

For guidance on using this plan template, find the *Minnesota Local Literacy Plan Template Instructions* on the [Local Literacy Plan Development](#) page of the department’s website.

# Local Literacy Plan

District: 4089

Last revised: May 2019

Developed by: New City Charter School

## Purpose Statement

New City Charter School will use locally adopted, developmentally appropriate and culturally responsive curriculum and assessments to identify students in grades K-2 who are not reading at grade level. Further, New City Charter School will identify students in grades 3-8 who demonstrate a reading difficulty. NCS will monitor progress and adjust instruction regularly to meet the needs of all students not reading at grade level. Staff development will include the locally adopted curriculum training, Tier 2 intervention strategies and early warning signs for dyslexia and convergence insufficiency. Each trimester parents will be informed on their child’s progress through conferences and report cards. Annual results will be reported publicly by the Board, in the Annual Report and on the district website.

## Use of Data

### Comprehensive Needs Assessment (CNA)

#### 2018-19 Grades K-2 Reading

Our K-2 2018-19 data uses Fountas & Pinnel end-of-year data for grade level proficiency.

Kindergarten	77% At/Above Grade Level
1 <sup>st</sup> Grade	47% At/Above Grade Level
2 <sup>nd</sup> Grade	70% At/Above Grade Level

Our scores indicate inconsistencies in our proficiency levels. Currently our 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms are mixed-grade classes. In looking at the inconsistencies two years in a row, and seeing a skills gap in the early years, we will be adding an additional classroom teacher and create two 1<sup>st</sup> grade classrooms and two 2<sup>nd</sup> grade classrooms so that the teachers can teach to one grade level of reading standards. In addition, the usage of PRESS for all students not at grade level will either continue from Kindergarten or begin. The PRESS skills will be assessed a minimum of three times a year to ensure growth is made in specific decoding skills.

**2018 MCA Grades 3-8 Reading**

2018 MCA Grades 3-8 Reading scores indicate that our total 3rd grade students reached proficiency at a rate of 64.8%. 51% of our FRP students in grades 3-8 met proficiency. 22% of our ELL students in grades 3-8 met proficiency and 28% of our Sped students in grades 3-8 met proficiency.

Our scores indicate that our students eligible for free/reduced price lunch are not meeting proficiency at a substantial gap with the students not eligible for free/reduced. Our other demographic target groups will not be a central focus in our literacy plan because 13/20 of our ELL students and 10/13 of our sped students are already in our target demographic with FRP. Further, 3/13 of our sped students are also ELL students. Given the smaller cell sizes across the grades, and the overlap of demographic target groups, our in-depth focus will be FRP students. Additional information to support this decision is summarized below.

- Our 2018 ACCESS scores demonstrate a range of growth from prior year scale score from a minimum of 10-point gain to 103-point gain. Overall 65% of our ELL students met or exceeded the target growth goal towards English proficiency.
- Our 2018 MCA grades 3-8 proficiency scores for Special Education students indicate 5/13 students met proficiency in reading. Additionally, 4/13 students had high growth and jumped at least one achievement level from the prior year. The other 9 students remained at the same achievement level.

The broader school scores, grades 3-8, point to a disparity in proficiency scores for our FRP students, as shown below.

2018 MCA Reading Results

READING 2018 All Students (All)					
Grade	Proficiency Level				Grand Total
	D	P	M	E	
03	19%	16%	49%	16%	100%
04	20%	9%	50%	20%	100%
05	12%	12%	60%	16%	100%
06	17%	13%	43%	26%	100%
07	39%	13%	35%	13%	100%
08	22%	13%	39%	26%	100%
<b>Grand Total</b>	<b>21%</b>	<b>13%</b>	<b>47%</b>	<b>19%</b>	<b>100%</b>

READING 2018 FRP Students					
Proficiency Level					Grand Total
Grade	D	P	M	E	
03	45%	18%	27%	9%	100%
04	40%	5%	50%	5%	100%
05	25%	8%	58%	8%	100%
06	22%	11%	44%	22%	100%
07	55%	9%	18%	18%	100%
08	33%	22%	33%	11%	100%
<b>Grand Total</b>	<b>38%</b>	<b>11%</b>	<b>40%</b>	<b>11%</b>	<b>100%</b>

