

Pine Point ISD # 25 3rd Grade Literacy Plan
MN Statute 120B.12

Mission & Goals	Process to Assess	Parent Notification & Involvement	Intervention & Instruction	Professional Development	Curriculum & Instruction	Student Support for EL Learners	Annual Report Communication System
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Mission

The Pine Point ISD # 25 believes in creating a school community in which all areas of literacy, reading, writing, speaking, listening and thinking serve as the foundation for life-long learning for all students.

The Pine Point ISD #25 believes:

- Literacy means to read, write, speak, listen and have the ability to use language to learn, think, and communicate effectively.
- All children should view themselves as readers and writers
- All children should be engaged in literacy activities daily
- Children learn best in a supportive and caring setting

Goals

1. Prevent Literacy Achievement Gap

Statement: The Pine Point Elementary school believes that preventing the gap in achievement from starting – begins at birth and continues through the elementary grades and on through adolescence. Literacy skills are all the skills needed for reading and writing. These include awareness of the sounds of language, awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension. In the early elementary grades, strategies that build necessary cognitive skills and knowledge, including alphabetic awareness and rich language development, must be taught. As children progress in school, they need to learn to read by unlocking the code with all types of text and increasing their vocabulary and knowledge in order to learn more challenging curriculum.

2. Close the Literacy Achievement Gap where it exists

Statement: The Pine Point School believes that early intervention that provides intensive support for children identified with significant language or cognitive delays is key to successfully closing literacy gaps. Providing targeted support to build skills for success in the K-3 years includes the development of vocabulary, background knowledge, phonemic and print awareness, and familiarity with books.

3. Challenge all students to proficient and advanced literacy

Statement: The Pine Point School believes that all students must develop reading skills that will allow them to reach proficiency and the skills not only to decode language and interpret meaning but also to apply discipline-specific literacy skills. The ability to read and write multiple forms of text and integrate them with prior understanding is an essential part of 21st Century literacy skills, including, but not limited to, accessing resources, synthesizing information, and using data ethically, can directly impact student achievement.

Process to Assess
Assessments Used
<p>Pine Point students in grades K-3rd will be assessed using the following assessment tools:</p> <ul style="list-style-type: none"> - DIBELS -STAR Reading - NWEA -MCA (3rd grade only) -Accelerated Reading -Earobics
When Administered
<p>Pine Point students in grades K-3 will be formally assessed using the following timetable:</p> <ul style="list-style-type: none"> -August – DIBELS, NWEA, STAR Reading -November- DIBELS -January – DIBELS, NWEA, STAR Reading -April - DIBELS -May –NWEA, STAR Reading -May – MCA (3rd grade only) <p>Pine Point students in grades K-3 will have on-going assessments embedded within the regular classroom Reading and Language Arts curriculum of Houghton Mifflin.</p> <p>Pine Point students in grades K-3 will have on-going assessments embedded within the supplemental curriculums of Accelerated Reading and Earobics.</p>
How Proficiency is determined
<p>The Pine Point School utilizes a combination of assessment results in determining individual proficiency. The NWEA individual RIT scores are used as a guide. To determine low, average, and high ranges are based on percentiles with >33 as lo, 33-66 as av, and <66 as high.</p> <p>To determine literacy proficiency in grades K-2, the Pine Point School follows the proficiency levels set by DIBELS Composite Score which is a combination of multiple DIBELS scores and provides the best overall estimate of a student's skills. The Pine Point School follows the proficiency levels set by the Minnesota Comprehensive Assessments (MCA's) for students in the 3rd grade. To reach the "Meets proficiency" level, students must achieve a scale score of X50 (or above). X corresponds to the grade tested; accordingly a grade 3 student would require 350 to Meet proficiency,. There are four levels of proficiency on the MCA-II tests (D=Doesn't Meet the standards; P= Partially Meets the standards; M=Meets the standards and E=Exceeds the standards). Students must score M or E to be considered proficient. However, students that score level P are given partial credit towards proficiency.</p>
When and how results are communicated with parents
<p>In addition to the on-going classroom assessments by teachers, formal assessments results are communicated with parents/guardians quarterly through letters home or during parent/teacher conferences. MCA results are posted on-line according to state assessment guidelines. Once the school receives official MCA results, those results are mailed to individual students and their families. On-going informal assessments are communicated with parents by classroom teachers through letters, phone calls and meetings.</p>

Parent Notification and Involvement

In an effort to provide parents/guardians with opportunities to have input in their child's education, the Pine Point School has established a parent Advisory Committee which has the responsibility of reviewing, and discussing the effectiveness of the Literacy plan and goals. The Literacy Plan will be made available through district mailings, the school website, and Parent Advisory Committee meetings. The district has established an activity schedule designed to encourage monthly parent participation in the school setting to include an orientation/open house, four Family Fun Days with a literacy component, two culturally specific community involvement days.

