

Local Literacy Plan

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

Last revised: June 2023

Planning and implementation of strategies and action items noted within this document were done under the direction of: Bert Raney Elementary Leadership Committee, Bert Raney Elementary Literacy Committee, Bert Raney Elementary Staff Development Committee and various staff members with expertise in literacy instruction.

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

Purpose Statement

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

Philosophy

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

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

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

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

However due to LETRS training and the shift from a balanced literacy approach which previously included a Comprehensive Literacy Framework, our district is now shifting to using evidence-based

best practice approaches for teaching foundational literacy skills, which is often referred to as the Science of Reading or Structured Literacy.

We have identified the following components, all taught within the LETRS training and are noted within the Science of Reading (SoR) that will assist in increasing student achievement:

- Focus on Word Recognition
- Beginning Phonics, Word Recognition, and Spelling
- Advanced Decoding, Spelling, and Word Recognition
- Language Comprehension
- Oral Language and Vocabulary
- Reading Comprehension
- Text-Driven Comprehension

Literacy Plan Summary

Our district has previously been using a balanced literacy approach combining curriculum components from the basal program Journeys, Benchmark Literacy and Linda Hoyt read alouds to teach reading in kindergarten through grade 5. Included in this program are: whole group instruction, guided reading, read aloud, shared reading and independent reading. However, due to the shift in using the Science of Reading instruction, the district has made a shift to incorporating LETRS philosophies at BRE which has included the following:

- 11 certified elementary staff members being trained in LETRS
- 2 administrators were trained in the administrative course for LETRS
- An active language arts committee that is responsible for identifying our next reading curriculum for BRE
- Instructional coach and elementary principal who are attempting to keep up with MDE's mandates relating to reading instruction and the SoR, with the intention of implementing new policies and mandates for the 23-24 school year as assigned
- VOWAC was purchased and is used in kindergarten and 1st grade classrooms

Our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Our district also has a leveled bookroom as a resource for teachers to obtain materials for small group or individualized reading instruction. The bookroom was revamped during the 22-23 school year, with additional titles being added, including decodable books, which are available to all staff members. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-5 students receive classroom instruction in literacy approximately 140 minutes each day.

Assessment Information

All students in kindergarten and first grade are given the Renaissance Learning Early Literacy Assessment, grades 1-3 are given the Renaissance Learning Star Reading Assessment and grade 3 completes the Minnesota Comprehensive Assessment in reading and math. In addition, various local assessments including letter identification, letter sounds, Developmental Reading Assessment, etc are also used. Data from these assessments are used to identify students for interventions. The interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

Intervention Information

Intervention activity includes the use of a predetermined selection process for identification, which is based on three different points of data (may include: STAR Reading, STAR Early Literacy, DRA scores or other local assessment, dependent upon grade level). The interventionists work with students in small groups ranging in size from 1-4 students, who are at the same level or have similar needs, for approximately 30 minutes per session, three to five days a week. In addition, an additional reading assessment is given by the interventionist, who reviews the reading strengths and weaknesses of the individual reader(s). Lessons include phonemic awareness, word work (phonics), self monitoring strategies and comprehension skills reinforcements, and writing.

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

Multi-Tiered Level of Support

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

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

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

English Learners and Other Diverse Populations:

Bert Raney Elementary School has 36 Hispanic, 58 American Indian, 1 Asian, 1 Black, 166 White, 17 ELL, 81 SPED, and 57 FRP students. Based on these demographics, resources will be allocated and professional development is determined by the Staff Development Committee annually. *Data retrieved from Minnesota Report Card on 6/20/23.

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

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

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

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

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

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

Test forms are divided into five grade-level clusters:

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

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

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

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

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

Training / Coaching / Resources available for all school staff:

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

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

Minnesota ELA Standards

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

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

As of June 2023, Bert Raney Elementary currently has 11 teachers and 2 administrators involved in MDE’s LETRS training.

