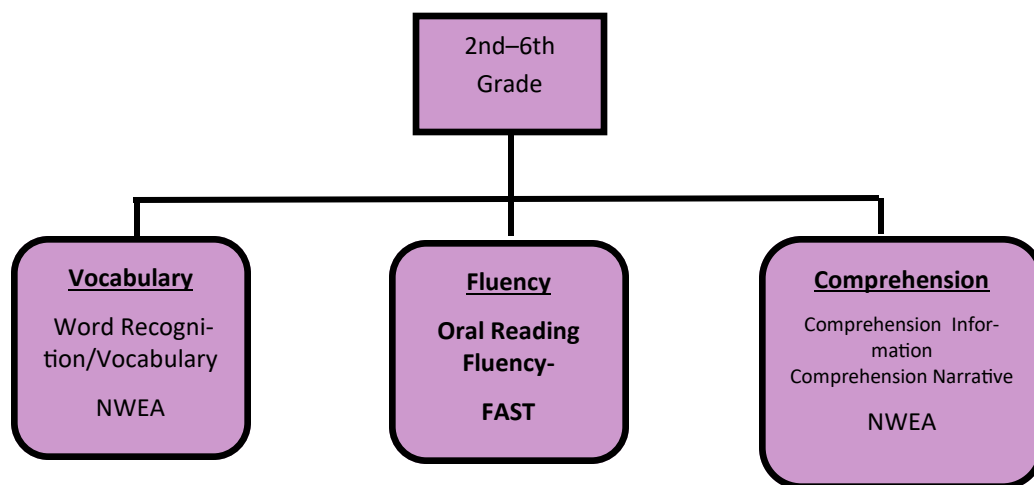
Big 5 Area	Measure	Grade	Fall Target Score	Winter Target	Spring Target
Vocabulary	Word Recognition/Vocabulary	2-6	Avg*	Avg*	
Fluency	Oral Reading Fluency	2	63	97	116
	Oral Reading Fluency	3	100	122	135
	Oral Reading Fluency	4	125	144	158
	Oral Reading Fluency	5	142	158	167
	Oral Reading Fluency	6	151	166	181
Comprehension	Comprehension-**Informational**	2-6	Avg*	Avg*	Avg*
	Comprehension- **Narrative**	2-6	Avg*	Avg*	Avg*

* Avg. = (21-40 percentile)

NWEA Target Scores

Grade	Measurement	Fall Target	Winter Target	Spring Target
2	Reading	174.7	184.2	188.7
3	Reading	188.3	195.6	198.6
4	Reading	198.2	203.6	205.9
5	Reading	205.7	209.8	211.8
6	Reading	211.0	214.2	215.8

Diagnostic Assessments-

When screening assessments indicate below target or below average results, further assessments will be used to further diagnose the challenging area of reading.

Available Diagnostic tools include:

Phonemic Awareness

1. Phonological Awareness Continuum of Complexity
2. Phonological Awareness Skills Inventory
3. Word Segmenting (FASTBridge)
4. Onset-sounds

Phonics

1. Visual Discrimination Continuum of Complexity
2. Phonics Survey
3. Letter-Naming Fluency: Letter-Sound Fluency (FASTBridge)
4. Decodable Words (FASTBridge)

Fluency

1. CBM-R
2. Sight Words

Comprehension:

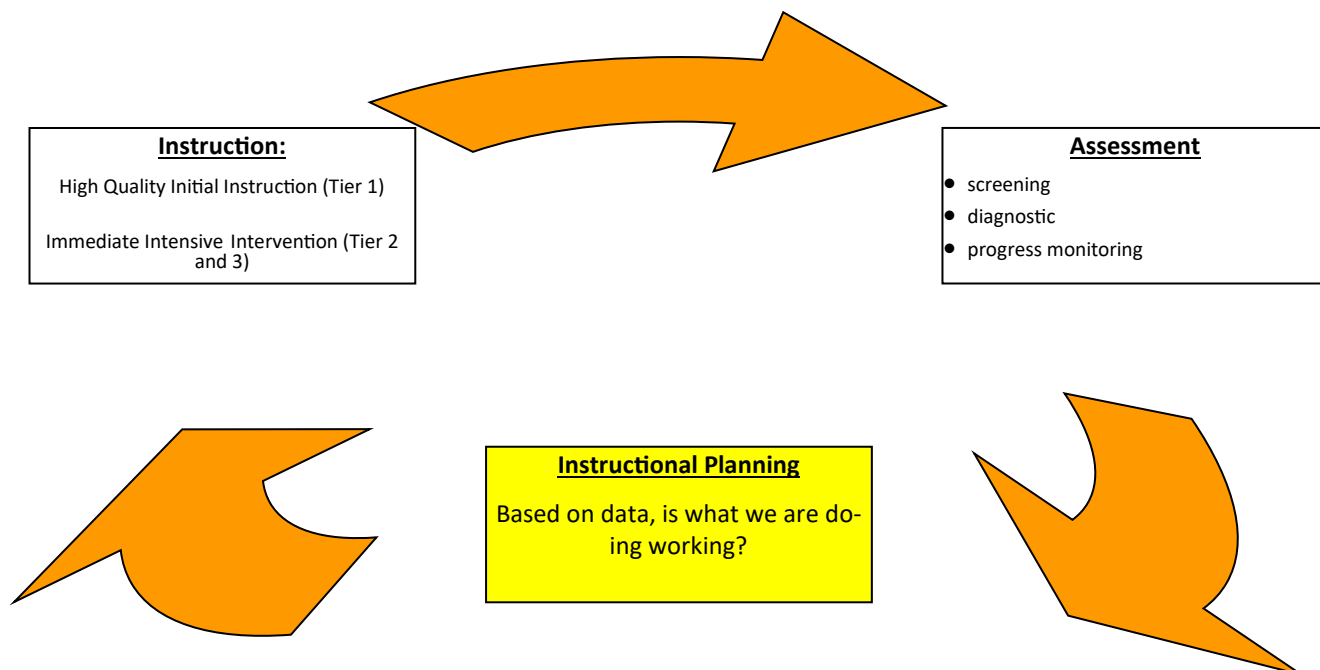1. NWEA des Cartes

Vocabulary

1. NWEA des Cartes

Progress Monitoring-

This is the process in determining and ensuring that what we are doing is working. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring is implemented with all students who are receiving any Tier II or Tier III support in the area of reading. The tools used to monitor a student's progress are designed to show growth over a short amount of time, therefore, students' growth can be monitored on a weekly/biweekly/monthly basis. Data is shared weekly/biweekly/monthly with parents and teachers and educational decisions are made, ongoing, based on the data.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Intervention Program	Frequency of Progress Monitoring	Data reported to teachers and parents
ADSIS & Reading Corp.	Weekly	Weekly
Title 1	Every 2 weeks	Every 2 weeks
Special Education	Monthly	Monthly

Instruction:

High Quality Initial Instruction (Tier 1)

Immediate Intensive Intervention (Tier 2 and 3)

Assessment
- screening
- diagnostic
- progress monitoring

Instructional Planning

Based on data, is what we are doing working?

Instructional Planning

When data indicates that a student is not meeting target or gaining skills needed to be a proficient reader, planning is done and a targeted intervention is put into that child's day to ensure that progress will be made.

Child Study Team/RTI - Problem Solving Team

Browns Valley Elementary school has a functioning problem solving team which consists of classroom teachers, the Title 1 teacher and the special education teacher. This team meets monthly to discuss appropriate programming for children who are falling behind academically or struggling with behavioral issues.

After Fall Benchmarking, the team meets to place students based on data, in interventions. By synthesizing FAST, NWEA, EIR and MCA-III data together, the team makes Tier 2 intervention placements for all students who are determined below target. Students then begin working in Tier 2 interventions with an interventionist using a scientifically based reading intervention (as described above). Outside diagnosis of dyslexia of insufficient convergence will be included in planning and educational programming decisions to best meet the needs of each student.

Parent Involvement

All Parents are provided a copy of their child's screening scores (IGDI's, FASTBridge NWEA) bi-annually at Parent Teacher Conferences. If, prior to a conference, a child's data indicates a need for an intervention, the parent will receive a personal contact from the child's teacher, describing the data that indicates the need for that intervention and the programming that will take place for that child. Parents will also receive resources from the classroom teacher which will include helpful strategies and ideas for working on reading skills at home.

At Browns Valley Elementary, an educational team consists of parents/guardians, the child, and the teacher. Each member of the team has specific responsibilities and expectations:

The Parent(s)/Guardian(s) is/are expected to:

1. Make sure that their child attends school regularly, is on time, and is prepared to learn.

2. Ask what skills their child is learning in each class.

3. Engage in activities with their son/daughter that continues his/her classroom learning at home.

4. Check that written and study homework is completed each day.

5. Attend school activities and programs that are displays and/or applications of what their child is learning in school

6. Communicate frequently with their child's teacher, through notes, conferences, telephone conversation or email about how well their child is doing.

