

For guidance on using this plan template, find the *Minnesota Local Literacy Plan Template Instructions* on the [Local Literacy Plan Development](#) page of the department’s website.

Local Literacy Plan

District: 4089

Last revised: June 2022

Developed by: New City School



Purpose Statement

New City School will use 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.

Use of Data

Comprehensive Needs Assessment (CNA)

2021-22 Grades K-2 Reading

Our K-2 2021-22 data derives from the iReady Diagnostic Assessment end-of-year data for grade level proficiency.

Kindergarten	74% Mid or Above Grade Level/Early On Grade Level
1 st Grade	71% Mid or Above Grade Level/Early On Grade Level
2 nd Grade	58% Mid or Above Grade Level/Early On Grade Level
3 rd Grade	76% Mid or Above Grade Level/Early On Grade Level

These iReady Diagnostic scores indicate that the 2nd grade class who experience Kindergarten during the pandemic year continue to lag behind the pace of the other student cohorts. Kindergartners are not

scoring as proficient as they did pre-pandemic and have also suffered from pandemic disruptions of various kinds (including attendance due to quarantine, masking, distance learning phases, etc.).

Third grade scored more proficient than in the year before the pandemic (2019). So there is evidence that, when students experience solid and consistent curriculum-based instruction, they do benefit.

I-Ready Diagnostic history 2019-2022

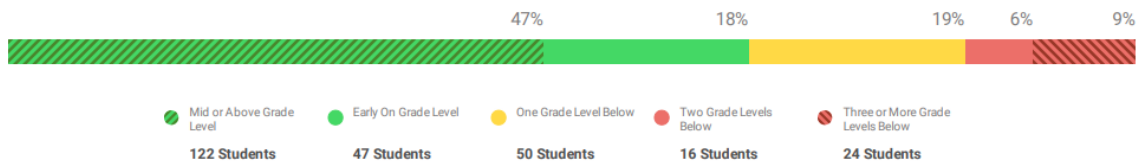
Diagnostic Results



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

Overall Placement

Students Assessed/Total: 259/260



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 8

Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 1		49%	14%	34%	3%	0%	35/35
Grade 2		58%	12%	30%	0%	0%	33/33
Grade 3		49%	27%	17%	7%	0%	41/41

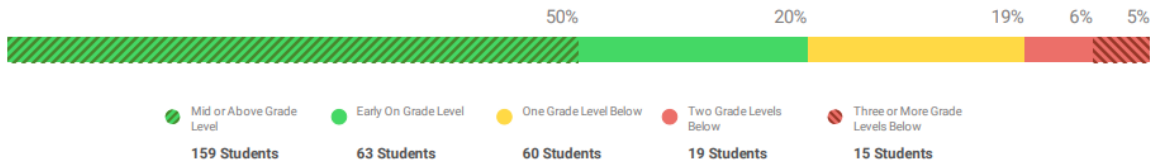
Diagnostic Results



School: NEW CITY CHARTER SCHOOL
 Subject: Reading
 Academic Year: 2019 - 2020
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 316/318



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 9

Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		86%	3%	11%	0%	0%	35/35
Grade 1		75%	3%	22%	0%	0%	32/33
Grade 2		43%	16%	30%	11%	0%	37/37
Grade 3		49%	24%	16%	11%	0%	37/37

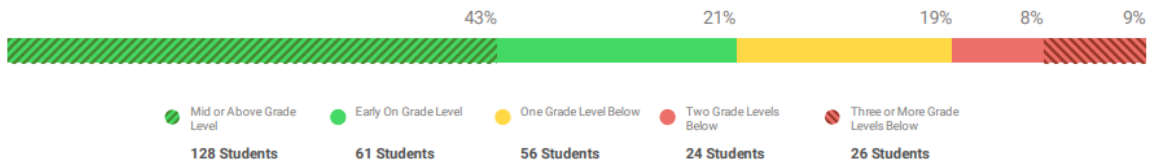
Diagnostic Results



School: NEW CITY CHARTER SCHOOL
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 295/307



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 9

Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		65%	25%	10%	0%	0%	20/20
Grade 1		42%	24%	30%	3%	0%	33/35
Grade 2		61%	6%	26%	6%	0%	31/33
Grade 3		42%	19%	22%	11%	6%	36/36

