

2018-19
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

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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 are having a rich and broad academic and social experience on their way to high school.

Having received the Financial Stewardship Award from our authorizer and leaving the year with the healthiest fund balance in its history, New City is in financial shape to pursue its dreams. As we embark on a brand new five-year contract with our authorizer, we have set goals that we are determined to meet. In particular, we aim to close the achievement gap between our less and more advantaged students and to further connect our diverse students to each other and the world. We are pursuing a long-term lease with Grace Center and are in discussion about possible space additions that would support the realization of our program 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
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 2018-19**

Total enrollment at New City School is 306.

4. **Growth and Attrition**

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

Aggregate
Attrition
Rates

13%

6%

**
Pending
state
official
records.

Average Daily Attendance Rate:

95.5% (after 2017-18 year; data not yet available from MDE for 2018-19)

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

executive.director.neo@gmail.com

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	2019
Andrew Granas	NA	School Coordinator	2	B.A.	NA
Felix Imhoff	NA	Lunchroom Supervisor	1	CFM MN Certified Food Manager	2018
Mohamed Farah	NA	Translation-Somali/Para	2		NA
Emily Ravits	312276	School Social Worker	13	MSW, Pre-K-12 School Social Worker	2018
Ana Robles	NA	Food Service Lead & Community Liaison	5	A.S.	NA
Tara Meyer	499213	School Nurse	1	RN, Pre-K-12 Public School Nurse	2022
Mary Spohr	383155	PD Coordinator Coach	16	B.A., 1-6 Elementary Education	2021
Cheryl Stephani	381348	Assessment and Data Lead	2	M.Ed; K-6 Elementary Education	2021
Ashley Davis	NA	Office Administrator	2	A.S.	NA

Finances

The annual New City School financial audit resulted in no findings. Fund balance increased to 25.2%. New City received the Financial Stewardship Award from its authorizer, NEO.

Annual Budget

GENERAL FUND

NEW CITY CHARTER SCHOOL
GENERAL FUND REVENUE & EXPENDITURES - ANALYSIS
FOR THE FISCAL YEAR ENDING JUNE 30, 2019
BUDGETED ADM 298

