



Charter School Of Russian Language and Culture

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## **District #4208 Nasha Shkola Charter School Literacy Plan Reading Well by Third Grade 2018-2019**

### **Purpose Statement**

#### **Statement of Goals and Objectives**

Nasha Shkola Charter School of Russian Language and Culture is tuition free K-8 charter school offering a rigorous academic program in English while integrating Russian Language and Culture into each and every school day. The mission: Nasha Shkola aspires to be a multi-cultural charter school committed to exceptional education in all areas of academic inquiry with an emphasis on Russian Language and Culture, providing structured and responsive learning environment based upon educational best practices for all students and their families. The vision of Nasha Shkola is to be an academically rigorous school preparing students for continued success as motivated learners and global citizens.

It is the goal of Nasha Shkola Charter School to implement the developmental, accelerated, and preventative reading program that will ensure that all students demonstrate reading proficiency at grade level through the results of both screening and diagnostic measures. To increase overall student achievement and reduce the achievement gaps that are connected to socioeconomic status and English language proficiency.

The goals of the literacy plan are as follows:

1. **Assessment:** Utilize ongoing observation, assessment, and self-evaluation of students' language and literacy development to provide feedback and inform instruction.

Objectives:

- Inform instructional planning in order to meet the needs of individual students. (Benchmark Assessment, NWEA MAP Growth, MAP Skills)
- Monitor student's progress during the year to determine whether students receiving intervention are making adequate progress in literacy development. (MAP Skills)
- Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade level outcome by the end of the each academic year. (MAP Skills, MAP Growth).
- Identify students who are at risk or experience difficulties on ongoing basis and who may need extra instruction or interventions to make adequate progress towards grade level expectations. (Benchmark Assessment, NWEA MAP Growth)

- Complete further assessment and screening with students who are not meeting proficiency, and display characteristics consistent with dyslexia
2. **Continuous Improvement:** Provide research-informed and standards-aligned reading and writing instruction.  
Objectives:
    - Utilize activities and explicit instruction to develop phonological awareness and word study including knowledge of letter-sound relationships and word recognition (K-1).
    - Increase efforts to build vocabulary, academic language and content knowledge.
    - Provide intentional, research –informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity.
    - Provide research –informed and standards aligned writing instruction.
    - Provide rich and diverse reading material, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom.
  3. **Intervention:** Provide differentiated instruction (intervention and remediation services) based upon formative and summative data to accelerate and support student literacy development.  
Objectives:
    - Develop and utilize flexible delivery intervention model to meet student needs.
    - Utilize data to monitor student progress to assure intervention or enrichment is appropriate and effective.
  4. **Parent & Community Engagement:** Collaborate with families in promoting literacy, including supporting home language development for English learners and coaching for strategies.  
Objectives:
    - Provide resources for parents to help their students become a better reader.
    - Support home language development for English learners through daily Russian language instruction.
    - Involve parents in the school literacy program (activities, meetings, assignments, etc.)
    - Seek community resources to support the school literacy program.
  5. **Communication:** Provide parents with information about reading instruction, assessments, and support through interventions.  
Objectives:
    - Share student assessment results with parents about their child’s progress at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards-based report card distribution (four times per year).
    - For students who are not meeting proficiency share progress monitoring data with families on a frequent and ongoing basis.
    - Share information on Dyslexia with families as determined by screening results.
  6. **Professional development:** Provide high-quality professional development emphasizing research-based best practices in literacy instruction  
Objectives:
    - Provide relevant professional development experiences aligned to adopted curriculum, MN Academic Standards, Formative Assessment and common assessments in literacy instruction.

- Provide on-site opportunities for team teaching, peer observation, modeled instruction and presentations to support continuous improvement of instructional practices.

## Assessment Plan

Nasha Shkola incorporates state-wide testing, local standardized testing, and classroom arraignments and observations to provide complete profile of student achievement and instructional strengths and weaknesses. Universal screening assessments are given to all students in grades K-5 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.

