

2019-20
CHARTER SCHOOL ANNUAL REPORT
&
WORLD'S BEST WORKFORCE PLAN

New City School



1500 6th St. NE
Minneapolis, MN. 55413
612-623-3309

School Authorizer:
Novation Education Opportunities
3432 Denmark Ave, Suite 130
Eagan, MN 55123
612-889-2103

Table of Contents

1. Letter to Stakeholders—p.3
2. School History—p.3
3. Enrollment —p.4
4. Attrition—p.4
5. Management (could be organizational chart)—p.4-5
6. Finances (summary of awards, fund balance, audit results, etc.)—p.6
7. Staffing (table of staff with lic #, assignment, # years at NCS)—p.7-8
8. Governance—p.9-11
9. Academic Performance—p.12-26
 - a. Strategic Alignment (p.12)
 - b. World’s Best Work Force Achievement Data (p.12-15)
 - c. iReady Diagnostic Assessment (p.16-19)
 - d. Fountas & Pinnell Assessment (p.20-21)
 - e. Assessment Plan 2019-20 (p. 21-22)
10. Future Plans & Program Success Indicators—p.26-27
11. Literacy Plan 2020-21—p.27-29
12. Assessment Plan 2020-21—p.30-32
13. Professional Development 2020-21—p.32-33

1. Letter to Stakeholders

Dear New City School Stakeholders:

As a school community, we celebrate the continued expansion of our enrollment and the additional programming opportunities afforded. In 2019-20 New City students are learning Spanish language and performing theater pieces for the first time. Given the value we place on diversity and the arts, this is learning we have sought for many years. Our graduating 8th graders have a rich and broad academic and social experience on their way to high school.

New City's financial status continues to be consistently strong and is the basis for negotiating a long-term lease (to begin July 1, 2021) that includes a Grace Center building addition to support the ultimate realization of our program objectives.

While we began to navigate distance learning in pandemic mode, we finalized a four-year strategic plan following a school quality review process in fall of 2019 that is a roadmap for the next phase of our school. That plan details the path we will take to closing achievement gaps between disadvantaged subpopulations of students and our general population, to supporting a strong teacher corps, and to cultivating leadership that will guide New City in its vision.

On behalf of the staff at New City School, we are thrilled to work for a dynamic and diverse community of people and partners who want the best for their children as learners and to contribute to the development future citizens.

Respectfully,



Todd Bartholomay
Executive Director K-8

2. School History, Mission and Vision

History

New City School was envisioned to be a place where the best practices in social and academic learning would be integrated throughout the school's community to maximize learning and individual growth. The name New City evokes a vision of the new and better city that well-prepared, socially adept thinkers and problem-solvers might create resulting from a comprehensive and excellent education. With this vision, the founders applied for a charter with sponsorship from Hamline University and, in the fall of 2003, New City opened its doors to welcome 60 children in grades K-6. Throughout its years, the school has intentionally and gradually grown, sustaining small class sizes so children are known by and connected to peers, parents, teachers, staff members, and administrators. Because its enrollment has increased steadily, in fall of 2018 New City served over 300 students on a single campus at Grace Center.

Vision Statement

New City School is a supportive learning community, actively engaging each student in acquiring knowledge, asking meaningful questions, designing creative solutions, opening their minds, caring for themselves and their fellow community members, and becoming skilled, responsive citizens of the world.

Mission Statement

New City School will create a learning community that is diverse, knowledgeable, thinking, and caring, and will serve as a demonstration site for best practices in the integration of social and academic learning.

3. Enrollment 2019-20

Total enrollment at New City School was 317 in 2019-20.

4. Growth and Attrition

Grades:							
	Years	2014/15	2015/16	2016/17	2017/18	2018-19	2019-20
Kg		37	38	34	34	33	37
1		36	33	39	38	38	32
2		22	36	32	35	33	37
3		29	24	37	38	40	39
4		18	23	24	44	37	41
5		26	21	21	26	44	32
6		11	23	24	25	34	41
7		14	16	21	23	26	32
8		12	17	14	17	21	26
TOTAL		205	231	246	281	306	317

Aggregate Attrition Rates 22 of 291 transitioned 7.5%

Pending state official records.

Average Daily Attendance Rate: 96.4% for 2019-20

5. Management

AUTHORIZER INFORMATION (2014-19)
 Novation Education Opportunities
 3432 Denmark Ave, Ste 130
 Eagan, MN 55123
 612-889-2103
<http://www.neoauthorizer.org/index.html>

Wendy Swanson-Choi, Executive Director

2018-19 New City School Management and Faculty Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)

Name	MN Educator File Folder Number	Assignment	Years Employed at School	License(s) & Highest Degree Earned	License Expires
Todd Bartholomay	327554	Director	5	M.Ed., Professional Administration- Principal K-12	2024
Andrew Granas	NA	Dean of Students	3	B.A.	NA
Felix Imhoff	NA	Lunchroom Supervisor	2	CFM MN Certified Food Manager	2020
Mohamed Farah	NA	Translation-Somali/Para	3	A.S.	NA
Angela Jedinak	312276	School Social Worker	1	MSW, Pre-K-12 School Social Worker	2023
Ana Robles	NA	Food Service Lead & Community Liaison	6	A.S.	NA
Tara Meyer	499213	School Nurse	2	RN, Pre-K-12 Public School Nurse	2022
Mary Spohr	383155	PD Coordinator Coach	17	B.A., 1-6 Elementary Education	2021
Cheryl Stephani	381348	Assessment and Data Lead	3	M.Ed; K-6 Elementary Education	2021
Ashley Davis	NA	Office Administrator	3	A.S.	NA

6. Finances

The annual New City School financial audit for 2018-19, presented in September 2019, was evidence of the ongoing solid financial footing New City School has sustained. The fund balance increased to 26.25%. A single finding was noted and that through no fault of the New City administration or board. BMO Harris, New City's bank, made an error during mid-year which caused the New City account to be uncollateralized for several weeks in violation of the rules for charter school fund collateralization. New City nonetheless was charged with this single finding.

GENERAL FUND

NEW CITY CHARTER SCHOOL
GENERAL FUND REVENUE & EXPENDITURES - ANALYSIS
FOR THE FISCAL YEAR ENDING JUNE 30, 2019
BUDGETED ADM 288

REVENUE CATEGORIES	2nd Prior Year Final	Prior Year	Adopted Budget 2018-19	Revised Budget 2018-19	Preliminary Budget 2019-20	Budget Change from PY Actual	Received YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Received	FY 17-18 % of Actuals Received	FY 16-17 % of Actuals Received
STATE	2,292,047	2,640,994	2,796,848	2,822,021	3,172,900	281,027	2,379,382	-	542,639	81%	77%	81%
FEDERAL	131,546	128,891	137,168	163,495	175,906	34,604	123,588	-	38,937	79%	79%	72%
LOCAL (FEES, INTEREST, ETC.)	105,673	54,851	48,200	108,250	53,950	71,263	126,580	-	(18,330)	117%	82%	91%
TOTALS	2,490,265	2,824,737	2,982,216	3,211,630	3,423,698	396,693	2,640,162	-	571,468	82%	77%	81%

