

## **District: *Marine Village School Local Literacy Plan***

*Initial Development: 2022-23 School year*

*All elementary students at Marine Village School (MVS) are afforded a wealth of academic support resources immediately upon enrollment. Each transferring student's comprehensive file/record of academic progress is thoroughly reviewed prior to establishing his or her academic plan. In addition to a full record review, additional literacy screening is conducted using a standardized assessment, the iReady diagnostic, as well as a 1:1 letter ID, consonant-vowel-consonant word and sound assessment from the Core Knowledge Language Art (CKLA) Curriculum Skills workbook, as well as other data points such as teacher observations, journal writing, and phonics skills worksheets to create a complete data baseline for each student.*

*Naturally, these teacher-based classroom assessments, both formative and summative, are also used to update each student's data file on an ongoing basis. There is additional local testing that takes place in the spring as well as the Minnesota Comprehensive Reading Assessment (MCA) for designated grade levels.*

*In the early weeks of each school year, the teacher team closely analyzes the data gathered for each student and use that data to configure the appropriate elementary reading instruction following the CKLA curriculum and supplementing with other locally developed reading activities, games, and skills practice as needed.*

*Each student is provided with appropriate reading materials and instruction suited to his or her current reading ability as indicated through performance data. During the course of the school year, frequent progress monitoring is conducted for further analysis by the teacher team.*

### **The Purpose of Local Literacy Plans**

#### *Early Learning*

*Research shows the positive, lasting impact that high quality early childhood education has on children, including those who may struggle with literacy skill development in school. The need for strong early experiences is recognized as critical for all children to meet school readiness goals. At Marine Village School, we welcome kindergarten students with varying degrees of reading readiness based on their early childhood education experiences. To provide the best skill level instruction, all incoming students are assessed with a kindergarten readiness assessment in order to design the most appropriate reading instruction for each student.*

### *Career and College Readiness*

*The World's Best Workforce legislation charges local education agencies to set high expectations for all children. At Marine Village School, we strive to ensure students are on track to be career and college ready (on grade level) when they exit the school. State law also sets the expectation that career and college readiness is the general outcome of Minnesota's education system as articulated through the implementation of Minnesota's rigorous academic standards.*

### *Instructional Goal-Setting*

*This plan has been developed to provide common understanding of the processes and goals of the school's instructional processes for improving student outcomes. To accomplish an equitable opportunity for all students to succeed, the processes and products of continuous improvement in literacy must focus on improving core instruction as the driver of change in student achievement.*

*In alignment with the requirements of the Read Well By Third Grade (RWBTG) legislation, this literacy plan addresses the goals of the World's Best Workforce related to literacy by including a process to assess incoming kindergarten students to measure their school readiness and to develop appropriate instruction and support for each student. This plan also has a focus on ensuring that all 3<sup>rd</sup> grade students are achieving grade-level literacy and that any existing achievement gaps are addressed for all students regardless of their racial, ethnic, and socioeconomic status.*

*In addition, this literacy plan ensures that by the time Marine Village students exit our school, they are on track to graduate from high school and be college and career ready through the development and implementation of clear school goals and benchmarks with high probabilities of success for instruction and student achievement for all students,*

### *Defining Proficiency*

*At Marine Village School, proficiency is defined as **achieving an academic level demonstrating mastery or near mastery in various academic areas**. Proficiency, for this purpose, is demonstrated by performing within a range of scores as compared to state-averaged learning targets for each age/grade level. Literacy proficiency encompasses not only the ability to fluently read text but also includes phonemic awareness, vocabulary, spelling, comprehension, oral language and writing. Nationally normed tests and/or state tests are administered to students at various intervals each year to obtain data and monitor each student's academic progress on an on-going basis. Services and interventions are put in place for all students to ensure successful progress toward proficiency, and additional support/instruction is provided for those who do not demonstrate proficiency.*

## **Use of Data**

### *Comprehensive Needs Assessment (CNA)*

*Marine Village School teachers will conduct a comprehensive needs assessment of literacy to inform the continuous improvement efforts of the staff and administration. This assessment will include school literacy proficiency data from locally adopted, developmentally appropriate assessments from the CKLA curriculum, along with the standardized iReady diagnostic and the MCA Reading Assessment data.*

*At MVS, all students in grades K-4 are assessed within the first few weeks of school and again at midyear as well as at the end of the year to monitor each student's reading progress. Locally adopted assessments such as those included within the school's adopted curriculum, the MVS standardized K-2 high frequency word benchmark data, and daily work are used to measure and monitor reading fluency and comprehension. Students scoring below proficiency receive progress monitoring on a regular basis to determine interventions that should be in place that most appropriately address the needs of each student.*

*MVS teachers consistently communicate with parents on each student's progress. This communication occurs through a variety of avenues including parent conferences in the fall and spring, report card data sent home at the end of each semester and, of course, regular informal communications with parents on a regular basis. MCA results are also shared with parents each fall at parent-teacher conferences and the official results are mailed home. When there are concerns about a student's performance by either the parents or teachers, meetings will be scheduled with parents / guardians as needed to discuss these concerns and develop strategies to meet the need of the student.*

## **Assessment Plan**

*Marine Village School is single school site encompassing grades K-4 (K-5 in 2023-24 school year). The teacher team and administration work closely together to ensure that there is fidelity and collaboration across all subjects and grade levels with respect to the alignment of the MN State Standards. By utilizing the state standard benchmarks, there is an assurance that there is a cohesiveness and alignment with the core instruction for all students. Additionally, in order to strengthen cohesiveness of the curricular integration, teachers of K-4 students may teach to a common theme, such as a theatrical performance or science field trip, when possible, to ensure collaboration across each unit and overlapping literacy instruction throughout the school.*