Use of Data

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

The Elementary Leadership Team, Curriculum Coordinator and Instructional Coach(es) reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

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

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

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

Comprehensive Needs Assessment

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

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

Data	Reflection/Findings	Review Date	Next Steps								
<p>Kindergarten Readiness Skills Document measures % of children entering kindergarten in the fall who were able to complete 80% or more of the readiness skills as noted on the BRE Kindergarten Readiness Skills document.</p>	<table border="1" data-bbox="381 1396 873 1570"> <tr> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>50%</td> <td>71.4%</td> <td>88%</td> <td>61.2%</td> </tr> </table> <p>2019-2020</p> <p>Using winter 19-20 scores: *15 of 33 reporting 45%</p> <p>**NOTE - winter scores have no baseline to compare to, all data above is from prior spring collections.</p>	2015-16	2016-17	2017-18	2018-19	50%	71.4%	88%	61.2%	<p>Data is reviewed each spring, fall and numerous times throughout the school year</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> Increase percentage of incoming kindergarten students who are able to complete 80% or more of the readiness skills as noted on the BRE Kdgn Readiness Skills document <p>Improvement Strategies:</p> <ul style="list-style-type: none"> Kindergarten staff will work with preschool staff through PLCs Preschool staff will use objectives and goals on the BRE Kindergarten Readiness Skills document to provide direction for planning and instruction.
2015-16	2016-17	2017-18	2018-19								
50%	71.4%	88%	61.2%								

	<div data-bbox="383 201 875 258" style="border: 1px solid black; padding: 2px;">2020-2021</div> <div data-bbox="383 258 875 564" style="border: 1px solid black; padding: 2px;"> <p>Due to Covid-19, scores are not complete, however are reported as collected.</p> <p>86.3%</p> <p>**Note: BRE only has scores for 22 of the 47 preschool students. Of the remaining 25 students without scores, 23 did not participate in our onsite preschool program or the local Head Start program.</p> </div> <div data-bbox="383 625 875 682" style="border: 1px solid black; padding: 2px;">2021-2022</div> <div data-bbox="383 682 875 1045" style="border: 1px solid black; padding: 2px;"> <p>35 of 51 kindergarten candidates were assessed in May of 2022 while in a preschool program. Of the 16 that were not assessed, 3 were unable to due to their disabilities and the remaining 13 did not attend local preschool and/or the local Head Start program. Of the 35 students who were assessed, 23 of those students scored 80% or higher on the Kindergarten Readiness Skills assessment.</p> <p>66%</p> </div> <div data-bbox="383 1106 875 1163" style="border: 1px solid black; padding: 2px;">2022-2023</div> <div data-bbox="383 1163 875 1220" style="border: 1px solid black; padding: 2px;"></div>		<ul style="list-style-type: none"> Kindergarten staff and preschool staff will collaborate on joint activities including but not limited to: Kindergarten Kickoff, Preschool screening, Camp Kindergarten, ECFE activities, and the Readiness Readiness document.
<p>Kindergarten Skills Assessment Document measures kindergarten students' skills in the areas of: letter identification, letter sounds, dictation, concepts of print and name formation.</p> <p>Fall 2018 Scores</p> <p>Spring 2019 Scores</p>	<p>Kindergarten teachers, along with a Reading Interventionist, review the data and make instructional decisions based on the results.</p> <p>2018-2019 was the first school year this assessment was used. BRE plans to continue to use this assessment to assist with instructional decisions and strategies.</p> <p>Fall 2018 Scores Kdgn Classroom A - 51.4pts Kdgn Classroom B - 35.83pts Kdgn Classroom C - 53.91pts</p> <p>Spring 2019 Scores Kdgn Classroom A - 91.4pts Kdgn Classroom B - 91.17pts Kdgn Classroom C - 92.18pts</p>	<p>Time range is noted with each set of scores.</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation. <p>Improvement Strategies:</p> <ul style="list-style-type: none"> Kindergarten students grouped into groups according to assessment results, for small group instruction Continued collaboration with preschool staff Support staff are used to support the instructional plans

