

District #4089 New City Charter School Local Literacy Plan 2017-18

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

Teachers in kindergarten through third grade will use 50 minutes for reading instruction and 50 minutes for writing instruction.

New City School will use a balanced literacy approach encompassing reading aloud, shared reading, guided reading, independent reading, semi-independent reading, spelling and word study, writing aloud, shared/interactive writing, guided writing, and independent writing.

Guided reading groups are based on a students' instructional reading levels from the data collected from teacher observations, Fountas and Pinnell assessments, Developmental Reading Assessment (DRA) tests, and the Woodcock-Johnson Test of Achievement. Teachers and support staff meet throughout the week to develop skills students need to meet grade level standards. A student who reads at an instructional level can read text at 94% to 96% accuracy for fluency and comprehension. Students reading at an independent level read with 97% to 100% accuracy for fluency and comprehension.

If a student reads below grade level, interventions are employed to ensure growth. Such interventions include skills-targeted intervention meetings with a reading teacher, an America Reads tutor using the Read Naturally program to work with identified students on fluency, and individualized work with a teacher on reading skills. If a triangulation of test scores shows a student is 1.5 years below grade level, s/he is given additional intensive services (Title I funded). Students not identified as needing additional services but who are below grade level in reading are monitored through running record assessments (such as the Qualitative Reading Inventory) to monitor their growth, work with America Reads tutors 1:1 on reading skills, and receive regular individualized instruction by the classroom teacher.

Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

Assessment Chart for New City Charter School					
Grade	Assessed beginning of year	Not proficient	Assessed mid-year	Not proficient	Assessed end of year
K	Fountas and Pinnell Benchmark Assesment System; Teacher-created assessment	We allow our Kindergartners to grow developmentally from fall to winter under the watchful eyes of classroom, Title 1, Sp.Ed, ELL, and America Read teachers.	Fountas and Pinnell Benchmark Assesment System; Teacher-created assessment	Monitor progress every six weeks and implement interventions only for those students who do not show growth from fall to winter.	Fountas and Pinnell Benchmark Assesment System; Teacher-created assessment
1	F and P Benchmark Assesment System, WCJ3	If below grade level up to 1.4, progress monitor every 6 weeks. If below 1.5 or greater, implement additional (tier two, Title 1 funded) interventions.	F and P Benchmark Assesment System to Title I students	Continue monitoring progress of students below grade level and implement interventions. If no progress is made, begin child study process.	F and P Benchmark Assesment System
2	F and P Benchmark Assesment System, WCJ3	If below grade level up to 1.4, progress monitor every 6 weeks. If below 1.5 or greater, implement additional (tier two, Title 1 funded) interventions.	F and P Benchmark Assesment System to Title I students	Continue monitoring progress of students not grade-level proficient. If no progress is made, begin child study process.	F and P Benchmark Assesment System
3	F and P Benchmark Assesment System, ITBS	If below grade level up to 1.4, progress monitor every six weeks. If below 1.5 or greater, implement additional (tier two, Title 1 funded) interventions.	DRA to Title I students	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process.	F and P Benchmark Assesment System

Students in grades K-3 are assessed at the beginning of the school year using the Fountas and Pinnell Benchmark Assessment System. In October, students in first and second grade are assessed using the Woodcock-Johnson test and students in third grade also take the ACT Aspire test. Kindergarten students are assessed a minimum of three times each year by the kindergarten teachers on letter identification, letter sounds, and sight words. If a student is below grade level based on the test scores, s/he is either provided with additional targeted interventions (Title I funded services; qualification threshold is 1.5 years or more below grade level) or progress is monitored every six weeks using the F and P Benchmark Assessment System or the Qualitative Reading Inventory. Students are placed into guided reading groups based on these assessments of their reading skills.

All incoming kindergarteners are assessed for phonemic awareness, letter identification, letter sounds, and sight word skills at the beginning of the year to establish baseline data and again in the winter to measure progress. If a student has gaps in her/his skills relative to kindergarten norms, interventions are put in place to ensure growth and parents notified. First graders are assessed on developmentally appropriate skills including decoding, blending, and segmenting words throughout the year. We test second graders on developmentally appropriate skills, including high frequency words, throughout the year.

