



Nasha Shkola Charter School

763-496-5550 · 6717 85th Avenue North, Brooklyn Park, MN 55445 · www.NashaShkolaMN.org

District #4208 Nasha Shkola Charter School Literacy Plan Reading Well by Third Grade 2023-2024

Purpose Statement

Statement of Goals and Objectives

Nasha Shkola Charter School is tuition free K-8 charter school offering a classical 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. (Fastbridge Benchmark Assessment, NWEA MAP Growth)
- Monitor student's progress during the year to determine whether students receiving intervention are making adequate progress in literacy development. (Fastbridge Progress monitoring; LLI Assessment)
- Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade level outcome by the end of each academic year. (Groves Literacy).

- 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. (Fastbridge 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 through installation and implementation Groves Literacy Curriculum and active instructional coaching and professional development (beginning Fall 2024)
- Objectives:
- Utilize activities and explicit instruction to develop phonological awareness and word study including knowledge of letter-sound relationships and word recognition (K-3).
 - 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 benchmark assessments in literacy instruction.
- Provide on-site opportunities for coaching and modeled instruction team teaching (Groves Literacy Partnership beginning Fall 2023) 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	Director Kindergarten teacher	September	Assessment data on all kindergarten students
For new student s (K-8) enrolling during the school year NWEA, Benchmark Literacy (for K-3) will be administered as an initial screening	Director Assessment Coordinator classroom teacher	Within 1 week of enrollment	NWEA/MAP Skills, Fastbridge Benchmark Literacy
All kindergarten students will be assessed in the area of Letter Sound Correspondence	Director 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.	Director 1 st 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	Director/ Assessment Coordinator/ /teachers	Three times a year: September, January and May	NWEA MAP Growth reports
Benchmark Literacy/NWEA will be administered for ongoing quarterly progress monitoring to all students in grades 1-5	Director Assessment Coordinator/ 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)	Director Teachers 3-8	Spring	State district report and student assessment results

WIDA and WIDA ACCESS: a series of English language proficiency assessments for Kindergarten through grade 8. WIDA screener 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.	Director/ELL Teacher/ Assessment Coordinator	Fall for Kindergarten and newly arrived ELLs. Spring – for all ELLs	State district report and student assessment results
All assessment data will be reviewed on as needed basis by the Instructional team and Leadership Implementation Team and used for Comprehensive Needs Assessment	Director Leadership Implementation Team (LIT) Literacy Coach	Three times a year: Fall, Winter, Spring (or as needed)	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)	Director Child Find/Study Committee Speech Specialist SPED teacher	As needed - ongoing	Assessment data

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 class-to-class, grade-to-grade.	Director LIT Instructional staff	Ongoing	Assessment results RCI
Grade level learning targets are aligned to English Language Arts standards for all students	Director Classroom teachers Literacy Coach	Ongoing	PLC meeting records RCI
Implement instructional practices: <ul style="list-style-type: none"> - Use of increasingly complex tests and tasks that build comprehension, knowledge and strategic reading activity (Guided Reading). - In K-3, utilize activities and explicit instruction to develop phonological awareness and word study (Groves Literacy) - Build vocabulary, academic language and content knowledge (Core Knowledge/ Pearson Science). 	Director Literacy Coach Instructional staff	Ongoing	LIT/Literacy team shared records
Develop and implement standards – aligned writing rubrics to further improve writing instruction	Director 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	Director Classroom teachers	Ongoing	Records
Identify students in need of targeted assistance. Implement RI 2 and 3 support services and monitor student progress	Director Instructional and support staff Literacy Coach Reading Core Tutor	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 (Groves 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 (Fastbridge, NWEA MAP, LLI Assessment)
- 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 Benchmark literacy) and need additional support to meet grade level expectations. Most Tier 2 students are identified through the use of benchmarking, NWEA 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 Reading Corps 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% NWEA and benchmarking) 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 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	Director Classroom teachers	Ongoing	Report cards, letters, etc.
Classroom teachers will have a plan to encourage and track student independent reading	Director 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.	Director Instructional Literacy team	Ongoing	Examples of support materials
NS will provide parent information sessions or family events to educate parents about helping their students be successful readers.	Director Instructional Literacy Team	In the fall	Agendas Attendance sheets
NS will recruit volunteers from the community to participate in literacy tutoring.	Director	Ongoing	List of community volunteers and schedules
Collaborate with a local public library to facilitate application for library card for each student.	Director 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	Director	September	Website postings

Communication Plan

Action Steps	Responsible Party	Timeline	Evidence
NS will disseminate information in regards to literacy to all parents	Director	Ongoing	Examples of information
Parents will be notified with a letter when their student enters Rtl and the interventions will be implemented.	Director	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 (in English and Russian)	Director Instructional Team Tech support	Ongoing	Website

Reporting to Stakeholders

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

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 Director	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"> - Reflect on students' progress - Review students' work - Review data - Align instruction to academic standards and desired academic outcome. 	Director Instructional Literacy 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"> - LLI - Formative assessment 	Director 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	Director LIT team	Bi-weekly	RCI
Peer mentoring will support continuous improvement of instructional practices	Director Instructional staff	Bi-monthly	Observation notes
Instructional Team will review and evaluate the effectiveness of professional development opportunities and establish a means to determine fidelity.	Instructional Literacy team	Annually	Evaluation plan
To be data driven, teachers will receive in-services on interpreting data	Director Literacy tutor LIT	Ongoing	RCI