DEPARTMENT OF EDUCATION

Local Literacy Plan Template: 2024-25 School Year

To support every 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 in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: **North Shore Community School, 4084-07**

Date of Last Revision: **6.14.2024**

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).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

North Shore Community School's literacy goals for the 2024-2025 school year include:

Having 100% of our PreK through 6th grade classroom teachers, Special Education teachers, Title teachers, and Tier 2 support staff trained in CAREIALL.

Implementing DIBELS mCLass 8th Edition grades Kindergarten through 6th grade at the start of the school year.

Support the implementation of new resources and learning strategies as educators progress through their CAREIALL Professional Development.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

X mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
☐ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

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? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	X Grade K X Grade 1 X Grade 2 X Grade 3	X Oral Language X Phonological Awareness X Phonics X 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)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Grades 4-12 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?
Name of Screener:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
Name of Screener:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

At regularly scheduled parent/teacher conferences during each school year, parents are informed of their child's literacy progress. Parents will receive a progress report from their child's teacher three times a year. This report will include ideas for continuing to work on literacy skills with their child.

Methods used to notify parents or guardians when children are identified as not reading at or above grade level: Mailed Letter
How families or the community are engaged around literacy: Parent Teacher Conferences, Family Title Meeting, Class Letters Home

NSCS knows that each child learns in their own unique time and way. For this reason, a variety of instructional methods are used to help students reach their full potential. Through whole group, small group, and one-on-one instruction, students work each day on a variety of literacy activities. Many children also benefit from more intensive small group or one on one instruction focused on specific skills and foundational reading strategies. During WIN Time, students are pulled out of class each day for 15-30 minutes to work on targeted fluency, comprehension, and writing skills.

Tier 1 Instruction

Provides instruction for all students through Reading Street Curriculum (K-6), From Phonics to Reading (K-3), and the phonemic awareness activities, paired with small group and individual instruction based on specific student needs:

- Small guided reading group instruction at reading level
- Individual Conferencing
- Interactive Read Aloud
- Whole group instruction
- Independent stations to practice word work, listening to reading, and writing
- Variety of Assessments

Tier 2 Instruction

- All of the components of Tier 1
- More small group instruction in the classroom or out of the classroom in a quiet environment
- Small group instruction on targeted skills during WIN (What I Need) Time

Tier 3 Instruction

- All the components of Tier 1 & 2
- Student Support Team Referral and intervention plan

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG						
1st						
2nd						
3rd						

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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 (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Reading Street, Interactive Readers, From Phonics to Reading, Dee Dee Wills Phonemic Awareness Resources	Comprehensive Foundational Skills	60 Minutes 30 Minutes
1st	Reading Street, Interactive Readers, From Phonics to Reading, Dee Dee Wills Phonemic Awareness Resources	Comprehensive Foundational Skills	60 Minutes 30 Minutes
2nd	Reading Street, Interactive Readers, From Phonics to Reading, Dee Dee Wills Phonemic Awareness Resources	Comprehensive Foundational Skills	60 Minutes 30 Minutes
3rd	Reading Street, From Phonics to Reading, Interactive Readers, UFLI or Heggerty, and Words Their Way	Comprehensive Foundational Skills	90 Minutes 30 Minutes
4th	Reading Street, Literacy Circles, Words Their Way, and Content specific resources	Comprehensive Vocabulary, Writing	60 Minutes 30 Minutes
5th	Reading Street, Literacy Circles, Words Their Way,	Comprehensive	60 Minutes

		and Content specific resources	Vocabulary, Writing	30 Minutes

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	Reading Street, Literacy Circles, Words Their Way, and Content specific resources	Comprehension, Vocabulary, Writing	60 Minutes
7th	N/A		
8th	N/A		
9th	N/A		
10th	N/A		
11th	N/A		
12th	N/A		

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a (2023).](#) Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

As our teachers and staff work through the CAREIALL professional development (PD), we will continue to assess our current practices in relation to new learning, and begin to implement changes based on our PD.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

NSCS MTSS Data-Driven Decision Making
Core Values: Kids First ~ Knowledge ~ Stewardship ~ Partnership

NSCS's Multu-tiered System of Support is "a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of evidence-based practices and relies on the understanding and belief that every student can learn and thrive."