The <u>Student</u> is expected to:

1. Come to school on time and be ready to learn.

2. Pay attention to his/her teachers and family when they are helping with school work.

3. Write down homework assignments and make sure to bring home the books and materials needed to do them.

4. Complete homework and remember to bring it to class.

5. Ask for help from teachers and family members when it is needed.

6. Show parents work and tests, returning them with their signatures, if their teachers request it.

The <u>Teacher</u> is expected to:

1. Provide quality teaching and model behaviors for students and their families.

2. Communicate frequently with families about their students' progress.

3. Recognize that all students learn differently and employ varied instruction strategies.

4. Use technology as an assessment and teaching tool.

5. Provide frequent feedback to students about their academic progress and participation

6. Participate in meaningful professional development to enhance instruction skill

STUDENT PROGRESS AND MONITORING

∗   **Assessment Calendar 2019-2020**

DATES	GRADES	ASSESSMENT
September 5	K-8	FastBridge
September 9-13	K-8	NWEA/MAP
January 9, 2020	K-8	FastBridge
January 20-24	K-8	NWEA/MAP
April 13-17	3-8	MCA Reading
April 20-24	3-8	MCA Math
April 29– May 3	K-2	NWEA/MAP
May 4-8	K-8	NWEA/MAP
May 7	5 & 8	MCA Science
May 1	K-8	FastBridge

∗   **Assessment Descriptors**

Assessment	Description	What it Measures	Use for Results
FASTBRIDGE	FASTBRIDGE is a fluency benchmark and progress monitoring system based on direct, frequent and continuous student assessment.	Reading fluency	The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.
MCIS Jr.	Middle—Level Career Information System (Junior High/Middle School Students)	Career Cluster Survey—an interest survey based on the 16 Department of Education Career Clusters; IDEAS Interest Assessment—a standardized interest assessment normed for this age group	Results can be used as a guide to determine information students need to know—to plan a high school courses, prepare for the ACT, or choose a career direction.
MAP	The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests are given to all K-8th grade students in fall and winter.	These assessments measure the growth in student achievement over time. While individual students are taking the computerized adaptive test, the program customizes the test to the student's achievement level. Each student takes a test in Reading, Mathematics and Language Usage.	MAP may be used to: ∗ Place new students in the appropriate course or instructional setting ∗ Focus instruction for new students ∗ Monitor growth in student achievement over time ∗ Screen students for special education services

MCA III	The Minnesota Comprehensive Assessments are the state tests. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5, 8 and once in high school.	A MN state assessment that measure a student's progress toward Minnesota's academic standards.	Results are use to improve instruction, addressing the individual needs of students. This assessment also meets the requirements of the Elementary and Secondary Education Act (ESEA).
NAEP	National Assessment of Educational Progress	NAEP paper-and-pencil assessments will be administered in <u>mathematics</u>, <u>reading</u>, and <u>science</u> at grades 4, 8, and 12. Each student will be assessed in only one subject. Results will be released as <u>The Nation's Report Card</u> at national level only.	Achievement level results are used to report results in terms of a set of standards for what students should know and be able to do.

DATA RESULTS

Browns Valley MCA-III Math Results 2019

Browns Valley Elementary School Grade 3 & 4

GRADE 3	BVS Percent Proficient	State Percent Proficient
ALL	86.7%	66.0%
American Indian/Alaskan Native	CTSTR	41.5%
White	CTSTR	76.2%
Free Reduced Lunch Meals	CTSTR	45.6%
Special Education	CTSTR	41.6%

Count too Small to Record (CTSR)

GRADE 4	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	64.3%
American Indian/Alaskan Native	CTSTR	38.3%
White	CTSTR	74.8%
Free Reduced Lunch Meals	CTSTR	43.6%
Special Education	CTSTR	38.9%

Elementary Grades 3 & 4	BVS Percent Proficient	State Percent Proficient
ALL	66.7%	55.5%
American Indian/ Alaskan Native	CTSTR	-
White	88.2%	64.6%
Free Reduced Lunch Meals	CTSTR	-
Special Education	CTSTR	-

Browns Valley Middle School Grades 5-8 Math

GRADE 5	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	52.4%
American Indian/Alaskan Native	CTSTR	24.0%
White	CTSTR	61.7%
Free Reduced Lunch Meals	CTSTR	32.3%
Special Education	CTSTR	26.9%

Browns Valley Middle School Grades 5-8 Math

GRADE 6	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	50.9%
American Indian/Alaskan Native	CTSTR	22.4%
White	CTSTR	60.8%
Free Reduced Lunch Meals	CTSTR	29.2%
Special Education	CTSTR	24.3%

GRADE 7	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	52.5%
American Indian/Alaskan Native	CTSTR	22.9%
White	CTSTR	61.9%
Free Reduced Lunch Meals	CTSTR	30.0%
Special Education	CTSTR	20.3%

Count too Small to Record (CTSTR)

Middle School Grades 5-8	BVS Percent Proficient	State Percent Proficient
ALL	32.8%	55.5%
American Indian/ Alaskan Native	CTSTR	28.0%
White	45.8	64.6%
Free Reduced Lunch Meals	26.7%	34.6%
Special Education	CTSTR	28.8%

GRADE 8	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	55.7%
American Indian/Alaskan Native	CTSTR	23.7%
White	CTSTR	63.9%
Free Reduced Lunch Meals	CTSTR	33.9%
Special Education	CTSTR	22.7%

District Grades 3-8 Math	BVS Percent Proficient	State Percent Proficient
ALL	44.3%	55.5%
American Indian/Alaskan Native	26.1%	28.0%
White	63.4%	64.6%
Free Reduced Lunch Meals	32.3%	34.6%
Special Education	CTSTR	27.8%

Browns Valley MCA-III Reading Results 2019

Browns Valley Elementary Grades 3 & 4 Reading

GRADE 3	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	55.0%
American Indian/Alaskan Native	CTSTR	32.6%
White	CTSTR	63.7%
Free Reduced Lunch Meals	CTSTR	35.9%
Special Education	CTSTR	32.1%

Count too Small to Record
(CTSTR)

Elementary Grades 3 & 4 Reading	BVS Percent Proficient	State Percent Proficient
ALL	60.0%	59.7%
American Indian/ Alaskan Native	CTSTR	36.6%
White	82.4%	67.9%
Free Reduced Lunch Meals	CTSTR	40.6%
Special Education	CTSTR	29.9%

GRADE 4	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	55.9%
American Indian/Alaskan Native	CTSTR	31.8%
White	CTSTR	65.4%
Free Reduced Lunch Meals	CTSTR	36.1%
Special Education	CTSTR	29..9%

Browns Valley Middle School Grades 5-8 Reading

GRADE 5	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	66.2%
American Indian/Alaskan Native	CTSTR	42.3%
White	CTSTR	75.0%
Free Reduced Lunch Meals	CTSTR	47.9%
Special Education	CTSTR	35.9%

GRADE 6	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	63.2%
American Indian/Alaskan Native	CTSTR	38.5%
White	CTSTR	72.2%
Free Reduced Lunch Meals	CTSTR	44.2%
Special Education	CTSTR	30.5%

GRADE 7	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	57.9%
American Indian/Alaskan Native	CTSTR	36.4%
White	CTSTR	65.9%
Free Reduced Lunch Meals	CTSTR	38.6%
Special Education	CTSTR	25.5%

Count too Small to Record (CTSTR)

Middle School Grades 5-8 Reading	BVS Percent Proficient	State Percent Proficient
ALL	31.0%	59.7%
American Indian/ Alaskan Native	CTSTR	-
White	50.0%	67.9%
Free Reduced Lunch Meals	22.2%	40.6%
Special Education	CTSTR	-

GRADE 8	BVS Percent Proficient	State Percent Proficient
ALL	CTSTR	58.2%
American Indian/Alaskan Native	CTSTR	33.9%
White	CTSTR	65.6%
Free Reduced Lunch Meals	CTSTR	38.8%
Special Education	CTSTR	25.8%

District Grades 3-8 Reading	BVS Percent Proficient	State Percent Proficient
ALL	37.3%	59.7%
American Indian/Alaskan Native	23.5%	36.6%
White	59.4%	67.9%
Free Reduced Lunch Meals	21.1%	40.6%
Special Education	CTSTR	-

Browns Valley MCA-III Science Results

District	BVS Grade 5 Percent Proficient	State Percent Proficient	BVS Grade 8 Percent Proficient	State Percent Proficient
ALL	CTSTR	54.9%	CTSTR	43.0%
American Indian/Alaskan Native	CTSTR	26.7%	CTSTR	17.5%
White	CTSTR	66.4%	CTSTR	51.4%
Free Reduced Lunch Meals	CTSTR	34.2%	CTSTR	22.8%
Special Education	CTSTR	34.3%	CTSTR	22.4%

Minnesota's North Star accountability system identifies schools for three categories of support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Support and Improvement. The North Star system also identifies districts for support.

If a school that receives Title I funds shows low performance across all three stages, it is considered to be in the lowest 5% of Title I schools and is identified for Comprehensive Support and Improvement provided by the Regional Centers of Excellence. Any public high school with a four-year graduation rate below 67 percent – overall or for any student group – is also identified for Comprehensive Support and Improvement. Browns Valley Elementary was identified for comprehensive support and improvement.

School Improvement Plan Overview
Introduction and Purpose

The School Improvement (SI) Plan answers the question, "How are we going to get to where we want to be?" It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as "strategies" in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

A. Improve student outcomes.

B. Be informed by all indicators in the accountability system, including student performance in Minnesota's long-term goals.

C. Based on a school level comprehensive needs assessment.

D. Include at least one strategy or evidence-based intervention that:

> Is aligned to the accountability indicator(s) for which the school was identified
> Is supported by the strongest level of evidence available
> Is appropriate to the needs of the schools in the student populations
> May be selected from a state provided list

E. Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.

F. Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.

G. Be resourced appropriately.

H. Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.

I. Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).

J. Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.

K. Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

Schools identified for Comprehensive Support and Improvement are required to submit a SI Plan to the Minnesota Department of Education (MDE) [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019.**

Improvement (TSI) are not required to submit a CNA Summary Report to MDE. The district or charter has the sole oversite role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

School Improvement (SI) Plan

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Browns Valley Elementary School #801	Supt/Director Phone: 320-695-2103
Superintendent/Director Brenda Reed	Supt/Director Email: breed@brownsvalley.k12.mn.us
District Address: 118 Church St. Browns Valley, MN 56219	District/Charter Fax: 320-695-2868

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Brenda Reed	Role in District/Charter: Superintendent
Phone Number: 320-695-2103	E-mail Address: breed@brownsvalley.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Browns Valley Elementary #801 PreK-4th	Phone: 320-695-2103
School Address: 118 Church St. Browns Valley, MN 56219	Fax: 320-695-2868
Principal: Denise Pikarski	Email: dpikarski@brownsvalley.k12.mn.us

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Denise Pikarski	Role in School: Principal
Phone Number: 320-695-2103	E-mail Address: dpikarski@brownsvalley.k12.mn.us

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders..

When will the communication take	**What** is the message	**Who** is the audience	**How** will it be communicated
December	Survey to staff to share data and ask for input.	School staff	Survey Monkey
May 2019	Survey parents about school climate and parent involvement.	Parents	Paper copies during open house
February 2019	Share the school improvement plan.	School Board	Administration will present

School Improvement Strategy(ies)--Summary

Strategy #1	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	the essential instructional practices in literacy.
…to address this **Root-Cause(s)**	**Reading:** The district needs to provide interventions for any students not proficient. This district also needs to ensure that time is used efficiently and students are being productive during quality instruction.
Which will help us meet this student outcome **Goal***	Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in reading from 34.4% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 42% in 2020 as measured by the Minnesota Comprehensive Assessment Series.

#2	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	effective math teaching practices.
to address the **Root Cause**	**Math:** The district needs to provide interventions for any students not proficient. This district also needs to ensure that time is used efficiently and students are being productive during quality in-
Which will help us meet this student outcome **Goal***	Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in math from 25% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 33% in 2020 as measured by the Minnesota

#3	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Second Step and Mind Up curriculums.
to address the **Root Cause**	**Attendance:** The district needs to increase instruction in social emotional learning skills.
Which will help us meet this student outcome	**All** elementary students will increase their consistent attendance from 82.41% in 2018 to 90% by 2020.

Plan for Strategy #1

Strategy #1: The strategy the district will implement is the essential instructional practices in literacy.

Root-Cause: Reading: The district needs to provide interventions for any students not proficient. This district also needs to ensure that time is used efficiently and students are being productive during quality instruction.

Goal: Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in reading from 34.4% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 42% in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date
RCE reading specialist will observe reading blocks.	Reading Specialist: Jonelle	Observation	Schedules	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1/24/19
Review the Wilson Language Program with PreK-8th grade reading teachers, interventionists, and paras.	Jodi Maanum	Attendance, Practice Profile, Fidelity Check	Staff Development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Ongoing 2/18/19
Developing structured reading blocks.	Leadership Team	Schedule	Time, Best Practices for Literacy Instruction, Board Approval	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Ongoing
Schedule changes (reading blocks 90 minutes, intervention times, etc.)	Leadership Team	Schedule	Time, Board Approval	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Ongoing

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date
½ day of professional development will be added on the second Wednesday of each month.	Administration	Schedule	Schedule Board Approval	x												2019-20
Interventionists focused in the 1st and 2nd grade literacy block.	Administration	Schedule	Board Approval	x												2019-20
Hire an additional full time Kindergarten teacher.	Administration		Board Approval	x												2019-20
Utilize the Wilson Language Program in grades K, 1, and ADSIS.	Administration	Fidelity Checks	Board Approval	x												2019-20

Plan for Strategy #2

Strategy #2: The strategy we are going to implement is effective math teaching practices.

Root-Cause: Math: The district needs to provide interventions for any students not proficient. This district also needs to ensure that time is used efficiently and students are being productive during quality instruction.

Goal: Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in math from 25% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 33% in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
PLC's to learn about and help implement the 8 effective teaching practices, using the book Taking Action.	Leadership Team Instructional Coaches	Attendance Practice Profiles	Professional Development Taking Action	⊠	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20
Schedule changes	Leadership Team	Schedule	Time Board Approved	⊠	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20
½ day of professional development will be added on the second Wednesday of each month.	Administration	Schedule	Schedule Board Approval	⊠	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20
Hire an additional full time Kindergarten teacher.	Administration		Board Approval	⊠	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20

Plan for Strategy #3

Strategy #3: The strategy we are going to implement is Second Step and Mind Up curriculums.

Root-Cause: Attendance: The district needs to increase instruction in social emotional learning skills.

Goal: All elementary students will increase their consistent attendance from 82.41% in 2018 to 90% by 2020.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Adjust attendance policy (tardy times, leaving school early).	Administration	Daily Attendance	Board Approval	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20
Explore ideas from Attendance Works curriculum.	Leadership Team	Daily Attendance	Attendance Works Curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2019-20
Implement Mind Up and Second Step in PreK-8th grade.	Classroom Teachers	Click or tap here to enter text.	Curriculums	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Ongoing

STRATEGIES FOR IMPROVING INSTRUCTION, CURICULUM, AND STUDENT ACHIEVEMENT

Indian Education Program Plan

2019-20 Strategies for Goal Achievement

All American Indian (AI) Children Ready for School

Lending Library – culturally-relevant books

Cultural activities

Increase parent engagement at Early Childhood Family Education (ECFE) and other family events

Positive Indian Parenting (PIP) –promoting positive parenting, all parents

All AI Third-graders Achieve Grade Level Literacy

Integrate American Indian culture into the classroom, having students sing songs in Dakota (in K-3 music) providing a sense of validation for their language;

Integrate storytelling/content books (literature culturally responsive) to introduce concepts and vocabulary; improve comprehension skills

Reading enrichment program (culturally responsive) grades 2 & 3; 2 x week (whole class instruction)

Involve grandparents and elders in sharing stories

Magazine subscriptions (library)

Employ a Dakota Language Teacher

Employ Para/After school staff (1)

All Achievement Gaps Closed for AI Students

Tutor one-on-one, pairs and small group instruction

Integrating American Indian Literature in Language Arts class, emphasizing vocabulary and comprehension

In Social Studies/Science provide alternative readings and videos that presents American Indian history, traditions, and perspective (i.e. buffalo and other culturally related topics); American Indian guest speakers; field trips

Cultural trunks for pre elementary, elementary and middle school

Employ an Indian Education Coordinator

STRATEGIES FOR IMPROVING INSTRUCTION, CURICULUM, AND STUDENT ACHIEVEMENT

Academic Standards

The *Minnesota K-12 Academic Standards* define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, world languages, and career and technical education.

Technology

The technology committee meets each month to assess performance, problem-solve and plan for future technology needs.

Up grading technology equipment, staff development and software update are yearly needs.   Browns Valley school has a Technology Learning Initiative which includes a 1:1 iPad or tablet for each student.

Title I Schoolwide

Since 2003, the Browns Valley School has implemented a school wide plan. The planning team meets quarterly to review how the implementation is progressing. Student achievement, curriculum, parent involvement and staff development are discussed.

Goals:

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3-8 will maintain their proficiency in math from 44.3% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 55.8% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series..

Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3-8 will maintain their proficiency in reading from 40.9% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 59.7% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series..

Title VI

The Title VI Program has been set up to provide academic assistance to our American students in PreK - 8th Grade. It promotes educational support and emotional support to our Native American students. This program is overseen and guided by the Browns Valley Title VII Native American Parent Committee.

Wellness

The purpose of this committee is to assure Browns Valley School's environment that promotes and protects students' health, wellbeing, and ability to learn by supporting healthy eating and physical activity and to promote and encourage students to adopt lifelong healthy behaviors that can reduce the risk of chronic disease.

ACCESS TO EXCELLENT AND DIVERSE TEACHERS

The District yearly reviews its equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out of field teachers.

> The District will provide opportunities for all staff to improve its cultural competencies .

> Provide additional resources and materials so that teachers can create more diverse learning opportunities.

> Provide mentoring for all new beginning teachers

> The District shall seek partnerships with outside agencies (Tribal colleges, Tribal Council, University of Minnesota, Morris to assist the district in meeting equitable education

> Continue to explore "Grow your Own" programs (work with Board of Teaching, Education Minnesota and Minnesota of Department of Education licensure)

> Collaborating with community leaders in developing ideas/solutions in addressing equitable education

> Review policy with hiring teams

STAFF DEVELOPMENT

The School Board must also establish an advisory staff development committee (122A.60) to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, nonteaching staff, parents, and administrators.

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs (section 122A.60)

Staff Development Advisory Committee Members

Nicole Hansen	Special Education Teacher
Lacey Miller	Parent
Dori Minder	2nd Grade Teacher
Karen Nelson	Interventionist
Krystina Raw	Middle School Teacher Reading/Math
Brenda Reed	Superintendent
Denise Pikarski	Principal

Percentage of teacher and other staff involved in instruction who participated in effective staff development activities.