<p>Fall 2019 Scores</p> <p>Winter 2020 Scores</p> <p>Fall 2020 Scores</p> <p>Spring 2021 Scores</p>	<p>Fall 2019 Scores Kdgn Classroom A - 41.73pts Kdgn Classroom B - 52.71pts</p> <p>Winter 2020 Scores (note due to Covid 19, the last collected scores were in March) Kdgn Classroom A - 86pts Kdgn Classroom B - 86.82pts</p> <p>Fall 2020 Scores Kdgn Classroom A - 43.85 pts Kdgn Classroom B - 35.8 pts Kdgn Classroom C - 37.92 pts</p> <p>Spring 2021 Scores Kdgn Classroom A - 84.86 pts Kdgn Classroom B - 96.07 pts Kdgn Classroom C - 98.26 pts</p>		
<p>Spring 2022 Scores</p>	<p>Spring 2022 Scores Kdgn Classroom A - 90.65 pts Kdgn Classroom B - 89.9 pts</p>	<p>May 2022</p>	<p>Prioritized Needs:</p> <ul style="list-style-type: none"> ● Increase kindergarten students skills in the areas of letter identification, letter sounds, dictation, concepts of print and name formation. <p>Improvement Strategies:</p> <ul style="list-style-type: none"> ● Kindergarten students grouped into groups according to assessment results, for small group instruction ● Continued collaboration with preschool staff ● Support staff are used to support the instructional plans
<p>Spring 2023 Scores</p>	<p>Spring 2023 Scores All kindergarten classrooms have kept detailed records that include information on the following:</p> <p>uppercase letters, lowercase letters, sounds (26), a DRA, and high frequency words</p> <p>In May of 2023, all kindergarten students were also given a phonics awareness assessment, related to LETRS training.</p> <p>Our scores in the spring of 2023 do not flow or match with scores obtained previously. Our team of classroom teachers, specialists, and administration updated our assessment process for students in kindergarten to ensure we were collecting relevant data that can be used to improve teaching and increase student achievement.</p> <p>Each classroom teacher, with support from specialists, collected this information at least 3-4 times during the year.</p>	<p>May 2023</p>	<p>Prioritized Needs: Continue to review data collected, time it takes to collect, how we use the data to improve instruction and increase student achievement.</p> <p>Improvement Strategies: Kindergarten staff give the opportunity to complete LETRS training, use PLC time to review data and instructional practices, continued collaboration with preschool staff.</p>

Bert Raney Elementary – MCA Reading Data Review

Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	44.00%	48.00%	49.10%	48.80%	53.70%	51.5%	COVID No Data	48.6%	45.7%
FRP Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
RE Proficiency	31.80%	32.60%	29.40%	29.10%	36.10%	36.5%	COVID No Data	40.3%	42.5%
EL Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	22.20%	10.00%	33.30%	66.70%	50.00%	n/a	COVID No Data	na	no
SPED Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	6.50%	0.00%	9.40%	20.50%	18.60%	16.3%	COVID No Data	31%	24.2%
Hispanic Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	34.80%	29.20%	38.10%	30.00%	47.40%	n/a	COVID No Data	44.4%	37.6%
American Indian Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	19.40%	27.00%	27.00%	26.70%	37.50%	n/a	COVID No Data	45.5%	43.8%
Caucasian Reading	2014	2015	2016	2017I	2018	2019	2020	2021	2022
BRE Proficiency	53.40%	60.20%	58.30%	58.60%	57.00%	56.7%	COVID No Data	48.14%	46.3%
STAR Early Literacy Percentage at Grade Level	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023			
Kdgn	*	*				76.4%			
1st Gr	*	*			43.18%	na			
STAR Reading Percentage at Grade Level	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023			

	This Year's Grade Level 0.9	This Year's Grade Level 0.9	COVID	This Year's Grade Level 0.9	This Year's Grade Level 0.9	This Year's Grade Level 0.9			
1st Grade						61.2%			
2nd Grade	60.70%	52.58%		50%	65.71%	68.7%			
3rd Grade	52.10%	57.14%		39.53%	39.39%	32.3%			
4th Grade	55.90%	30.77%		35%	38.64%	36.3%			
5th Grade	53.10%	46.77%		40%	35%	30.9%			

***STAR Early Literacy (data used prior to Renaissance offering GE for Early Literacy)**

Spring 2019

Kindergarten Spring 2019 Average GE: 1.0 GE Range: 0.5 - 2.6

1st Grade Spring 2019 Average GE: 2.1 GE Range: 0.3 - 3.9

Spring 2020

No data, COVID

Spring 2021

Kindergarten Spring 2021 Average GE: 1.3 GE Range: 0.0 - > 3.0

1st Grade Spring 2021 Average GE: 1.7 GE Range: 0.1 - 3.9

Assessments

Formative: teacher observation, DRA, student response (oral and written), ongoing reading running records, observation and anecdotal records, Words Their Way Developmental Spelling Inventory, various other local assessment including but not limited to: upper and lower case letters, letter sounds, high frequency words, etc.