Action Steps	Responsible Party	Timeline	Evidence
For kindergarten students (if pre-screening has not been completed) NS will screen those students	Lead Teacher Kindergarten teacher	September	Assessment data on all kindergarten students
For new student s (K-8)enrolling during the school year NWEA, Benchmark Literacy/MAP Skills will be administered as an initial screening	Lead Teacher & classroom teacher	Within 1 week of enrollment	NWEA/MAP Skills , Benchmark Literacy
All kindergarten students will be assessed in the area of Letter Sound Correspondence	Lead Teacher Kindergarten Teacher	Quarterly	Establish student reading portfolio: oral fluency rate, comprehension, reading level, etc.
All students in grade 1 will be assessed in the area of Phonics and Decoding and Oral Reading Fluency.	Lead Teacher 1 <sup>st</sup> grade teacher	Quarterly	Ongoing early literacy assessment data
NWEA MAP Growth will be administered to all K-8 students for ongoing progress monitoring 3 times/year	Lead Teacher /teachers	Three times a year: September, January and May	NWEA MAP Growth reports
Benchmark Literacy/MAP Skills will be administered for ongoing quarterly progress monitoring to all students in grades 1-5	Lead Teacher Classroom teachers	Three times a year: September, December and May.	Results of the assessment will be turned to Literacy Team for data for review and used to inform instruction.
MCA (Minnesota Comprehensive Assessment)	Lead Teacher Teachers 3-8	Spring	State district report and student assessment results
<u>WIDA and WIDA ACCESS</u> : a series of English language proficiency assessments for Kindergarten through grade 8. 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.	Lead Teacher ELL Teacher	Fall for Kindergarten and newly arrived ELLs. Spring – for all ELLs	State district report and student assessment results
All assessment data will be reviewed three times a year by the Leadership Implementation Team and used for Comprehensive Needs Assessment	Lead Teacher Leadership Implementation Team (LIT)	Three times a year: Fall, Winter, Spring	Record of continuous improvement

All at-risk students will be screened for dyslexia. If student's progress is flat or peaks then stagnates after RtI or support, evaluate for a disability (504 or SPED)	Lead Teacher Child Find/Study Committee Speech Specialist SPED teacher	As needed - ongoing	Assessment data
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## Action Planning for Continuous Improvement

Action Steps	Responsible Party	Timeline	Evidence
Curriculum is aligned and articulated horizontally and vertically within the school to provide a fluid transition from Pre-K-K, class-to-class, grade-to-grade.	Lead Teacher LIT Instructional staff	Ongoing	Assessment results RCI
Grade level learning targets are aligned to English Language Arts standards for all students	Lead Teacher Classroom teachers	Ongoing	PLC meeting records RCI
Implement instructional practices: <ul style="list-style-type: none"> <li>- Use of increasingly complex tests and tasks that build comprehension, knowledge and strategic reading activity (Guided Reading).</li> <li>- In K-2, utilize activities and explicit instruction to develop phonological awareness and word study</li> <li>- Build vocabulary, academic language and content knowledge.</li> </ul>	Lead Teacher Instructional staff	Ongoing	LIT/Literacy team shared records
Develop and implement standards – aligned writing rubrics to further improve writing instruction	Lead Teacher LIT Instructional staff	Ongoing	Results/reports from announced observation and mini observations
Build and level classroom libraries and school resource library that include diverse reading materials to support independent readers	Executive Director Lead Teacher Classroom teachers	Ongoing	Records
Identify students in need of targeted assistance. Implement RI 2 and 3 support services and monitor student progress	Lead Teacher LIT Instructional and support staff	Monthly meetings during PLC times	Assessment data Meeting notes

## Evidence-based Intervention

Results from all of the assessments outlined above are analyzed at the school and classroom level. This analysis occurred as a part of school-wide improvement planning and as a part of RtI (Response to Intervention) initiative. The results of the analysis guide instructional decision-making.

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/Core Knowledge)

- 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 (Benchmark Literacy A-Z, MAP Skills)
- 3) Differentiated instruction to match students' needs. Differentiation takes place within the framework of the literacy block (core activities, Daily Five, guided reading, etc.)
- 4) Guided Reading, daily school-wide 30 minute reading instruction in grades 1-2, 3-4, 5-8.

**Tier 2:** this tier is for students who are falling behind on basic academic skills (scoring below 60% in 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).