Throughout the year, staff were involved in the following PLCs, workshops and activities: Data review, Teacher Evaluation, Discipline Interventions (Responsive Classroom, Restorative Practices) E-Learning, Technology Integration, Toxic Stress, Regional Staff Development, Reading Strategies (Best practices in Early Literacy (K-1) Best Practices in Literacy Instruction (2-6) LETRS training), Music Educators Mid-Conference Winter Clinic, Responsive Classroom, Curriculum Mapping, Unpacking Standards

STAFF DEVELOPMENT GOALS

(1) Student Achievement Goal: increase scores in math and reading

Staff Development Goal: Provide staff with best practice, research based strategies to increase student achievement in reading and math.

Content Area: (1) Language Arts/Writing (2) Mathematics

Findings: The staff received training throughout the year, Curriculum Mapping, RtI, Best practices in Early Literacy (K-1) Best Practices in Literacy Instruction (2-6) LETRS training, Phonics (Fundations) Unpacking Standards, Cultural Awareness (Historical Reservation Tour), Regional Staff Development events as well as in-services and workshops which were designed to increase student achievement.

Impact on Student Learning:

Elementary:

Mathematics: 66.7% of students in Grades 3 and 4 were proficient on the 2019 Math MCAs, which is above the state average of 55.5%. **Reading**: 60% of students in Grades 3 and 4 were proficient on the Reading MCAs, which is above the state average 59.7%.

Middle School:

Math: 32.8% of students in Grades 5–8 were proficient on the 2019 Math MCAs, which is below the state average of 55.5%. **Reading:** 31.0% of students in Grades 5-8 were proficient on the Reading MCAs, which is below the state average 59.7%.

Impact on Teacher Practice: Reviewing data, developing Individual Growth Plans, attending Professional Learning Communities and Regional Instructional Strategies Coaching Cohorts allowed teachers to reflect on their instructional deliver and identify areas of improving.

Continue next year? Yes

Designs and Strategies used to Implement Goals

Designs and Strategies

- Full-Day workshops
- Instructional strategies
- State assessment data
- District/School selected assessment data
- Student work
- Content/instructional coaching
- Assessment Development
- Curriculum alignment/mapping
- Curriculum development
- Differentiated instruction
- Technology in the classroom

High Quality Components

- Helped all school personnel work effectively with students and their parents.

- Improved teachers' classroom management skills.

- Included the use of data and assessments to improve classroom practice.

- Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, English learns and at-risk students.

- Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

- Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

- Provided for professional learning communities that focus on student achievement.

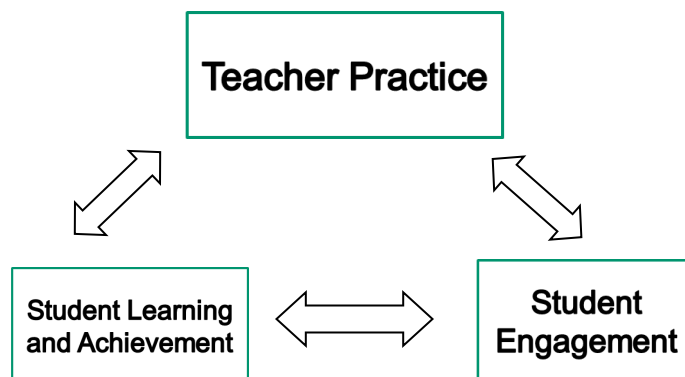- Provided technology training to improve teaching and learning.

(2) Student Achievement Goal: to improve achievement/learning in all areas by decreasing bullying and violence in Elementary and Middle School.

Staff Development Goal: to provide staff with knowledge and research base curriculum to increase pro-social skills and reduce violence and bullying in school.

Content Area:

- Health/Physical Education

- Language Arts/Writing

- Mathematics

- Science

- Social Studies

Findings: The staff reviewed the philosophy and elements of Responsive Classroom and Love and Logic through in-services, workshops and Professional Learning Communities. In addition, the staff received training in Restorative Practices.

Impact on Student Learning: Responsive Classroom and Love and Logic approaches encouraged students to be responsible for their behaviors. Students developed skills to resolve conflicts; however, discipline reports and suspensions increased.

Impact on Teacher Practice: Teachers and staff continue to grow in their classroom management skills as a result of sharing strategies, problem solving and support each other.

Continue next year: Yes

Designs and Strategies Used to Implement Goals:

- Designs and Strategies

- Full-day workshops

- Class Room Management

- District/School assessment data

- Classroom assessment data

- Demonstration teaching

- Instructional strategy modeling

- Curriculum Development

High Quality Components:

- Helped all school personnel work effectively with students and their parents

- Improved teachers' classroom management skills

- Increased teachers' ability to effectively instruct all students, including: culturally diverse learners, learners with special needs, gifted and talented students, English learners and at-risk students

- Increased teachers' knowledge of academic subjects and scientifically based research

- Provided for professional learning communities that focus on student achievement

Teacher Evaluation and Development Plan

∗ **Probationary Teachers—3 years of employment**

> Three formal observations per year conducted by the Principal/Superintendent with a written evaluation for each.

∗ **Continuing teachers—Tenure Teachers**

> One formal observation per year with a written evaluation.

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                    ┌──────────────────┐
                    │ Teacher Practice │
                    └──────────────────┘
                      ↗                ↖
        ┌────────────────────┐   ┌──────────────┐
        │ Student Learning   │ ↔ │   Student     │
        │ and Achievement    │   │  Engagement   │
        └────────────────────┘   └──────────────┘
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Final Performance Rating

COMPONENT	INDIVIDUAL RATINGS FOR EACH COMPOENT		PERCENTAGE	TOTAL
Teacher Practice 1. Peer observation check off 2. Principal Evaluation			x.45	
Student Engagement **(Individual Growth Plan)** 1. Peer Review Checklist 2. Student Engagement Evidence 3. PLC Evidence 4. Data Based Checklist			x.05 x.05 x.05 x.05	
Student Learning and Achievement (Student Performance Measures NWEA & Curriculum-based) 1. Shared District Goal 2. Teacher NWEA (class) goal 3. Teacher Goal			x.05 x.15 x.15	

Performance Rating

Numeric Value	Observations	Student Performance	Student Engagement	Individual Growth Plan
4	Exemplary	Met Goal	90-99%	
3	Effective	90-90% of goal	80-89%	
2	Developmental Needs	80-89% of goal	70-79%	
1	Unsatisfactory	70-79% of goal	60-69%	

Teacher Practice

Component 1: Domains Observed

2017-2018	2018-2019	2019-2020
DOMAIN 1: PLANNING Indicator C: Plans for assessment and differentiation	*DOMAIN 1: PLANNING* Indicator A: Aligns learning targets with standards and student data inform plan	*DOMAIN 1: PLANNIG* Indicator B: Uses content, resources and student knowledge to design cohort instruction
DOMAIN 3: INSTRUCTION Indicator A: Communicates learning targets and content effectively	*DOMAIN 2: ENVIRONMENT* Indicator A: Creates a respectful classroom culture of trust, safety and high expectations	*DOMAIN 2: ENVIRONMENT* Indicator B: Establishes and maintains clear expectations for classroom and behavior management
DOMAIN 4: PROFESSIONALISM Indicator A: Reflects on Teaching Practices	*DOMAIN 3: INSTRUCTION* Indicator B: Facilitates activities and discussion that promote high cognitive engagement	*DOMAIN 3: INSTRUCTION* Indicator C: Uses varied assessment techniques to advance student learning
DOMAIN 4: PROFESSIONALISM Indicator B: Engages in professional development		*DOMAIN 4: PROFESSIONALISM* Indicator C: Maintains professional responsibilities and communicates with families

Summative Evaluations will be completed during a 3 year cycle:

Teachers	School Year
1/3	2017-2018
1/3	2018-2019
1/3	2019-2020

Points of Contact Schedule

Year 1	Year 2	Year 3
1 Formal Evaluation	1 Formal Evaluation	1 Formal Evaluation
1 Walk Thru - Engagement	1 Walk Thru - Engagement	1 Walk Thru-Engagement
2 PCL – Peer Reviews	2 PLC Peer Reviews	1 PLC – Peer Review

Individual Growth and Development Plan (IGDP)

1. Guides individual learning activities and peer review throughout the three-year cycle;

2. Empowers a teacher to plan her/his own individual professional learning;

3. Focuses individual professional development on outcome-based goals connected to student learning and engagement

Developed at the beginning of the three-year cycle and is annually revised by the teacher. As part of the plan development, a teacher identifies:

1. Areas of growth;

2. At least one professional goal based on Performance Standards (Planning, Environment, Instruction, Professionalism) for Teacher Practice for areas of growth;

3. Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate achievement

Time line and Checklist

September-October

Student starting points and write student learning objectives

a)   A teacher collects evidence to define students' starting points and set a class goal

b)   A teacher assesses the need of target population and chooses appropriate content and assessment for targeted need goal

c)   An evaluator approves both goals

d)   Establishing building goals as well as the shared performance goal for use in the student learning process

November-April

Track progress and refine instruction

a)   A teacher and an evaluator discuss formative evidence of student learning and progress towards goals

b)   An evaluator establishes ways to support a teacher's efforts to promote student learning

May-September

Review results and score

A teacher an summative evaluator review evidence and scores the class and targeted need goals

Leadership team and administration review evidence and score shared performance goals

Summative evaluator incorporates final student learning goal scores into summative performance rating.

Professional Learning Communities

Participants collaborate with colleagues on professional learning goals, learn by doing, reflect on their experiences and share new insights and strategies with one another. PLCs support student learning and achievement.

