

ISD #, Pine Point Public School Local Literacy Plan

Our Mission: We believe that all students will show pride in themselves and their culture, do quality work, and demonstrate courtesy and respect for all living things. It is our hope that through education, each student will also positively contribute to the community through active participation in many of its processes. .

1. Statement of Goals and Objectives

To ensure that all students in Kindergarten through Grade 3 are reading proficiently at the end of each grade level, the Pine Point Public School District will provide research based reading instruction, assessment and curriculum aligned with Minnesota Academic Standards for all students. We will provide research based interventions for students not performing at grade level by using a comprehensive assessment system that includes; benchmark assessment and progress monitoring.

Pine Point School District implemented the Units of Study for Teaching Reading program in grades K-5 in September, 2016. The district is implementing the Units of Study for the Teaching of Writing curriculum in grades K-5 in August, 2017. These programs are designed to reinforce high level thinking skills in the area of literacy with explicit connections between reading and writing craft. All classroom teachers will be using whole group, flexible small groups, and individual conferring to help meet students' needs at their own instructional reading level. The Pine Point School Reading Data Guidelines chart below defines grade level assessments and defines reading grade level proficiency. Assessments are used throughout the school year to guide instructional decisions and provide interventions as needed. Classroom teachers receive support from Title 1 staff, paraprofessionals, and special education teachers.

The Units of Study for the Teaching of Reading and the Units of Study for the Teaching of Writing were developed by the Teachers College Reading and Writing Project at Columbia University based on decades of research. That research indicates that students achieve reading success through extensive experience with high-success, high-interest reading, and thus the program is centered around students individually reading self-selected independent level texts. This high volume of reading leads to greater growth in higher level thinking skills (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Additional research also indicates that students need to read nonfiction texts on both topics of interest and connected to content areas in order to increase knowledge, general vocabulary, and academic vocabulary (Cunningham and Stanovich, 1991). The Units of Study in Reading presents a balance of lessons focused on fiction and nonfiction and the Units of Study in Writing also balance narrative, information and opinion/argument genres. While students are reading independently in a balance of fiction and nonfiction, teachers share specific strategies in whole group lessons that are supported in individual and small group sessions. Research indicates that students benefit from instruction that emphasises using strategies in concert and being able to independently choose the most appropriate strategy for the context (Duke and Pearson, 2002). The Units of Study curriculum are aligned with Allington's (2012) suggestions that schools that want to foster the development "of phonemic segmentation" need to "ensure that classroom lessons feature activities that foster [its] development such as daily invented writing with application of 'sound stretching' strategies' in addition to setting up an early warning system (such as monitoring students' invented spelling development) to identify those students who are having difficulty in this area and a targeted intensive intervention plan that can be put in place "by the middle of the first-grade year" (p. 176). Additional information about the research basis for the Units of Study for Teaching Reading and the Units of Study for Teaching Writing is available on the Teachers College Reading and Writing Project website.

Third grade Minnesota Comprehensive Assessment (MCA) data in reading showed Pine Point’s “All” student group was at 59.3% in comparison to 60% for the state average in 2017. Pine Point’s third grade students who are “American Indian” and scored 25% and state average was 32.8% in 2017. Third grade students at Mahnomen who qualify for “free or reduced price lunch” scored lower than the statewide average at 22%- in 2017. The state average was 39.2%.

2. Statement of Process to Assess Students Level of Reading Proficiency and Current Data

Pine Point School District teachers will assess and record their data, three times during the school year to determine the reading level and needs of students. The process to assess students’ level of reading includes:

The Benchmark Assessment System (BAS) developed by Fountas & Pinnell is a one-on-one assessment that provides both summative and formative data. Pine Point School District teachers use the assessment to determine which students are below the expected level in reading and are in need of intervention services provided by Title 1 staff, paraprofessionals, and special education teachers. Additionally, the BAS provides diagnostic information about the students areas of strength and weakness that are used by interventionists and the classroom teacher to make instructional decisions that meet the individual needs of students.