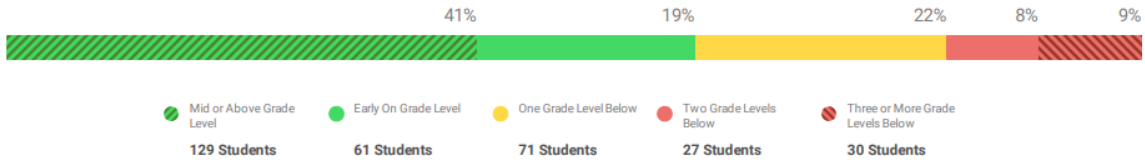
Diagnostic Results



School: NEW CITY CHARTER SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Spring Benchmark
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 318/329



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 9

Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		55%	19%	26%	0%	0%	31/32
Grade 1		58%	13%	29%	0%	0%	24/24
Grade 2		39%	19%	33%	8%	0%	36/36
Grade 3		47%	29%	3%	15%	6%	34/34

We continue to use PRESS assessment for all students not at grade level in K-2 as a corroborating assessment. The PRESS skills will be assessed a minimum of three times a year in K to ensure growth is made in specific decoding skills.

2021 MCA Grades 3-8 Reading

MCA reading scores for grade 3 went from 51% meets or exceeds in 2019 to 40% meets or exceeds in 2021 (preliminary). I-Ready Diagnostic scores for grades 3 indicate that 61% of our 3rd grade students

were on grade level in 2021 compared to 76% in spring of 2019. 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 students with Special Education services in grades 3-8 met proficiency.

MCA scores indicate that students eligible for free/reduced price lunch are meeting proficiency at a substantially lower rate than the students not eligible for free/reduced. Our other demographic target groups will not be a central focus in our literacy plan because most of our ELL students and students in Special Education are already in our target FRP demographic subpopulation group. 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 in grades 3-8 indicate a decline in reading proficiency during the pandemic year as shown below.

SUBJECT	Reading
GRADE_CODE	3rd-8th

Count of ACHIEVEMENT_LEVEL	Column Labels				
Row Labels	Does Not Meet	Partially Meets	Meets	Exceeds	Grand Total
2017	25.36%	20.29%	34.06%	20.29%	100.00%
2018	21.14%	12.57%	46.86%	19.43%	100.00%
2019	18.56%	18.04%	40.72%	22.68%	100.00%
2021	31.09%	21.24%	33.16%	14.51%	100.00%
2022	25.97%	18.18%	38.10%	17.75%	100.00%
Grand Total					

SUBJECT	Reading
GRADE_CODE	3rd-5th

Count of ACHIEVEMENT_LEVEL	Column Labels				
Row Labels	Does Not Meet	Partially Meets	Meets	Exceeds	Grand Total
2017	18.52%	22.22%	32.10%	27.16%	100.00%
2018	17.92%	12.26%	51.89%	17.92%	100.00%
2019	19.17%	18.33%	36.67%	25.83%	100.00%
2021	38.10%	19.05%	31.43%	11.43%	100.00%
2022	26.72%	17.24%	40.52%	15.52%	100.00%
Grand Total					

SUBJECT	Reading
GRADE_CODE	6th-8th

Count of ACHIEVEMENT_LEVEL	Column Labels				
Row Labels	Does Not Meet	Partially Meets	Meets	Exceeds	Grand Total
2017	35.09%	17.54%	36.84%	10.53%	100.00%
2018	26.09%	13.04%	39.13%	21.74%	100.00%
2019	17.57%	17.57%	47.30%	17.57%	100.00%
2021	22.73%	23.86%	35.23%	18.18%	100.00%
2022	25.22%	19.13%	35.65%	20.00%	100.00%
Grand Total					

Spring iReady Math Proficiency

	Am. Ind	Asian	Black	Paclsl	Hisp	Whit	FRL	SpEd	ELL	All
N										
Not Proficient (Count)	7	3	48	0	19	93	67	19	17	142
Not Proficient (Percent)	87.5%	27.3%	73.8%	0.0%	70.3%	45.4%	67.7%	82.6%	89.5%	52.8%

Y										
Proficient (Count)	1	8	17	1	8	112	32	4	2	127
Proficient (Percent)	12.5%	72.7%	26.1%	100%	29.3%	54.6%	32.3%	17.4%	10.5%	47.2%
Total Count	8	11	65	1	27	205	99	23	19	269