READING 2018 Non FRP					
Proficiency Level					Grand Total
Grade	D	P	M	E	
03	8%	15%	58%	19%	100%
04	4%	13%	50%	33%	100%
05	0%	15%	62%	23%	100%
06	14%	14%	43%	29%	100%
07	25%	17%	50%	8%	100%
08	14%	7%	43%	36%	100%
<b>Grand Total</b>	<b>10%</b>	<b>14%</b>	<b>51%</b>	<b>25%</b>	<b>100%</b>

Achievement Gap in Students Meeting Proficiency

**Reading Achievement Gap (% points) 25%**

Grade	FRP M & E	Non FRP M & E	% point GAP
<b>03</b>	36%	77%	41%
<b>04</b>	55%	83%	28%
<b>05</b>	67%	85%	18%
<b>06</b>	67%	71%	5%
<b>07</b>	36%	58%	22%
<b>08</b>	44%	79%	34%
<b>AVG</b>	<b>51%</b>	<b>76%</b>	<b>25%</b>

FRP Proficiency (M & E) 51%  
 Non FRP Proficiency (M&E) 76%

Opportunities to address the achievement gap include our Tiers 1 & 2 level of support. All students are instructed in grade level content through rigorous course choice of core curriculum. Grades K-2, and some upper grade teachers used Readers & Writers Workshop, giving access to high quality writing and reading. Press and LLI are used as pull-out interventions outside of the core curriculum instructional time. Some teachers in grades 2-8 used EL Education literacy curriculum, highly rated in rigorous content and built-in enrichment experiences for all students, regardless of reading level. All classroom teachers create community-based experiences for all students, helping to build background knowledge for all students, and therefore addressing a prior-knowledge gap.

Additionally, students reading below grade level receive interventions outside of core instructional time and includes Tier 2 instruction in one or more of the following (based on student needs): Press, LLI, Rewards, iReady. ELL and Sped instructional minutes are provided as required to those students who qualify.

## Assessment Plan

Grade	Assessed beginning of year	Not proficient	Assessed mid-year	Not proficient	Assessed end of year
K	<ul style="list-style-type: none"> <li>• PRESS Inventory</li> <li>• For readers: Fountas &amp; Pinnell Benchmark Assessment (FP)</li> <li>• Teacher created assessment for high frequency words</li> </ul>	Classroom teacher interventions, intervention groups using PRESS through a K-12 licensed reading teacher (Title 1) or using a Reading Corp tutor	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment (FP)</li> <li>• PRESS Inventory</li> <li>• Teacher-created assessment</li> </ul>	<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>Provide interventions using PRESS</p>	<ul style="list-style-type: none"> <li>• PRESS Inventory</li> <li>• Fountas and Pinnell Benchmark Assessment System (FP)</li> <li>• Teacher-created assessment for high frequency words</li> </ul>
1	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> <li>• PRESS Inventory as needed</li> <li>• </li> </ul>	Classroom teacher interventions; Title 1 teacher interventions using Press lessons; Progress Monitored using FP and Press; Reading Corps tutor	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System to Title I students</li> <li>• iReady Reading Diagnostics</li> <li>• PRESS Inventory as needed</li> </ul>	Continue monitoring progress of students below grade level and implement interventions. If no progress is made, begin child study process.	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> </ul>
2	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> <li>• PRESS as needed</li> </ul>	Classroom teacher interventions; Title 1 teacher interventions using Press or FP's Leveled Literacy Instruction (LLI) lessons; Progress Monitored using FP and Press; Reading Corps tutor	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• FP Benchmark Assessment System to Title I students</li> <li>• Press if needed</li> </ul>	Continue monitoring progress of students not grade-level proficient. If no progress is made, begin child study process.	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> <li>• Press if needed</li> </ul>