REVENUE

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	NIA	Budget Remaining	Current Year % of Budget Received	FY 17-18 % of Actuals Received	FY 16-17 % of Actuals Received
STATE	2,262,047	2,640,894	2,760,848	2,922,021	3,172,800	291,027	2,379,382	-	542,659	81%	77%	81%
FEDERAL	131,548	129,891	137,168	103,496	175,906	34,604	123,958	-	36,957	76%	79%	72%
LOCAL (FEES, INTEREST, ETC.)	106,673	54,851	48,200	109,250	53,550	71,263	123,958	-	(18,350)	117%	82%	91%
TOTALS	2,499,268	2,824,737	2,956,216	3,211,650	3,423,656	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	1,166,694	1,372,020	1,462,559	1,453,319	1,545,604	81,259	1,186,372	-	266,947	82%	83%	82%
EMPLOYEE BENEFITS	280,991	346,787	355,467	355,369	414,060	8,602	294,648	-	60,541	83%	78%	78%
PURCHASED SERVICES	756,098	871,394	824,571	1,056,402	1,027,067	(185,046)	962,162	-	74,240	89%	87%	80%
SUPPLIES	92,016	103,915	130,919	139,698	132,694	(35,763)	140,901	-	(1,203)	101%	100%	82%
EQUIPMENT	13,368	4,535	22,728	14,673	13,042	(10,138)	14,128	-	547	96%	100%	101%
DEBT SERVICE	-	-	-	-	-	-	-	-	-	0%	0%	0%
OTHER EXPENDITURES	(0)	89	5,241	5,086	6,300	4,997	5,102	-	(16)	100%	100%	0%
FOOD SERVICE EXPENDITURES	104,738	104,794	124,895	154,041	153,056	49,247	121,890	-	32,151	79%	86%	87%
SCHOOL AGE CARE	-	-	-	17,854	21,412	17,854	14,672	-	3,192	82%	0%	0%
TOTALS	2,428,194	2,803,484	2,929,370	3,196,472	3,413,255	497,772	2,760,074	-	436,359	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	227,766	256,800	267,552	232,652	235,206	(23,946)	208,378	-	24,474	89%	90%	89%
DISTRICT ADMINISTRATION	23,126	24,752	33,728	33,723	36,723	3,975	30,445	-	3,283	90%	100%	85%
SUPPORT SERVICES	85,005	87,643	100,946	112,763	106,592	24,940	101,281	-	11,482	90%	86%	80%
REGULAR INSTRUCTION	1,165,901	1,237,202	1,325,486	1,333,092	1,475,230	95,699	1,067,620	-	245,272	82%	52%	79%
SPECIAL EDUCATION	267,868	367,393	370,219	427,954	503,716	50,571	365,173	-	62,781	95%	79%	64%
INSTRUCTIONAL SUPPORT	73,816	243,354	210,684	211,707	185,762	(31,647)	166,877	-	44,830	79%	86%	106%
PUPIL SUPPORT SERVICES	125,786	128,845	136,186	181,262	185,537	52,417	145,117	-	36,145	80%	86%	86%
FACILITIES	442,740	443,478	471,060	648,594	667,489	206,117	645,173	-	4,422	99%	91%	91%
OTHER FINANCING USES	16,186	13,639	13,500	13,500	14,000	(339)	9,799	-	3,701	73%	49%	100%
TOTALS	2,428,194	2,803,484	2,929,370	3,196,472	3,413,255	392,978	2,760,074	-	436,359	86%	85%	85%

CHANGE IN FUND BALANCE 62,072 21,242 52,846 15,158 10,443 (119,912)

ENDING FUND BALANCE 613,865 635,127 687,973 650,285 660,728

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

7. Staffing

2018-19 Teaching Faculty Information

This section includes teaching positions and assignments for the 2018-19 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 19/20	Return or New in 18/19	Return or New in 17/18
Joshua Baumgartner	492458	4th Grade	2	M.Ed., K-6 Elementary Education	2022		Return	Return
Joshua (Jules) Brose	464742	6-8 Math	2	B.Ed., 5-12 Mathematics	2021		New	
Robyn Char	493601	3 rd Grade	3	B.A., M.Ed. (In progress, expected graduation 2017), K-6 Elementary Education	2021		Return	Return
Stephanie Christenson	418041	Speech language	1	Pre-K-12 Speech Language Pathologist	2019		Return	New
Kendall Doom	507343	Social Worker	1	School Social Work	2023	Not return	New	
Kim Gillespie	511567	K-8 Art	2	Portfolio process (Tier 2 in 18-19)	2020	Not return	Return	Return
Dana Haberman	499129	4 th Grade	2	M.Ed. K-6 Elem. Ed.	2018	Not return	Return	New
Michael Hickel	470997	6-8 Social Studies	3	B.Ed., 5-12 Social Studies	2017		Return	Return
Christine Hirsch	344477	Title 1	5	K-6 Elementary Education; K-12 Reading; K-12 Library Media Specialist	2021		Return	Return
Lisa Holm	492129	Special Ed.1	2	Special Ed. ABS	2023		Return	New
Kirsten Holmquist	419549	1 st & 2 nd Grade	14	B.Ed., K-6 Elementary Education; 5-8 Social Studies	2019		Return	Return
Abbey Karich	451185	School Psych	1	School Psychologist	2022		New	
Kallie Krautbauer	485873	3 rd Grade	3	B.Ed., 1-6 Elementary Education	2021		Return	Return
Emily LaRenzie	105805	Occupational Therapist		Licensed O.T.	2021		New	
Andy Lum	432970	Art	5	B.A., K-6 Elementary Education; K-12 Visual Arts; 5-8 Communication Arts/Literature	2020		Return	Return
Breanna Lund	489195	Kindergarten	2	B.Ed, B-Age 6 Early Childhood Special Education; B-3 Early Childhood Education	2017		Return	Return
Abby Mandell	491238	3 rd Grade	2	B.Ed., K-6 Elementary Education; 5-8 Mathematics	2017		Return	Return

