

	<p>223 1st Ave SE Pine Island, MN 55963</p>	<p>MINNESOTA DISTRICT #255 LOCAL LITERACY PLAN</p>	<p>2020-2021</p>
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I. General Information:

**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

District Name and Number: Pine Island Public School District #255	Phone: 507-356-4849
Superintendent/Director: Tamara Champa	Fax: 507-356-8827
Site Address: 223 1 st Ave SE	Email: tammy.champa@pineisland.k12.mn.us
School Name and Number: Pine Island Elementary School	Phone: 507-356-8581
Principal/Director: Cindy Hansen	Fax: 507-356-6406
Site Address: 8749 Co. Rd. 5 NW	Email: chansen@pineisland.k12.mn.us

Local Literacy Team Members

Local Literacy Team Roles

Cindy Hansen	Principal, Pine Island Elementary School
Kelly Barker	Community Education Coordinator
Kahla Jourdan	Library Media Specialist
Kari Nichols	Title 1 Reading Teacher

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ (*District Name*) has authorized _____ (*Name*) at a monthly meeting on _____ (*date*) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

(Signature of Superintendent/Director)

(Date)

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I. District #255 Literacy Plan

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Pine Island Schools recognize reading proficiency as an essential component to school success. Our small class sizes in the primary grades and intensive RtI approach demonstrate our commitment to early literacy. Pine Island ensures that a comprehensive literacy plan is in place for all students in order to be responsive to the needs of each individual learner. In the Pine Island Schools we will guide students to Reading Well by Third Grade through effective core instruction, job-embedded reading professional development for teachers, school-wide benchmark screening, timely assessments, interventions, and enrichment for students with identified needs, and effective communication with parents and community members to foster a partnership for literacy at home and at school.

At Pine Island Elementary School, students are assessed and leveled according to their individual reading level. Targeted instruction provides practice of the necessary skills to ensure reading proficiency for all students while meeting all independent reading levels. Core instruction addresses the Minnesota K-12 Academic Standards in English Language Arts. A system-wide 30-minute block per grade level titled as Target Time will provide specific interventions for students below grade level while providing a structure to enrich reading for students at or above grade level.

Pine Island Public Schools has an established curriculum review cycle, and student data is analyzed on a continuous basis to ensure the most effective processes and practices are in place. Grade-level Professional Learning Communities (PLCs) drive instruction through the four guiding questions as outlined in the Professional Development segment of this Literacy Plan. Literacy Incentive Aid will be utilized to foster continuous improvement through funding of job-embedded professional development and literacy resources.



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II. Process for Assessing All Students' Reading Proficiency

Screening:

All students are assessed three times per year using the universal screener FastBridge. The following FastBridge benchmarks are used: Early Reading Composite and Adaptive Reading (aReading).

Pine Island establishes proficiency based on the FastBridge national norms, which are reflective of the national student population.

	Fall		Winter		Spring	
	Assessment results shared with parents at Fall conferences		Assessment results shared with parents at Spring conferences		Assessment results shared with parents in final report cards	
	Assessment	Proficiency	Assessment	Proficiency	Assessment	Proficiency
Kindergarten	EarlyReading	32	EarlyReading	50	EarlyReading	64
First Grade	aReading	457	aReading	475	aReading	484
Second Grade	aReading	488	aReading	499	aReading	505
Third Grade	aReading	505	aReading	512	aReading	517

Diagnostic:

Focused diagnostic information gathered through PRESS diagnostic assessments, running records, student conferencing, and anecdotal records will guide interventions and remedial efforts. Data-based decision-making through the Problem Solving Team (PST) will analyze the effectiveness of interventions and sustain or change the course of action at the PST's bi-monthly meetings.

The Independent Reading Level Assessment (IRLA) Framework from American Reading Company will be used to guide both core instruction and leveled interventions of support. Our grade level power learning targets are aligned to the Minnesota K-12 Academic Standards in English Language Arts. Formative and summative assessments aligned to the learning targets provide a means of effectively determining the need for differentiating instruction for all students within the core curriculum.