EXPENDITURES - BY OBJECT

OBJECT SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2018-19	Revised Budget 2018-19	Preliminary Budget 2019-20	Budget Change from PY Actual	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 17-18 % of Actuals Expended	FY 16-17 % of Actuals Expended
SALARIES & WAGES	1,168,994	1,372,020	1,462,589	1,453,319	1,645,604	61,259	1,188,372	-	266,947	82%	83%	82%
EMPLOYEE BENEFITS	290,991	346,787	356,407	356,369	414,000	6,602	294,846	-	60,541	85%	76%	79%
PURCHASED SERVICES	786,098	871,354	924,571	1,056,402	1,027,067	185,046	962,162	-	74,240	83%	87%	80%
SUPPLIES	92,016	103,915	130,919	138,698	132,694	35,763	140,901	-	(1,203)	101%	100%	82%
EQUIPMENT	13,356	4,505	22,728	14,673	13,042	10,138	14,128	-	547	95%	100%	101%
DEBT SERVICE	-	-	-	-	-	-	-	-	-	0%	0%	0%
OTHER EXPENDITURES	(0)	89	5,241	5,088	6,300	4,967	5,102	-	(16)	100%	100%	0%
FOOD SERVICE EXPENDITURES	104,738	104,794	124,896	154,041	153,056	49,247	121,890	-	32,151	79%	88%	87%
SCHOOL AGE CARE	-	-	-	17,864	21,412	17,864	14,672	-	3,192	82%	0%	0%
TOTALS	2,428,194	2,803,494	2,929,370	3,196,472	3,413,255	497,772	2,760,074	-	438,399	86%	85%	85%

EXPENDITURES - BY PROGRAM

PROGRAM SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2018-19	Revised Budget 2018-19	Preliminary Budget 2019-20	Budget Change from PY Actual	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 17-18 % of Actuals Expended	FY 16-17 % of Actuals Expended
SITE ADMINISTRATION	227,796	259,800	297,562	232,882	235,206	(23,948)	208,378	-	24,674	80%	90%	85%
DISTRICT ADMINISTRATION	23,128	24,752	33,728	33,728	36,723	3,976	30,445	-	3,283	90%	100%	85%
SUPPORT SERVICES	85,005	87,843	100,946	112,785	106,662	24,940	101,291	-	11,492	90%	95%	90%
REGULAR INSTRUCTION	1,165,901	1,237,202	1,325,466	1,333,082	1,475,230	65,850	1,087,620	-	245,272	82%	82%	79%
SPECIAL EDUCATION	267,868	367,363	370,219	427,954	505,173	60,571	363,173	-	62,781	85%	79%	64%
INSTRUCTIONAL SUPPORT	73,816	243,354	210,684	211,707	196,762	(15,647)	168,677	-	44,830	79%	86%	106%
PUPIL SUPPORT SERVICES	125,796	128,845	136,196	181,262	185,537	52,417	145,117	-	36,145	80%	86%	88%
FACILITIES	442,740	443,478	471,060	649,594	667,469	206,117	645,173	-	4,422	99%	91%	91%
OTHER FINANCING USES	16,195	13,639	13,500	13,500	14,000	(539)	9,789	-	3,701	73%	49%	100%
TOTALS	2,428,194	2,803,494	2,929,370	3,196,472	3,413,255	392,978	2,760,074	-	438,399	86%	85%	85%

CHANGE IN FUND BALANCE 62,072 21,242 52,846 15,169 10,443 (119,912)

ENDING FUND BALANCE 613,885 638,127 687,973 650,285 660,728

AS A PERCENT OF EXPENSE 25.28% 26.16% 24.54% 23.20% 20.67%

7. Staffing

2019-20 Teaching Faculty Information

This section includes teaching positions and assignments for the 2019-20 school year. *This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).*

Name	MN Educator File Folder Number	Assignment	Years Employed at School	Highest Degree Earned & License(s)	License Expires	Not Return 20/21	Return or New in 18/19	Return or New in 19/20
Joshua Baumgartner	492458	4th Grade	2	M.Ed., K-6 Elementary Education	2022	Not return	Return	Return
Joshua (Jules) Brose	464742	6-8 Math	3	B.Ed., 5-12 Mathematics	2021		New	Return
Robyn Char	493601	Enrichment Coordinator, Theater teacher	3	B.A., M.Ed. (In progress, expected graduation 2017), K-6 Elementary Education	2021		Return	Return
Stephanie Christenson	418041	Speech language	2	Pre-K-12 Speech Language Pathologist	2019		Return	Return
Erin Drake	444010	Art /Substitute	1	B.A., K-6 Elementary Education; K-12 Visual Arts; 5-8 Communication Arts/Literature	2020		New	Return
Elizabeth Drobinski	1000416	Spanish Language K-12	1	B.A. St. Cloud State Univ.	2022			New
Aly Garcia	502112	2 nd grade teacher	1	Elementary Teacher K-6	2023			New
Deidre Greene	507611	K-8 Art	1	Portfolio process (Tier 2 in 18-19)	2020			New
Dana Haberman	499129	4 th Grade	3	M.Ed. K-6 Elem. Ed.	2018	Not return	Return	Return
Michael Hickel	470997	6-8 Social Studies	3	B.Ed., 5-12 Social Studies	2017		Return	Return
Christine Hirsch	344477	Title 1 Reading Specialist	5	K-6 Elementary Education; K-12 Reading; K-12 Library Media Specialist	2021		Return	Return
Lisa Holm	492129	Special Ed.1	3	Special Ed. ABS	2023		Return	Return
Kirsten Holmquist	419549	1 st & 2 nd Grade	15	B.Ed., K-6 Elementary Education; 5-8 Social Studies	2019		Return	Return
Angela Jedinak		Social Worker	1	School Social Work	2023			New
Abbey Karich	451185	School Psych	2	School Psychologist	2022			New
Emily LaRenzie	105805	Occupational Therapist		Licensed O.T.	2021		New	Return
Breanna Lund	489195	Kindergarten	3	B.Ed, B-Age 6 Early Childhood Special Education; B-3 Early Childhood Education	2017	Not return	Return	Return

Abby Mandell	491238	3 rd Grade	3	B.Ed., K-6 Elementary Education; 5-8 Mathematics	2017		Return	Return
Tara Meyer	499213	School Nurse	2	Public School Nurse	2022		New	Return
Morgan Meints	503221	1 st /2 nd grade	2	B.A.K-6 Elem. Ed.	2018		Return	Return
Jeremy Nellis	391031	Kindergarten	17	B.Ed., Pre K-3 Early Childhood Education	2021		Return	Return
Kallie Nelson	485873	3 rd Grade	3	B.Ed., 1-6 Elementary Education	2021		Return	Return
Malia Nzara	476626	6-8 Science	2	B.A., E.B.D & A.B.S.	2022		Return	Return
Sarah Olson	358406	K-8 music	16	K-12 Classroom and Vocal Music	2021		Return	Return
Caitlin Percy	476626	6-8 Science	3	B.A., 9-12 Life Sciences	2019		Return	Return
Nick Pierce	470295	ELL	4	M.Ed., K-12 English as second language	2017		Return	Return
Cassidy Sather	511937	Special Ed.	2	B. Ed. A.B.S.	2022 T2		New	Return
Mike Smith	476343	Physical Education, Health, D.A.P.E	2	B. Ed.; Physical Education, Health, D.A.P.E	2024		New	Return
Leah Walpuck	506875	Elementary 1-6	2	B.A. Colby College	2022	Not return	New	Return

NOTES:

- Added theater and Spanish language for grades 6-8.

