

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, flexible reading groups, independent reading, semi-independent reading, spelling and word study, shared/interactive writing, guided writing, and independent writing.

Flexible reading groups are based on a students' instructional reading levels from the data collected from teacher observations, Fountas and Pinnell assessments, Press Inventory, 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 strategy groups and individual work with the classroom teacher, skills-targeted intervention sessions with a licensed K-12 reading teacher, an America Reads tutor to work with identified students on fluency. Students are progress-monitored through running record assessments (Fountas and Pinnell) and Press to monitor their growth.

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	<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessment System; • PRESS Inventory; • Teacher-created assessment 	<p>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.</p> <p>We provide intervention groups on phonemic awareness through a K-12 licensed reading teacher (Title 1)</p>	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • PRESS Inventory • Teacher-created assessment 	<p>Monitor progress every six weeks and implement interventions for those not yet performing at grade level by classroom teacher and Title 1 teacher.</p>	<p>Fountas and Pinnell Benchmark Assessment System; Teacher-created assessment</p>
1	<ul style="list-style-type: none"> • F and P Benchmark Assessment System • iReady Reading Diagnostics • PRESS Inventory as needed 	<p>Classroom teacher interventions; Title 1 teacher interventions using Press lessons; Progress Monitored using F &P and Press</p>	<ul style="list-style-type: none"> • F and P Benchmark Assessment System to Title I students • iReady Reading Diagnostics • PRESS Inventory as needed 	<p>Continue monitoring progress of students below grade level and implement interventions. If no progress is made, begin child study process.</p>	<ul style="list-style-type: none"> • F and P Benchmark Assessment System • iReady Reading Diagnostics

2	<ul style="list-style-type: none"> • F and P Benchmark Assessment System • iReady Reading Diagnostics • PRESS as needed 	Classroom teacher interventions; Title 1 teacher interventions using Press lessons; Progress Monitored using F &P and Press	<ul style="list-style-type: none"> • iReady Reading Diagnostics • F and P Benchmark Assessment System to Title I students 	Continue monitoring progress of students not grade-level proficient. If no progress is made, begin child study process.	<ul style="list-style-type: none"> • F and P Benchmark Assessment System • iReady Reading Diagnostics
3	<ul style="list-style-type: none"> • F and P Benchmark Assessment System, • iReady Reading Diagnostics • Press if needed 	Classroom teacher interventions; Title 1 teacher interventions using Press lessons; Progress Monitored using F &P and Press if needed.	<ul style="list-style-type: none"> • iReady Reading Diagnostics • F & P for students at/below grade level 	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process.	<ul style="list-style-type: none"> • F and P Benchmark Assessment System • iReady Reading Diagnostics • MCA Preliminary results

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.

Students in grades 1-3 are assessed at the beginning of the school year using the Fountas and Pinnell Benchmark Assessment System. 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.

In October, students in Kindergarten are assessed using PRESS Inventory; 1st-3rd grade are assessed using iReady Reading Diagnostics. If a student is below grade level based on the test scores, s/he is either provided with additional targeted interventions (Title I) or progress is monitored every six weeks using the F and P Benchmark Assessment System or PRESS. Students are placed into flexible reading groups based on these assessments of their reading skills.

We will use the F and P Benchmark Assessment System and the iReady Reading Diagnostics as a monitoring assessment tool throughout the year, as determined by individual need. In spring, all students are assessed using the F and P System to determine growth and progress across the year. Grade level proficiency defined as at or above instructional grade level is determined by the F and P Benchmark Assessment.

If a student receives additional non-special education intervention (Title I), s/he is progress monitored using PRESS or F & P's LLI system.

The results of the assessments and the progress of students in reading are shared with families during conference times in the fall, winter and spring. Scores from the iReady Reading Diagnostics 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.

Students' literacy achievement is discussed at conferences with the families in the fall, winter, and spring. Letters are sent home to parents explaining iReady diagnostic results and how to interpret scores. During parent-teacher conferences in the fall, winter 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' proficiency levels 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, as determined by Reading Corp and other data including F & P's, PRESS and iReady, the classroom or 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 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. Further, flexible grouping will be used with all grades throughout the year with support staff coordinating with classroom teachers specific small group needs for students at any reading level.

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). Two part-time Reading Corp tutors will meet daily 1:1 with students in K-3 based on criteria set by Reading Corp. 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 an 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 decoding are identified and pulled for decoding practice according to PRESS protocols. Students who are significantly below grade level reading 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, as well as regular progress monitoring provided by the curriculum. 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 are routinely engaged in PLC work that focuses on identified needs. Grade level teams are learning reading assessment tools and calibrating their assessment work with Fountas &

Pinnell Assessment System. Grade level PLCs examine student results after instruction, draw conclusions about strategies to address learning gaps, plan for re-teaching to close those gaps, and then analyze results data again (as per Teaching & Learning Cycle). PLC work also includes peer coaching as a disciplined vehicle for learning from peer experts and for fostering collaborative practice.

Weekly time is scheduled specifically for professional development on targeted areas of need. The New City School staff also participates fully in all designated workshop days, fulfilling licensing requirements.

The teaching staff is implementing the Writing Workshop and Reading Workshop curricula from Teachers College—Columbia University and Teachers College. Ongoing 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) and who become resident resources. These staff members typically lead staff development in strategies learned to help improve the reading program at our school. In addition to ongoing 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, Press, iReady, MCA, running records, ACCESS for ELLs) conducted throughout the year help to identify areas of need and prioritize effective strategies and curriculum materials.

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

Students receive instruction in class through regular mini-lessons, through small group instruction, and through individual conferences with their teacher. New City School has implemented a reading workshop model (Units of Study from Teachers College Columbia University). 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.

About half of the teachers are receiving initial training in Expeditionary Learning K-5 Literacy Block, to fulfill gaps in literacy skills not found in Readers and Writers Workshop. These teachers will begin implementation in 2018-19.

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 a full-time ELL teacher to deliver supported service to our English language learners.

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 6-8 weeks, an observation of the student is conducted to determine progress and next steps to further growth.

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 K-3 are assessed in reading using the Fountas and Pinnell Benchmark Assessment System. All Kindergarten and some 1st grade students are assessed using PRESS for decoding, with some 2nd and 3rd grade students as needed. In December/January K-2 students are assessed in F & P Benchmark. 3rd Grade student at or below grade level are assessed in F & P. In October, January and May 1-3 grade students are assessed using iReady Reading Diagnostics. 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 significantly below grade level, they are provided with reading intervention services. Some interventions are long-term and comprehensive in nature, while others are short, targeted skills, based on student need. Staff development is focused on how to analyze the data and how to effectively use the data to guide reading instruction.