Spring iReady Reading Proficiency

	Amin d	Asian	Black	Paclsl	Hisp	White	FRL	SpEd	ELL	All
N										
Not Proficient (Count)	5	4	38	0	15	66	53	15	14	102
Not Proficient (Percent)	55.6%	36.4%	56.7%	0.00%	55.6%	32.2%	53.0%	68.2%	73.7%	37.5%
Y										
Proficient (Count)	4	7	29	1	12	139	47	7	5	170
Proficient (Percent)	44.4%	63.6%	43.3%	100%	44.4%	67.8%	47.0%	31.8%	26.3%	62.5%
Total Count	9	11	67	1	27	205	100	22	19	272

NOTE: Only Students with a valid Fall and Spring iReady diagnostic are included in this sample. Transfer students are not included unless they transferred prior to the fall diagnostic. The remaining results better reflect learning throughout the year and can be directly compared to the fall diagnostic.

Ethnicity/Race categories have been taken directly from JMC, and there is significant overlap (numbers will not add up to 100% across categories). Most, but not all of the students coded as "Hispanic" are also coded as "White" for example. This differs from the way we have counted ethnicity/race in the past and is more accurate.

Fountas & Pennell Reading Assessment—Grades 1- 3

Below is the Spring F&P data in the same format that I have provided in other years. Grade level, percentage students at grade level or better, percentage of students less than one year below, percentage of students more than one year below.

1st Grade

At or Above Grade Level	19/25	76%
Less than one year behind grade level.	6/25	24%
More than one year behind grade level.	0	

2nd Grade

At or Above Grade Level	22/35	63%
Less than one year behind grade level.	7/35	20%
More than one year behind grade level.	6/35	17%

3rd grade

At or Above Grade Level	25/33	75%
Less than one year behind grade level.	2/33	6%
More than one year behind grade level.	6/33	2%

We are in the process of elaborating our MTSS, including Tiers 1, 2, and 3 supports. All students are instructed in grade level content through rigorous EL Education ELA curriculum. The curriculum includes a skills block component that thoroughly addresses core reading skill development in K-2 and the curriculum in general is strongly anchored in common core literacy standards and assessments. Press and LLI are used as pull-out interventions outside of the core curriculum instructional time. Two Minn. Reading Corps tutors tutored tier two K-3 students across the year. EL Education literacy curriculum centers on complex text and rigorous content and builds in enrichment experiences for all students, regardless of reading level. 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.

Additionally, students reading below grade level receive interventions outside of core instructional time including Tier 2 instruction in one or more of the following (based on student needs): Press, LLI, Rewards, iReady, or Reading Corps. ELL and Sp. Ed. instructional minutes are provided as required to those students who qualify.

Assessment Plan

Grade	Assessed beginning of year	Not proficient	Assessed mid-year	Not proficient	Assessed end of year
K	<ul style="list-style-type: none"> ● PRESS Inventory ● For readers: Fountas & Pinnell Benchmark Assessment (FP) ● Teacher created assessment for high frequency words 	Classroom teacher interventions, intervention groups using PRESS through a K-12 licensed reading teacher (Title 1) or using a Reading Corp tutor	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (FP) ● PRESS Inventory ● Teacher-created assessment 	<p>Monitor progress every six weeks and implement interventions for those not yet performing at grade level by classroom teacher and Title 1 teacher.</p> <p>Provide interventions using PRESS</p>	<ul style="list-style-type: none"> ● PRESS Inventory ● Fountas and Pinnell Benchmark Assessment System (FP) ● Teacher-created assessment for high frequency words
1	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics ● PRESS Inventory as needed 	Classroom teacher interventions; Title 1 teacher interventions using Press lessons; Progress Monitored using FP and Press; Reading Corps tutor; iReady Diagnostic progress-monitor	<ul style="list-style-type: none"> ● FP Benchmark Assessment System to Title I students ● iReady Reading Diagnostics ● PRESS Inventory as needed 	Continue monitoring progress of students below grade level and implement interventions. If no progress is made, begin child study process.	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics
2	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics ● PRESS as needed 	Classroom teacher interventions; Title 1 teacher interventions using Press or FP's Leveled Literacy Instruction (LLI) lessons; Progress Monitored using FP and Press; Reading Corps tutor; iReady	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● FP Benchmark Assessment System to Title I students ● Press if needed 	Continue monitoring progress of students not grade-level proficient. If no progress is made, begin child study process.	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics ● Press if needed