8. Governance

2019-20 NEW CITY CHARTER PUBLIC SCHOOL BOARD

This table contains information for ALL board members. (2018-19 Election Date: January 15th 2018)

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number & E-Mail Address	Seated and Term Expiration
Vince Esades	Board Chair /Director/ Parent	NA	January 8, 2014	612-781-4239 Vincent.esades@newcitycharterschool.org	Exp. and reelected Jan. 2020
Karla Musser	Director/Community member	NA	October 25, 2016	612-701-9197 Karla.musser@newcitycharterschool.org	Exp. and reelected Jan. 2020
Hans Ott	Director/Community member	NA	January 18, 2017	651-226-3026 hans.ott@newcitycharterschool.org	Exp. and reelected Jan. 2020
Kati Cunningham	Director/Parent	NA	January 15, 2019	718-986-1055 Kati.cunningham@newcitycharterschool.org	Exp. and reelected Jan. 2020
Abby Mandell	Director/Teacher rep	418984	Sept. 13, 2016	612-623-3309 kalli.novak@newcitycharterschool.org	Exp. and reelected Jan. 2020
Andy Lum	Director/Teacher rep	432970	Sept. 13, 2016	612-623-3309 andy.lum@newcitycharterschool.org	Resigned June 2019
Tessa Anttila	Director/Parent	NA	Jan. 15, 2018	612-760-5339 Tessa.anttila@newcitycharterschool.org	Exp. and reelected Jan. 2020
Michael Hickel	Director/Teacher rep	470997	Sept. 2019	763-807-5776 Michael.hickel@newcitycharterschool.org	Exp. and reelected Jan. 2020
Todd Bartholomay	Ex-officio Principal-Director	327554	NA	612-623-3309 Todd.bartholomay@newcitycharterschool.org	NA
Jackie Paradis	Accountant Ex-Officio	NA	NA	jparadis@schoolmanagementservices.org	NA

The table below outlines the involvement of our board members, including meetings attended and other duties our board members engage in besides helping with governance.

Name	Board Position	Board Attendance 19/20	Other Board Duties	Returning 20/21
Vince Esades	Chair; parent	9/11/19; 11/13/19; 1/22/20; 4/9/20; 6/3/20	Policy/Lease	Yes
Karla Musser	Director; community member	9/11/19; 11/13/19; 1/22/20; 6/3/20	Wellness	No
Abby Mandell	Director; teacher; Treasurer	9/11/19; 11/13/19; 1/22/20; 4/9/20; 6/3/20	Director Evaluation	Yes
Michael Hickel	Director; teacher	9/11/19; 11/13/19; 1/22/20; 4/9/20; 6/3/20	Curriculum	Yes
Hans Ott	Director; community member	11/13/19; 1/22/20; 4/9/20; 6/3/20	Policy	No
Kati Cunningham	Director; parent	9/11/19; 11/13/19; 1/22/20; 6/3/20	Policy, Lease, Director Evaluation	Yes
Tessa Anttila	Director; parent	11/13/19; 1/22/20; 6/3/20	Wellness	Yes

Todd Bartholomay	Principal; Ex-officio	9/11/19; 11/13/19; 1/22/20; 4/9/20; 6/3/20	Finance, Lease	Yes
Jackie Paradis	Accountant Ex-Officio	9/11/19; 11/13/19; 1/22/20; 4/9/20; 6/3/20	Business Manager	Yes

ADMINISTRATIVE PROCESSES

In keeping with our mission and vision and In keeping with the charter school movement and our authorizer’s goals and values, we believe that:

- Innovation results in solutions that meet the needs of students more effectively.
- Our school’s practices should specifically meet the needs of students whose needs are not being met through existing alternatives.
- Setting high expectations and monitoring and evaluating progress toward clear learning targets is essential to ensure equitable learning and growth.
- Ongoing, consistent, and robust assessment and evaluation is critical to ensuring that each student demonstrates significant and measurable growth.
- We are always learning from the best practices shared by other schools and contribute to educational excellence by sharing our student learning successes.

New City School approaches its work collaboratively. Teachers are involved in decision-making through an advisory process. They are instrumental in decisions regarding curriculum, in purchase of books and supplies, in determining residencies and field trips, in targeting professional development, and in hiring professional staff. They are involved in planning and staffing events, in evaluating student progress through data study, and in evaluating peer professional performance including the performance of administrators. Priorities are determined and decisions made with input through two staff and team meetings per week, through committees, and through task groups assigned to projects. New City professional staff is cultivating systems that support and ensure learning for students. Professional learning is becoming anchored in the “teaching and learning cycle,” the continuous improvement pattern of planning from high standards, instruction informed by formative assessment and best practices, routine analysis of student learning results, re-teaching to catch non-proficient students up, and application of learning moving forward.

This degree of participation in decision-making is possible at New City School because the model of the organization places the responsibility for the management of the school in the hands of the professional staff. The role of the School Board is policy-setting around issues involving legal compliance, finance, equity, and, accountability. Two teachers on staff sit on the Board and report on the agendas and discussions of the Board to the staff. The NCS teacher/Board member consults with teachers about upcoming Board decisions and brings their opinions, when relevant, to the Board meeting. Minutes of the Board meetings are published for the school community to read.

The New City Board explicitly directs school staff to assume leadership in running the school. The Board takes a hands-off role in the day-to-day decision-making and deals primarily with issues related to the physical plant, financial oversight, school adherence to relevant laws and policies and fidelity to the school’s mission and vision. This arrangement supports growth and improvement annually, has promoted success on state achievement targets, has sustained a stable, dedicated, consistent staff, and has fostered financial stability. Parents, staff, and Board are generally very satisfied with our division of labor and leadership.

New City School has adhered to and its Board of Directors will continue to follow best practices to ensure a governance process that is ethical and open.

- Each board member has signed a conflict of interest protocol document.
- A process/protocol has been established and is followed by New City School Board of Directors to avoid any “sweetheart deals”. In addition, any contracts are scrutinized carefully.
- Individual board members have participated in various board member developments through workshops and trainings offered by MACS, MN Department of Education and other various organizations.
- Individual board members will continue to participate in upcoming board trainings and workshops offered by MACS, MN Department of Education and other organizations to stay informed and skilled in board roles.
- Board minutes and meeting notices are forwarded to NEO in a timely manner.

New City School Board Training Log

New City Board Compliance to Minnesota Statutes, section 124D.10, subd.(f).

The table below outlines the board training and dates for the reporting year..

Date & Length	Presenter (or participation)	Topic	Category Covered
9/11/19; 30 minutes	Jim Eichten from MMKR Financial Auditor	Review and approval of the annual financial audit	Finance
11/13/19; 30 minutes	MN Charter Board Training Videos	Taking Board Meeting Minutes	Governance; Policy
1/22/20 30 minutes	Todd Bartholomay & Cheryl Stephani	Review and approval of annual report.	Governance
4/9/20 30 minutes	MN Charter Board Training Videos	Create a Board Development Plan	Governance
6/3/20 30 minutes	MN Charter Board Training Videos	Evaluating the Executive Director	Governance

9. Academic Performance

9. a) Strategic Alignment

During the 2019-20 school year, the first year of our new five-year authorizer contract, New City had the privilege of engaging in a school quality review and subsequent strategic planning through a grant from Great Minnesota Schools' Good-to-Great program that supports work toward contract performance framework goals (largely World's Best Work Force Minnesota state goals) and toward the realization of New City School's vision for learning.

Our School Success Plan (strategic plan) is organized in three priority areas that address achievement and organizational needs identified through analysis of SQR data:

1. Development of a Coordinated, Consistent Leadership Team
2. Launch a Comprehensive Teacher Development Strategy
3. Create a Multi-tiered System of Support

These priorities address needs identified through post SQR analysis. Associated tasks and timelines for each priority are elaborated in the implementation plan and proposed budgets to support prioritized tasks are laid out in the budget plan. The School Success Plan is implemented over four years—2020-2024—and involves regular leadership team monitoring and management.

At the end of the plan New City anticipates having 1) developed a high-functioning leadership team, tools, procedures, and functions to realize the school's envisioned program and enrollment and to sustain it in perpetuity; 2) closed learning gaps between our less and more socio-economically advantaged students in math and reading; 3) to have increased proficiency levels in math and reading across student population; and 4) to have developed systems and practices that reliably support teacher talent and sustainability.