*The assessment plan for MVS includes the use of a suite of assessment tools to measure student progress. This data is then analyzed and used for making instructional and intervention decision making. For the purpose of this literacy plan, Marine Village School determines “proficient” to be at or above grade level in all areas of literacy education. In addition, student achievement data will be used to determine intervention actions, instructional re-teaching or modification, curricular changes, and referrals for additional assessments to measure intervention impact and monitor student progress. Student data will also be used to determine a students’ grade level equivalency in literacy, apparent reading difficulties, and identification of other areas of needs related to literacy.*

### **Action Planning for Continuous Improvement**

*Statement about Core Instruction at Marine Village School:*

*All teachers are required to be versed in and incorporate the MN ELA standards into lessons where applicable. Each teacher must document how he or she is incorporating the standards by submitting evidence of this documentation to the administration upon request. The teaching staff as a whole recognizes that every student may not be achieving at prescribed and expected levels, which is why the school created a system of instructional strategies for our students. This system ensures that each student is receiving the instruction and support he or she needs in order to make progress toward proficiency. As each student progresses in their literacy skills, they are provided appropriate reading materials and instruction followed by guided and independent practice to ensure that they fully comprehend the reading material.*

*General education teachers work closely with special education and other support staff to ensure both vertical and horizontal alignment of the reading curriculum. These teachers share students, curriculum, and ideas about how to best approach the ever-changing needs of the student population.*

*While intervention is a critical component of any instructional system for ensuring student success, intervention cannot be the only approach to meeting student outcome goals. We have found that the best way to ensure equitable student proficiency in reading is to continually improve our core instruction for all students, adding individual supports for students as needed.*

### **Horizontal and Vertical Curriculum Alignment**

*Because Marine Village School is a small charter school, it is natural for our teachers to work together and collaborate when necessary. Our teaching staff support one another professionally in the integration and articulation of the MN content standards. Our classroom teachers work together to create a cohesive scope and sequence with respect to standards integration.*

*Teachers are able to teach at any grade level or ability level and is expected to align their specific*

*grade-appropriate reading standards to a variety of abilities and ages as needed. The teachers pride themselves in this element of collaboration, which also allows for both vertical and horizontal alignment of state standards.*

### **Evidence-based Interventions**

*Core reading instruction is provided to all students in whole group instruction, skill-based group work sessions, literacy based learning centers, as well as small group and individual teacher instruction as needed. Students that are not reading proficiently will receive additional differentiated reading instruction through individual reading practice and support or other targeted interventions. Each level of support provides ongoing monitoring and documentation to provide accurate and up-to-date levels of support for each student. In addition to regular teacher-parent conferences, staff will often work closely with parents, engaging them by sharing strategies that can be implemented at home to further assist students in progressing towards learning targets.*

### **Parent and Community Engagement**

*Marine Village School prides itself in offering multiple modalities of communication both to and from parents and stakeholders. Stakeholders are afforded opportunities to share ideas and offer feedback in several forms including attendance at monthly board meetings, attending parent conferences, completing surveys and questionnaires, and through informal communication that may take place routinely with teachers and administrators. Information about upcoming events, tests, or other important aspects are communicated through these systems.*

#### ***Reporting to Parents/Guardians***

*Teachers routinely communicate with parents to fill them in on what is happening in the classroom as far as reading instruction and their child's progress in reading. Teachers will send student work home in their folders and contact parents through personal email updates about student progress or concerns. Formally, student progress reports are provided at fall and spring conferences and report cards for each student are issued twice per year.*

*In some cases, meetings will be held where teachers can provide individual parents with ideas about how to further promote academic gains at home. Special education staff often work closely with parents to assist them in learning about strategies that can further help students in progressing toward learning targets. Particular elements of data and progress monitoring are routinely shared at conferences, meetings, or in mailings. As a small school, parents are personally familiar with one or more of the teachers and staff so obtaining information about a student's academic progress, either formally or informally, is not a difficult process for them to navigate.*

*It is our belief here at Marine Village School that we are one of three “pillars” of student success with the students themselves and parents serving as the other two “pillars”. With these three entities working together, we are confident that the literacy potential of every student can be realized.*

**Professional Development**

*In alignment with our comprehensive strategic plan (WBWF), the staff and administration are investing time, effort and funds to support and improve teaching and learning which includes instructional effectiveness practices that integrate high-quality instruction, rigorous curriculum, use of technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.*

*A critical aspect of ongoing support and training are weekly team meetings to review reading curriculum, analyze student data, align instruction where necessary and plan for ongoing support of each other. Quarterly team meetings will be held exclusively for measuring interrater reliability of student assessment administration and analysis of resulting student data.*

*At Marine Village, we realize that the classroom teacher is the key to effective instruction and student support. Because of this, the school’s administration will work collaboratively with teachers to provide them with the most scientifically based, age- appropriate, culturally responsive professional development and appropriate language arts curriculum to enhance their teaching practices and best meet the needs of their students. Both formal and informal classroom observations are used to assess and support a teacher’s performance in the delivery of literacy instruction.*

*The administration will also call upon external resources, when necessary, to consult with or to assist the staff in strengthening their instructional skills needed to ensure that all students enrolled at the school will have his or her specific educational needs met. Whenever staff feel unprepared to meet the needs of students, efforts are made to bring authentic professional growth opportunities to the staff in a timely manner.*

*In the end, our goal at Marine Village School is to support our WBWF comprehensive long-term strategic plan to improve teaching and learning, which must include effective instructional practices that integrate high-quality instruction, a rigorous curriculum, technology utilization, and a collaborative professional culture that develops and supports teacher quality, performance, and efficacy.*

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