		Diagnostic progress-monitor			
3	<ul style="list-style-type: none"> ● FP Benchmark Assessment System, ● iReady Reading Diagnostics ● Press if needed 	Classroom teacher interventions; Title 1 teacher interventions using PRESS or LLI lessons; Progress Monitored using FP and PRESS if needed; iReady Diagnostic progress-monitor	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● FP for students at/below grade level 	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics ● MCA Preliminary results ● Press if needed
4-5	<ul style="list-style-type: none"> ● FP Benchmark Assessment System, ● iReady Reading Diagnostics ● Press if needed ● Rewards if needed 	Classroom teacher interventions; Title 1 teacher interventions using PRESS, Rewards or LLI lessons; Progress Monitored using FP and PRESS if needed; iReady Diagnostic progress-monitor	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● FP for students at/below grade level ● Press if needed ● Rewards if needed 	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● MCA Preliminary results ● Press if needed ● Rewards if needed
6-8	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● Press if needed ● Rewards if needed ● FP if needed 	Classroom teacher interventions; Title 1 teacher interventions using PRESS, Rewards or LLI lessons; Progress Monitored using FP, PRESS, Rewards if needed; iReady Diagnostic progress-monitor	<ul style="list-style-type: none"> ● iReady Reading Diagnostics ● Press if needed ● Rewards if needed ● FP if needed 	Continue monitoring progress of students not grade-level proficient and implement interventions. If no progress is made, begin child study process. Check for dyslexia screening.	<ul style="list-style-type: none"> ● FP Benchmark Assessment System ● iReady Reading Diagnostics ● MCA Preliminary results

Students who receive interventions are progress monitored via curriculum assessments. If students make adequate growth the interventions continue. If students do not make adequate growth, a decision

about using the same intervention or change in intervention is decided by teachers involved. Continued tracking of the student may lead to the Child Study team. The ongoing data will demonstrate potential risks for dyslexia and convergence insufficiency and are monitored should students fail to progress using the interventions provided.

Action Planning for Continuous Improvement

EL Education's ELA curriculum is in its fourth year of implementation school wide. As teachers continue to develop facilities with the curriculum, a new coaching model and coaching team is supporting instruction through one-to-one teacher coaching and through bi-weekly ELA cohort meetings. An Achievement Network coach supports the coaching team and provides resources for literacy coaching best practices around Common Core standard exploration, lesson planning and delivery, text-dependent questioning, and analysis of student work as part of a Teaching and Learning Cycle of continuous improvement.

EL ELA Curriculum is anchored in the shared reading of complex texts emphasizing vocabulary, comprehension strategies, and writing. Critical thinking skills and projects are embedded with the curriculum, giving high quality, culturally relevant, grade level text to all students. Additionally, accompanying texts for the modules include a wide range of reading levels, giving differentiated leveled texts to all students in high interest books.

We will continue with our current Title 1 reading intervention program as well as Reading Corps tutoring. Doubling our instructional coaching capacity will allow us added teacher support at each grade band and organizational support for our MTSS. One coach will be dedicated to the K-3 grades and one to 4-8. We anticipate that the support staff will be able to co-teach, coach, lead small groups, assist with data collection and analysis, and understand each student at a deeper level.

Teams & Meetings

Literacy and Math Teams will meet in bi-weekly Teaching and Learning cohort meetings on Wednesdays to continue work on tier one instruction, data and assessment analysis, and Tier 2 classroom interventions. Coaches, supported by an ANET coach, will guide the meeting cycles and procedures.

The Teaching and Learning Leadership Team (a subset of the Leadership Team led by the Director of Teaching and Learning) will work closely with ANET and with teachers.

The school Advisory Committee, consisting of a range of stakeholders, will meet 2-3 times during the academic year to assist with WBWF, RWBTG, Title 1 plan, Literacy plan, and curriculum and professional development updates.

The school board will hold an annual public meeting to review student achievement, goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction. It will disclose all components of the WBWF report.