A dimension of academic program development undergirding priorities two and three is the systematic design of expeditionary learning experiences that integrate most of the social studies and science content standards across the grades.

9. b) WBWF summary & Performance Framework data

I All Students Ready for School

Kindergarten Math Readiness (MN Standards Attainment Checklist)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2019-2020	16	31	51.61%

Kindergarten Reading Readiness Assessment (Fountas & Pinnell)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2019-2020	24	31	77.42%

II All Students in Third Grade Achieving Grade Level Proficiency

MCA Reading Proficiency Grade 3 State Comparison

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

III Close the Achievement Gap Between Student Groups

FRP Math Proficiency Gap on MCA (Grades 3-8)

Year	Number of Students Below Grade Level Making High Growth	Total Students Below Grade Level Tested	NCS Percent of Students Making High Growth	State Percent of Students Below Grade Level Making High Growth
2019-2020	NA	NA	NA	NA

FRP Reading Proficiency Gap on MCA (Grades 3-8)

Year	Number of Students Below Grade Level Making High Growth	Total Students Below Grade Level Tested	NCS Percent of Students Making High Growth	State Percent of Students Below Grade Level Making High Growth
2019-2020	NA	NA	NA	NA

Students Below Grade Level Proficiency Making High Growth

Growth on Math MCA (Grades 3-8)

Year	Number of Students Below Grade Level Making High Growth	Total Students Below Grade Level Tested	NCS Percent of Students Making High Growth	State Percent of Students Below Grade Level Making High Growth
2019-2020	NA	NA	NA	NA

Growth on Reading MCA (Grades 3-8)

Year	Number of Students Below Grade Level Making High Growth	Total Students Below Grade Level Tested	NCS Percent of Students Making High Growth	State Percent of Students Below Grade Level Making High Growth
2019-2020	NA	NA	NA	NA

Students At or Above Grade Level Proficiency Making Average to High Growth

Growth on Math MCA (Grades 3-8)

Year	Number of Students At/Above Grade Level Making Medium/High Growth	Total Students At/Above Grade Level Tested	NCS Percent of Students Making Medium/High Growth	State Percent of Students At/Above Grade Level Making Medium/High Growth
2019-2020	NA	NA	NA	NA

Growth on Reading MCA (Grades 3-8)

Year	Number of Students At/Above Grade Level Making Medium/High Growth	Total Students At/Above Grade Level Tested	NCS Percent of Students Making Medium/High Growth	State Percent of Students At/Above Grade Level Making Medium/High Growth
2019-2020	NA	NA	NA	NA

IV All Students Career & College Ready

MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

MCA- Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

MCA-Science (Grades 5,8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

Free Reduced Price MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

Free Reduced Price MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

Special Education MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

Special Education MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient

2019-2020	NA	NA	NA	NA
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English Language Learners MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

English Language Learners MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2019-2020	NA	NA	NA	NA

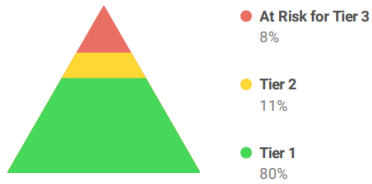
9. c) 2019-2020 IReady Diagnostic Benchmark Data

Beginning of Year Reading

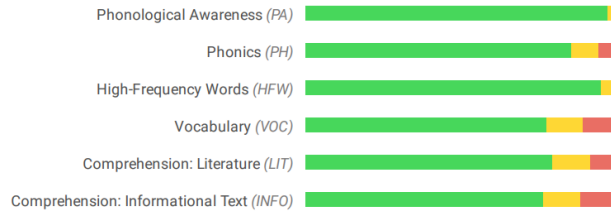
School	NEW CITY CHARTER SCHOOL
Subject	Reading
Academic Year	2019 - 2020
Diagnostic	Fall Benchmark
Prior Diagnostic	None
Placement Definition	Beginning-of-Year View

Students Assessed/Total: 275/318

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	100%	17/35
Grade 1	100%	29/33
Grade 2	79% 21%	33/37
Grade 3	79% 21%	34/37
Grade 4	83% 8% 10%	40/42
Grade 5	83% 13% 3%	30/32
Grade 6	73% 10% 17%	41/43
Grade 7	65% 13% 23%	31/33
Grade 8	70% 10% 20%	20/26

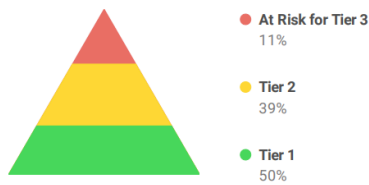
****NOTE: End Of Year iReady Diagnostic was administered to students in distance learning/at home without monitoring or proctoring in the midst of the pandemic. Conditions were not secure and the results are not reliable. Additionally, the EOY assessment measures against EOY benchmark norms—a much higher bar than BOY.)**

End of Year Reading

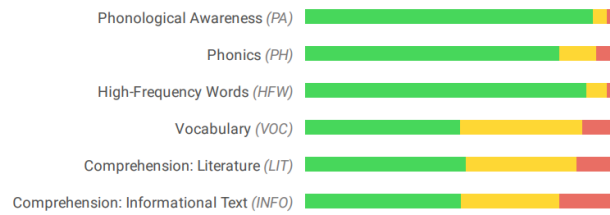
School: NEW CITY CHARTER SCHOOL
 Subject: Reading
 Academic Year: 2019 - 2020
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None
 Placement Definition: End-of-Year View

Students Assessed/Total: 316/318

Overall Placement



Placement By Domain



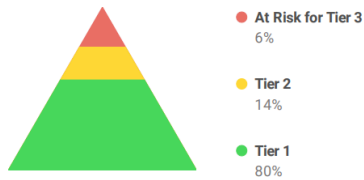
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	86% Tier 1, 14% Tier 2	35/35
Grade 1	75% Tier 1, 25% Tier 2	32/33
Grade 2	43% Tier 1, 46% Tier 2, 11% At Risk for Tier 3	37/37
Grade 3	49% Tier 1, 41% Tier 2, 11% At Risk for Tier 3	37/37
Grade 4	43% Tier 1, 50% Tier 2, 7% At Risk for Tier 3	42/42
Grade 5	31% Tier 1, 63% Tier 2, 6% At Risk for Tier 3	32/32
Grade 6	43% Tier 1, 38% Tier 2, 19% At Risk for Tier 3	42/43
Grade 7	45% Tier 1, 33% Tier 2, 21% At Risk for Tier 3	33/33
Grade 8	38% Tier 1, 38% Tier 2, 23% At Risk for Tier 3	26/26

Beginning of Year Math

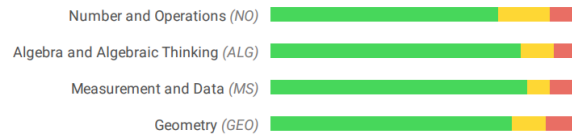
School	NEW CITY CHARTER SCHOOL
Subject	Math
Academic Year	2019 - 2020
Diagnostic	Fall Benchmark
Prior Diagnostic	None
Placement Definition	Beginning-of-Year View

Students Assessed/Total: 281/319

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	86% Tier 1, 14% Tier 2	35/35
Grade 1	75% Tier 1, 25% Tier 2	32/33
Grade 2	43% Tier 1, 46% Tier 2, 11% At Risk for Tier 3	37/37
Grade 3	49% Tier 1, 41% Tier 2, 11% At Risk for Tier 3	37/37
Grade 4	43% Tier 1, 50% Tier 2, 7% At Risk for Tier 3	42/42
Grade 5	31% Tier 1, 63% Tier 2, 6% At Risk for Tier 3	32/32
Grade 6	43% Tier 1, 38% Tier 2, 19% At Risk for Tier 3	42/43
Grade 7	45% Tier 1, 33% Tier 2, 21% At Risk for Tier 3	33/33
Grade 8	38% Tier 1, 38% Tier 2, 23% At Risk for Tier 3	26/26

