

# Local Literacy Plan for Marine Village School: 2024-25 School Year

Marine Village School [MN-074297](#)

Last Revised May 30, 2024

## Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

## Marine Village School Literacy Goal

The overarching literacy goal for Marine Village School in 2024-2025 is to provide the instruction and support necessary to help MVS students read at or above their grade level, and to help those students receiving Special Educational services to reach their individual reading goals. Our school goal for the 2024-2025 school year is for all students to demonstrate growth in their reading skills throughout the year, as measured by DIBELS scores, iReady diagnostics, and other formal and informal measures of the strands of literacy, which include phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.

## Universal and Dyslexia Screening

Marine Village School will utilize mCLASS with DIBELS 8<sup>th</sup> Edition in all grades (K-5) as a universal literacy screener, and also to screen for students who demonstrate traits of dyslexia. The mCLASS with DIBELS 8<sup>th</sup> Edition measures letter recognition, phonological awareness, phonics, and fluency. To measure vocabulary and comprehension, we will utilize the iReady literature diagnostic test in all grades.

## Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	X Grade K X Grade 1 X Grade 2 X Grade 3	X Oral Language X Phonological Awareness X Phonics X Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter  X Last 6 weeks of school(spring)

## Grades 4-5 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8 <sup>th</sup> Edition	X Grade 4 X Grade 5	X Oral Language X Phonological Awareness X Phonics  X Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter X Last 6 weeks of School (Spring)
<b>iReady literature diagnostic</b>	X Grade 4 X Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness X Phonics <input type="checkbox"/> Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter X Last 6 weeks of School (Spring)

# Parent Notification and Involvement

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 needs of the student. Teachers may recommend phonemic awareness and phonics activities to be practiced at home, fluency drills, or suggest high-interest books to boost students' comprehension and vocabulary skills.

## Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Use
KG	CKLA Amplify	Comprehensive	Whole class: 75 min. Differentiated: 25 min.
1 <sup>st</sup>	CKLA Amplify	Comprehensive	Whole class: 60 min. Differentiated: 30 min.
2 <sup>nd</sup>	CKLA Amplify	Comprehensive	Whole class: 50 min. Differentiated: 40 min.
3 <sup>rd</sup>	CKLA Amplify	Comprehensive	Whole class: 60 min. Differentiated: 30 min.

4 <sup>th</sup>	CKLA Amplify	Comprehensive	Whole class: 60 min. Differentiated: 30 min.
5 <sup>th</sup>	CKLA Amplify	Comprehensive	Whole class: 60 min. Differentiated: 30 min.

## Data-Based Decision Making for Literacy Interventions

Marine Village School currently has teachers who are working to establish the MnMTSS framework, in order to monitor student progress, analyze student outcomes and needs, and implement evidence-based instruction and interventions. The goal is to implement the criteria for effective data-based decision making starting in the year of 2024-2025 (the third year of the school’s existence). During the summer of 2024, the MVS school team will conduct the SEMI-DLT under the guidance of teachers who have completed the MnMTSS Canva course.

Tier 1 instructional practices will be based on the data from the initial DIBELs and iReady screeners, as well as teacher observations and screening tests in the CKLA Amplify curriculum. Teachers at MVS are well-versed in the MN ELA standards, and after using the CKLA curriculum for a year, have found it to be a high-interest program that engages students, and meets MN state standards. Teachers are also adept at incorporating additional materials to help students understand the curriculum. The curriculum includes both materials that help students who need to review the material, as well as providing opportunities for enrichment for those students who need more of a challenge. Teachers use a variety of summative and formative assessments to gauge student needs and understanding, and adjust lessons accordingly.

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.

Students whose scores in the screening tests demonstrate that they are not reading at grade level will be initially placed into Tier 2 intervention, which takes place during the differentiation part of the literacy instructional period, and these interventions may also become part of

whole-group instruction, if some students demonstrate a need for front-loading vocabulary or other aspects of a lesson before or during whole-group instruction. DIBELS progress-monitoring tools will be used on a bi-weekly basis to measure the effectiveness of interventions for students in Tier 2 interventions. If students show improvement using the interventions, the interventions will continue but monitoring may be less frequent. If students still struggle with reading at grade level, teachers will try different strategies to help the students, as well as looking at SEL information gained from daily morning meetings to see if students need certain social and emotional supports to be successful.

Students who need additional support in reading will enter Tier 3 intervention, in which they will work with smaller groups on targeted skills and with different types of educational tools. These students will have weekly progress monitoring using DIBELS and CBM, and interventions will be adjusted based on student response and achievement.

Students who continue to struggle in Tier 3 intervention will be referred to our Student Support Team, in which 6 week documented sets of interventions will be established to determine if the student should be evaluated for special education services.

## Professional Development Plan

The K-5 educators and special education teachers at Marine Village School will begin the LETRS training program starting in June of 2024, with an anticipated completion date of April 2026. Once training is completed, they will participate in any updated training sessions or webinars offered by Lexia.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	4		4	

Grades 4-5 (or 6) Classroom Educators (if applicable)	2		2	
K-12 Special Education Educators responsible for reading instruction	1		1	

## Action Planning for Continuous Improvement

The teachers at Marine Village School are excited to begin LETRS training, so that they can learn evidence-based methods for teaching literacy to elementary school students. The staff has a deep commitment to personal and professional reflection and growth. Teachers and administration meet weekly to discuss initiatives, align curriculum, and reflect on their teaching practice. Teachers who complete additional trainings are able to easily share their new knowledge with colleagues because of our small staff size and commitment to collaboration and communication.