



Charter School Of Russian Language and Culture

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## **District #4208 Nasha Shkola Literacy Plan Reading Well by Third Grade 2017-2018**

Nasha Shkola Literacy Plan details school's efforts to ensure that each student in the Nasha Shkola Charter School is reading at or above grade level by the third grade. This plan meets the requirements of Minnesota Statute 120B.12. This plan describes the processes and practices we have in place to support students in grades K-3 who need targeted assistance to reach grade-level proficiency in reading. This plan will be reviewed on annual basis.

### **Statement of Goals**

Nasha Shkola Charter School of Russian Language and Culture is tuition free K-8 charter school offering a rigorous academic program while integrating Russian Language and Culture into each and every school day. The mission: Nasha Shkola will be a multi-cultural school committed to academic excellence, provide a highly structured learning environment based upon educational best practices for students interested in Russian language and culture, achieved through the collaborative efforts of parents, staff and the communities we serve. The vision of Nasha Shkola is to be an academically rigorous school preparing students for the world.

It is the goal of Nasha Shkola Charter School that all students should read well by the end of the third grade. This goal will help ensure future student success and aligns with the school's mission and vision.

### **Instructional Leadership**

The Leadership Implementation Team (LIT) was formed to develop, implement and monitor Schoolwide plan for increasing academic performance in the area of reading and math. The team meets weekly throughout the year to interpret data, provide oversight and coaching to teachers, plan, develop and implement schoolwide initiatives.

## Core Curriculum and Instruction

Nasha Shkola has a balanced approach to literacy with classroom teachers providing core instruction for all students. Nasha Shkola elementary teachers use Benchmark Literacy curriculum, which supports all the daily components of high-quality reading instruction, with an emphasis on comprehension. These comprehensive, scientifically based reading instructional practices allow to assess and support all students' reading progress depending on their needs. The curriculum is based on the following principals:

Assessment: The Assessment Toolkit gives each teacher the formal and informal assessments needed to determine instructional needs and evaluate ongoing progress.

Interactive Read-Aloud Strategies: Benchmark Literacy's Teacher's Resource Systems provide read-aloud lessons and suggestions for trade books to use when modeling metacognitive strategies.

Whole Group Mini-Lessons: Big books, mentor texts on posters, and leveled Reader's Theater scripts provide the contexts for modeling and teaching literacy strategies and skills.

Differentiated Small-Group/Guided Reading: Precisely leveled texts introduce fiction and nonfiction text features developmentally, enabling students to practice and apply strategies they are learning.

Independent Reading: While the teacher provides small-group instruction, other students in the class are reading fiction or nonfiction titles, or practicing fluency passages.

Phonics and Word Study: Explicit lessons and hands-on tools provide systematic instruction that builds developmentally and teaches students our language and its components.

Writing: Engage students with shared writing experiences, help to establish the reading/writing connection, and provide opportunities for constructed response. Benchmark Writer's Workshop ensures all elementary students have an opportunity to develop writing skills in opinion, informative/explanatory and narrative writing, as required in the Minnesota State Standards.

Instructional Strategy is based on 10 comprehension-focused units of instruction for each grade. Each unit stretches over 3 weeks of explicit instruction and extension activities. Gradual-release model incorporates spiral review of previously taught strategies. Each unit supports students from modeling to guided practice, application, and strategy transfer.

## Assessments

Universal screening assessments are given to all students to help identify those students who are not progressing adequately and will need extra help. This screening is done in the beginning, middle and the end of the school year to see students' progress relative to their peers.

Students who score in the 50<sup>th</sup> percentile are considered at risk and will be monitored to see that they are making progress. Students at the 20<sup>th</sup> percentile or below receive direct intervention help.

### Nasha Shkola Literacy Assessment Matrix

<b>Grade</b>	<b>Measurement Tool</b>	<b>When Administered</b>	<b>Who Administers</b>
<b>Kindergarten</b>	Benchmark Test (FastBridge Learning CBM)	Fall, Winter, Spring	Classroom Teacher
	Comprehensive Test	Fall, Winter, Spring	Classroom Teacher
	NWEA/MAP	Fall, Winter, Spring	School
<b>1<sup>st</sup> grade</b>	Benchmark Test (FastBridge Learning CBM)	Fall, Winter, Spring	Classroom Teacher
	Reading A-Z	Quarterly	Classroom Teacher
	NWEA/MAP	Fall, Winter, Spring	School
<b>2<sup>nd</sup> grade</b>	Benchmark Test (FastBridge Learning CBM)	Fall, Winter, Spring	Classroom Teacher
	Reading A-Z	Quarterly	Classroom Teacher
	NWEA/MAP	Fall, Winter, Spring	School
<b>3<sup>rd</sup> grade</b>	Benchmark Test (FastBridge Learning CBM)	Fall, Winter, Spring	Classroom Teacher
	Reading A-Z	Quarterly	Classroom Teacher
	NWEA/MAP	Fall, Winter, Spring	School
	MCA (Minnesota Comprehensive Assessments)	Spring	School