Tara Meyer	499213	School Nurse	1	Public School Nurse	2022		New	
Morgan Meints	503221	1 st /2 nd grade	1	B.A.K-6 Elem. Ed.	2018		Return	New
Jeremy Nellis	391031	Kindergarten	15	B.Ed., Pre K-3 Early Childhood Education	2021		Return	Return
Kalli Novak	418984	1 st & 2 nd Grade	7	B.Ed., K-6 Elementary Education; 5-8 Social Studies	2019	Not return	Return	Return
Malia Nzara	476626	6-8 Science	1	B.A., E.B.D & A.B.S.	2022		Return	Return
Sarah Olson	358406	K-8 music	15	K-12 Classroom and Vocal Music	2021		Return	Return
Caitlin Percy	476626	6-8 Science	1	B.A., 9-12 Life Sciences	2019		Return	Return
Nick Pierce	470295	ELL	2	M.Ed., K-12 English as second language	2017		Return	Return
Cassidy Sather	511937	Special Ed.	1	B. Ed. A.B.S.	2022 T2			New
Mike Smith	476343	Physical Education, Health, D.A.P.E	1	B. Ed.; Physical Education, Health, D.A.P.E	2024			New

NOTES:

- Two 5th grade classes and two 6th grade sections for the first time.
- A physical education teacher was hired with the addition of gym space in the new site.

i. Governance 2018-19 NEW CITY CHARTER PUBLIC SCHOOL BOARD This table contains information for ALL board members. (2018-19 Election Date: January 15 th 2018)					
Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number & E-Mail Address	Seated and Term Expiration
Vince Esades	Director/Parent	NA	January 8, 2014	612-781-4239 Vincent.esades@newcitycharterschool.org	Exp. Jan. 2020
Karla Musser	Director/Community member	NA	October 25, 2016	612-701-9197 Karla.musser@newcitycharterschool.org	Exp. Jan. 2020
Hans Ott	Director/Community member	NA	January 18, 2017	651-226-3026 hans.ott@newcitycharterschool.org	Exp. Jan. 2020
Kati Cunningham	Director/Community member	NA	January 15, 2019	718-986-1055 Kati.cunningham@newcitycharterschool.org	Exp. Jan. 2020
Kalli Novak	Director/Teacher rep	418984	Sept. 13, 2016	612-623-3309 kalli.novak@newcitycharterschool.org	Exp. 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. 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 18/19	Other Board Duties	Returning 19/20
Vince Esades	Chair; parent	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Enrollment/Facilities/ABC	Yes
Karla Musser	Director; community member	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Wellness	Yes
Kalli Novak	Director; teacher; Treasurer	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Curriculum	No
Andy Lum	Director; teacher	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Curriculum	No
Hans Ott	Director; community member	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Policy	Yes
Dave Gundale	Director; community member	9/12/18; 11/14/18;	Policy	Yes
Katie Cunningham	Director; community member	1/16/19; 4/17/19; 6/5/19	Policy, Lease	Yes
Tessa Anttila	Director; parent	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Wellness	Yes
Michael Hickel	Director; teacher	6/5/19		Yes
Todd Bartholomay	Principal; Ex-officio	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	Finance, Lease	Yes
Jackie Paradis	Accountant Ex-Officio	9/12/18; 11/14/18; 1/16/19; 4/17/19; 6/5/19	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” protocol. In addition, any contracts to board members 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 names and dates our board members were seated along with the training dates.