Intervention and Instruction**How interventions will be based on learner data**

- Core literacy instruction with embedded intervention supports are aligned with grade level & standards.
- McGraw Hill offers Interactive guided practice portion of the computer literacy lesson.
- The Pine Point School utilizes a multi-tiered strategy to identify and schedule interventions individual interventions.
- Each classroom/student has access to computerized support in the technology for 25 minutes 3 times weekly through Accelerated Reading, Earobics and Houghton Mifflin
- The Pine Point School uses the results from all assessments, STAR, DIBELS, NWEA, and MCA's to determine levels of instruction and interventions needed.

How services will be provided

Additional classroom support and intervention services are currently being provided by Title I para's, Special Education para's, and other regular education teachers. DIBELS scores establish the range of multi-tiered services. The Title paraprofessional will be replaced with a Title teacher in the 2012/2013 school year

Tier 1 – All students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners. All school screening three time per year will identify those students who may need more support or other types of instruction.

Tier 2 – The school provides targeted interventions to students who need more support than they are receiving in from the general curriculum.

Tier 3 – Students receive individualized instruction, intensive interventions and comprehensive evaluations.

How parents will be informed of student progress

The Pine Point School informs parents of their child's progress at parent/teacher conferences two times per year and screening/assessment scores are reviewed so parents have complete information on their child's progress towards proficiency. Parents/guardians will be notified by the classroom teacher individually through phone calls and/or letters home when additional support or interventions are needed.

Professional Development

The Pine Point School maintains an annual 2% set aside for educator training.

All teachers in the Pine Point School participate in Professional Learning Communities with the intent to extend the learning opportunities and to foster collaborative learning among colleagues in their teaching areas.

The Pine Point School's main Reading/Language Arts program, McGraw Hill, which offers embedded professional development that includes why it matters articles, academic research documents, and best practices teaching video clips.

All certified staff are offered annual on-site training in the area of reading and language arts.

All certified staff are provided with additional training opportunities through our collaboration with the Northwest Service Cooperative and the Northern Coalition Education Center

Curriculum and Instruction

The Pine Point School uses the McGraw-Hill Treasures series for K-3rd grade Reading/Language Arts instruction. This curriculum offers teaching resources, computer literacy lessons, and additional spelling activities at multi-instructional levels. In small group instruction the areas of phonics, vocabulary, and spelling instruction is differentiated according to interest, readiness, and learning style.

Supplemental reading program for K-3rd students include Earobics, Accelerated Reading, EDMARK, & Guided Reading

The 2010 MN Literacy standards will be aligned/mapped with our core instruction by the beginning of school year 2012-2013.

Student Support for EL Learners

The student population at the Pine Point Elementary school 100% American Indian. This school strives to seek on-going diversity and other culturally relevant training for staff development along with teaching strategies that are proven best practices for American Indian students.

Classroom teachers and other support staff provide culturally responsive instruction by building on their students' cultural strengths. On-going support provided by the Culture teacher embeds Ojibwe language into regular classroom instruction for both students and classroom teachers.

Steps for success include:

1. Take advantage of ELL's first language for learning content
2. Use visual learning strategies for helping ELL students understand
3. To make oral language more comprehensible, teachers:
 - Use gestures and body language to help illustrate language. Speak clearly and pause often.
 - Repeat key phrases and concepts in a variety of ways.
 - Write key words and ideas on a whiteboard or chalk board.

Annual Report Communication System

The Read Well by Third Grade Local Literacy Plan will be shared with all Pine Point Staff, School Board members, Pine Point School families, and placed on the district's website for the public to view. All plan changes and updates will be communicated to all stakeholders on an on-going basis.