We will use the F and P Benchmark Assessment System as a formative assessment tool throughout the year (three times minimum and six week intervals with students 1.5 plus years behind). In spring, all students are assessed using the F and P System to determine growth and progress across the year. Proficiency is demonstration of grade level reading skill on the F and P Benchmark Assessment System, the spring assessment being the moment to determine grade level proficiency in anticipation of the next school year.

If a student receives additional non-special education intervention (Title I funded), s/he is assessed in the winter using the F and P Benchmark Assessment System to monitor growth and areas needing improvement.

The results of the assessments and the progress of students in reading are shared with families during conference times in the fall and spring. Scores from the ITBS are sent home with students along with a letter explaining how to interpret the scores.

Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

Communication between families on their child's literacy achievement is discussed at conferences with the families in the fall, winter, and spring. Letters are sent home to parents explaining ACT Aspire results and how to interpret scores. During parent-teacher conferences in the fall and spring, teachers discuss children's needs and possible extra support that may be provided to improve literacy skills. Resources are also provided to parents regarding strategies they can help to develop at home. At the end of the school year, a detailed report card is sent

home to parents outlining students' strengths and weaknesses in reading, writing, and math along with teachers suggestions and recommendations for each child's practice and improvement over summer break. Throughout the school year, the kindergarten teacher communicates with parents weekly about the curriculum taught and offers suggestions and resources regarding what might be done at home to practice skills.

When a student qualifies to receive extra reading support, the intervention teacher discusses that child's qualification for additional services with the parents, including the test, the results, and the nature of her/his reading need. The intervention teacher also discusses how the student's progress will be monitored and how the student will be eligible to exit the intervention program (by demonstrating reading skill at or above grade level determined by a triangulation of their test scores). To provide strategy practice resources to families for use at home with students, a reading intervention night is held annually to teach parents how to read with their children and what to be looking for during those sessions.

Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress

A full-time literacy intervention teacher meets with individuals and small groups on a regular schedule to provide targeted skills instruction (ideally 20 -30 minutes a day during non-instructional time four or five times a week). An ELL teacher coordinates with the intervention and special education teachers to address specific skills deficits of EL students and to monitor and document progress. A special education (as well as a educational assistant) support students in and out of the general education setting depending on IEP directions. During literacy periods, America Reads tutors are available to work with students individually on skills. Students struggling with fluency are identified and pulled for fluency practice according to Read Naturally protocols. Students who are 1.5 or more grade levels below standard are identified and provided intervention services. Students are assessed an additional four times per year (on average every six weeks) using the Fountas and Pinnell Benchmark Assessment System. Parents are notified of their children's progress during fall and spring conferences and when deemed necessary by the teacher.

Teachers and aids receive professional development from the Professional Development Lead and Reading Intervention Teacher regarding appropriate classroom intervention for students receiving additional reading interventions.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

Teachers and specialists participate in peer coaching each year. Each teacher is paired with a teacher from a different grade level. The teachers work together by observing one another, collecting data, and giving feedback to help improve instruction based on an action plan created around a professional development goal. Teachers also participate in a child study process in

which concerns about the progress of individual students are shared and strategies and supports are identified to address areas of need and ensure progress.

Weekly time is scheduled specifically for professional development. The New City School staff completed SIOP (Sheltered Instruction Observation Protocol) professional development in spring of 2015 to address the particular needs of English learners. All teachers will be implementing components of the SIOP instructional approach in 2015-16.

