

District #4155 Naytahwaush Community Charter School Literacy Plan

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

Goals and Objectives

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

Our school wide SMART goal is to “increase reading proficiency on the MCA III by 2% in 2016-2017”.

School Improvement

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

Race to the top-Early Challenge Grant

Naytahwaush Community Charter School is one of nine schools on the White Earth Reservation to be included as a member of the Race to the Top Early Challenge Grant. We are one of four “Transformation Zones” in the state. We look forward to collaborating with all organizations that like us are dedicated to “White Earth Learning Birth-3rd Grade”.

PreK-3rd Grade Leadership Institute

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

Assessment

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

- 1) Benchmark Assessment System (Fountas and Pinnell) is used along with informal reading inventories so that our teachers can address specific individual needs and guide teachers in leveled small group instruction.
- 2) Formative assessment is used in all our classrooms including a "Do Now" (usually at the beginning of a class) and a "Ticket Out" (usually at the end of class). These two tests measure the effectiveness of the instruction. We also use the Pre & Post unit assessments from Benchmark Literacy.
- 3) In 2015-2016 NCCS introduced FAST (Formative Assessment System for Teachers) as our school wide standardized assessment to measure progress in reading. We found it to be very accurate at projecting those students who would pass the MCAIII and those students who need intervention.

Families are informed of their child's progress by: parent/teacher conferences, e-mail, data wall, guided reading levels are printed on our report cards and MCAIII are mailed home to parents.

Parent and Community Involvement

Families can support their child's learning by:

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

www.naytahwaush.org office 935-5025 Gayle 936-2126

******Attending monthly "Family Fun" days where reading and math are our focus...check our weekly newsletter for dates and time

******Attend your child's conferences

******Attend quarterly Parent Committee meetings

******Read weekly newsletters sent home every Friday

Check these sites:

www.naytahwaush.org

www.education.state.mn.us/MDE?JustParent/index.html

www.parentsknow.state.mn.us/parentsknow/index.html

Dolly Parton Imagination Library

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

Intervention and Instructional Supports – Multi-Levelled Instruction

NCCS has spent the last five years focused on our new reading/writing/word work core curriculum (Benchmark Literacy). We use a blocked schedule so each student receives 120 minutes of Reading whole group and small group instruction and an additional 30 minutes of Writers Workshop daily.

After reviewing student data at our Professional Learning Communities, students who are not making progress are referred to our Student Support Team. This team meets weekly to review referrals from teachers and parents. After a review, students will be provided intervention. A highly qualified interventionist, under the direction of the literacy coach, will provide direct intervention. When core needs to be supplemented “Comprehension Skill Bags” (Benchmark Literacy Intervention Curriculum) will be used. These materials align with our core and the Minnesota State Standards. We are a school-wide Title 1 program; so all of our students have access to extra help if needed.

Professional Development on Scientifically Based Reading Instruction

Professional Development is essential in addressing closing the gap and sustaining our new initiatives for our students. Reading and interpreting data and how data leads to effective instruction continues to be our focus. A highlight for our PD the last few years was bringing Patty Brinkman, one of the authors of Benchmark Literacy to our school. She taught us about Benchmark, modeled, coached us and reinforced our focus on core.

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

Each week our K-3 classroom teachers meet as a Professional Learning Community. This time is set aside for data review, research, and peer review.

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

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

Community

Our school demographics include 110 students who are 98% American Indian, residing on the White Earth Nation. NCCS is currently 98% free and reduced status. We have several staff members who speak Ojibwemowin and most of our staff resides in our community.

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

At NCCS, a licensed teacher teaches Ojibwa culture and Ojibwemowin daily. Reading includes culturally relevant books. (Example: Eagle Crest books and our own NCCS original books)

Please look at our web site for resources for all our families and community!

Communication System for Annual Reporting:

Approved by the Board of Directors on June 3, 2016

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

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