Date & Length	Presenter (or participation)	Topic	Category Covered
9/12/18; minutes	Vince Esades--Chair	Review of committees and committee assignment in Board Development Plan	Governance
11/14/18; 30 minutes	Erin Wanat—NCS Spec. Ed. Director and Indigo Ed.	Special education essentials and elements for charter boards	Governance; Policy
1/16/19; 30 minutes	Wendy Swanson-Choi	Review of contract/performance framework results (5 yr. contract 2014-19)	Governance
4/17/19; 30 minutes	Wendy Swanson-Choi	Board introduction to new 5 year (2019-2024) Charter school contract with authorizer (NEO)	Governance
6/5/19--30 minutes	Wendy Swanson-Choi	Authorizer Performance Framework—Orientation to the framework as NCS begins a new 5-year contract.	Governance

9. Academic Performance

9 a) **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
2018-2019	16	31	51.61%

Kindergarten Reading Readiness Assessment (Fountas & Pinnell)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2018-2019	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
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2018-2019	24	39	61.54%	66.03%
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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
2018-2019	14	76	18.42%	22.05%

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
2018-2019	18	50	36.00%	28.84%

Students Below Grade Level Proficiency Making High 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
2018-2019	14	76	18.42%	22.05%

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
2018-2019	18	50	36.00%	28.84%

Students At or Above Grade Level Proficiency Making Average to High 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
2018-2019	48	73	65.75%	72.65%

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

2018-2019	78	99	78.79%	73.00%
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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
2018-2019	95	191	49.74%	56.90%

MCA- Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2018-2019	122	191	63.87%	59.46%

MCA-Science (Grades 5,8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2018-2019	34	61	55.74%	49.09%

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
2018-2019	13	59	22.03%	35.79%

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
2018-2019	26	59	44.07%	40.36%

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
2018-2019	5	32	15.63%	29.41%

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
2018-2019	10	32	31.25%	30.12%

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
2018-2019	1	15	6.67%	18.98%

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

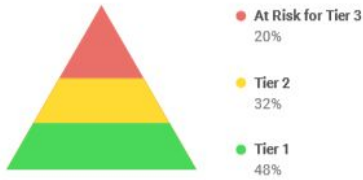
Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2018-2019	4	15	26.67%	14.54%

9 b) 2018-19 IReady Diagnostic Benchmark Data
Beginning of Year Reading

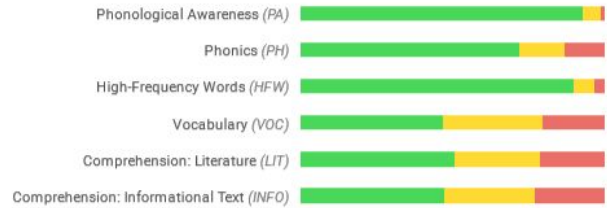
School	NEW CITY CHARTER SCHOOL
Subject	Reading
Academic Year	2018 - 2019
Diagnostic	Beginning of Year Diagnostic (July 1 - November 30)
Prior Diagnostic	None






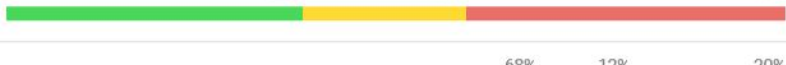


Students Assessed/Total: 255/260

Overall Placement



Placement By Domain



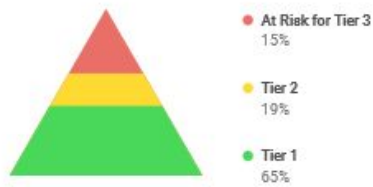
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 1		34/35
Grade 2		33/33
Grade 3		39/41
Grade 4		34/35
Grade 5		43/43
Grade 6		29/30
Grade 7		25/25
Grade 8		18/18