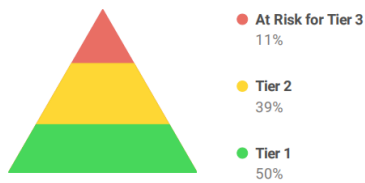
****NOTE: End Of Year iReady Diagnostic was administered to students in distance learning/at home without monitoring or proctoring in the midst of the pandemic. Conditions were not secure and the results are not reliable. Additionally, the EOY assessment measures against EOY benchmark norms—a much higher bar than BOY.)**

End of Year Math

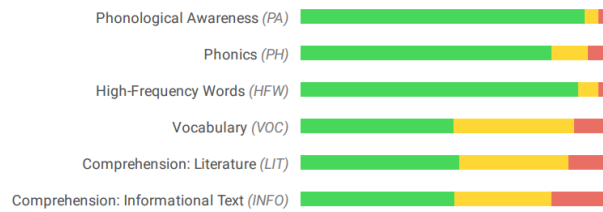
School	NEW CITY CHARTER SCHOOL
Subject	Reading
Academic Year	2019 - 2020
Diagnostic	Final Diagnostic
Prior Diagnostic	None
Placement Definition	End-of-Year View

Students Assessed/Total: 316/318

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	86% 14%	35/35
Grade 1	75% 25%	32/33
Grade 2	43% 46% 11%	37/37
Grade 3	49% 41% 11%	37/37
Grade 4	43% 50% 7%	42/42
Grade 5	31% 63% 6%	32/32
Grade 6	43% 38% 19%	42/43
Grade 7	45% 33% 21%	33/33
Grade 8	38% 38% 23%	26/26

9. d) 2019-20 Fountas & Pinnell Reading Benchmark

Winter Proficiency and Growth Fall to Winter

1st Grade Proficiency

1 year or more Below Grade Level - $3/32 = 1\%$
Less than 1 year Below Grade Level - $10/32 = 31\%$
At or Above Grade Level - $19/32 = 59\%$

1st Grade Growth

Low Growth - = %
Average Growth - = %
High Growth - = %

2nd Grade Proficiency

1 year or more Below - $5/36 = 14\%$
Less than 1 year Below - $13/36 = 36\%$
At or Above Grade Level - $15/36 = 42\%$
No data (not tested) $4/36$

2nd Grade Growth

Low Growth - = %
Average Growth - = %
High Growth - = %

3rd Grade Proficiency

1 year or more Below GL - $3/39 = 1\%$
Less than 1 year Below GL - $14/39 = 36\%$
At/Above GL = $22/39 = 56\%$

3rd Grade Growth

Low Growth - = %
Average Growth - = %
High Growth - = %

4th Grade Proficiency

Significantly Below GL- $5/42 = 12\%$
Below Grade Level Proficiency = $10/42 = 24\%$
At/Above Grade Level Proficiency = $27/42 = 64\%$

4th Grade Growth

Low Growth = %
Average Growth = %
High Growth = %

5th Grade Proficiency

Significantly Below GL - $3/31 = 1\%$
Slightly Below GL - $3/31 = 1\%$
At or Above GL - $24/31 = 77\%$
No data (not tested) $1/31$

5th Grade Growth

Low Growth - = %
Average Growth - = %
High Growth - = %

Kindergarten End of Year Reading Proficiency

Fountas & Pinnell Reading Proficiency

1 year or more below GL Proficiency - $6/37 = 16\%$
Less than 1 year below GL Proficiency - $4/37 = 2\%$
At or Above GL Proficiency - $23/37 = 62\%$
No data (not tested) - $4/37$

PRESS Reading Proficiency

Below Grade Level - $11/37 = 25\%$
At/Above Grade Level - $27/37 = 75\%$

9. e. Assessment Plan 2019-20

2019-20 Assessment Plan

Last update: 12/4/19

Grade **Dates** **Assessments*** see below for explanation

September

KG 9/9/19-9/30/19 All students: Reading Readiness (Press; FP for readers)
Math Readiness

1-5 9/9/19-9/30/19 All students: FP (CH/MS/CS TRT support)
9/17/19-9/18/19 All students: iReady Math

3-5 9/24/18-9/25/19 All students: iReady Reading

6-8 9/9/19-9/13/19 All students: iReady Reading and Math

October

1-2 9/30/19-10/4/19 All students: iReady Reading

December/January

KG 12/2/19-1/16/20 All Students: FP; Reading Readiness (Press, FP); Math Readiness

1-2 12/2/19-1/16/20 All students: FP

January

KG-2 1/6/20-1/16/20 All students: iReady Math

3-8 1/6/20-1/16/20 All students: iReady Reading; iReady Math

February

1-2 2/10/20-2/21/20 All students: iReady Reading

February/March

****MCA official dates TBD. These dates are not verifiable, and may change.**

KG-8 2/24/20-3/13/20 ALL English Language Learners (ELL): Wida/Access

March

KG 3/2/20-3/20/20 All students: iReady Math

3-5 3/2/20-3/26/20 Students *above* grade level reading: FP

April/May

3-8 4/13/20-4/17/20 All students: MCA III for Reading

3-8 4/20/20-4/24/20 All students: MCA III for Math

5 & 8 4/27/20-4/30/20 All Students: MCA III for Science

1-2 4/6/20-5/20/20 All students: FP Reading

3-5 4/6/20-5/20/20 Students *at/below* grade level reading: FP

** MCA testing make-ups scheduled as needed, and completed by 5/1/20 for Reading & Math; 5/8/20 for Science

May

KG 4/13/20-5/20/20 All students: Reading Readiness (Press, FP); Math Readiness

KG-8 5/4/20-5/15/20 All students: iReady Math

Assessments:

Press: Pre/early reader benchmarks students on phonemic awareness, phonics, blends, etc.; one to one teacher administered.

Reading/Math Readiness: one to one teacher administered, teacher created KG required skills for MN standards mastery.

Fountas & Pinnell (FP): Reading benchmark for students' instructional reading level; one to one teacher administered for reading fluency, comprehension, running record.

iReady: Diagnostics benchmark students on a national norm and precisely identifies next level of instruction for teacher planning; administered by computer.

WIDA/Access: State required for English Language learners to monitor growth in English acquisition to determine eligibility for services for next academic year.

MCA III: State required, Minnesota Comprehensive Assessment

Reading: Grades 3-8; Total approximate hours = Gr 3-8 = 2.5-3.5 hours

Math: Grades 3-8; Total approximate hours: Gr 3 & 4 = 1.5-2 hours; Gr 5 & 6 = 1.5-2.5 hours; Gr. 7 & 8 = 2-3 hours.

Science: Total approximate hours: Gr 5 & 8 1.5-2 hours

Explanation:

By carefully monitoring each student three times per year on benchmarked data, teachers can responsively modify instruction to meet the needs of the students. Using a variety of assessments, including ongoing classroom assessments, we can triangulate the data to get a solid understanding of the student's progress and what next steps for instruction should be.

Connected to these assessments is the ongoing monitoring of progress in demonstrating the student's mastery of grade-level standards. MCAs provide a year to year growth pattern for each student, each subgroup of students, grade level trends, and the school trends. MCA results tell the story of the long-term trends in multiple categories, giving the school information on the direction the school needs to take. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.

10. Literacy Plan 2020-21

Teachers in kindergarten through third grade will plan to use 120 minutes (adjusted as needed for distance learning) for reading and writing instruction daily, minimum four times per week.