District Assessments: STAR Early Literacy, STAR Reading

Dyslexia Plan

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

Parent and Community Engagement

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

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

August

PreK-5 Open House & Book Fair

September

Apples Activities in the Classroom

Fun & Friends

Mad Science

October

Parent Roller Skating with Child

Fun & Friends

Library Storytime

Room to Run

Swim Night

November

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

December

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

January

VIK Bumblebees
Silly Snowmen
Winter Science

February

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

March

State Project Presentations
VIK Honey Bees
VIK Bumblebees

April/May

Distance Learning due to COVID

June

BRE Bee Reading Program

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

2021-2022 Parent Involvement/Engagement Activities

Open House, September 2021
Parent-Teacher Conferences, November 2021
4th Grade, State Projects, April 2022
Parent-Teacher Conferences, April 2022
5th Grade, Biography Projects, May 2022
2nd Grade, Parent Day, May 2022
Extensive use of parent connection software, Seesaw, grades K-5
1st Grade, Reading Logs
TAG program: oral rounds of spelling bees, Regional Spelling Bee, SMSU Conferences, Math Masters
Special projects monthly
Various grades used book bags for at-home reading with a responsible adult
3rd Grade, MCA encouragement parent letters
Perfect Party, June 2022

2022-2023 Parent Involvement/Engagement Activities

Open House, August 31, 2022
4th Grade Tech w/Parents, October 5, 2022
3rd Grade Fall Party w/Parents, October 31, 2022
Parent-Teacher Conferences, November 17, 2022
Title Activity, November 17, 2022
Parent-Teacher Conferences, November 22, 2022
Title Activity, November 22, 2022
Kdgn Gingerbreads, December 20, 2022
2nd Grade Parent Game Day, February 16, 2023
BRE K-2 Music Concert, February 28, 2023
BRE 3-5 Music Concert, March 10, 2023

Kindergarten Kickoff, March 13, 2023
Parent-Teacher Conferences, March 28, 2023
Title Activity, March 28, 2023
Parent-Teacher Conferences, April 4, 2023
Title Activity, April 4, 2023
Kdgn Parent Game Day, April 21, 2023
1st Grade Math w/Parents, April 28, 2023
5th Grade Fun with Families, May 5, 2023
3rd Grade Parent Picnic, May 12, 2023
4th Grade State Projects, May 18, 2023
2nd Grade Poetry with Parents, May 19, 2023
Kdgn Picnic, May 23, 2023
5th Grade Biography Projects, May 23, 2023
Fun Day, May 25, 2023
Little Stinger Breakfast/Graduation, May 26, 2023
1st Grade Graduation, June 1, 2023

Parent Communication Plan

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

Staff Development

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

Staff development is provided through:

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

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

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

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

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

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

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

During the 2021-2022 school year, the following literacy training was provided to the Bert Raney Elementary School staff:

- Supporting English Learners in the Mainstream Classroom, January 2022
- LETRS training, 2021-2022 school year

Additional staff development during the 2021-2022 school year included:

- Seesaw software for parent communication
- PBIS
- PLC Foundations
- American Indian Education
- Boardmaker
- MCA training
- P.J. Fleck
- Community building
- Inclusion and Educating Students in Their Least Restrictive Environment
- ACES & Working with Students with Trauma

During the 2022-2023 school year, the following literacy training was provided to the Bert Raney Elementary School staff:

- Supporting English Learners in the Mainstream Classroom, January 2022
- LETRS training, 2022-2023 school year
- Analyzing ELA components
- What Works with English Learners

Additional staff development during the 2022-2023 school year included:

- Math training
- Seesaw software for parent communication
- American Indian training
- Special Education training
- ALICE training
- Curriculum based training and collaboration
- PBIS training
- Technology training on various topics
- Suicide Prevention
- Seizure training
- Data review
- MDE MCA training
- Tribal Sovereignty as an Inherent Human Right
- Processing Disorders and Classroom Accommodations
- Introduction to Spanish and Working with ELL Learners
- Introduction to Dakota language
- Analyzing ELA, Science, and SEL components in the classroom
- Artificial Intelligence
- Instructional Coaching through EIR