#### **Additional Screening:**

**FAST (Formative Assessment System for Teachers):** Reading Corps Literacy Tutor will administer benchmarking tests for K-3 student within the program (8 students for a part time tutor/15 students for a full time tutor). FAST measures Letter Naming, Letter Sounds, Nonsense Words Fluency, and Reading Fluency.

**WIDA and WIDA ACCESS:** a series of English language proficiency assessments for Kindergarten through grade 12. WIDA test is conducted in the fall as an identification/ placement assessment for newly enrolled English Language Learners (ELLs). WIDA ACCESS (test of English Language proficiency) is conducted in February-March. Both tests are conducted by EL licensed teachers.

#### **Multi-Tiered Systems of Support**

In Grades K-3, Nasha Shkola Charter School has a multi-tiered structure of support for students beginning with differentiated instruction by the classroom teacher and progressing to more focused instruction, both in increased time and in decreased student –to-instructor ratio. These multi-tiered interventions include:

- 1) Additional classroom small group or individual instruction provided by the classroom teacher.
- 2) Additional small group or individual instruction provided by a Title 1 teacher.
- 3) Additional individual instruction provided by a Reading Corps Literacy Tutor.
- 4) Nasha Shkola provides special education services for student with learning differences.
- 5) School provides English language services for English language learners. These services use specially designed instruction by a licensed EL teacher.

### **Key Support Personnel and Programs:**

Reading Corps Literacy Tutor: Literacy tutor assesses students, arranges and delivers interventions. He/she provides daily one-on-one tutoring to build phonics, phonemic awareness, and fluency skills.

Paraprofessionals: Instructional paraprofessionals are educational support staff who meet Minnesota's high standard requirements. Paraprofessionals provide supplemental practice to students who need assistance after an intervention by a licensed teacher, or with the students who need extra practice to maintain their skills. Under the direction of the licensed teacher, they may assess and monitor a student's progress and provide practice activities for students who need their skills.

Title 1: Title 1 is a federally funded program that is "meant to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments".

Special Education: The focus of special education is to ensure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction. This instruction must provide for progress toward goals and objectives through collaboration between parents, students and professional staff.

English Learners: The English Learner (EL) Program in Nasha Shkola supports students in the development of reading, writing, speaking and listening in English. Students who qualify for the program are served by licensed EL teacher according to their level of proficiency in English. Both push-in and pull-out models are used to provide instructional support. In addition, staff development in SIOP model is provided. Staff have the opportunity to participate in a monthly book study.

Daily Five: Nasha Shkola teachers use Benchmark Literacy Reading Program. This curriculum fits well with the Daily 5 implemented in grades K-4. Daily 5 is a structure that provides five choices to students and helps students develop the daily habits of reading, writing, and working independently. The five choices include: Read to Self, Read to Someone, Work in Writing, Listen to Reading, and Word Work. Words Their Way is used at Word Work time.

A to Z Reading: K-3 teachers at Nasha utilize A to Z Reading program which assesses individual student reading levels to help guide instruction for guided reading.

### **Tiers of Intervention**

Tier 1: is the core education program and is designed to meet the needs of the majority of the school population. There are three critical elements in Tier 1:

- 1) An effective core academic program (Benchmark Literacy)
- 2) Testing of students at least 3 times a year to meet their instructional needs. Teachers use the assessments that are included in the core curriculum along with observations and teacher created monitoring systems of data collection (Reading A-Z, etc.)
- 3) Differentiated instruction to match students' needs. Differentiation takes place within the framework of the literacy block (core activities, Daily Five, guided reading, etc.)