Principal Evaluation

PROCESS The basic framework for Browns Valley School's principal evaluation process involves conducting an annual evaluation as a part of a three-to-five year cycle of performance improvement. In the first year of this cycle, deep and meaningful formative evaluation sets the stage for ongoing performance reviews in the subsequent years. When evaluating principals on a three-to-five year cycle, measurable goals are set at the outset and then the principal is evaluated annually based on the progress that has been made each year.

The intended purpose of the principal evaluation process is to focus on continuous professional development and to assess the principal's performance in relation to Minnesota's K-12 Principal Competencies; these competencies have been regrouped as Core Competencies.

The principal evaluation process follows six steps:

Step 1: Orientation by Superintendent/Designee
The superintendent/designee will conduct an orientation with the principal. At this orientation, the principal will be provided with a complete set of materials outlining the evaluation process and with the summary evaluation from the last performance review.

Step 2: Pre-Evaluation Planning by Principal
The principal will, individually and without input from anyone else, engage in informal self-assessment and reflection in accordance with a rating worksheet .. This introspective activity—measuring one's Core Competencies—will serve as the basis for the development of preliminary goals that should be completed prior to Step 3.

Step 3: Pre-Conference Between the Superintendent/Designee and the Principal
The principal will meet individually with the superintendent/designee to discuss, as applicable, the last   performance evaluation, results of the Step 2 self-analysis, preliminary performance goals, and the Core   Competencies to be included in the current evaluation process. The principal and superintendent/designee   will agree on the evidence necessary to complete the evaluation process and measure the principal's level of performance as well as discuss the system that will be used to gather, organize, and present this evidence. if the superintendent/designee holds significant   concerns regarding the principal's performance and intends to use a process that is targeted at remediation, this   should be clearly communicated at the pre-conference.

Step 4: Evidence Collection
The principal will collect the evidence agreed upon in Step 3. This may include data listed for each Core Competency included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student grow and success measured over time; and other data to document achievement of performance goals. The superintendent/designee will observe the environment, interact with teachers and other members of the school community, and gather additional evidence to support the review.
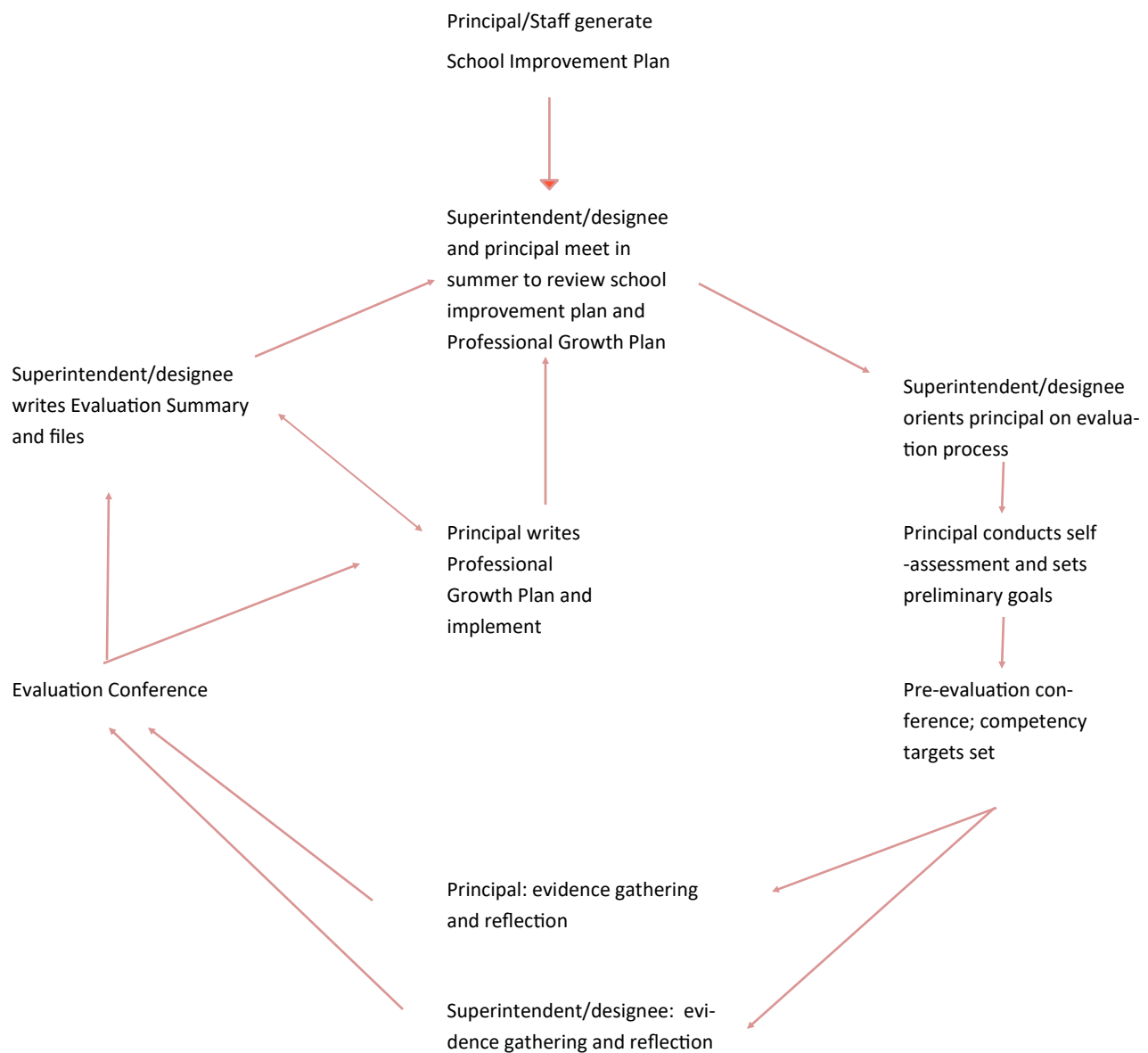
Step 5: Principal's Synthesis
The principal will synthesize the information obtained under Step 4 to prepare a consolidated assessment for the superintendent/designee; this is intended to be a comprehensive review of performance since the last evaluation. This summary, including the evidence used to judge performance, should be provided to the superintendent/ designee in advance of Step 6, at which final performance levels will be discussed. As a concurrent activity, the superintendent/designee should assemble a preliminary summary assessment of the principal by gathering evidence and other data for use in the pending evaluation conference.

Step 6: Evaluation Conference Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet to compare individual findings gathered during the evaluation process. They will discuss the prior evaluation, self-assessment, consolidated assessment, and superintendent's current summary evaluation of the principal. The principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan. The superintendent/designee will then generate a summary report of the evaluation that will subsequently be signed by both parties. Following this evaluation conference, the principal will develop a Professional Growth Plan in accordance with the evaluation for submission to the superintendent/designee.

THE EVALUATION PROCESS FLOWCHART

Principal/Staff generate School Improvement Plan

Superintendent/designee and principal meet in summer to review school improvement plan and Professional Growth Plan

Superintendent/designee writes Evaluation Summary and files

Superintendent/designee orients principal on evaluation process

Principal writes Professional Growth Plan and implement

Principal conducts self-assessment and sets preliminary goals

Evaluation Conference

Pre-evaluation conference; competency targets set

Principal: evidence gathering and reflection

Superintendent/designee: evidence gathering and reflection

Curriculum Review Process

All curriculum areas are aligned with the Minnesota State Academic Standards.

Process

Year 1: Planning

> Review current practices
> Analyze multiple data points (assessments,
> Review state standards
> Research current trends
> Selection—Review instructional materials and select appropriate materials for purchase

Year 2: Implementing

> New Curriculum
> Professional Development
> Are all student's needs being met? Is supplemental material needed?

Year 3: Reporting

> Review how students how students are progressing with new curriculum
> Gather feedback from teachers—Are goals obtainable?

Year 4: Evaluation

> Review effectiveness of curriculum

ACTIVITY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Planning	Health & PE (Specialties - Art, Ind. Arts, FLS)	Math Fine Arts	Support Programs Interventions	Science	Language Arts
Implementing	Science	Health & PE (Specialties— Art. Ind. Arts, FLS)	Health & Physical Education Specialties (Ind. Arts, FLS)	Support Programs Interventions	Science
Reporting	Math Fine Arts	Science	Health & PE (Specialties - Art, Ind. Arts, FLS)	Math Fine Arts	Support Programs Interventions
Evaluation	Language Arts & Media Technology	Math Fine Arts	Science	Health & PE (Specialties - Art, Ind. Arts, FLS)	Math Fine Arts

The Curriculum Advisory Committee is governed by Minnesota Statute Section 120B.11 Subd. 3. The new 2013 Education Law made some revisions to the District Curriculum Advisory Committee. (https://www.revisor.mn.gov/statutes/?id=120B.11) Every school district is required to have a District Curriculum Advisory Committee.

- The District Curriculum Advisory Committee must have representatives that include teachers, parents, support staff, students, and other community residents. The membership must reflect the diversity of the school district. If possible, parents and community members should comprise at least 2/3 of the advisory committee members.

- The legislature has mandated that school districts form District Curriculum Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- The District Curriculum Advisory Committee will make recommendations to a district administrator regarding student achievement goals, instruction, curriculum and assessment. The district administrator will report these recommendations to the School Board.

- The roles of the school board and the District Curriculum Advisory Committee are purely advisory; the school board serves in an overall policy-making role, consistent with Browns Valley School Board Policy 208. The superintendent, and building administrators make specific decisions and are charged with implementing those decisions. This is the standard model for Minnesota school districts.