Through NSCS's MTSS model, high quality, evidence-based instruction and intervention are included in our core universal curriculum, through supplemental interventions, and through intensive support that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

Student Assessment Process and Daily Instruction

Daily Instruction

Tier 1 Instruction

Provides instruction for all students through Reading Street Curriculum (K-6), From Phonics to Reading (K-3), and the phonemic awareness activities, paired with small group and individual instruction based on specific student needs:

- Small guided reading group instruction at reading level
- Individual Conferencing
- Interactive Read Aloud
- Whole group instruction
- Independent stations to practice word work, listening to reading, and writing
- Variety of Assessments

Tier 2 Instruction

- All of the components of Tier 1
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- Small group instruction on targeted skills during WIN (What I Need) Time

Tier 3 Instruction

- All the components of Tier 1 & 2
- Student Support Team Referral and intervention plan

Student Assessment Process

All students in grades K-6 are screened for reading proficiency on an average of three times each year. Diagnostic assessments are administered as needed to students who are not proficient in foundational reading skills in order to identify instructional needs. Teachers regularly monitor the progress of all students, and monitor progress of students performing below proficiency levels most frequently.

NSCS administers the DIBELS universal screener to measure the foundational skills students need to become proficient readers three times a year. DIBELS is administered with all students in kindergarten through 3rd grade, and with any 4th-6th grade students not yet at grade level. Beginning with the 2024-2025 school year, DIBELS will be administered for all students in Kindergarten through 6th grade three times per year.

NSCS is currently using the DIBELS indicators for whether a student is above, meeting, below, or well-below benchmark to determine which students may need Tier 2 interventions.

As part of the process for monitoring fidelity, we can monitor DIBELS Fidelity Check report to determine where additional PD is needed on administering assessments.

NSCS provides Tier 2 pull-out interventions to students who are in the well below benchmark category on DIBELS. Students who are in the below benchmark category will receive additional intervention support within the classroom. At times, students in the below benchmark category may receive Tier 2 pull-out interventions in a small group setting as determined by the interventionists and classroom teacher.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

NSCS has selected CAREIALL to administer their reading professional development for the 2024-2025 school year. Our asynchronous and synchronous sessions will be implemented through professional development day, stipends to cover time outside of the regular day, and after school sessions. Sessions will be tracked through completion by all involved teachers and staff.

NSCS has started the shift towards evidence based structured literacy in kindergarten through 3rd grade, and in the diagnostic assessments and interventions provided during Tier 2 interventions. Resources have been purchased to support this shift, including decodable stories, letters and word work mats, games to support learning, tablet applications, and teacher resource books. NSCS will continue to support the acquisition of professional resources and tools and materials to support literacy development at all grade levels.

Progress monitoring will take place every two weeks for students not meeting grade level as determined through DIBELS. DIBELS benchmark assessments will be administered three times a year, and data from the benchmark and the progress monitoring will be used to assure continuous improvement and to determine additional support needed.

NSCS will also use data from NWEA MAP assessments administered three times a year to compare with DIBELS assessments and classroom observations to better serve students not meeting grade level indicators.

NSCS CAREIALL READ Act PD Outline
2024-2025

Kickoff: Wednesday, August 14 - 10:00-11:00 - 1 Hour (virtual)

Module 1: August 14-25

Live Session 1: Thursday, August 29, 8:00-10:00 (virtual)

Module 2: September 1-30

Live Session 2: Friday, October 4, 1:30-3:30 (in-person)

Module 3: October 5-31

Live Session 3: Friday, November 1, 8:30-10:30 (in-person)

Module 4: November 2-25

Live Session 4: Tuesday, November 26, 1:30-3:30 (virtual)

Module 5: November 27-January 1

Live Session 5: Friday, January 3, 8:30-10:30 (virtual)

Module 6: January 4-February 10

Live Session 6: Tuesday, February 11, 3:00-5:00 (in-person)

Module 7: February 12-March 18

Live Session 7: Wednesday, March 19, 8:30-10:30 (virtual)

Module 8: March 20-April 28

Live Session 8: Tuesday, April 29, 3:00-5:00 (in-person)

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	10	3	0	7
Grades 4-5 (or 6) Classroom Educators (if applicable)	7	0	0	7
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	4	0	0	4
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

North Shore Community School's literacy goals for the 2024-2025 school year include:

Having 100% of our PreK through 6th grade classroom teachers, Special Education teachers, Title teachers, and Tier 2 support staff trained in CAREIALL.

Implementing DIBELS mCLass 8th Edition grades Kindergarten through 6th grade at the start of the school year.

Support the implementation of new resources and learning strategies as educators progress through their CAREIALL Professional Development.

We will be training our phase 1 and some phase 2 educators (preK-6th grade) on CAREIALL during the 2024-2025 School Year. The asynchronous training will take place during our professional development days (Aug., Oct., Nov., Jan., Feb., March, and April) and also during a few PLC sessions. Our teachers and staff will meet synchronously after each module with a trained facilitator.

NSCS will continue its implementation of the DIBELS screener K-6.