End of Year Reading

School NEW CITY CHARTER SCHOOL
Subject Reading
Academic Year 2018 - 2019
Diagnostic Final Diagnostic
Prior Diagnostic None

Students Assessed/Total: 259/260

Overall Placement



Placement By Domain

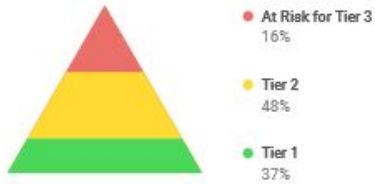


Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 1	63% 34% 3%	35/35
Grade 2	70% 30%	33/33
Grade 3	76% 17% 7%	41/41
Grade 4	66% 31% 3%	35/35
Grade 5	72% 9% 19%	43/43
Grade 6	52% 10% 38%	29/30
Grade 7	68% 4% 28%	25/25
Grade 8	39% 11% 50%	18/18

Beginning of Year Math

Students Assessed/Total: 262/290

Overall Placement



Placement By Domain

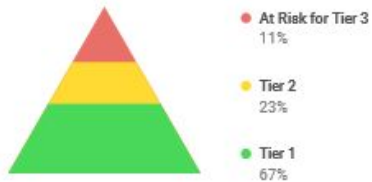


Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		6/30
Grade 1		34/35
Grade 2		33/33
Grade 3		39/41
Grade 4		35/35
Grade 5		43/43
Grade 6		29/30
Grade 7		25/25
Grade 8		18/18

End of Year Math







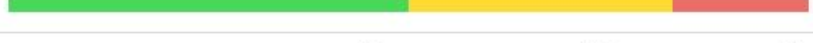


Students Assessed/Total: 288/290

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	 75% 25%	28/30
Grade 1	 74% 26%	35/35
Grade 2	 82% 15% 3%	33/33
Grade 3	 76% 20% 5%	41/41
Grade 4	 74% 23% 3%	35/35
Grade 5	 67% 21% 12%	43/43
Grade 6	 50% 33% 17%	30/30
Grade 7	 48% 28% 24%	25/25
Grade 8	 28% 11% 61%	18/18

9 c) 2018-19 Fountas & Pinnell Reading Benchmark

Spring Proficiency and Growth Fall to Spring

<p>1st Grade Proficiency 1 year or more Below Grade Level - 5/34 = 15% Less than 1 year Below Grade Level - 13/34 = 38% At or Above Grade Level - 16/34 = 47%</p>	<p>1st Grade Growth Low Growth - 11/34 = 32% Average Growth - 16/34 = 47% High Growth - 21%</p>
<p>2nd Grade Proficiency 1 year or mor Below - 4/33 = 12% Less than 1 year Below - 6/33 = 18% At or Above Grade Level - 23/33 = 70%</p>	<p>2nd Grade Growth Low Growth - 12/32 = 37.5% Average Growth - 15/32 = 47% High Growth - 5/32 = 15.5%</p>
<p>3rd Grade Proficiency Level: 1 year or more Below GL - 4/41 = 10% Less than 1 year Below GL - 10/41 = 24% At/Above GL = 27/41 = 66%</p>	<p>3rd Grade Growth Low Growth - 16/39 = 41% Average Growth - 10/39 = 26% High Growth - 13/39 = 33%</p>
<p>4th Grade Proficiency Levels: Below Grade Level Proficiency = 4/36 = 11% At or Above Grade Level Proficiency = 32/36 = 89%</p>	<p>4th Grade Growth Low Growth = 11/36 = 30.5% Average Growth = 13/36 = 36% High Growth = 11/36 = 30.5%</p>

5th Grade Proficiency Significantly Below GL - 8/44 = 18% Slightly Below GL - 9/44 = 20% At or Above GL - 27/44 = 61%	5 th Grade Growth Low Growth - 34/41 = 82% Average Growth - 4/41 = 9% High Growth - 4/41 = 9%
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Kindergarten End of Year Reading Proficiency