New City School will use a balanced literacy approach, EL Education ELA curriculum, content literacy through complex texts, encompassing reading aloud, shared reading, flexible reading groups, independent reading, semi-independent reading, spelling and word study, shared/interactive writing, guided writing, and independent writing.

Flexible reading groups are based on a student's instructional reading levels from the data collected from teacher observations, Fountas and Pinnell assessments, Press Inventory, iReady diagnostics and ongoing weekly data. Teachers and support staff meet throughout the week to develop skills students need to meet grade level standards. A student who reads at an instructional level can read text at 94% to 96% accuracy for fluency and comprehension. Students reading at an independent level read with 97% to 100% accuracy for fluency and comprehension.

EL ELA Skills Blocks (K-2) and All Blocks (3-5) offer structured and consistent differentiation periods. When students are reading below grade level, interventions are employed to ensure growth. Such interventions may include strategy groups and individual work with the classroom teacher, skills-targeted intervention sessions with a licensed K-12 reading teacher, an America Reads tutor, Reading Corps tutor and iReady reading instruction. Student progress is monitored through running record assessments (Fountas and Pinnell), Press and iReady.

11. Professional Development and Instructional Practices

Math

In 2019-20 a focus on Eureka Math curriculum implementation continued. The math instructional leadership team (Principal, Data & Intervention Lead, teachers from each grade-level band) met monthly to manage and maintain the PLC work focused of instruction, to determine goals and action steps, and to support teachers in the work. Peer teacher observations were scheduled to build vertical understanding of curriculum's development, to share instructional practices, and to inform conversations team-wide. Coaching at K-2 and 3-5 was provided by an Instructional Support Resource teacher at each grade band.

In our fourth year of Eureka Math implementation a math leadership team, comprised of Principal, Curriculum & Instruction Lead and three classroom teachers, each representing grade-level bands, planned walkthroughs to collect data on Eureka usage and implementation by teachers across all grades. The leadership team supported peer observations across all grades and guide classroom teachers to best practices in the building. Grade level bands met periodically to discuss best practice and problem solve instructional practices or student concerns. Further, we have ongoing online support through Eureka Digital Suite.

English Language Arts

2019-20 was the first year of EL Education's K-5 ELA curriculum at New City School. An EL ELA coach was contracted to guide and consult with ELA teachers during implementation. The ELA Instructional Leadership Team met monthly to plan for supports and schedule professional development needed across the year. The Data and Assessment Lead served in a liaison role, communicating with the EL coach, arranging professional development meetings, and supporting 3-5 teachers in implementation. Book sets were purchased for the new curriculum.

Implementation year in 2019-20 was supported by professional development throughout the year. Each K-8 ELA classroom teacher, along with ELL, Title, Special Education, Instructional Coach and Leadership, completed six hours of online training. In addition, K-2 teachers and supporting staff completed six hours of online skills block training. All K-8 and supporting staff participated in six 90 minute PLC's with an EL Trainer throughout the year. Four one-hour webinars with experts in the field were shared throughout the year along with four one-hour coaching sessions for leadership. Staff had access via phone and email throughout the year to coach/trainer.

Veteran Team Resource Teachers were attached to grade-level bands where they provide side-by-side support to the four teachers in a band (K-1, 2-3, 4-5). The TRT's were active on a daily

basis in and around those classrooms and supporting the teachers in a variety of ways, including coaching, students support, and academic or other interventions.

Inquiry-based Learning (“Expeditions”)

New City School is committed to teaching children to think well. Students learn best when they are actively involved in exploring and constructing knowledge. Learning, therefore, is active, playful, and useful so that students are motivated to really investigate the concepts implicit in all their subjects. It centers on core essential questions, which provide a touchstone in all their explorations, a framework to start and end all learning that ensures relevance. Questioning is modeled and students practice question asking and dialogue to develop the skills of intellectual exchange.

All students are invited to connect elements and aspects of their learning, so that they learn to discover the rich relationships that exist among the domains of science, math, literature, history, and the arts. At New City School, students plan their work, engage actively in exploring it, and reflect upon it afterwards. The opportunity to review and assess their work is offered each day, so that students can develop the habit of reflection, a hallmark of critical thinking. EL Education and its ELA curriculum begins with this understanding and with an inquiry-driven design.

Social-Emotional and Academic Integrated Learning Practices

New City School has used practices taught by the The Responsive Classroom and Developmental Designs to cultivate social and academical integration. Practices stemming from the principles below and coupled with Integrated Thematic Learning, Arts Integration, Differentiated Instruction, Balanced Literacy, and Inquiry/Discovery-based Learning have been foundational to the New City program.

Foundational principles from research (Responsive Classroom and Developmental Designs):

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a particular set of social skills that children need in order to be successful academically or socially.(Cooperation, Assertion, Responsibility, Empathy, Self-control)
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the parents of the children we teach is as important as knowing the children.
7. The positive interactions which adults in a school have with the children, their families, and each other, provides the school model for social excellence.

Developmental Designs practices are rooted in developmental theory and informed by years of educational experience. They support successful group and individual learning through active participatory lessons allowing students to construct, integrate, and retain knowledge. The practices maximize student readiness for learning and enhance students’ abilities to make connections that lead to academic success. To promote academic and social learning, the staff use “work-share” structures to engage students in sharing progress with other students and parents/guardians. Once a month classroom representatives from each grade share learning gained. By the end of the year, all students have shared the products and processes of their learning, casually and more formally through a portfolio process. Starting early in the year, all classrooms empower students to lead class morning meetings.

Long-term relationship-building is vitally important in connecting learners for productive work together. Relationships characterized by trust and risk-taking are proven to support student performance, encourage thinking, and engagement.

Social and Academic integration practices (CASEL, Developmental Designs, and Responsive Classroom), SIOP practices, the Teaching and Learning Cycle (with a Response to Intervention component), quality content area curricula, and other approaches support us in accomplishing our goal of quality instruction:

- a social and academic curriculum that is developmentally geared to our learners
- personalized and differentiated instruction that meets individual student learning needs
- a constructivist approach built on active, exploratory learning in areas of interest to students
- academic choices so that students participate in the design of their own learning
- discovery-based approaches to learning about materials and routines
- inquiry-based approaches to the content of both social and academic classroom experiences centered around a group of core essential questions
- an integrated curriculum that allows students to weave understanding from subject to subject, with a special focus on urban life, and other forms of community living
- an approach to building relationships that is based on social-emotional learning research
- a system of positive discipline that is based in respect, relevance, and realism
- a system of classroom and school physical organization that supports learning and relationship-building
- multiple, balanced assessment approaches (especially formative assessments that inform instruction and guide learners) in an RtI framework help us see students from multiple perspectives, and look for higher order skills involving application.

Arts Integration

Curriculum and instruction is designed around meeting the needs of individual children. Our intention is to teach to where children are and to how, as a group and as individuals, they learn best. We deliver our instruction in many ways (logical, kinesthetic, visual, reflective, etc.) In order to address a wide variety of learning styles, preferences, and strengths. Sourced from Howard Gardner’s Theory of Multiple Intelligences, and the work of Elliot Eisner, Columbia University Teachers College, the Arts Plus model, and many others, our curriculum will be arts-infused. Children need multiple doorways into learning, and the daily presence of storytelling, drawing, singing, poetry, and movement in our lessons will make it possible for every student to find the way in.

Every K-3 student received musical, instrumental and vocal instruction a minimum of two periods each week, 4-8 students rotated through trimesters. Our long-standing partnership with MacPhail Center typically ends in spring “work-shares” that in spring of 2020 could not happen.