3	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System,</li> <li>• iReady Reading Diagnostics</li> <li>• Press if needed</li> </ul>	Classroom teacher interventions; Title 1 teacher interventions using PRESS or LLI lessons; Progress Monitored using FP and PRESS if needed.	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• FP for students at/below grade level</li> </ul>	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> <li>• MCA Preliminary results</li> <li>• Press if needed</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System,</li> <li>• iReady Reading Diagnostics</li> <li>• Press if needed</li> <li>• Rewards if needed</li> </ul>	Classroom teacher interventions; Title 1 teacher interventions using PRESS, Rewards or LLI lessons; Progress Monitored using FP and PRESS if needed.	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• FP for students at/below grade level</li> <li>• Press if needed</li> <li>• Rewards if needed</li> </ul>	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• MCA Preliminary results</li> <li>• Press if needed</li> <li>• Rewards if needed</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• Press if needed</li> <li>• Rewards if needed</li> <li>• FP if needed</li> </ul>	Classroom teacher interventions; Title 1 teacher interventions using PRESS, Rewards or LLI lessons; Progress Monitored using FP, PRESS, Rewards if needed.	<ul style="list-style-type: none"> <li>• iReady Reading Diagnostics</li> <li>• Press if needed</li> <li>• Rewards if needed</li> <li>• FP if needed</li> </ul>	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> <li>• FP Benchmark Assessment System</li> <li>• iReady Reading Diagnostics</li> <li>• MCA Preliminary results</li> </ul>

Students who receive interventions are progress monitored via curriculum assessments. If students make adequate growth the interventions continue. If students do not make adequate growth, a decision about using the same intervention or change in intervention is decided by teachers involved. Continued tracking of the student may lead to the Child Study team. The ongoing data will demonstrate potential risks for dyslexia and convergence insufficiency and is monitored should students lack progression using the interventions provided.

## Action Planning for Continuous Improvement

Last year all K-5 grades used Readers & Writers Workshop, and 6-8 used EL Education. This year we had some teachers in grades 2-5 pilot the EL Education curriculum. Our iReady data specifically in phonemic awareness, phonics and vocabulary show that a stronger skills-based model with scope and sequence is required to close our gap in those specific skills. Therefore, we will move all grade levels to EL Education Literacy curriculum for our core instruction in 2019-20. EL Education encompasses strong skills-based daily instruction. It also has grade level whole class texts with an emphasis on vocabulary, reading strategies and writing. Critical thinking skills and projects are embedded with the curriculum, giving high quality, culturally relevant, grade level text to all students. Additionally, accompanying texts for the unit include a wide range of reading levels, giving differentiated leveled texts to all students in high interest books.

We will continue with our current Title 1 intervention program and Reading Corps. We will re-arrange some staff members to support a grade band more consistently and cohesively than being spread out amongst the K-8 spectrum. There will be a licensed support staff for each K-1, 2-3, 4-5 and 6-8 grade bands. We are anticipating that the support staff will be able to co-teach, coach, lead small groups, assist with data collection and analysis, and understand each student at a deeper level.

### Teams & Meetings

Teams will be by grade level and grade band: K-1, 2-3, 4-5 and 6-8. Weekly PLC meetings are built into the schedule for 60 minutes. Additional PLC time will be included under the EL Education Professional Development package, as outlined below.

We have an ELA Instructional Leadership Team that meets monthly to look at whole school benchmark data, curriculum and professional development needs.

An Advisory Committee is currently being established for 2019-20. This will include administration, staff & parents. We will meet 2-3 times during the academic year to assist with WBWF, RWBTG, Title 1 plan, Literacy plan, and curriculum and professional development updates.

The school board will hold an annual public meeting to review and revise student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction. It will disclose all components of the WBWF report.

### Strategic Planning

- District & school site goals (use new PF language)
- Our school-wide assessment plan, along with our mid-module and end of module testing will provide us with the data required in our PLCs to monitor and evaluate each student's progress towards meeting proficiency standards.
- We will identify strengths and weaknesses in our instruction and curriculum through teacher observations with administration, peers and instructional coach. Data of our K-8 proficiency in phonics and vocabulary, and the length of time a student has been enrolled in our school, demonstrates the need to change our core curriculum.