Tier 2: this tier is for students who are falling behind on basic academic skills (scoring below 60% ile NWEA) and need additional support to meet grade level expectations. Most Tier 2 students are identified through the use of benchmarking, MAP data, and teacher input. Tier 2 students receive 20-30 minutes of additional instruction 4-5 days per week in the area of difficulty. This instruction happens outside of the core instructional time. It is provided by a literacy tutor, Title teachers and paraprofessionals. The students receiving interventions are tested on a weekly basis until improvement.

Tier 3: This tier is for the students who have not made necessary growth with Tier 2 interventions (scoring below 40% ile NWEA) and require a more intensive approach. Tier 3 interventions typically take place outside the classroom with intervention specialist (Title 1 teacher/paraprofessional). Tier 3 interventions consist of lower student ration and explicit instruction matched to the student's needs. If Tier 3 interventions are unsuccessful, team proceeds to other options (General Education Plan, Functional Behavioral Assessment, SPED Evaluation).

## **Parent Involvement**

Parent involvement is a critical factor in the success of our students. The literacy plan includes the following activities and means to involve and inform parents of their child growth in literacy.

In the fall, there is a curriculum/assessment/Title information night for parents to hear what their student is going to learn in each grade. This includes an explanation of the Reading Well by The Third Grade Plan.

Parent conferences are held twice a year. Parents are informed how their child is meeting reading literacy standards. Additional information such as Benchmarking assessments, MCA reading assessments, and NWEA reading results will be shared with parents when data is available. Parents are given a copy of the child's results and are informed of the teacher-developed plan to address any deficiencies or to provide enrichment opportunities for students who are proficient.

Parents have opportunities to assist in their child's education by volunteering, supporting students at home by reading with their child, completing reading logs, etc.

The school bi-weekly Newsletter provides weblinks and ideas related to reading activities and strategies for parents and students to access. In addition, classroom teachers share resources as well.

### **Resources for Families:**

- Book and Reading (Scholastic): [www.scholastic.com](http://www.scholastic.com)
- Chateau Meddybumps Early Learning Resources: [www.meddybumps.com](http://www.meddybumps.com)
- Children’s Picture Book Database: [www.lib.muohio.edu](http://www.lib.muohio.edu)
- Colorin Colorado (A bilingual site for families and educators): [www.colorincolorado.org](http://www.colorincolorado.org)
- Department of Education Early Learning Services – Parent Resources: [www.ed.gov/early-learning/resources](http://www.ed.gov/early-learning/resources)
- Giggle Poetry: [www.gigglepoetry.com](http://www.gigglepoetry.com)
- International Reading Association: [www.reading.org](http://www.reading.org)
- Learn to Read: [www.commonsemmedia.org](http://www.commonsemmedia.org)
- MN Dept. of Ed. (Standards): <http://education.state.mn.us/MDE/EdExc/StanCurr/>
- PBS Kids: [www.pbskids.org](http://www.pbskids.org)
- PBS Kids (Ready to Learn): [www.pbskids.org/readytolearn](http://www.pbskids.org/readytolearn)
- PBS Kids (Word Play): [www.pbskids.org/island/preview/gamepreview](http://www.pbskids.org/island/preview/gamepreview)
- Read Well: [www.education.state.mn.us](http://www.education.state.mn.us)
- Reading A to Z The online levelled reading program): [www.readinga-z.com](http://www.readinga-z.com)
- Reading Activities Organized by RIT Ranges: [www.community.nwea.org/node/668](http://www.community.nwea.org/node/668)
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Spelling City: [www.spellingcity.com](http://www.spellingcity.com)
- Study Zone (Upper Beginner): [www.studyzone.org](http://www.studyzone.org)
- Starfall: [www.starfall.com](http://www.starfall.com)
- What Works Clearinghouse Literacy Topics: [www.ies.gov](http://www.ies.gov)

### **Professional Development**

Nasha Shkola Charter School teachers attend various workshops/trainings focused on student performance in reading and math. These trainings include:

- 1) Formative Assessment (schoolwide initiative) - ongoing
- 2) Daily Five (book based self-study) - ongoing
- 3) Benchmark Literacy (overview for the new staff) - August
- 4) Curriculum Alignment (K-8) August, ongoing
- 5) RTI (for the new staff) - August
- 6) Grade level meetings (Benchmark check-in and assessment review) – three time a year
- 7) NWEA assessment – August

There are release and early-release days set aside for professional development throughout the school year.

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Pending approval of Nasha Shkola Literacy Plan, a link on the school website will be provided for all stakeholders to be able to access the Plan. The plan will be reviewed annually and updated as needed based on the program's effectiveness.