Progress monitoring assessments are short assessments given on a regular basis. The data obtained through these assessments is collected, evaluated and used on an ongoing basis to determine the rate of a student’s progress towards reading at grade level. They also provide information on the effectiveness of the interventions used and to help modify the intervention to fit individual student needs. Intervention tools used, are matched to interventions with the student needs to make sure that they are working towards reading at grade level.

Assessment information will be shared with appropriate PLC groups, administration, and parents. Interventions will be put in place as needed.

Pine Point School Reading Data

Guidelines

Grade	Measure of:	Name of Measure:	Criteria for Determining those at or above grade level	Aug.	Oct.	Jan.	April
				# of students at grade level/ # of students assessed			
Kindergarten	Letter Recognition	BAS Optional Assessments	Aug.= 5; Oct.= 20 ; Jan.= 30; April=51				

	Early Literacy Behaviors	BAS Optional Assessments	Aug.= 2; Oct.= 5; Jan.= 8; April=9				
	Phonological Awareness: Blending Words	BAS Optional Assessments	Aug.= 0; Oct.= 5; Jan.= 8; April=10				
	Phonological Awareness: Initial Sounds	BAS Optional Assessments	Aug.= 0; Oct.= 4; Jan.= 6; April=8				
	Phonological Awareness: Rhyming	BAS Optional Assessments	Aug.= 0; Oct.= 5; Jan.= 8; April=10				
	Phonological Awareness: Segmenting Words	BAS Optional Assessments	Aug.= 0; Oct.= 5; Jan.= 8; April=10				
	High Frequency Words (25)	BAS Optional Assessments	Aug.= 0; Oct.= 5; Jan.= 15; April=19				
	Accuracy/ Comprehension	BAS	Instructional Reading and Comprehending Level: Aug. and Oct.=N/A; Jan.=B; April=C	NA			
Grade 1	Phonological Awareness: Blending Words	BAS Optional Assessments	Aug.= 10; Oct.= 10; Jan.= 10; April=10				
	Phonological Awareness: Initial Sounds	BAS Optional Assessments	Aug.= 8; Oct.= 8; Jan.= 8; April=8				

	Phonological Awareness: Rhyming	BAS Optional Assessments	Aug.= 10; Oct.= 10; Jan.= 10; April=10				
	Phonological Awareness: Segmenting Words	BAS Optional Assessments	Aug.= 10; Oct.= 10; Jan.= 10; April=10				
	High Frequency Words (50)	BAS Optional Assessments	Aug.= 11; Oct.= 25; Jan.= 30-34; April=49				
	High Frequency Words (100)	BAS Optional Assessments	Aug.= 25; Oct.= 50; Jan.= 75; April=99				
	Accuracy/ Comprehension	BAS	Instructional Reading and Comprehending Level: Aug.=D; Oct.=F; Jan.=G; April=I				
Grade 2	High Frequency Words (200)	BAS Optional Assessments	Aug.= 98-100; Oct.= 125-149; Jan.= 150-174; April=175-199				
	Word Writing	BAS Optional Assessments	Aug.= 50; Oct.= 60; Jan.= 70; April=80				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehending Level: Aug.=J; Oct.=K; Jan.=K; April=L				

Grade 3	Prefixes	BAS Optional Assessment	Aug.2=5; Oct.2=7; Jan.2=8; April 2=9				
	Suffixes II	BAS Optional Assessment	Aug.2=4; Oct.2=6; Jan.2=8; April 2=10				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehending Level: Aug.= M; Oct.=N; Jan.= O; April=O				
		MCA	350 or better on 3rd gr. MCA	N/ A	N/ A	N/ A	
Grade 4	Prefixes	BAS Optional Assessment	Aug.2=9; Oct.2=10; Jan.2=11; April 2=12				
	Suffixes II	BAS Optional Assessment	Aug.2=10; Oct.2=12; Jan.2=15; April 2=15				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehension Level: Aug.=P; Oct.=Q; Jan.=R; April=R				
		MCA	450 or better on 4th gr. MCA	N/ A	N/ A	N/ A	
Grade 5	Word Features Test	BAS Optional	Aug.2=15; Oct.2=20;				