Fountas & Pinnell Reading Proficiency 1 year or more below GL Proficiency - 1/31 = 3% Less than 1 year below GL Proficiency - 6/31= 19% At or Above GL Proficiency - 24/31 = 77%	PRESS Reading Proficiency Below Grade Level - 8/32 = 25% At/Above Grade Level - 24/32 = 75%
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i. Assessment Plan 2018-19

<u>Grade</u>	<u>Dates</u>	<u>Assessments* see below for explanation</u>
September		
KG	9/4/18-9/14/18 Math Readiness	All students: Reading Readiness (Press; FP for readers)
1-2	9/4/18-9/28/18 9/25/18-9/26/18	All students: FP All students: iReady Math
3	9/4/18-9/28/18	All students: FP iReady Math
4-5	9/4/18-9/28/18 9/13/18-9/14/18 9/17/18-9/18/18	All students: FP All students: iReady Reading All students: iReady Math
6-8	9/4/18-9/7/18	All students: iReady Reading and Math
October		
1-3	10/1/18-10/12/18	All students: iReady Reading
December/January		
KG	12/3/18-1/18/19	All Students: FP; Reading Readiness (Press, FP); Math Readiness
1-2	12/3/18-1/18/19	All students: FP
3	12/12/18-2/28/19	All students: FP
4-5	12/12/18-2/28/19	Students <i>at/below</i> grade level reading: FP
January		
1-2	1/16/19-1/17/19	All students: iReady Math
3	1/10/19 – 1/15/19	All students: iReady Reading; iReady Math
4	1/14/19-1/17/19	All students: iReady Reading; iReady Math
5	1/8/19-1/11/19	All students: iReady Reading; iReady Math

6-8 1/8/19-1/11/19 All students: iReady Reading; iReady Math
3 12/12/18-2/28/19 All students: FP
4-5 12/12/18-2/28/19 Students *at/below* grade level reading: FP

February

1-2 2/20/19-2/21/19 All students: iReady Reading
3 12/12/18-2/28/19 All students: FP
4-5 12/12/18-2/28/19 Students *at/below* grade level reading: FP

February/March

KG-8 2/25/19-3/22/19 ALL English Language Learners (ELL): Wida/Access

March

KG 3/5/19-3/8/19 All students: iReady Math

April/May

3-8 4/15/19-4/19/19 All students: MCA III for Reading
3-8 4/22/19-4/25/19 All students: MCA III for Math
5 & 8 4/29/19-5/3/19 All Students: MCA III for Science
2-5 4/8/19-5/31/19 All students: FP Reading
3 4/22/19-4/26/19 All students: iReady Reading; iReady Math
** MCA testing make-ups scheduled as needed, and completed by 5/3/19 for Reading & Math;
5/10/19 for Science

May

KG 4/29/19-5/31/19 All students: Reading Readiness (Press, FP); Math Readiness
1 4/29/19-5/31/19 All students: FP
4-8 5/6/19-5/10/19 All students: iReady Reading; iReady Math
1-2 5/13/19-5/16/19 All students: iReady Reading; 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' 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 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.

In connection 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. From these assessments results, long-term trends in multiple categories can be identified, giving the school information upon which to make adjustments to instruction and program. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.

10. Literacy Plan 2018-19

Teachers in kindergarten through third grade will use 120 minutes 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 high-quality 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.

Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

11. Professional Development and Instructional Practices

Math

In 2018-19 Eureka Math curriculum, in its third year of implementation, was a focus for professional development. A trainer from Eureka provided teachers onsite training for a full day in the first quarter of the year. This training gave teachers the skills needed in planning and development of lessons, along with additional tools. A math leadership team was formed, comprised of Principal, Data & Intervention Lead, teachers from each grade-level band, meeting monthly to maintain Eureka as a central focus of instruction for the year. Each teacher was formally observed a minimum of one time in a math lesson, with pre and post conferences.