Progress Monitoring and Assessments:

FastBridge progress monitoring for identified students is used as a tool to monitor continuing reading progress. This data is reviewed by the PST to analyze the success of interventions and sustain or change the course of action.



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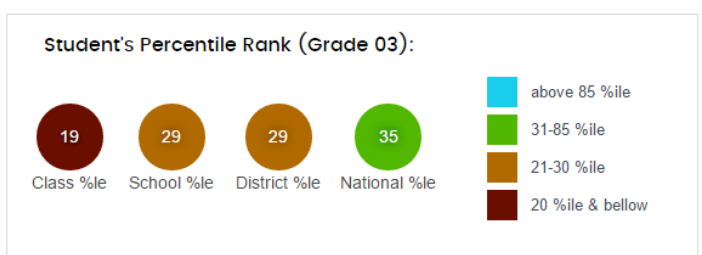
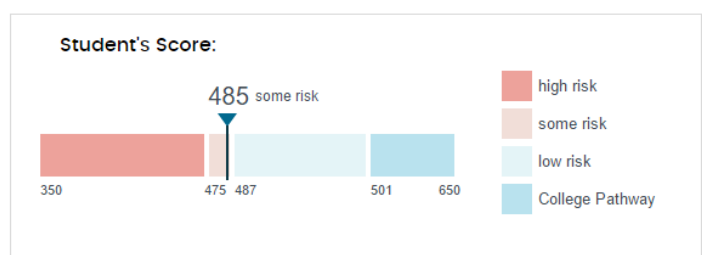
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III. Process for Parent Notification & Involvement

Notification:

All parents will receive their child’s FastBridge results, along with comparisons to the class average, in the fall, winter & spring. See sample score report below.



Involvement:

Parent involvement opportunities are provided to support literacy development for all students. The following are examples of parent opportunities:

- Baseline conferences (occur at beginning of each school year)
- Parent-teacher conferences in Fall and Spring
- 100-Book Challenge nightly reading logs and coaching skills cards
- Title One parent event
- Title One parent compact agreement
- Book Fair
- I Love To Read month family activities
- Weekly classroom newsletters
- Skyward access to online academic progress
- Social media classroom pages (Facebook, Class Dojo, Flickr, Twitter, Seesaw)

IV. Continuum of Literacy Support Designed to Meet the Needs of All Students

All elementary students receive approximately 90 minutes of core reading instruction daily. Students not meeting proficiency benchmarks receive an additional 30 minutes per day of reading interventions (structured as Target Time) in an alternate setting. For these students, a diagnostic assessment helps determine their intervention plan. These diagnostic assessments may include any of the following: Qualitative Reading Inventory, Running Records, PRESS, and Abecedarian Reading Assessment. Interventions may include, but are not limited to, the following: Read Naturally, My Sidewalks, Florida Center for Reading Research activities, Discover Intensive Phonics, Earobics, ReadWell, Road to the Code, Great Leaps, SMART, individual conferencing based on the IRLA framework, and others as determined by best practices.

The Problem Solving Team (PST) meets at least monthly to review individual student progress and student



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response to interventions. Recommendations for interventions or modification of services may be discussed. The PST consists of one teacher from each grade level, building principal, school counselor, special education and Title 1 teachers, special education coordinator, and school psychologist. Students are identified for PST by teacher referral or data review.