Action Steps	Responsible Party	Timeline	Evidence
Lead Teacher and <i>LIT</i> will review the screening assessments to determine at-risk students and their needs.	Lead Teacher <i>LIT</i> <i>Child Flnd</i>	Quarterly	Students identified as at-risk will receive interventions.
Kindergarten students will receive Phonemic Awareness support and interventions	Lead Teacher Kindergarten teacher Title 1 teacher	On-going	Student/teacher records Assessment results
ELL students will receive differentiated instruction in the classroom additional support in acquiring academic language literacy .	Lead Teacher ELL teacher	Daily	Lesson Plans ELL teacher schedule Student/teacher records Assessment results
SPED students will receive differentiated instruction in the classroom and additional support in acquiring literacy skills.	Lead Teacher SPED teacher	Daily	Lesson plans SPED teacher schedule Student/teacher records Assessment results
Students who are nearly proficient will receive additional support through guided reading groups.	Lead Teacher Classroom teachers Title support	Daily	Lesson plans School schedule Student/teacher records Assessment results
Students who are proficient and above in reading will receive additional support in literacy through guided reading groups.	Lead Teacher Instructional staff	Daily	Lesson plans School schedule Student/teacher records Assessment results
PLC's will use screening, diagnostic and ongoing progress monitoring to inform the instructional content and strategies.	Lead teacher	Monthly	Screening, Diagnostic assessment results Lesson Plans/Walk-throughs

## Parent and Community Engagement

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.

Action Steps	Responsible Party	Timeline	Evidence
NS will communicate student progress to parents on a regular basis	Lead Teacher Classroom teachers	Ongoing	Report cards, phone log, letters, etc.
Classroom teachers will have a plan to encourage and track student independent reading	Lead Teacher Classroom teachers	Ongoing	Tracking sheets/records
NS will initiate support to parents who have children reading below grade level including materials, information, extra curriculum time, etc.	Lead Teacher Classroom teachers	Ongoing	Examples of support materials
NS will provide parent information sessions or family events (Family Literacy Night) to educate parents about helping their students be successful readers.	Lead Teacher	Twice a year	Agendas Attendance sheets
NS will recruit volunteers from the community to participate in literacy tutoring.	Lead teacher	Ongoing	List of community volunteers and schedules
Collaborate with a local public library to facilitate application for library card for each student.	Lead Teacher Classroom teachers	September	Number of completed library card applications
NS will provide access to IXL	Classroom teachers	Ongoing	Records /data
NS will post on-line reading resources on NS website	Lead Teacher	September	Website postings

## Communication Plan

Action Steps	Responsible Party	Timeline	Evidence
NS will disseminate information in regards to literacy to all parents	Lead Teacher	Ongoing	Examples of information
Parents will be notified with a letter when their student enters Rtl and the interventions will be implemented.	Lead Teacher	As needed	Parent notification letter
A Continual Learning Plan will be completed for each student receiving interventions.	Classroom teachers	As needed/Quarterly	CLPs
NS website contains a number of communications for families about assessment schedule and practices, reading assistance tips.	Lead teacher Tech support	Ongoing	Website

## Reporting to Stakeholders

Action Steps	Responsible Party	Timeline	Evidence
NS provides reading assessment date in the Annual Report and publishes it on NS	NS administration	Annually	Annual report

website			
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## Reporting to Parents/Guardians

Action Steps	Responsible Party	Timeline	Evidence
If a parent/guardian is unable to attend conferences every effort is made for timely communication in person, by phone, or electronic communication. Interpreters are provided for those who request them.	Classroom teachers Lead teacher	Ongoing/as needed	Letters , logs, etc.

## Professional Development

Literacy focused professional development in Nasha Shkola will:

Action Steps	Responsible Party	Timeline	Evidence
Establish collaborative across grade level teams including teachers and specialists regularly meet to <ul style="list-style-type: none"> <li>- Reflect on students' progress</li> <li>- Review students' work</li> <li>- Review data</li> <li>- Align instruction to academic standards and desired academic outcome.</li> </ul>	Lead Teacher LIT team	Ongoing/weekly	PLC record/minutes
Professional development with consistent opportunities to learn about new research and practices is built in the regular school schedule: <ul style="list-style-type: none"> <li>- Unpacking ELA standards</li> <li>- Developing writing rubrics K-8</li> <li>- Rtl / Student Find &amp; Study</li> <li>- Formative assessment</li> </ul>	Lead Teacher LIT	Throughout the year	Written plan
Whole staff collaboration supports school-wide efforts to drive cultural changes and develop schoolwide accountability models that support literacy	Lead Teacher LIT team	Bi-weekly	RCI
Peer mentoring will support continuous improvement of instructional practices	Lead Teacher Instructional staff	Bi-monthly	Observation notes
LIT will review and evaluate the effectiveness of professional development opportunities and establish a means to determine fidelity.	LIT	Annually	Evaluation plan
To be data driven, teachers will receive in-services on interpreting data	Lead Teacher LIT	Ongoing	RCI