

## **District #4155 Naytahwaush Community Charter School Literacy Plan**

Our Literacy Plan is consistent with Statute Minnesota 120B.12

### **Goals and Objectives**

All students at the Naytahwaush Community Charter School will “Read Well” by the third grade and continue mastering standards in Reading, Writing, Speaking and Listening to ensure proficiency. Proficiency will be measured by the standardized assessments administered at NCCS including FAST Bridge and Minnesota Comprehensive Assessments (MCAs). Our K-3 students’ disaggregated achievement results and growth will be added to our school “Data Wall” found on the bulletin board across from our office.

Our school wide goal is to “increase reading proficiency on the MCAs by 5% in 2021-2022.

### **School Improvement**

Our staff is committed to the reform process to ensure ALL our students achieve at proficiency level and show growth. NCCS completed a School Improvement Grant in 2014 – 2015. Over the three years of the grant we followed the “Turnaround Principles”. Presently we continue to follow our SIG changes which included: adding an additional hour to our school day, receiving many hours of professional development in reading, using data to inform our instruction, weekly Professional Learning Community meetings, weekly director “walk through” and focus on core reading.

### **PreK-3<sup>rd</sup> Grade Leadership Institute**

The Minnesota Department of Education, in collaboration with the Greater Twin Cities United Way, Minnesota Elementary School Principals Association and TIES, sponsored this institute. NCCS participates as part of the White Earth Transformation Zone. This cohort is looking at current practices and will develop plans to implement best practices in PreK-3<sup>rd</sup> grade across our reservation. **Thanks to this collaboration we developed a White Earth Nation Kindergarten Readiness Guide for all Kindergarten students on the White Earth Nation.**

### **Assessment**

NCCS has an ongoing assessment schedule, utilized throughout the school year and is school wide. The following is a list of assessments to provide data of our students’ level of reading proficiency that guides our instruction.

- 1) Benchmark Assessment System (Fountas and Pinnell) is used along with informal reading inventories, so that our teachers can address specific individual needs and guide teachers in leveled small group instruction.

2) Formative assessment is used in all our classrooms including a “Do Now” (usually at the beginning of a class) and a “Ticket Out” (usually at the end of class). These two tests measure, in a snapshot, the effectiveness of the instruction and the mastery of the lesson. We also use the Pre & Post unit assessments from Benchmark Literacy.

3) In 2015-2016 NCCS introduced FAST (Formative Assessment System for Teachers) as our school wide standardized assessment to measure progress in reading. We found it to be very accurate at projecting those students who would meet the MCA reading standard and for those students who need intervention services.

**Families are informed of their child’s progress by:** parent/teacher conferences, NCCS Facebook pages, data wall, guided reading levels are printed on our report cards and both MCA scores and individual FAST data are mailed home to parents.

### **Parent and Community Involvement**

#### **Families can support their child’s learning by:**

\*\*The most important thing families can do to support their child’s reading performance is to read to your child! If you need books, please let us know.

[www.naytahwaush.org](http://www.naytahwaush.org) office 935-5025

\*\*Attending monthly “Family Fun” days where reading and math are our focus...check our weekly newsletter for dates and times

\*\*Attend your child’s conferences

\*\*Attend quarterly Parent Committee meetings

\*\*Read weekly newsletters sent home every Friday

\*\*Check these sites:

[www.naytahwaush.org](http://www.naytahwaush.org)

[www.education.state.mn.us/MDE?JustParent/index.html](http://www.education.state.mn.us/MDE?JustParent/index.html)

[www.parentsknow.state.mn.us/parentsknow/index.html](http://www.parentsknow.state.mn.us/parentsknow/index.html)

### **Dolly Parton Imagination Library**

Our Naytahwaush pre-school children (birth to five years old) are eligible for a book a month sent to their home through the Dolly Parton Imagination Library. The Naytahwaush Community Foundation sponsors this program and you can get more information by calling our school at 935-5025 or Brent Gish at 935-5848. They can also apply online at <https://imaginationlibrary.com/>

## **Intervention and Instructional Supports – Multi-Tier Instruction**

NCCS has spent the last nine years focused on our reading/writing/word work core curriculum (Benchmark Literacy). We are excited to take the next step with transitioning to the Benchmark Advanced reading curriculum. We use a blocked schedule so each student receives 120 minutes of Reading involving whole group and small group instruction and an additional 30 minutes of Writers Workshop daily.