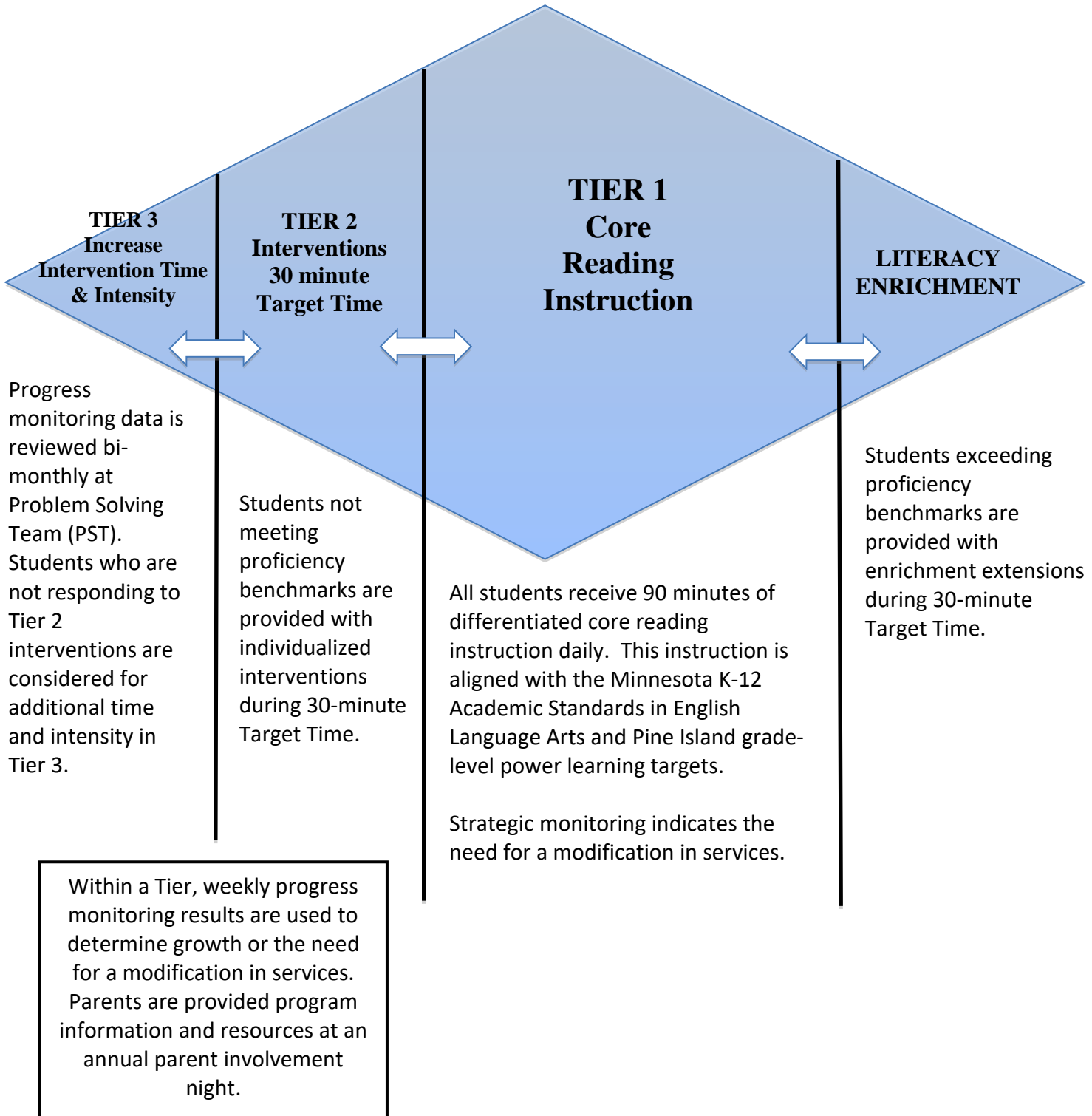


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CONTINUUM OF LITERACY SUPPORT DESIGNED TO MEET THE NEEDS OF ALL STUDENTS



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V. Professional Development

The school district has committed to providing daily common planning time for grade levels with the expectation that grade level Professional Learning Communities (PLCs) will meet weekly. PLCs will influence literacy professional development based on what they determine as Pine Island’s students’ literacy needs. Grade level PLCs will focus on the following four guiding questions:

- 1. What do we want students to know?**
 - Power Standards for each grade level
- 2. How will we know when they have reached proficiency?**
 - Ongoing formative and summative assessments
- 3. What are we doing for those students who are not proficient?**
 - Implement Tier 2 and Tier 3 interventions
- 4. What are we doing for students who are already proficient?**
 - Enrichment

The primary implementation of professional development will be job-embedded for the implementation of the Action 100 program from American Reading Company. Professional development resources include, but are not limited, to the following: local Reading Specialist, regional education district (ZED), internal teacher experts, and external trainings (i.e., PRESS).

As a district committed to high student achievement, time is dedicated for teachers to align standards, analyze student data, and continuously improve instruction based on best practices.