PROGRAMMING TO IMPROVE STUDENT ACHIEVEMENT

Multi-tiered Systems of Support

Response to Intervention (RtI) is a multi-tiered system of supports (MTSS) for providing high quality instruction and interventions to accelerate learning for students who are at risk for not mastering grade level standards. This system is a three-tiered frame-work that uses increasingly more intense instruction and interventions based on student's academic and/or behavioral need.
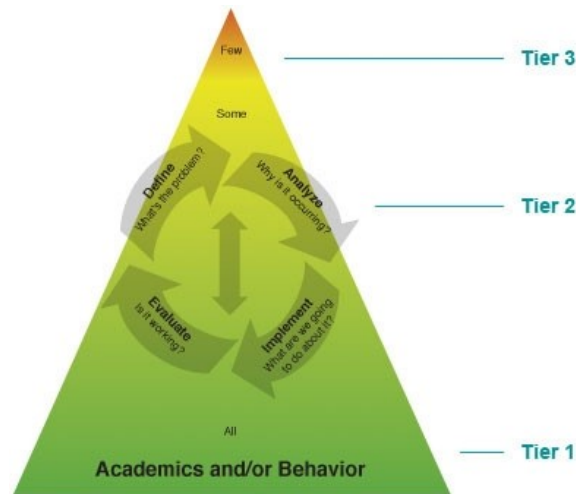
RESPONSE TO ACADEMIC PERFORMANCE

Middle School students are rewarded with weekly RAPS for their positive performance.

Rules for R.A.P.

Be on time to school, stay the entire day.

No tardies

No unexcused absences from school.

Excused absence from school may count if

Note of illness or Dr. appointment is sent to office and all assignments are made up by the R.A.P. time.

Only 1 excused absence during the R.A.P. period

Complete all assignments on time.

No Discipline reports

RAPS are for one class hour on each Friday, and the hour rotates each week. Students have their performance judged from Friday through the following Thursdays to qualify for the next RAP.

Two "SUPER RAPS" occur each year. They are held shortly after the end of the first semester and the last week of school. Their length will be a half day or longer and will involve "very enjoyable activities". Students must make approximately 70% of the weekly RAPS to qualify.

ATTENDANCE POLICY

Students must be in attendance for six hours to receive credit for a full day and three hours to receive credit for a half day. If students have an appointment, they may be checked out in the main office and return to school to receive credit for attendance. Students will be counted tardy after 8:05. Five accumulated tardies will result in a meeting with administration and the creation of an attendance success plan with the student's teacher.

Attendance Plan

Theme	"Attend Today, Achieve Tomorrow"
Goal	One or less absence a month

Who	Action	Timeline
Office	1. JMC will send out a call/text/email 2. Follow-up call to families who haven't called by office staff 3. Update attendance log in the office 4. E-mail weekly attendance reports to staff (year to date info). 5. Mail Attendance letters to families after 3, 5, 7… absences	6. 9:00 daily 7. 10:00 daily 8. Daily as calls are received 9. Every Monday 10. Weekly
Classroom Teachers	1. Reach out to families with a positive comment and keep track using the communication log. 2. Add attendance information/data to their newsletters. 3. Create a student success plan with families during conferences for students who have been absent 2 or more times before September 30th. 4. Bring attendance issues to the child study team after creating student success plans with families. (or before to get tips on strategies for the plan) 5. Work with Child Study Team and families to discover the root cause of attendance issues 6. Check the attendance log in the office if students are absent, if no contact has been made reach out to families (email, text, phone call) 7. Perfect attendance sticker chart in classroom. Set your own rewards.	8. Once a quarter 9. Monthly newsletter or calendar 10. Fall Conferences 11. Monthly Child Study Teams 12. Monthly Child Study Teams 13. Daily 14. Daily
Leadership Team	1. Plan Back to School Open House. 2. Create and share communication log for staff/families 3. Create and share Student Success Attendance Plan document	4. Summer 2019 5. Fall in-service 6. Prior to fall conferences
Administration	1. Create an attendance blurb for Facebook, teachers may use this one. 2. Discuss attendance concerns with staff to help enforce Student Success plans created by teachers/families 3. Check on outside access for phone lines from classrooms 4. Contact Social Services/Tribal Truancy Office for chronic attendance	5. Monthly 6. Weekly CPTs 7. June 4, 2019 8. Weekly

W.I.N.

What I Need

WIN Description:

Based on NWEA results, areas of need have been identified. These areas have been labeled as "Focus Skills". Each WIN teacher will deliver interventions based on their Focus Skill. Students will rotate through math and reading interventions throughout the year. Interventions are encouraged to be project based and/or hands on. Regular curriculum, homework help and computer-based programs should not be used as interventions during this time. WIN is not graded, but you may choose to take students off of RAP based on behavior or lack of participation.

WIN Schedule:

Monday, Tuesday, Wednesday, Thursday from 2:54 pm to 3:25 pm (RAP on Fridays)

Teachers	Aug 29 - Oct 11	Oct 15 - Nov 26	Dec 2 - Jan 24	Jan 27 - Mar 6	Mar 9 - Apr 17	Apr 20 - end
1.	Eagles	Falcons	Hawks	Owls	Seagulls	Ravens
2.	Falcons	Hawks	Owls	Seagulls	Ravens	Eagles
3.	Hawks	Owls	Seagulls	Ravens	Eagles	Falcons
4.	Owls	Seagulls	Ravens	Eagles	Falcons	Hawks
5.	Seagulls	Ravens	Eagles	Falcons	Hawks	Owls
6.	Ravens	Eagles	Falcons	Hawks	Owls	Seagulls

Teacher	Focus Skill
1.	Fractions
2.	Geometry
3.	Time and Money
4.	Literature
5.	Vocabulary Acquisition
6.	Informational Text

Section 504

Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104) is a federal civil rights statute that assures individuals will not be discriminated against based on their disability. All school districts that receive federal funding are responsible for the implementation of this law. This law protects a student with an impairment that substantially limits one or more major life activities, whether the student receives special education services or not.

Examples of physical or mental impairments that may be covered under Section 504 include: epilepsy, AIDS, allergies, vision impairment, broken limbs, cancer, diabetes, asthma, temporary condition due to accidents or illness, ADD/ADHD, learning disabilities, autism, depression, intellectual disability, traumatic brain injury, and post-traumatic stress disorder.

Examples of major life activities that can be affected by the student's disability include: learning, thinking, concentrating, reading, speaking, walking, breathing, sleeping, caring for oneself, as well as major bodily functions, including brain function, immune system function, or digestive functions. This is not an exhaustive list.

The U.S. Department of Education, Office for Civil Rights (OCR) administers Section 504. The Minnesota Department of Education (MDE) has no enforcement authority for this law. In addition to complaints of discrimination based on disability, you may file complaints with OCR regarding discrimination based on race, sex, age, or national origin in education institutions. You must file a complaint within 180 days of the date the discrimination occurred. Although it is not necessary to file a complaint with the school district before filing it with OCR, you may file complaints with both the school district and OCR.

Special Education

Special education services are available for all students who have special needs. Eligibility for the services is determined by a multi-disciplinary team who conduct educational and psychological testing to determine the type and amount of help a student needs. The goal of Special Education teachers is help students reach their potential. To help accomplish this, a written Individual Education Plan (IEP) is developed by school person and parents for student in a program. These plans specifically state goas, objectives, and activities necessary to meet the individual needs of each student.

Targeted Services

Targeted Services is designed for students who are at-risk of educational failure in Kindergarten through grade 8. Targeted Services is offered after school. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on vocational and career skills, including independent study options. Community, county and state partnerships provide additional support and resources.

Title I

Title 1 is a federally funded program designed to improve educational opportunities by providing supplemental reading/language and mathematics instruction school wide. Families and teacher wan the same for students: success in school. When school, teachers, and parents all work together, schools are better and children are more likely to do well in school

Gifted and Talented

A. Guidelines for Assessments—Multiple Data points will be used

Following the recommended guidelines for Academic Acceleration (www.nagc.org)

1. Access to referral consideration of acceleration is open to all students.

2. All students populations are served.

3. Student evaluation is fair, objective and systematic.

B. Process to assess and Identify students for participation in Gifted and Talented programs

1. Ability   Students scoring at or above the 95th percentile nationally on standardized tests (one of the following)

     Cognitive Ability Test (CogAt) Test Form 7 (Houghlin Mifflin Harcourt)

     Naglieri (Non Verbal)

     Stanford Binet

2. Achievement

     Minnesota Comprehensive Assessment (Math & Reading)

     NWEA (MAP)