Our KG through 8th grade typically participates in seasonal community field trips (to various city and state parks, camping, nature conservatories, theaters, and museums etc.) These field trips incorporated written, oral language and observational drawings. As learning experiences are increasingly designed in an “expeditionary” (inquiry-oriented and deep case study-based) way, field work will become less of an add-on and more a part of the core learning sequence.

Program Success Indicators

When students are engaged meaningfully, they are invested and apply effort. The strategies and programs mentioned above support student engagement and attendance rates, parent/teacher conferences attendance rates and a calm learning environment in which students care and are invested in and in which behavior challenges are minimized. As reported to MDE, very few serious behavior infractions warranting suspension from school occurred during the school year. Since our instructional strategies target both academic and social learning, we see students' self-regulatory and motivational skills transferring across the school day.

Reading proficiency rates on MCIII exceed the state average—an indicator that the work teachers have done in implementing curriculum is resulting in solid learning.

The all-school portfolio and Middle School work fair are culminating projects for the entire school year. These highlight our and students' efforts and teachers' guidance in reaching the academic and social goals.

All middle school students participated in History Day, a multi-month research project culminating in a presentation of their work. Several students entered the regional competitive fair and some qualified for state competition.

In 2019-20, as part of the new strategic plan implementation, New City began using the Insight Survey from The New Teacher Project to measure teacher satisfaction and perception. This tool will give us a consistent measure of our success in developing and maintaining teacher talent.

12. Future Plans

Strategic Planning

New City School embarked on a formal strategic planning process beginning in fall of 2019 with a School Quality Review conducted by an outside consulting firm. The review revealed perceived strengths in the school community around community and relationship valuing, the honoring of student diversity and non-academic whole-child dimensions of learning (arts etc.). It also confirmed needs to be addressed in three main areas: 1) the development of a high-functioning leadership team for the next phase of the school; 2) the support of teacher development, excellence, and success through professional development and coaching; and 3) the development of a well-articulated multi-tiered system of supports for students.

A four-year strategic plan was developed, again with the support of the consulting firm, that articulates steps in the three priority areas to be taken over the next four years, identification of responsible staff, timelines, and budgets. Great Minnesota Schools has supported this work financially and materially and is poised to continue partnering with NCS as it steps through the implementation phases and seeks grants to fund the work.

Student Achievement

2020-21 Student Achievement goals are based on the five year contract Performance Framework with New City Charter's authorizer, Novation Education Opportunities (NEO), ending in 2024.

I All Students Ready for School: At least 60-74% of all Kindergarten students will be proficient in Reading and Math as measured by the Reading and Math Readiness Assessments, based on Minnesota state standards.

II All Students in Third Grade Achieving Grade Level Proficiency: The school's third grade proficiency rate meets or exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

III Close the Achievement Gap Between Students: The school's high growth rate for students who did not score proficient the prior year meets or exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

IV All Students Career and College Ready: The school's proficiency rate meets or exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

Facility addition and new lease

New City School has been working with its landlord, Grace Center for Community Life, on a new long-term lease that will provide for the construction of the additional classroom spaces needed to fulfill New City’s envisioned K-8 enrollment and program. A year’s planning has resulted in a building expansion plan that, if bids and financing proceed as expected, should result in an enhanced facility in fall of 2021. The plan highlights the addition of middle school “houses” for grades 5-6 and 7-8, a flexible theater/maker space, a new welcoming entrance and reorganized outdoor recreation spaces.

13. Literacy Plan 2020-21

New City Charter School will use research-based, locally adopted, developmentally appropriate and culturally responsive curriculum and assessments to identify students in grades K-2 who are not reading at grade level. New City School will identify students in grades 3-8 who demonstrate a reading difficulty and will utilize curriculum resources and intervention options (including Rdg. Corps tutors and Reading Specialist) as needed to support students toward grade level achievement. NCS will monitor progress and adjust instruction regularly to meet the needs of those students. Staff development will include curriculum training, Tier 2 intervention strategies and early warning signs for dyslexia and convergence insufficiency. Each trimester parents will be informed of their child’s progress through student-led conferences and report cards. Annual results will be reported publicly by the Board, in the Annual Report and on the district website.

Our K-2 2019-20 data uses Fountas & Pinnel end-of-year data for grade level proficiency monitoring was interrupted by the spring COVID pandemic distance learning event. It was not possible to administer F&P assessments effectively during distance learning.

Kindergarten NA% At/Above
Grade Level

1st Grade NA At/Above Grade Level
 2nd Grade NA At/Above Grade Level

The use of PRESS for all students not at grade level will continue from Kindergarten. (The PRESS skills will be assessed in Kindergarten a minimum of three times a year to ensure growth is made in specific decoding skills.) For those students requiring PRESS beyond Kindergarten, progress monitoring will occur as recommended by PRESS.

2020 MCA Grades 3-8 Reading scores for 3rd grade students were not available in 2020 due to COVID disruption to state assessments. Total scores, FRP, ELL, and Special Ed. proficiency scores for students in grades 3-8 are consequently unavailable for the 2019-20 school year.

Average proficiency level over the 15 students tested on 2020 ACCESS was 3.5 (5 point scale). Average growth in proficiency level for students measured was 0.87.

Our 2020 MCA grades 3-8 proficiency scores for Special Education were not available due to the COVID-related elimination of spring MCA.

The broader school scores, grades 3-8, point to a disparity in proficiency scores for our FRP students, as shown below.

2020 MCA Reading Results (Not available due to COVID-related MCA cancelation)**

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count				
	Percent				
4	Count				
	Percent				
5	Count				
	Percent				
6	Count				
	Percent				
7	Count				
	Percent				
8	Count				
	Percent				
Total	Count				
	Percent				

		Exceeds	Meets	Partially Meets	Does Not Meet
Reading FRP					
Total	Count	3	23	15	18

Percent				
---------	--	--	--	--

Reading Non-FRP

Total	Count	41	55	18	18
	Percent				

Reading Gap FRP-Non-FRP.

Non-FRO M&E = NA
 FRP M&E = NA
 GAP = 23.1%

2020 MCA Math Results (Not available due to COVID-related MCA cancelation)**

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count				
	Percent				
4	Count				
	Percent				
5	Count				
	Percent				
6	Count				
	Percent				
7	Count				
	Percent				
8	Count				
	Percent				
Total	Count				
	Percent				
		Exceeds	Meets	Partially Meets	Does Not Meet

Math FRP

Total	Count	2	11	18	28
	Percent				

Math Non-FRP

Total	Count	28	54	27	23
	Percent				

Math Gap FRP-Non-FRP.

Non-FRO M&E = NA
 FRP M&E = NA
 GAP = NA

Opportunities to address the achievement gap include our Tiers 1 & 2 level of support. All students are instructed in grade level content through rigorous core curriculum. Grades K-5 will

be implementing EL Education K-5 Literacy curriculum, with supporting skills block and inquiry block. Grades 6-8 will continue using EL Education ELA curriculum.

All classroom teachers create community-based experiences for all students, helping to build background knowledge for all students, and therefore addressing a prior-knowledge gap.

Reading Corps, Press, Rewards and LLI are used as pull-out interventions outside of the core curriculum instructional time.

14. Assessment Plan 2020-21

Students are assessed annually in grades 3 through 8 in math and reading on the Minnesota Comprehensive Assessments. Each fall (typically in September) the teaching staff analyzes the results to determine achievement peaks and valleys by grade and demographic categories. Based on the analysis, planning and decision-making regarding goals, curricula, staffing, intervention approaches, and professional development needs is done. This continuous improvement cycle moves the school and achievement forward.