- Out of the 40 students in K-5 that were below grade level in phonics, 50% of them had been at NCS during their primary years. Out of the 69 students below grade level K-8 in vocabulary 36% of them had been at NCS during their primary years. We will be able to evaluate our new curriculum over the next 3 years based on teacher fidelity to the program (through observations and self-reflection) and trends in our student outcome data using our standardized benchmark assessments.
- School principal evaluations are administered at the end of the academic year via survey sent to all classroom teachers, and another to families. Current data not yet available.
- Teachers are evaluated annually or tri-annually based on longevity of teaching. The observations are done by administration and instructional coach using a local rubric based on Danielson's model. Pre and post observation conferencing with teacher is held, with a "next steps" action plan for each teacher. Teachers write personal and professional goals at the beginning of the year, and are reflected upon during observation conferences.

## **Action Planning**

### Key Activities:

- Teachers in kindergarten through third grade will use 120 minutes for reading and writing instruction daily, minimum four times per week.
- New City School will use a balanced literacy approach, Expeditionary Learning, 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, iReady diagnostics and ongoing weekly data within the curriculum.
- If a student reads below grade level, interventions are employed to ensure growth. Such interventions may 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, Reading Corps tutor and iReady reading instruction. Students are progress-monitored through running record assessments (Fountas and Pinnell), Press and iReady to monitor their growth.
- The teaching staff is implementing Expeditionary Learning K-5 ELA curriculum. Early adopters of the program were trained for the 2018-19 year and will be leaders in the professional development for the remaining staff for the 2019-20 year.
- Instructional coach meets with teachers to assist with instruction, to model lessons, assist with reading assessments, and to plan reading instruction.
- New City School will hire professional trainers from Expeditionary Learning in a year-long training program. This includes 6 hours of online course work, six 90-minute grade-level specific virtual trainings throughout the year, spaced at appropriate intervals to maximize putting the learning into practice. The leadership team of teachers will receive an additional four 60-minute virtual trainings around coaching and leading others in the implementation of the program. The training program will include all online training resources for teachers to access throughout the year to gain specific training on immediate needs.

## Evidence-based Interventions

- PRESS interventions are used to support students in decoding with phonemic awareness and phonics for all K-2 students reading below grade level. Further, PRESS is used in grades 3-8 as identified by the iReady Reading Diagnostics and PRESS Inventory.
- Rewards interventions are used to support students in decoding multisyllabic words in grades 4-8, as identified by the iReady Reading Diagnostics and the Rewards Pretest Criteria.
- Leveled Literacy Intervention system (Fountas & Pinnell) is used with students in grades K-8 who are needing comprehension and fluency support, along with basic word work skills, as identified through Fountas & Pinnell Benchmark Assessment System.
- iReady Reading Intervention online instruction is used with students in grades 1-8 who have a composite reading score at/below grade level as identified through iReady Reading Diagnostics. The software adjusts instruction to each student's needs and identifies when additional teacher support is required for the student to progress in a skill.
- Reading Corps interventions are used in K-2 students as identified by Reading Corps criteria.

All interventions consist of progress monitoring, ongoing flexible groupings (about every 6-8 weeks) to meet the changing needs of students, and benchmark testing three times a year. Interventions are administered by a licensed Reading K-12 teacher, ELL teacher, classroom teacher or Reading Corps tutors. Additionally, all students identified to receive ELL services meet on a regular basis throughout the year to meet the specific needs of individual students, based on on-going data results from the Tier 1 & Tier 2 curriculum, and teacher-created materials.

## Parent and Community Engagement

New City Charter School has strong parent and community engagement. Parent and community members are invited to become members on the School Board and on the NCS Advisory Committee. NCS has strong ties to community organizations, using local businesses for fundraisers. Further, NCS and Mississippi Watershed Management Organization is working with NCS middle school students on the river and engineering, and is also in the process of designing an outdoor classroom with NCS.