District Opportunities for Reporting to Stakeholders

Stakeholders	Date District Collaborated/Shared
District Advisory Committee	11/27/18, 2/18/19, 3/18/19, 11/7/19, 4/28/20
Strategic Planning Committee	3/22/22, 4/5/22, 4/25/22
Curriculum Advisory Committee	11/21/22, 1/12/23, 3/20/23, 5/15/23
K-12 QComp Committee	8/21/18, 11/6/18, 2/5/19, 3/26/19, 8/20/19, 9/4/19, 9/5/19, 9/23/19, 1/7/20, 5/12/20, 6/1/20, 8/27/20, 9/4/20, 9/21/20, 10/8/20, 1/5/21, 2/3/21, 3/3/21, 3/30/21, 5/25/21, 6/2/21
	2021-2022: 9/14/21, 1/5/22, 3/25/22, 4/26,22
	2022-2023: 6/21/22, 9/13/22, 11/18/22, 1/24/23, 3/29/23, 5/2/23

K-12 Staff Development Committee	10/3/18, 11/14/18, 1/16/19, 2/27/19, 9/17/19, 10/22/19, 1/3/20, 1/14/20, 3/17/20, 8/31/21, 9/23/21, 10/20/21, 10/21/21, 12/10/21, 2/4/21, 5/26/21
	2021-2022: 9/21/21, 1/26/22
	2022-2023: 9/30/23, 12/21/22, 1/20/23, 1/26/22, 3/7/23
BRE Leadership Team	9/20/18, 10/8/18, 11/12/18, 12/10/18, 2/25/19, 3/11/19, 4/8/19, 7/8/19, 9/5/19, 10/22/19, 3/3/20, 1/26/21
	2021-2022: 9/9/21, 10/14/21, 1/6/22, 2/10/22, 4/14/22, 5/12/22
	2022-2023: 10/11/22, 10/24/22, 1/31/23, 2/21/23,
Indian Parent Advisory Committee	9/18/19, 11/13/19, 2/26/20, 5/6/20, 4/28/21
	2021-2022: 9/18/21, 10/13/21, 11/10/21, 12/8/21, 1/12/22, 2/9/22, 3/9/22, 4/13/22, 5/11/22
	2022-2023: 9/14/22, 10/4/22, 11/9/22, 12/14/22, 1/11/23, 2/8/23, 3/8/23, 4/12/23
YME PTO	1/7/19, 2/4/19, 3/11/19, 4/1/19, 9/19/19, 10/7/19, 11/4/19, 12/2/19, 1/6/20, 2/10/20, 3/9/20, 4/6/20, 5/4/20
	2021-2022 Dates: 6/7/21, 8/2/21, 9/6/21, 10/4/21, 11/1/21, 12/6/21, 1/3/22, 2/7/22, 3/14/22, 4/7/22
	2022-2023: 9/12/22, 10/3/22, 11/07/22, 1/9/23, 2/6/23, 3/6/23, 4/3/23, 5/1/23
Parent - Teacher Conferences	Fall: 11/14/19 & 11/21/19 and Spring: 2/6/20 & 2/13/20 / Fall: 11/19 & 11/24 and Spring: 3/11 & 3/18
	2021-2022 Dates: Fall 2021: 11/16/21 & 11/22/21 Spring 2022: 3/31/22 & 4/7/22
	2022-23: 11/17/22, 11/22/22, 3/28/23, 4/4/23
School Board Meetings	2021-2022 Dates: 7/12/21, 8/9/21, 9/13/21, 10/11/21, 11/15/21, 12/13/21, 1/10/22, 2/14/22, 3/14/22, 4/14/22, 5/9/22, 6/13/22
	2022-23: 7/11/22, 8/8/22, 9/12/22, 10/10/22, 11/14/22, 12/12/22, 1/9/23, 2/13/23, 3/13/23, 4/11/23, 5/8/23, 6/12/23

COVID Leadership Committee	2021-2022 Dates: 10/13/21, 10/27/21, 11/17/21, 12/8/21, 1/5/22, 1/21/22, 2/9/22, 3/3/22
PLCs	2021-2022 Dates: 9/1/21, 9/2/21, 9/15/21, 9/29/21, 10/13/21, 10/27/21, 11/5/21, 11/10/21, 12/8/21, 1/12/22, 1/18/22, 1/26/22, 2/9/22, 2/18/22, 2/23/22, 3/9/22, 3/23/22, 3/25/22, 4/6/22, 4/20/22
	2022-23: 9/14/22, 9/28/22, 10/12/22, 10/26/22, 11/9/22, 12/7/22, 1/11/23, 2/8/23, 3/8/23, 3/16/22, 3/22/23, 4/5/23, 4/19/23

For those who are interested in learning more about Yellow Medicine East's literacy program, please contact Lisa Hansen, BRE Principal at lhansen@isd2190.org.