Strategic Planning

- We have designed a three-year strategic plan that prioritizes leadership development, teacher support, and MTSS development. It is driven by a vision of highly prepared high school bound

8th graders and a goal of moving students from ?? to 67% proficient in 2022 and with moving FRL students from 44% proficient to 48% in 2022. The current gap between FRL students and non-FRL students is 21% (45% FRL to 66% non).

- Our school-wide assessment plan, along with our mid-module and end of module testing, will provide us with the data required in our TLCs to monitor and evaluate each student's progress towards meeting proficiency standards.
- We will identify strengths and weaknesses in our instruction and curriculum through teacher observations with administration, peers and instructional coaches.
- We will evaluate the effectiveness of the EL ELA curriculum teacher as teachers and students recover from the pandemic disruption and solidify the learning patterns.
- School principal evaluations are administered in spring of the academic year via survey sent to all classroom teachers, and another to families. The school board, with the principal, set goals for leadership and school and student performance annually. The authorizer contract performance framework, along with the School Success Plan (strategic plan) elaborate achievement targets.
- Teachers are evaluated annually or tri-annually based on longevity of teaching. The observations are done by administration and instructional coaches using a local rubric based on Danielson's model. Pre and post observation conferences with teachers are held, with a "next steps" action plan for each teacher. Teachers write personal and professional goals at the beginning of the year, and are reflected upon during observation conferences.

Action Planning

Key Activities:

- 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, Expeditionary Learning, 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 students' instructional reading levels from the data collected from teacher observations, Fountas and Pinnell assessments, Press Inventory, iReady diagnostics and ongoing weekly data within the curriculum.
- If a student reads 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. Students are progress-monitored through running record assessments (Fountas and Pinnell), Press and iReady to monitor their growth.
- The teaching staff is implementing the Expeditionary Learning ELA curriculum K-8. Instructional coaching staff is supporting weekly TLC/continuous improvement cycles of planning, teaching, assessing, analyzing, reteaching.
- Instructional coaches meet with teachers to assist with instruction, to model lessons, assist with reading assessments, and to support planning of reading instruction.

- Learning expeditions are being designed at each grade level--the first to be implemented this year (2021-22) and two additional expeditions to be designed over the next two years. These shared-inquiry experiential and project-based learning units of study are extremely engaging and relevant and offer ample opportunity for differentiated approaches to learning.

Evidence-based Interventions

- PRESS interventions are used to support students in decoding with phonemic awareness and phonics for all K-2 students reading below grade level. Further, PRESS is used in grades 3-8 as identified by the iReady Reading Diagnostics and PRESS Inventory.
- Rewards interventions are used to support students in decoding multisyllabic words in grades 4-8, as identified by the iReady Reading Diagnostics and the Rewards Pretest Criteria.
- Leveled Literacy Intervention system (Fountas & Pinnell) is used with students in grades K-8 who are needing comprehension and fluency support, along with basic word work skills, as identified through Fountas & Pinnell Benchmark Assessment System.
- iReady Reading Intervention online instruction is used with students in grades 1-8 who have a composite reading score at/below grade level as identified through iReady Reading Diagnostics. The software adjusts instruction to each student's needs and identifies when additional teacher support is required for the student to progress in a skill.
- Reading Corps interventions are used in K-3 students as identified by Reading Corps criteria.

All interventions consist of progress monitoring, ongoing flexible groupings (about every 6-8 weeks) to meet the changing needs of students, and benchmark testing three times a year. Interventions are administered by a licensed Reading K-12 teacher, ELL teacher, classroom teacher or Reading Corps tutors. Additionally, all students identified to receive ELL services meet on a regular basis throughout the year to meet the specific needs of individual students, based on on-going data results from the Tier 1 & Tier 2 curriculum, and teacher-created materials.

Parent and Community Engagement

New City Charter School has strong parent and community engagement. Parent and community members are invited to become members on the School Board and on the NCS Advisory Committee. NCS has strong ties to community organizations, using local businesses for fundraisers. NCS has cooperated with the Mississippi Watershed Management Organization on river science and history learning and has designed an outdoor classroom with the help of a grant from MWMO.