3. Behavioral Characteristics

4. Recommendations and data from past and/or present teachers

Acceleration—Program Model
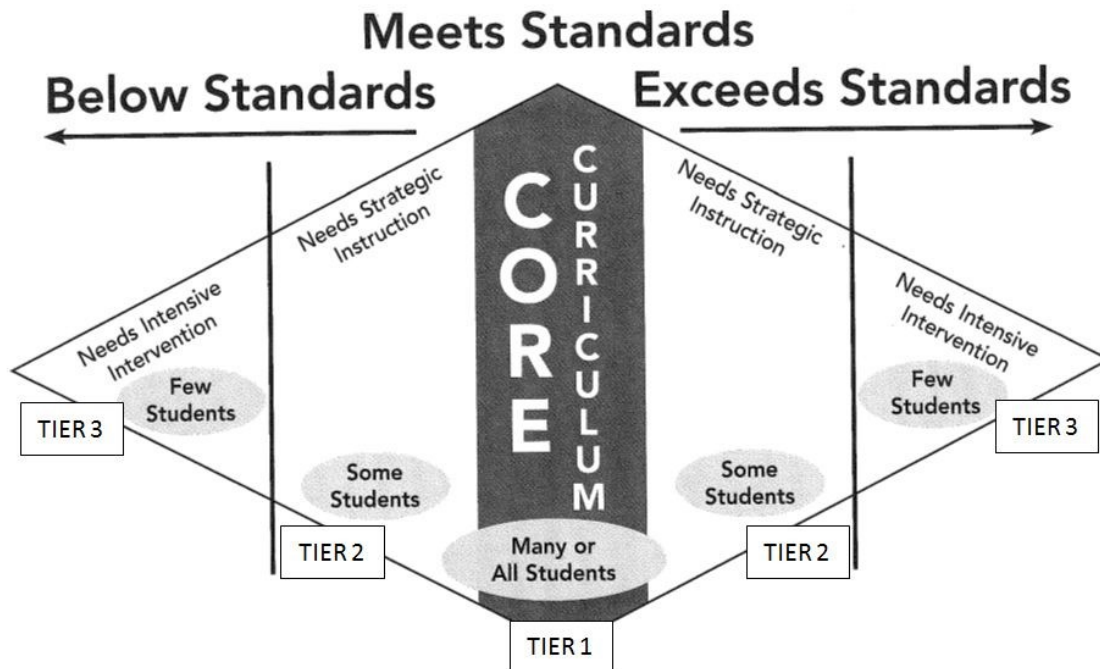
Tiered System of Interventions for Gifted Service*

Tier 1: Students receive research-based, high-quality general education that is differentiated. (high quality)
Tier 2: Students receive additional enrichment and/or accelerated options within specific content areas such as math and reading.
Tier 3: Students receive compacted grade level activities and greater acceleration.

*Adapted from Kramer, Sharon. "An Integrated Response to Learning: Eight Strategies that Work." The Collaborative Teacher: Working Together as a Professional Learning Community Bloomington, IN: Solution Tree Press, 2008. 178-197.

Professional Development

Train school personnel in developing and using appropriate strategies for instruction with gifted/talented/creative students.

Acceleration

Early Admission to Kindergarten and First Grade

Early Kindergarten and First Grade Student Entrance Criteria

Children are eligible to enroll in kindergarten in District 801 if they are five years old on or before the first of September. Children are eligible to enroll in Grade 1 if they are six years old on or before the first of September. It is recognized that some children may have exceptional skills and are ready to begin their formal education before they reach that age. In order to provide for these children, the Board of Education of District 801 has established a policy for early entrance.

Early admission may be permitted for children who meet the criteria approved by the administrative and teaching staff for early admission.

A. The District will consider for early entrance to kindergarten, only those children whose birth date is after September 1 and before December 31.

B. There must be evidence that the child will experience success with the total school program. The criteria to be used for early admission will include:

Full Brigance Assessment. A child must score a 5.0 in all of the following areas:

√   Language Development

√   Literacy Assessment

√   Math and Science

√   Social and Emotional Development

√   Physical and Health Development

An individual assessment by qualified school personal must be scheduled before August 1. The results and recommendation for early entrance will be shared with the parent. The administration will render an enrollment decision. School registration for early kindergarten and Grade 1 will only be accepted after the full assessment has been completed and the student is found eligible for early admittance.

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 120A.01 (Admission to Public School)

Minn. Stat. § 120B.15 (Gifted & Talented)

STUDENTS' SUCCESSFUL TRANSITION TO POST SECONDARY PLAN

Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-1014 school year, must assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

During the 8th Grade, students complete activities from the MCIS Jr. - Middle-Level Career Information System. The system offers the following: **Career Cluster Survey** – an interest survey based on the 16 Department of Education Career Clusters, **IDEAS Interest Assessment** - a standardized interest assessment normed for this age group, **Occupation Content**, **Electronic Portfolio and Activities to help students with career planning.**

During the year Middle School students will have the opportunity to job shadow and visit area post-secondary institutions.

STUDENTS GRADUATE FROM HIGH SCHOOL

Students identified as "at risk" are monitored weekly through the Middle School Teachers' Common Planning Time and Response to Academic Performance (RAP). Teachers report on students' behavior, attendance and academic status. Students who are failing or close to failing are placed in programs that offer academic support, including:

1. Homework Help

2. Targeted Services

3. Title VI tutoring

COMMUNITY SATISFACTION

Parents are given a survey to determine their level of satisfaction with their child's education experience at the Browns Valley School.

1. How would you rank the overall quality of education that your children receive at the Browns Valley School?
    A. Excellent
    B. Good
    C. Average
    D. Below-average
    E. Poor
2. How would you rank the communication that you receive from the Browns Valley School about issues that impact you?
    A. Excellent
    B. Good
    C. Average
    D. Below-average
    E. Poor
3. What is the best way for the Browns Valley School to communicate with you?
    A. Mail
    B. Telephone
    C. Email
    D. Website
    E. Social Media
    F. Other _____

4. How would rank the integration of technology into the education process at the Browns Valley School?
   A. Excellent
   B. Good
   C. Average
   D. Below-Average
   E. Poor

5. What is your opinion about the use of IPads and Tablets in the classroom?

   A. Great idea

   B. OK

   C. Not sure

   D. Do not like it

   E. No opinion

6. How would you rank the safety and security of your child at the Browns Valley School?

   A. Excellent

   B. Good

   C. Average

   D. Below-average

   E. Poor

7. Would you recommend the Browns Valley School to a friend or to someone new to the area?

   A. Yes

   B. No

   C. Not sure

8. What is one thing that you would like the Browns Valley School to continue to do?

9. What is the one thing that you would like the Browns Valley School to start doing?

10. What is the one thing that you would like the Browns Valley School to stop doing?
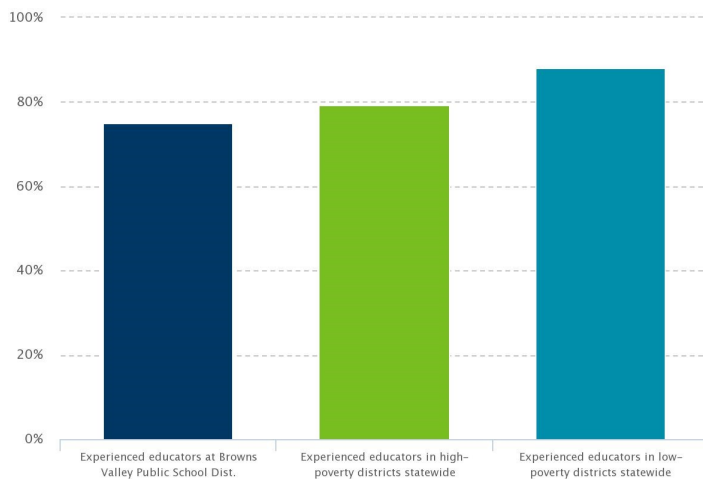
2018 Staffing Profile
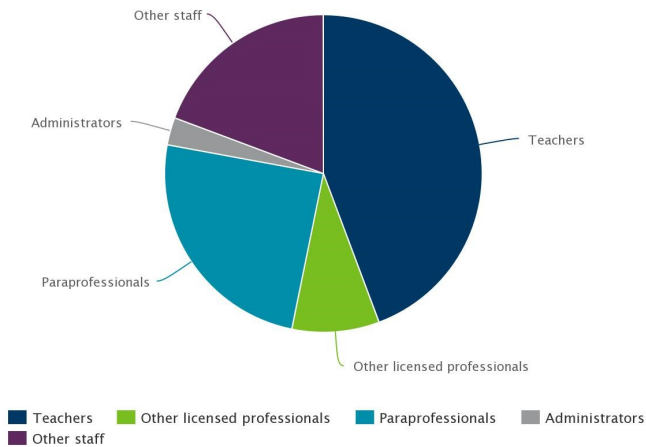
Position	Staff count/percent
Teachers	12/ 44.3%
Other Licensed Professionals	2/ 8.9%
Paraprofessionals	7/ 24.7%
Administrators	0/ 2.8%
Other staff - including non-licensed staff	5/ 19.3%
Total	29/ 100.0%

Student Access by Free/Reduced Price Meals

Percentage of experienced educators
Note: An experienced educator has more than three years of experience.

This district has 70.55% of students receiving **free or reduced-price meals** and is considered a high-poverty district.

	Educators at Browns Valley Public School Dist.	Educators in high-poverty districts statewide	Educators in low-poverty districts statewide
Percent experienced	75.00%	79.29%	88.06%
Number experienced	12	9,130	18,02

Minnesota Report Card

Percentage of licensed educators

Note: Licensed educators have a license or permission in the subject areas of the courses being taught.