English Language Arts

An ELA leadership team was formed, comprised of Principal, Data & Intervention Lead, teachers from each grade-level band, meeting monthly to collect current data on basic skills, pilot new EL Education K-5 curriculum, and prepare for introduction to full roll-out of new EL K-5 curriculum for 2019-20. Five teachers attended two day training in the summer on the new curriculum. Leadership training was attended for two days by the Data & Intervention Lead, also in the summer.

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.

Social-Emotional and Academic Integrated Learning Practices

New City School has used practices promoted by the The Responsive Classroom and Developmental Designs as well as others to create its socially and academically integrated program. 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 residual Responsive Classroom), SIOP practices, the Teaching and Learning Cycle (with a Response to Intervention component), quality content area curricula, and other approaches help us accomplish 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 resulted in another packed-house spring “work-shares.”

Our KG through 8th grade took a variety of field trips to various city and state parks, camping, nature conservatories, theaters, and museums to deepen learning about rock cycle, water cycle, plant cycles, and animals. 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 work hard. The strategies and programs mentioned above help with our student attendance rates, parent/teacher conferences attendance rates and a calm productive tone helps in warding off behavior issues. 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 MCAIII 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 display of their work, along with some students qualifying for state competition.

12. Future Plans

Strategic Plan

A “visioning” process was initiated by the administration with teachers in spring of 2019 to develop a logic model that illuminates how the school program delivers learning outcomes. Research was done on logic models and processes for generating them. The initial teacher input was intended to be used in further stages of logic model development that could serve as a foundation for detailed long-term strategic planning. This strategic planning work will continue toward the design of a 3-5 year plan that will guide decisions forward.

Student Achievement

2019-20 Student Achievement goals are based on the five year contract Performance Framework with New City Charter’s authorizer, Novation Education Opportunities (NEO).

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.

13. Literacy Plan 2019-20

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. Further, New City Charter School will identify students in grades 3-8 who demonstrate a reading difficulty. NCS will monitor progress and adjust instruction regularly to meet the needs of all students not reading at grade level. Staff development will include the locally adopted curriculum training, Tier 2 intervention strategies and early warning signs for dyslexia and convergence insufficiency. Each trimester parents will be informed on their child's progress through 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 2018-19 data uses Fountas & Pinnel end-of-year data for grade level proficiency.

Kindergarten	77% At/Above Grade Level
1 st Grade	47% At/Above Grade Level
2 nd Grade	70% At/Above Grade Level

Our scores indicate inconsistencies in our proficiency levels. Currently our 1st and 2nd grade classrooms are mixed-grade classes. In looking at the inconsistencies two years in a row, and seeing a skills gap in the early years, we will be adding an additional classroom teacher and create two 1st grade classrooms and two 2nd grade classrooms so that the teachers can teach to one grade level of reading standards. In addition, the usage 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.

2018 MCA Grades 3-8 Reading scores indicate that our total 3rd grade students reached proficiency at a rate of 64.8%. 51% of our FRP students in grades 3-8 met proficiency. 22% of our ELL students in grades 3-8 met proficiency and 28% of our Sped students in grades 3-8 met proficiency.

Our scores indicate that our students eligible for free/reduced price lunch are not meeting proficiency and have a substantial gap with the students not eligible for free/reduced. Our other demographic target groups will not be a central focus in our literacy plan because 13/20 of our ELL students and 10/13 of our sped students are already in our target demographic with FRP. Further, 3/13 of our sped students are also ELL students. Given the smaller cell sizes across the grades, and the overlap of demographic target groups, our in-depth focus will be FRP students. Additional information to support this decision is summarized below.

Our 2018 ACCESS scores demonstrate a range of growth from prior year scale score from a minimum of 10-point gain to 103-point gain. Overall 65% of our ELL students met or exceeded the target growth goal towards English proficiency.