After reviewing student data at our Professional Learning Communities, the classroom teacher has opportunities to share their concerns about struggling readers with our Student Support Team. Suggestions are then made for interventions to be tried by the classroom teacher to help improve the reading of those students. After two 4-week classroom interventions are completed, the teacher shares their findings with the Student Support Team. If progress was made those interventions continue with the classroom teacher. If no progress is shown, the student then enters our referral process where pullout interventions will be provided by a highly qualified interventionist. The direct intervention will be guided by the detailed FAST data collected. Path to Reading Excellence in School Sites, or PRESS, is used by our interventionist to pinpoint areas of struggle and it provides specific strategies to address those areas. When core needs to be supplemented “Comprehension Skill Bags” (Benchmark Literacy Intervention Curriculum) will be used. These materials align with our core and the Minnesota State Standards. We are a school-wide Title 1 program; so all of our students have access to extra help if needed.

## **Professional Development on Scientifically Based Reading Instruction**

Professional Development is essential in addressing closing the gap and sustaining our new initiatives for our students. Reading and interpreting data and how data leads to effective instruction continues to be our focus. We will be having in person training to aid in quick and effective implementation of our new reading curriculum, Benchmark Advanced. We know this to be an effective training tool from our past implementation of Benchmark Literacy which modeled, coached us and reinforced our focus on core.

Our director is responsible for making sure all staff members have the curriculum materials and training that is needed to be effective instructors. Our director does a weekly “walk through” observation using a Reading Practice Profile. Reports are shared with the teachers and if needs are observed or requests are made, the director will provide training opportunities for professional growth.

Our interventionist are apart of our schoolwide curriculum trainings as well as opportunities for professional growth and curriculum training to be able to fully utilize all aspects of the curriculum and to provide a consistent intervention.

Each week our K-6 classroom teachers, special education teachers, and

interventionists meet as a Professional Learning Community. This time is set aside for data review, research, and peer review.

### **Identifying Dyslexia**

Our school screens all students through the assessment program FAST three times per year; fall, winter, and spring. Through data review, struggling readers are identified. These students go through our Student Support Team and would be participants in our intervention program. The intervention program uses additional assessments that would show struggles consistent with dyslexia, such as difficulties with word recognition, poor spelling, and decoding abilities. If tier II interventions are not effective, then tier III referral for testing, special education, will be recommended. The school psychologist will have all previous assessments, screening, and progress monitoring data available and would decide if further specific dyslexia screenings were a necessary part of the students' special education screening process.

**Our Mission:** The Naytahwaush Community Charter School is a child- centered environment where learning is relevant and respects the traditions and wisdom of community, family and self.

**Our Vision:** The Naytahwaush Community Charter School is a place where children are respected as individuals and as community members of a rich cultural heritage. NCCS will appreciate the wide resources available by using them to enhance curriculum through experiential and service learning, community involvement and fostering healthy life choices.

### **Community**

Our school demographics on October 1, 2020 were 132 students represented by 99% American Indian and 1% African American, residing on the White Earth Nation. NCCS is currently 80% free and reduced lunch status. We have several staff members who speak Ojibwemowin and the majority of our staff resides in our community.

All staff members are included in our staff development trainings and are encouraged to attend community events. As stated in our charter, classroom teachers are to make home visits before the school year starts and they are encouraged to continue home/school communication.

At NCCS, we have licensed teachers teaching Ojibwa culture and Ojibwemowin daily. Reading includes culturally relevant books. (Example: Eagle Crest books and our own NCCS original books)

Please look at our website for resources for all our families and community!

**Communication System for Annual Reporting:** Approved by the Naytahwaush Community Charter School (NCCS) School Board on July 8th, 2021 \*\*\*\*\*

\*\*If you have any questions or comments please feel free to contact:

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