The teaching staff is implementing the Writing Workshop curriculum Reading Workshop curriculum from Teachers College—Columbia University and Teachers College. Weekly staff development focuses on instructional interventions, content-area literacy strategies, and social curriculum. Some of the staff development is initiated by staff members who participate in outside professional development opportunities (i.e. attending Lucy Calkins training, Debbie Miller training, Readers Workshop training) and who become expert resources. These staff members typically lead staff development in strategies learned to help improve the reading program at our school. In addition to weekly staff development meetings, our staff development lead teacher meets with teachers to assist with instruction, to model guided reading lessons, to assist with reading assessments, and to plan reading instruction. Student reading data collected from assessments (F and P Benchmark Assessments, DRA, ITBS, WCJ3, MCA, running records, QRI, ACCESS for ELLs) conducted throughout the year help to identify areas of need and prioritize effective strategies and curriculum materials. We purchased, for instance, leveled books because data indicated our students needed to spend more time with eyes on text and reading at their independent level. Time has been provided to teachers for organizing and leveling their classroom libraries and to attend workshops focused on improving reading instruction.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

All students in grades K-3 are grouped for guided reading at their instructional level based on the scores from the Fountas and Pinnell Benchmark Assessment System. Students receive instruction in class through regular mini-lessons, through small group instruction, and through individual conferences with their teacher. Students are involved in supplemental guided reading groups at their instructional level to improve reading strategies as much as twice a week. New City School is moving towards a reading workshop model. This model allows students to spend more time reading books at their independent level. In the Reading Workshop, teachers use mini-lessons during read-aloud to teach comprehension, meet with small groups based on a strategy or skill they need extra guidance on, confer with individual students on their reading goals, and allow students to increase minutes with eyes on text practicing the skills discussed during small or large group mini-lessons. Students in kindergarten through third grade also receive word work practice to build phonics skills that are fundamental to learning how to read.

New City staff will continue to focus on and hone its use of spring Fountas and Pinnell scores to target individual student skills gaps the following fall. Staff will also receive additional development in the use of fall and winter assessments in planning reading instruction. Teachers

will also be connected to a peer coach to change/implement effective reading instructional strategies.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

New City School has hired an ELL licensed teacher in fall of 2015 to support our efforts to improve service to our English language learners. Leveraging SIOP professional development in spring of 2015, all literacy staff will implement SIOP components as part of their professional development action plans, including the use of "language objectives" in lesson planning and execution.

Staff identify potential ELLs at the beginning of the school year based on the home language questionnaire and begin appropriate services then. Following winter results on the WIDA/ACCESS, services are revised for identified ELLs. WIDA data will be used to address EL standards and meet the students' needs. A grade level appropriate social skills and language checklist is used as a guide and tool when teachers collect observational data on EL and other students. Interventions are identified or designed based on the student's functional and academic language needs. After an intervention strategy has been implemented for three or four weeks, an observation of the student is conducted to determine progress and next steps to further growth.

Administration and the staff development team will remain connected to the MN DoE EL Department for continued guidance regarding standards and strategies for effectively meeting students' diverse needs. ELL professional development of New City staff will focus on research-based instructional strategies.

Post-assessment methods and data that are submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district web-page for all students in Kindergarten through Grade 3.

At the beginning of the school year, all students in kindergarten through grade 8 are assessed in reading using the Fountas and Pinnell Benchmark Assessment System. By mid-October, students in first and second grade are administered the Woodcock- Johnson Test and students in third through eighth grade are given the Iowa Test of Basic Skills. At the end of the school year, all students are assessed again using the F and P Benchmark Assessments. Teachers input each student's assessment results into an "Assessment Overview" spreadsheet which tracks testing data from at least the previous two years (providing a three-year trend). Teachers analyze the data and group students based on their test scores and needs. If a student scores below grade level by 1.5 years on two of the three assessments, they qualify and are provided with reading intervention services. If a student scores below grade level up to 1.4 years on two of the three assessments, her/his progress is monitored every six weeks using the Qualitative Reading Inventory (QRI). Results of the QRI are shared with the classroom teacher to help plan instruction with the student. Teachers, administrators, and school staff regularly refer to the Assessment Overview to adjust their instruction to meet students' reading needs. Staff

development is focused on how to analyze the data and how to effectively use the data to guide reading instruction.