Our 2018 MCA grades 3-8 proficiency scores for Special Education students indicate 5/13 students met proficiency in reading. Additionally, 4/13 students had high growth and jumped at least one achievement level from the prior year. The other 9 students remained at the same achievement level.

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

2018 MCA Reading Results

READING 2018					
All Students (All)					
Proficiency Level					
Grade	D	P	M	E	Grand Total
03	19%	16%	49%	16%	100%
04	20%	9%	50%	20%	100%
05	12%	12%	60%	16%	100%
06	17%	13%	43%	26%	100%
07	39%	13%	35%	13%	100%
08	22%	13%	39%	26%	100%
Grand Total	21%	13%	47%	19%	100%

READING 2018 FRP Students					
Grade	Proficiency Level				Grand Total
	D	P	M	E	
03	45%	18%	27%	9%	100%
04	40%	5%	50%	5%	100%
05	25%	8%	58%	8%	100%
06	22%	11%	44%	22%	100%
07	55%	9%	18%	18%	100%
08	33%	22%	33%	11%	100%
Grand Total	38%	11%	40%	11%	100%

READING 2018 Non FRP					
Grade	Proficiency Level				Grand Total
	D	P	M	E	
03	8%	15%	58%	19%	100%
04	4%	13%	50%	33%	100%
05	0%	15%	62%	23%	100%
06	14%	14%	43%	29%	100%
07	25%	17%	50%	8%	100%
08	14%	7%	43%	36%	100%
Grand Total	10%	14%	51%	25%	100%

Achievement Gap in Students Meeting Proficiency

Reading Achievement Gap (% points) 25%

Grade	FRP M & E	Non FRP M & E	% point GAP
03	36%	77%	41%
04	55%	83%	28%
05	67%	85%	18%
06	67%	71%	5%
07	36%	58%	22%

08	44%	79%	34%
AVG	51%	76%	25%

FRP Proficiency (M & E)	51%
Non FRP Proficiency (M&E)	76%

Opportunities to address the achievement gap include our Tiers 1 & 2 level of support. All students are instructed in grade level content through rigorous course choice of 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.

13. Assessment Plan 2019-20

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.

<u>Grade</u>	<u>Dates</u>	<u>Assessments* see below for explanation</u>
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September

KG	9/9/19-9/30/19	All students: Reading Readiness (Press) Math Readiness
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1-5	9/9/19-9/30/19	All students: FP (CH/MS/CS TRT support)
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	9/17/19-9/18/19	All students: iReady Math
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3-5	9/24/18-9/25/19	All students: iReady Reading
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6-8	9/9/19-9/13/19	All students: iReady Reading and Math
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October

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

KG	12/2/19-1/16/20	All Students: FP; Reading Readiness (Press, FP); Math Readiness
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1-2	12/2/19-1/16/20	All students: FP
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3-5	12/9/19-1/16/20	Students <i>below</i> grade level reading: FP
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January

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

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

February/March

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

1-8 5/4/20-5/15/20 All students: iReady Reading

*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 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.

In connection 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 2019-20), 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.

14. Professional Development

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 devise plans to conduct 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.

Director evaluation is being reviewed and revamped by a board committee and a revised process will be adopted by the board in spring 2020 that will be better defined, involve consistent anonymous input from parents, staff, and students, and will reliably serve the needs of the school as it moves forward. A new plan will strengthen the board and director partnership.

Equitable Distribution of Teachers (WBWF Summary 2019-20)

Equitable access is discussed by Director/Principal, Data & Intervention Lead, and Campus Coordinator, 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, students of color based on the placements of inexperienced teachers. Inexperienced teachers are distributed across the school and classrooms.

NCS will improve teacher effectiveness and expertise through:

- 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 reflect our student population, American Indian and African American. A chronic obstacle to this goal is a the lack of applicants during the hiring process.

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 will create a task force to figure out how to recruit more teachers of color to join NCS staff.