2020-21 Assessment Plan (Subject to Change as needed)

Last update: 6/4/20

Grade	Dates	Assessments* see below for explanation
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September

KG	9/9/20-9/30/20	All students: Reading Readiness (Press; FP for readers) Math Readiness
1-5	9/9/20-9/30/20	All students: FP (CH/MS/CS/NP support)
	9/15/20-9/16/20	All students: iReady Math
3-5	9/22/20-9/23/20	All students: iReady Reading
6-8	9/9/20-9/16/20	All students: iReady Reading and Math

October

K-2	10/5/20-10/9/20	All students: iReady Reading
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December/January

KG	12/1/20-1/15/21	All Students: FP; Reading Readiness (Press, FP); Math Readiness
1-2	12/1/20-1/15/21	All students: FP
3-5	12/1/20-1/15/21	Students <i>at/below</i> grade level reading: FP

January

KG-2	1/6/20-1/16/20	All students: iReady Math
3-8	1/6/20-1/16/20	All students: iReady Reading; iReady Math
3-5	12/9/19-1/16/20	Students <i>at/below</i> grade level reading: FP

February

1-2	2/10/20-2/21/20	All students: iReady Reading
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February/March

****WIDA official dates TBD. These dates are not verifiable, and may change.**

KG-8 2/22/21-3/19/21 ALL English Language Learners (ELL): Wida/Access

March

3-5 3/1/21-4/1/21 Students *above* grade level reading: FP

****MCA official dates TBD. These dates are not verifiable, and may change.**

5 & 8 3/29/21-4/1/21 All Students: MCA III for Science

April/May

3-8 4/12/21-4/16/21 All students: MCA III for Reading

3-8 4/19/21-4/23/21 All students: MCA III for Math

1-2 4/12/21-5/21/21 All students: FP Reading

3-5 4/12/21-5/21/21 Students *at/below* grade level reading: FP

**** TBD: MCA testing make-ups scheduled as needed, and completed by 4/30/21 for Reading & Math; 5/7/21 for Science**

May

KG 4/12/21-5/21/21 All students: Reading Readiness (Press, FP); Math Readiness

KG-8 5/3/21-5/7/21 All students: iReady Reading

KG-8 5/10/21-5/14/21 All students: iReady Math

*Assessments:

Press: Pre/early reader benchmarks students on phonemic awareness, phonics, blends, etc.; one to one teacher administered.

Reading/Math Readiness: one to one teacher administered, teacher created KG required skills for MN standards mastery.

Fountas & Pinnell (FP): Reading benchmark for students' instructional reading level; one to one teacher administered for reading fluency, comprehension, running record.

iReady: Diagnostics benchmark students on a national norm and precisely identifies next level of instruction for teacher planning; administered by computer.

WIDA/Access: State required for English Language learners to monitor growth in English acquisition to determine eligibility for services for next academic year.

MCA III: State required, Minnesota Comprehensive Assessment

- Reading: Grades 3-8; Total approximate hours = Gr 3-8 = 2.5-3.5 hours.
- Math: Grades 3-8; Total approximate hours: Gr 3 & 4 = 1.5-2 hours; Gr 5 & 6 = 1.5-2.5 hours; Gr. 7 & 8 = 2-3 hours.
- Science: Total approximate hours: Gr 5 & 8 1.5-2 hours

Explanation:

By carefully monitoring each student 3 times a year on benchmarked data, teachers can immediately change instruction to meet the needs of the students. In using a variety of assessments, including ongoing classroom assessments, we can triangulate the data to get a solid understanding of the student's progress, and what our next steps for instruction should be.

Connected to these assessments is the ongoing monitoring of progress in reaching the MN standards, and demonstrating the student's mastery of grade-level standards. MCAs provide a year to year growth pattern for each student, each subgroup of students, grade level trends, and the school trends. It tells the story of the long-term trends in multiple categories, giving the school information on the direction the

school needs to take. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.

Gifted and Talented students will be identified based on a combination of standardized test scores (MCA, iReady, F&P), the CoGAT assessment (to be administered to all 2nd graders beginning 2020-21), parent and teacher recommendations, and student classroom performance. The Enrichment Coordinator" will coordinate the identification and service efforts and will be instrumental in supporting classroom teachers and/or providing services indicated in service plans made as a result of the assessment and recommendations for students who excel beyond grade level standards and curricula.

15. Professional Development 2020-21

Our Eureka Math curriculum is entering its fourth year of implementation. A math leadership team, comprised of Principal, Curriculum & Instruction Lead and three classroom teachers, each representing grade-level bands, will plan ongoing walkthroughs to collect data on Eureka usage and implementation by teachers across all grades. The leadership team will support peer observations across all grades and guide classroom teachers to best practices in the building. Grade level bands meet periodically to discuss best practice and problem solve instructional practices or student concerns. Further, we have ongoing online support through Eureka Digital Suite.

Our EL Education ELA curriculum, in its implementation year for 2019-20, will be supported by professional development throughout the year. Each K-8 ELA classroom teacher, along with ELL, Title, Special Education, Instructional Coach and Leadership, will complete 6 hours of online training. In addition, K-2 teachers and supporting staff will complete 6 hours of online skills block training. The Instructional Leadership Team will complete 6 hours of online leadership training. All K-8 and supporting staff will participate in six 90 minute PLC's with an EL Trainer throughout the year. Four one-hour webinars with experts in the field will be scheduled throughout the year. Four one-hour coaching sessions for leadership will be scheduled throughout the year. We will have access via phone and email throughout the year with a personal trainer.

Veteran Team Resource Teachers are attached to grade-level bands where they provide side-by-side support to the four teachers in a band (K-1, 2-3, 4-5). The TRTs are active on a daily basis in and around those classrooms and supporting the teachers in a variety of ways, including coaching, students support, and academic or other interventions.

Teacher evaluation takes place periodically as per state guidelines (formally every three years for veterans to three times per year for probationary teachers). New City has created a set of New City Core Practices that address specific priority instructional practices. These are the basis for evaluations.

A revised Director evaluation process was put in place in spring 2020 and will be used in its second year. It involves anonymous input from parents, staff, and students on a consistent set of goal areas.

Equitable Distribution of Teachers (WBWF Summary 2019-20)

The goal of equitable access to quality teachers is visited annually by the Leadership Team and with the NCS Board and is addressed throughout year as hiring and training needs arise. We look at the teachers assigned to the different grades and balance out classrooms for similar demographic considerations.

There is no gap to equitable access for low-income students or students of color based on the placements of inexperienced teachers. Inexperienced teachers are distributed across the school and classrooms just as experienced teachers are. Currently, there are a total of six teachers who have less than five years of experience. These inexperienced teachers are distributed across grades and specialist categories so that, with the exception of one grade, the inexperienced teachers are paired with an experienced one.

New City's strategic plan lays out a timeline and set of action steps (under Priority 2) to "Launch a Comprehensive Teacher Development Strategy" through which teacher talent and effectiveness will be cultivated systematically. This plan includes:

- Coaching
- Peer observations
- On-going peer training in core content curriculum and Tier 2 curriculum.
- Professional Development in standards alignment, assessments, goal setting, PLCs

Our current student population has representation from American Indian descent, African descent that are not yet represented in the licensed teaching staff. We would need two more teachers of color to minimally reflect our student population--American Indian and African American. A chronic obstacle to this goal is the lack of applicants during the hiring process and competition for a limited pool of diverse prospects.

We are actively mentoring and coaching inexperienced teachers. We host students in licensure programs and student teachers in classrooms with experienced teachers who demonstrate best practices in teaching.

We purposefully give more responsibilities to our paraprofessionals of color and encourage them to progress through teacher licensure.

The School Board has created an advisory committee (Equitable Teacher Pay and Recruitment) to consider out how to recruit more teachers of color to join NCS staff.