

Urban Academy Charter School Local Literacy Plan for 2016-2017

The public local literacy plan includes, at a minimum, the following items consistent with Statute 120B.12: (items listed in bold are plan components specified in Statute 120B.12.)

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

- Each student will reach the expected Fountas and Pinnell reading level by the end of each grade. (By doing this, each student is tracking towards reading proficiency by the end of third grade.)
- Students behind grade level will exceed the expected growth target and achieve 120% growth.
- Students on grade level will maintain grade level proficiency in reading based on fall to spring NWEA results.

____ 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

Assessments used and when administered:

- Students will be given bi-weekly assessments designed to evaluate the mastery of grade level reading standards.
- Students are assessed using the Fountas and Pinnell leveling system.
- Students identified to work with the MN Reading Corps will be given weekly assessments and graded on a grade level rubric to determine proficiency.
- The students in grade 3 will be assessed through the state norms using their MCA scores.
- The students will also be assessed through the NWEA MAP tests three times a year
- Diagnostics tests will also be given to check proficiency.

How proficiency is determined:

1. Students are screened:

- A. All students are given the NWEA MAP assessment and RIT score levels that help identify students to receive more remediation and support.

B. All K-3 students are assessed using Fountas and Pinnell Benchmarking system. Each level corresponds to a grade level and a month within that grade level. We know what grade level they are at and so can either recommend them for individual work with Paraprofessionals targeting specific skills, Title One services, or Child Find.

2. Students are flagged and prioritized to receive more remediation and support; and placed in appropriate programs.

3. As students make progress, they are exited from the special support programs.

Entrance and exit criteria for Title 1 are based on a combination of MAP, MCA, and classroom based assessments. Teacher recommendation is also used. Classroom based assessments include bi-weekly Big 5 reading assessments, weekly spelling tests, running records, benchmark assessments, and running records.

Entrance and exit for MN Reading Corps is determined based on Reading Corps criteria. It most often includes exiting students who are students who are almost at grade level.

Entrance and exit for Special Education is determined by Special Education assessments, as well as parent and teacher recommendation.

When and how results are communicated with parents of students in Kindergarten through Grade 3:

The parents are notified through goal sheets at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to insure parents are being notified of their child's progress throughout the year. A letter is sent home each year with the MCA score listed on the paper. MAP test scores and reading levels are included on report cards.

We will send a notice home to parents that this plan is available on our website. We will also provide a notice that hard copies may be obtained from the front office, if needed.

_____ 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

The parents are notified through goal sheets at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to insure parents are being notified of their child's progress throughout the year. A letter is sent home each year

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____ 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

Interventions:

- Special Education
- Title 1
- MN Reading Corps
- RTI
- ESL
- Parent Collaboration

Reading interventions are based on a variety of student data. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. Students need to be at level P to be at grade level by end of the Grade 3. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. The students are assessed through MAP tests three times a year. Students are asked to complete a writing sample three a year, which they need to score 85% or higher to be proficient. The MN Reading Corps members give weekly assessments to students who qualify for the MRC program. Diagnostics tests are also given to check proficiency. The observation survey will be given to students below a reading level I. The students are assessed with the DSI spelling assessment, and grouped according to their assessment score.

Bi-weekly benchmark assessment results are analyzed on a bi-weekly basis at PLC meetings where teachers develop targeted goals for students and collaborate to form strategies to help students that are not meeting grade level proficiency. Teachers use this formative data to identify students who are not meeting a specific benchmark and collaboratively plan for remediation as well as identify those students who meet the grade level benchmark and need enrichment. The school's Principal and teachers all share best practices. Collaboration includes all instructional staff including paraprofessionals, Title I, ESL and Special Education.

UA uses reading strategies and interventions identified by the National Reading Panel (direct vocabulary instruction, generating questions, and monitoring

comprehension) and that are implemented within a Balanced Literacy instructional approach within the Readers and Writer's Workshop framework of instruction. Key elements of the framework include: interactive read aloud, modeled shared readings, guided reading, phonics/word study, rigorous independent reading, and literature circles.

Reading Corps staff tutors students one-on-one using research based specific interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade level reading standards and will improve their performance in a timely manner.

Our Title I program also has a specific focus on reading literacy. The Title I teacher works with one-on-one or small group of students focusing on increasing the students reading skills.

UA will also use an ESL instructor to improve the reading skills of ELL students. The ESL instructor will provide small group English and reading instruction for the ELL students on a daily basis during the literacy block to provide additional instruction in reading.