Annual school-wide parent and community events include:

- Back to school/meet the teacher night
- Curriculum night
- Resource night (child-care provided)
- State of the School address (also available live Facebook feed)
- Talent show
- Music performances for each grade
- Beginning, mid and end of year all school field trips

- Bonfire/Lantern Walk
- End of Year Portfolio Share
- Beginning, mid and end of year parent/teacher conferences
- Weekly school tours and monthly school open houses for community members

Additionally, New City teachers invite parents and community members into their classrooms for class events including (but not limited to):

- Kindergarten Rose Ceremony
- Kindergarten Vowel Parade
- Kindergarten Graduation
- 3<sup>rd</sup> Grade fall speeches
- 3<sup>rd</sup> Grade MLK speeches and play
- 3<sup>rd</sup> Grade spring play
- 4<sup>th</sup> grade debate
- 5<sup>th</sup> grade monologues
- 5<sup>th</sup> grade Rain Forest presentations
- 6-8 grade History Day presentations
- Parent and community member academic volunteers

For students in need of interventions, NCS provides the annual Resource Fair, with representatives of available resources at NCS speaking about the resources and offering information. This list includes Title 1, Reading and Math Corp, ELL, Sped, school social worker, psychologist and before-school child-care option. Child-care is provided for the evening, along with dinner for all in attendance.

Intervention strategies are discussed with parents during conferences, and on an individual basis with parents/guardians, classroom teachers, Title 1 or ELL teacher and intervention lead. Communication is also done via phone and email to help make staff as available to parents/guardians as possible. Communication is available for translation in Somali and Spanish if needed via liaison support.

The New City Circle Parent group is organized and supported by parents. It meets monthly, in person and via live Facebook feed. The group organized events, fundraisers, and assists teachers with classroom supplies.

## Communication Plan

### Reporting to Stakeholders

The Local Literacy Plan is shared to stakeholders via school board meetings, advisory committee and on the district website. The plan is electronically submitted to commissioner.

- WBWF approved by school board
  - reported on district website and annual report.
  - Authorizer approved aligned data for authorizer framework.
  - Electronic summary submitted to commissioner.

- RWBTG summary reading assessment results submitted to commissioner by July 1.
  - Summary of efforts to screen and identify students with dyslexia and convergence insufficiency are included.
  - Copy of the local literacy plan included

## Reporting to Parents/Guardians

All parents/guardians are informed of their child's reading proficiency throughout the year. Fall, winter and spring conferences are scheduled at the mid-trimester point and report cards are scheduled at the end trimester point. Data reports to families include the assessments as listed in the Assessment Plan. Tier 1 instruction data is shared during conference times and reflected on the report card. The Title 1 teacher is in communication with parents to update on progress of interventions and to discuss strategies to try at home. ELL and Sped teachers are available during conferences for more information to families. Family liaison staff for Spanish and Somali speaking families are available as needed.

The Annual Report is available at one of the School Board meetings and is posted on the district website. This report details all K-8 data, professional development, status of teaching staff, curriculum, assessments, etc.

The principal delivers the State of the School address annually, reporting on school wide reading data.

The available resources for families for reading-related services are provided at the annual Resource Night. This includes Title 1, ELL, Sped, child study, social worker, psychologist, speech and occupational therapists.

## Professional Development

Core Curriculum Professional Development:

All classroom teachers K-5, 6-8 ELA teacher, all special education teachers, ELL teacher and Title 1 teacher, along with all coaches and administration will attend ongoing training on new curriculum, Expeditionary Learning, adopted in full for the 2019-20 academic year. Early adopters in 2018-19 were trained in August 2018, and will be the teacher-leaders in providing support for the 2019-20 year.

A professional development plan will be administered by Expeditionary Learning staff as follows:

- 6 hour online coursework spring-summer 2019 for all staff.
- Online coursework for spring-summer for teacher leaders.
- Online coursework for 2019-20 year for K-2 teachers for the ELA Skills block.

- 90 minute virtually facilitated PLCs by grade level six times throughout the 2019-20 year for all staff.
- 60 minute virtually facilitated coaching sessions four times throughout the 2019-20 year for teacher leaders.
- 60 minute personalized webinars three times throughout 2019-20 year for all staff.

Additionally, instructional coach and administration to follow Expeditionary Learning walkthrough protocols and teacher observations using NCS Teacher Observation Form.

Intervention Professional Development:

- Reading Corps training for the coach and tutor
- Monthly Reading Corps meetings with supervisor
- Online PRESS training for Title 1 teacher, throughout year as needed
- Quarterly PLC work with Title 1, ELL teacher, Sped teachers, lead interventionist, classroom teachers.
- Title 1 teacher observation for fidelity check on using PRESS, Rewards, LLI by instructional coach or administration.