		Assessment	Jan.2=25; April 2=30				
	Homophones II	BAS Optional Assessment	Aug.2=16; Oct.2=18; Jan.2=20; April 2=20				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehension Level: Aug.=S; Oct.=T; Jan.=U; April=U				
		MCA	550 or better on 5th gr. MCA	N/ A	N/ A	N/ A	
Grade 6	Word Features Test	BAS Optional Assessment	Aug.2=15; Oct.2=20; Jan.2=25; April 2=30				
	Greek and Latin Word Roots I	BAS Optional Assessment	Aug.2=2; Oct.2=2-3; Jan.2=3-4; April 2=4-5				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehension Level: Aug.=V; Oct.= W; Jan.=W; April=W				
		MCA	650 or better on 6th gr. MCA	N/ A	N/ A	N/ A	
Grade 7	Word Features Test	BAS Optional Assessment	Aug.2=15; Oct.2=20; Jan.2=25; April 2=30				

	Greek and Latin Word Roots I	BAS Optional Assessment	Aug.2=4; Oct.2=2-6; Jan.2=6; April 2=6				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehension Level: Aug.=W; Oct.=X; Jan.=X; April=X				
		MCA	750 or better on 7th gr. MCA	N/ A	N/ A	N/ A	
Grade 8	Word Features Test	BAS Optional Assessment	Aug.2=15; Oct.2=20; Jan.2=25; April 2=30				
	Accuracy/ Comprehension/Fluency	BAS	Instructional Reading and Comprehension Level: Aug.=Y; Oct.=Y; Jan.=Z; April=Z+				
		MCA	850 or better on 8th gr. MCA	N/ A	N/ A	N/ A	

Results are communicated with parents/guardians for all students through the following actions:

Fall Conferences-Classroom teachers share results of assessments, intervention plan, attendance records and parent involvement resources/recommendations for supporting literacy learning at home.

Parents/Guardians whose students receive intervention services will be directed to meet with the appropriate support staff who will share results of progress monitoring tools, intervention attendance records, and parent involvement resources/recommendations for supporting literacy learning at home.

In the event the parent or guardian is unable to attend fall conference, then:

- Classroom teacher will attempt to reschedule conference to include interventionist if involved
- Classroom teacher and interventionist will each attempt to conduct phone conferences
- Registered letter with return receipt will be mailed to parent/guardians of those students identified as not performing at grade level within 2 weeks of the scheduled conference.

Winter Conferences-Classroom teachers share results of assessments, intervention plan, attendance records and parent involvement resources/recommendations for supporting literacy learning at home. Parents/Guardians whose students receive intervention services will be directed to meet with the appropriate support staff who will share results of progress monitoring tools, intervention attendance records, and parent involvement resources/recommendations for supporting literacy learning at home.

In the event the parent or guardian is unable to attend fall conference, then:

- Classroom teacher will attempt to reschedule conference to include interventionist if involved
- Classroom teacher and interventionist will each attempt to conduct phone conferences
- Registered letter with return receipt will be mailed to parent/guardians of those students identified as not performing at grade level within 2 weeks of the scheduled conference.

Spring Consultation-By May 15th of each year:

- Classroom teachers will request a consultation with parents, interventionists, and administration for those students not meeting grade level proficiency expectations. This meeting will include discussion of options and a plan for the student.
- In the event the parents/guardians were unable to attend the spring consultation, a registered letter, with return receipt will be mailed for those students identified as not performing at grade level.

3. Communication Plan for Sharing Data with Parents/Families

Individual parent/families will be regularly informed according to the actions listed above.