UA also uses the Response to Intervention (RTI) framework that is used to improve outcomes for all students. According the Minnesota Department of Education, "RTI helps to ensure the provision of high-quality instruction and interventions that are matched to the needs of students requiring additional academic and behavioral supports. After the initial screening of all students, changes in instruction or goals can be made according to the level of student need. Student progress is monitored frequently and instruction is then differentiated and modified, as necessary (adapted from NASDSE, 2005)."

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Parents are invited to collaborate in a variety of ways. First, parents are invited to Reading, Math, and MCA nights. We also have parent-teacher conferences twice a year. Additionally, teachers are required to make at least 10 parent contacts each

month. Newsletters from the school go out monthly, and some classroom teachers have class newsletters. We have a parent survey each year. Parents are also invited to volunteer in the classroom, additionally, we have family dinners throughout the year, where parents are invited to attend.

Who is Responsible: Classroom Teachers, Special Education Team, Title 1, English Language Learner Teacher, Administration, Paraprofessionals
Timeline: Interventions take place daily.

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

UA staff receive high quality professional development in scientifically-based reading instruction identified by the National Reading Panel (direct vocabulary instruction, generating questions, and monitoring comprehension) implemented within a Balanced Literacy instructional approach within the Readers and Writers Workshop framework of instruction. Key elements of the framework include: Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles. Teachers are provided training in how to develop and analyze formative assessments, how to understand Minnesota State Standards and grade level proficiency benchmarks, how to track student progress, how to implement key components of Balanced Literacy (e.g. word study/phonics, guided reading, read-alouds, modeled/shared reading, independent reading, and literature circles,) and how to develop goal oriented lessons in reading. The regular Professional Learning Community meetings and the follow up support from the principal provides job embedded professional development aimed at improving teacher understanding of the concepts students need to master. Other professional development sessions are organized by the curriculum consultant and the principal in such areas as best practices in teaching, literacy, classroom management, etc. and these sessions are provided throughout the school year.

- To ensure staff are actively engaged in improving their skills, each teacher has a Professional Development Plan (PDP) that clearly articulates skills they are working on. The PDP is organized around the teacher evaluation plan rubric; the principal will work with teachers to identify appropriate goals that are directly tied to the rubric areas.
- There is one week of training in August for all instructional staff; also there are 7-8 additional all-staff professional development days during the school year.
- Workshops address topics including: Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles.

- Teachers are trained on collecting, processing and analyzing student data (e.g. MAP/Descartes data, data from benchmark assessments) and using it to address individualized learning goals.
- UA pays for other off-site workshops (including getting a sub) if staff can justify – form to apply for such will include pre-approved areas of focus, e.g. classroom management, assessment, data-driven decision-making, literacy, math, and fit with Professional Development Plan. Off-site workshops are approved only if part of a teacher’s PDP and if the training provided is expected to demonstrate a direct impact on UA’s student achievement goals.
- PLC meetings are held Mondays after school for 90 minutes. The PLC’s sole purpose is for teachers to collaborate on essential outcomes and skills, particularly in reading; and identify how to help kids who are behind. Grade-level teams of teachers, with their assigned paraprofessionals, analyze MAP data, and data from curriculum-based measures, and determine what instructional strategies are utilized to help students who lack key skills or concepts. Teachers utilize resources such NWEA’s Descartes – which guides instruction in reading based on which level a student is at as shown by current MAP scores – to differentiate instruction based on students’ needs.
- Grade-level team meetings are held weekly, including paraprofessionals and specialists as well as classroom teachers, and monitored by the principal. At these meetings staff analyze assessment data to identify interventions and inform differentiation of instruction to meet the needs of all students.
- The Instructional Coach acts as the main trainer with consultants from outside brought in as needed.

Who is Responsible: Curriculum Leadership Team

Timeline: Professional development occurs weekly.

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

UA delivers scientifically-based reading instruction identified by the National Reading Panel across all grade levels. Teachers use a Balanced Literacy instructional approach within the Readers and Writer’s Workshop framework of instruction. Key elements of the framework include: Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles.

____ 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

UA utilizes an ESL instructor to train and support teachers to effectively meet the needs of ELL students. The ESL instructor works with and advises classroom teachers about how to adapt lessons to better serve English Language Learners students. The EL teacher also provides small group English and reading instruction for the ELL students within the classroom on a daily basis during the literacy block to provide additional instruction in reading. Staff receives training from the Principal in Sheltered Instruction Observation Protocol methods and strategies.