This district has 70.55% of students receiving **free or reduced-price meals** and is considered a high-poverty district
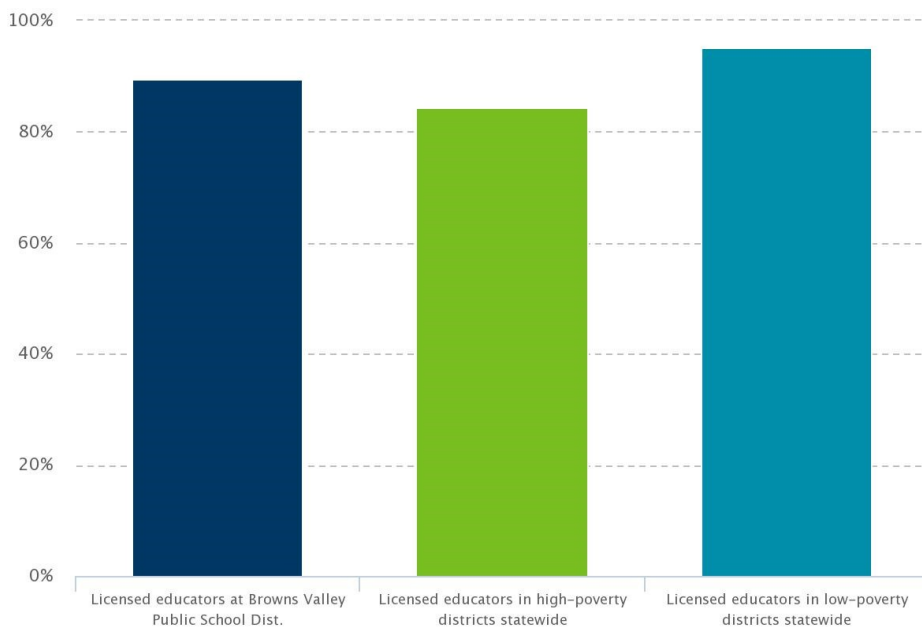
	Courses at Browns Valley Public School Dist.	**Courses in high-poverty districts statewide**	**Courses in low-poverty districts statewide**
Percent taught by licensed educators	89.47%	84.48%	95.13%
Number taught by licensed educators	34	23,642	42,

Student Access by Race/Ethnicity

Minnesota Department of Education

Minnesota Report Card

Percentage of experienced educators

Note: An experienced educator has more than three years of experience.

This district has 60.96% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students
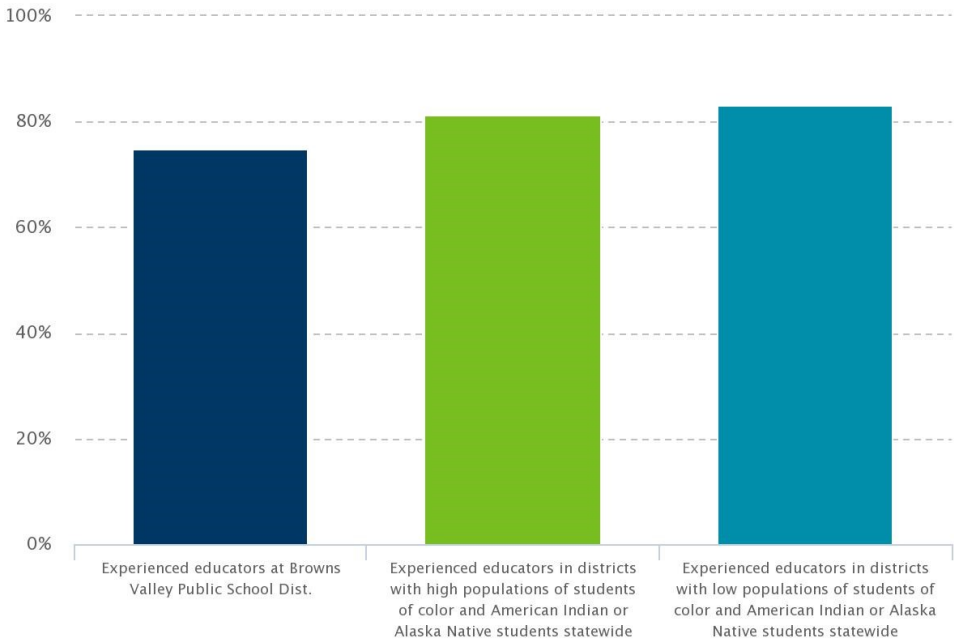
	Educators at Browns Valley Public School Dist.	Educators in districts with high populations of students of color and American Indian or Alaska Native students statewide	Educators in districts with low populations of students of color and American Indian or Alaska Native students statewide
Percent experienced	75.00%	81.40%	83.01%
Number experienced	12	14,916	7,290

Student Access by Race/Ethnicity

Percentage of licensed educators

Note: Licensed educators have a license or permission in the subject areas of the classes being taught

This district has 60.96% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students.
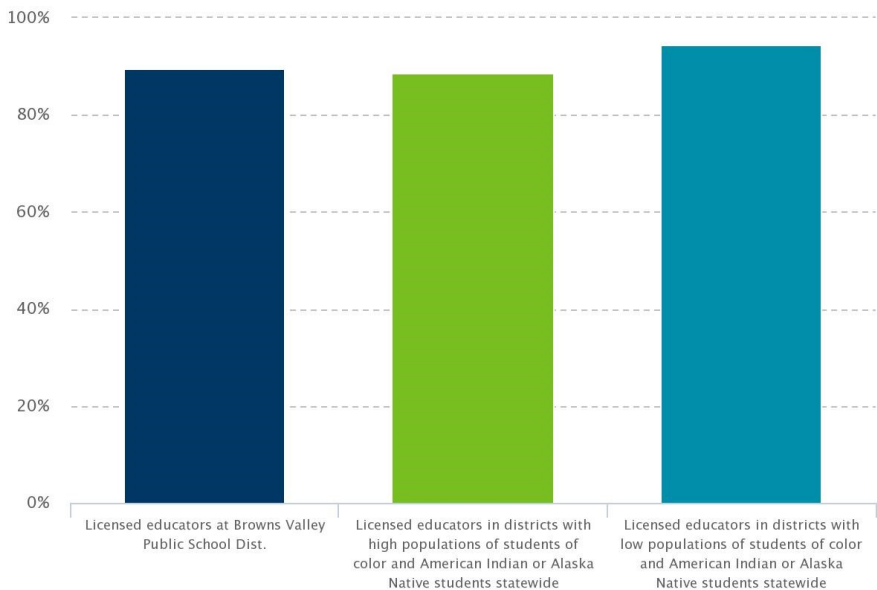
	Courses at Browns Valley Public School Dist.	Courses in districts with high populations of students of color and American Indian or Alaska Native students statewide	Courses in districts with low populations of students of color and American Indian or Alaska Native students statewide
Percent taught by licensed educators	89.47%	88.59%	94.36%
Number taught by licensed educators	34	40,796	18,843

Student/Teacher Ratios

Minnesota Department of Education

Minnesota Report Card

Ratio of Licensed Teachers to Students

Number of students per licensed teacher	12
October 1 student count	146
Total licensed teacher FTE count	**11.85**

Ratio of Licensed Teachers and Support Staff to Students

Number of students per licensed teacher and support staff	12
October 1 student count	146
Total licensed teacher and support staff FTE count	**12.55**

Ratio of All Licensed Staff to Students

Number of students per licensed staff	10
October 1 student count	146
Total licensed staff count	**15.27**

ANNUAL GENERAL FUND BUDGET TO IMPLEMENT PLAN

Fiscal Year 2018 Expenditures - District/Site Level Report

District 0801-01 BROWNS VALLEY PUBLIC SCHOOL DIST.

All Schools

Students Served: 156.25

Program Category	Site Expenditure Per District	District-Wide Allocated Per ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	.00	188,985.33	188,985.33	1,209.51	9.94
School Level Administration	1,550.00	91,399.85	92,949.85	594.88	4.89
Regular Instruction	684,207.41	118,489.80	802,697.21	5,137.26	42.23
Career and Technical Instruction	.00	.00	.00	.00	.00
Special Education	368,481.64	.00	368,481.64	2,358.28	19.39
Student Activities and Athletics	23,798.95	.00	23,798.95	152.31	1.25
Instructional Support Services	.00	101,945.63	101,945.63	652.45	5.36
Pupil Support Services	.00	3,212.14	3,212.14	20.56	17
Operation Maintenance and Other	.00	201,793.87	201,793.87	1,291.48	10.62
Student Transportation	3,084.73	52,609.23	55,693.96	356.44	2.93
Subtotal - General Fund Operating Expenditures	**1,081,122.73**	**758,435.85**	**1,839,558.58**	**11,773.17**	**96.78**
Capital Expenditures	.00	61,191.51	61,191.51	391.63	3.22
Total - General Fund	**1,081,122.73**	**819,627.36**	**1,900,750.09**	**12,164.80**	**100.00**

Regular Instruction: All activities dealing directly with the teaching of students and the interaction between teachers and K-12 students

Instructional and Pupil Support Services: Activities for assisting instructional staff with the content and process of providing learning experiences for K-12 students . All services to students that are not classified as instructional services (i.e. Counseling and Guidance.

Special Education: Services for students receiving special education services

Administration: Funds are used for administration; including: superintendent, principals, Schoolboard and district support services (i.e. Business manager, District Secretary, and Legal Services)

Facilities, Operation Maintenance: Acquisition, operation, maintenance, repair and remodeling of all facilities and grounds.

Transportation Funds used for (i.e. transportation, repair of vehicles)

DISTRICT AND ASSESSMENT COMMITTEE

The district advisory committee is a requirement of the World's Best Work Force. This advisory committee recommends to the school board academic standards, student achievement goals and measures, and district assessments. There is new requirement that the district advisory committee also make recommendations about the means to improve students' equitable access to effective and more diverse teachers.   The District Advisory Committee meets a minimum of four times a year. The Committee is composed of Administration (2), School board (2), Middle School Teachers (2), Elementary Teachers (2) , Special Education (1) and parents (2), and (2) representatives from the community.