Support services for families include:

- Teachers provide support materials for individualized learning at home
- School website (& links to appropriate sites) is available to those that have access
- Library books; scholastic book orders and Scholastic Book Fair
- Books used as gifts and prizes
- Books available outside of school hours through the Little Libraries
- 21st Century Program and Boys and Girls Club that provide students an opportunity to develop their individual interests and gain an appreciation for the role of literacy in their lives
- Title I parent activity nights
- Title VII- Indian Education has a parent advisory committee that addresses the needs of American Indian students
- Posts to the Pine Point School Facebook page

4. Core Instruction-Intervention and Instructional Support including Curriculum and Instruction

In the fall of 2016, a research-based K-6 core reading curriculum and balanced instructional program was adopted. This reading workshop approach includes whole class mini-lessons aligned with and supporting the continued implementation of the 2010 Minnesota Language Arts Standards. Further, the curriculum supports the diagnostic assessment driven flexible small-group and individual conferring work which

provides differentiated instruction to meet student needs in the areas of phonemic awareness, phonics, vocabulary, fluency and comprehension.

In addition to core reading instruction, interventions are provided for students not meeting grade level expectations according to the Pine Point School Reading Data Guidelines. The following tiers of supports will be utilized:

Pine Point School District is a school wide Title I program that allows access to Title I intervention by all students on a daily basis. The Title I teachers supplement core instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Once diagnostic assessments are completed, students receive instruction in areas of need. The following program is used to provide instruction based on individualized needs:

- Leveled Literacy Intervention (LLI) was purchased as a Title 1 and special education intervention program for grades K-8. LLI is a research-based supplemental system that is designed to be used with small groups of children who need intensive support to achieve grade level competencies. It is based on Fountas & Pinnell A-Z gradient of text difficulty, beginning with Level A (mid-kindergarten) to Level Z (mid-eighth grade). By engaging in intensively supportive lessons, on each level, young readers have the opportunity to expand their reading and writing abilities every day. The Fountas & Pinnell Benchmark Assessment System will be used to determine the instructional level of the student.

Pine Point School's Student Support Teams' (SST) purpose is to identify students at risk of not making adequate progress and assist teachers in identifying research based interventions which will provide instructional supports needed to improve outcomes. Regular education teachers, specialists and administration make up the SST team. The team meets once a month to make recommendations for instructional support/intervention.

Special education services are available to students who have met eligibility, have needs identified through formal evaluation, and have needs addressed through an individualized education plan. Special education services are provided to students on a daily basis or as outlined in their individual education plans.

5. Professional Development for Instructional Staff

Pine Point's professional development plan addresses all statutory requirements, focuses on understanding needs of diverse learners, oral language development, and instructional best practices based on Minnesota academic standards for all educators.

Walk-through observations will be performed by the principal to see that the teachers are applying concepts from staff development experiences in the classroom. Further, administration will use walk-through observations to evaluate the level of implementation of curriculum. Feedback will be given to the teachers. Further, a survey will be completed annually to identify the greatest needs teachers have to understand and implement the curriculum effectively.

Teachers are encouraged to attend literacy workshops and other professional development opportunities with funding provided by Title 1 and school district.

6. Student Support for English Learners (EL)

Our core curriculum includes a wide variety of resources for teachers to support students who qualify for EL services although we currently do not serve any students who are English Learners.

7. Communication System for Annual Reporting

Pine Point's Local Literacy plan will be displayed in a prominent location on the district website by June 1 and updated annually. The Pine Point District webpage includes a link to the Minnesota Department of Education website for access to student achievement data. Please follow this link to MDE website Data Center: <http://education.state.mn.us/MDEAnalytics/Reports.jsp>. The district will submit all required data to the Commissioner according to Minnesota Statute.

Please contact the superintendent with any comments, questions, or feedback. The district seeks feedback from stakeholders through a Title I Advisory Committee, Title VII Advisory Committee, and opportunities for public input are available at monthly school board meetings.

References:

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. *Journal of Adolescent and Adult Literacy*, 51(4), 304-315.

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Cunningham, A. E. & K. E. Stanovich. (1991). Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling. *Journal of Educational Psychology* 83(2): 264-274.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. *What research has to say about reading instruction*, 3, 205-242.

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