Annual school-wide parent and community events include:

- Back to school/meet the teacher night
- Curriculum night
- Support Services Night (child-care provided)

- State of the School-Heads, Hands, & Hearts review and community-building event (also available live Facebook feed)
- Talent show
- Annual musical theater production
- Music performances for each grade
- Beginning, mid and end of year all school field trips
- Bonfire/Lantern Walk
- End of Year Portfolio Share
- Beginning, mid and end of year parent/teacher conferences
- Weekly school tours and monthly school open houses for community members

Additionally, New City teachers invite parents and community members into their classrooms for class events including (but not limited to):

- Kindergarten Rose Ceremony
- Kindergarten Vowel Parade
- Kindergarten Graduation
- 3rd Grade fall speeches
- 3rd Grade MLK speeches and play
- 3rd Grade spring play
- 4th grade debate
- 5th grade monologues
- 5th grade Rain Forest presentations
- 6-8 grade History Day presentations
- Parent and community member academic volunteers

For students in need of interventions, NCS provides the annual Support Services and Resource Fair, with representatives of available resources at NCS speaking about the resources and offering information. This list includes Title 1, Reading and Math Corp, ELL, Sped, school social worker, psychologist and before-school child-care option. Child-care is provided for the evening, along with dinner for all in attendance.

Intervention strategies are discussed with parents during conferences, and on an individual basis with parents/guardians, classroom teachers, Title 1 or ELL teacher and intervention lead. Communication is also done via phone and email to help make staff as available to parents/guardians as possible. Communication is available for translation in Somali and Spanish if needed via liaison support.

The New City Circle Family and Parent Group is organized and supported by parents. It meets monthly, in person and via live Facebook feed. The group organized events and fundraisers, as well as assisting teachers with classroom supplies.

Communication Plan

Reporting to Stakeholders

The Local Literacy Plan is shared to stakeholders via school board meetings, advisory committee and on the district website. The plan is electronically submitted to the commissioner.

- WBWF approved by school board
 - reported on the district website and annual report.
 - Authorizer approved aligned data for authorizer framework.
 - Electronic summary submitted to commissioner.
- RWBTG summary reading assessment results submitted to commissioner by July 1.
 - Summary of efforts to screen and identify students with dyslexia and convergence insufficiency are included.
 - Copy of the local literacy plan included

Reporting to Parents/Guardians

All parents/guardians are informed of their child's reading proficiency throughout the year. Fall, winter and spring conferences are scheduled at the mid-trimester point and report cards are scheduled at the end trimester point. Data reports to families include the assessments as listed in the Assessment Plan. Tier 1 instruction data is shared during conference times and reflected on the report card. The Title 1 teacher is in communication with parents to update on progress of interventions and to discuss strategies to try at home. ELL and Sped teachers are available during conferences for more information to families. Family liaison staff for Spanish and Somali speaking families are available as needed.

The Annual Report is approved by the School Board and is posted on the district website. This report details all K-8 data, professional development, status of teaching staff, curriculum, assessments, etc.

The principal/director reports on the State of the School address annually, including school-wide reading data.

The available resources for families for reading-related services are provided at the annual School Services and Resources Night. This includes Title 1, ELL, Sped, child study, social worker, psychologist, speech and occupational therapists.

Professional Development

Core Curriculum Professional Development:

Building on a year's partnership with the Achievement Network working with an ANET coach on tier-one instruction (planning, development of text-dependent questions and text-talks and analysis of student work), a Director of Teaching and Learning has been hired to develop a coaching model and coaching

team to increase support for classroom teachers and improve student learning results. Coaches will be supported through an intensive ANET support program and will be working closely with teachers on tier one and two literacy instruction. Weekly Teaching and Learning Cycle meetings will continue to utilize planning and analysis protocols developed during the past year. Coaching will be added to the process for support and accountability.

Priority 3 of our School Success Plan (strategic plan) aims at an articulated MTSS. The path and tools for support of students in literacy from tier one to tiers two and three will be further articulated in connection to our child study model.

Learning Expedition Implementation and Design:

Teachers have been and will continue to be supported by an Expedition Leadership Team and by an EL Education coach. The first learning expeditions will be completed and implemented during the year across grades K-8. Then teachers will be supported in generating a second expedition design for the school year 2022-23.

Intervention Professional Development:

- Reading Corps training for the coach and tutor
- Monthly Reading Corps meetings with supervisor
- Online PRESS training for Title 1 teacher, throughout year as needed
- Quarterly PLC work with Title 1, ELL teacher, Special Education teachers, lead interventionist, classroom teachers.
- Title 1 teacher observation for fidelity check on using PRESS, Rewards, LLI by instructional coach or administration.