



— A C A D E M I A —  
**CESAR CHAVEZ**  
*¡SÍ SE PUEDE!*

**Academia Cesar Chavez Charter School**

**Local Literacy Plan**

**2019-20**



## Mission, Vision, and Core Values

### Mission

Academia Cesar Chavez provides a quality dual-language education that prepares critically thinking, socially competent, values-driven, and culturally aware bilingual and biliterate learners by advocating Latino cultural values in an environment of *familia* and community.

### Vision

The Vision of Academia Cesar Chavez is to create an educational center that strengthens community by offering pre-school through adult education combining academic excellence and a holistic approach to family well-being.

### Core Values

At ACC, we share a commitment to modeling values such as hard work, respect, unity and family.

### **Purpose Statement**

“As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. Read Well by Grade 3 supports this legislation. Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade 3 ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.” – Minnesota Department of Education

### **We Believe . . .**

- *All scholars have the right to become literate*
- *Literacy encompasses reading, writing, listening, and speaking*
- *Learning to read and write begins at birth in the home and needs to be supported in English and Spanish languages*
- *Literacy is a necessary skill to succeed in life*
- *Scholars must read often and, in all subjects, books of their interest and at their level*
- *Data and research leads to differentiated professional development*

Academia Cesar Chavez strives to develop an educational center that strengthens community by offering Pre-K through adult education combining academic excellence and a holistic approach to family well-being. To achieve the goal of 100% reading proficiency by third grade, ACC faculty will collaboratively and systemically design a high-quality Pre-K – 3rd grade literacy program for all ACC scholars.

Academia Cesar Chavez embraces and strives to infuse the following UNIDOSUS core qualities throughout ACC’s program:

- High expectations and high supports
- Collaborative leadership
- Partnership with an institution of higher education

- Cultural competence
- Bilingualism/Bi-literacy
- Sustained meaningful relationships
- Family engagement and community collaboration
- Continuous performance-based assessment

## Data Use

Please see *Evaluation and Testing section below.*

## Comprehensive Needs Assessment

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did we learn from the data reviewed?	When will we study the data?	What will we do next to advance the data review process?
The administrative leadership team reviewed the enrollment projections for the 2017-18 academic year.	<p>The enrollment will increase in 2017-2018 by 50 scholars.</p> <p>The enrollment will increase in 2018-2019 by 50 scholars.</p> <p>The enrollment will increase in 2019-2020 by 25 scholars.</p>	8/15/17 - ongoing	Monitor monthly to analyze mobility.
The instructional leadership team reviewed the MCA scores in August 2017	<p>The scores went down significantly. The reading proficiency was at 25%.</p> <p>They went up in 2018 to 29.6%. Then a slight decrease in 2019 to 25.8%.</p>	8/2017 - ongoing	<p>We have decided to boost our coaching from four part-time coaches to two full-time coaches. 1FTE reading and 1FTE math. For 2018-19 we will add 3FTE for literacy.</p> <p>In 2019-2020 we added a Middle school literacy Interventionists and went form 1- 2 Reading Corps tutors. We also implemented Foundational tool kits across all grades through our school wide intervention block, All hands on deck.</p>

<p>The instructional leadership team reviewed the MCA scores in August 2017</p>	<p>89.5% of ACC scholars are Latino and the only other group of scholars who are large enough to count were White scholars. White Scholars performed considerably better than Latino scholars.</p> <p>As of 2019-2020 approximately 94% of the scholars enrolled are Latino.</p>	<p>8/2017 - ongoing</p>	<p>We will provide more coaching support for ELL scholars and literacy by focusing on whole group, small group and intervention by working with all staff including Educational partners.</p> <p>We have increased professional development through MDE for our ELL teachers and implemented School Pace online progress monitoring school wide encompassing SPED as well. Increased amount of interventionists by 2 FTE's.</p>
<p>The instructional leadership team reviewed the Fountas and Pinnell reading proficiency data in the September 2017</p>	<p>In the Spring of 2016, 72 scholars were at or above grade level compared to 47 scholars in the fall of 2016. In the Spring 2016, 156 scholars performed one grade below grade level compared to 222 in the fall of 2016. We attribute this to the "summer slide."</p>	<p>9/2017 - ongoing</p>	<p>We will implement academic intervention to teach foundational reading skills for all scholars. We will implement daily independent reading routines for scholars to read for 30 minutes in school and 30 minutes at home. Teachers will confer with scholars weekly.</p> <p>In 2018 -19 we strengthened our literacy program by focusing on conferring and progress monitoring. With the implementation of the Independent Reading Level Assessment (IRLA)/ENIL). The IRLA delivers specific and actionable data that tells the teacher where a scholar is, why, and the sequence of skills/behaviors he needs to learn next to accelerate his reading growth.</p>

			<p>in 19-20 Teachers monitor progress, weekly or biweekly using SchoolPace to allow all other staff who work with scholars to see their progress and needs. SchoolPace is “an online performance management system that provides student performance data for all stakeholders. Teachers, school administrators, and district administrators can access dashboards, reports, and graphics that show detailed information about reading progress. SchoolPace gives real-time, actionable insight into the volume of reading being completed, the amount of growth being made, and which reading standards are being mastered.”</p>
<p>The instructional leadership team reviewed the MCA scores in August 2017</p>	<p>All cohorts decreased in proficiency in 2017 compared to last year 2016. We noticed a significant decrease in the 6<sup>th</sup> grade scholars</p> <p>Scores went up in 2018 to 29.6 %. Then a slight decrease again in 2019 to 25.8%.</p>	<p>8/2017 - ongoing</p>	<p>We will provide more coaching to our middle school teachers and invest in training related to teaching literacy in the content area.</p> <p>Hired an additional FTE intervention to support Middle School and implemented School Pace into Middle school in addition to the Elementary.</p> <p>All K-2 teachers and interventionists will partake in Language Essentials for Teachers Reading and Spelling (LETRS) training through MDE, 2 year long online program.</p>

<p>The instructional leadership team reviewed the MCA scores in August 2017</p>	<p>In Reading 49% of scholars had low growth; 37.9% had medium growth; and 13.1% had high growth.</p> <p>Based of ENIL Data:Most recent data from 2019-2020 shows 1.3 years growth, high growth for our 3rd graders.</p> <p>Based off of IRLA data: 34.9% of scholars in Kindergarten and 1<sup>st</sup> grade have achieved high growth in reading this year.</p>	<p>8/2017 - ongoing</p>	<p>Focus fewer resources on tier II intervention and reallocate to core instruction and tier I. All teachers will increase their knowledge of literacy and become reading teachers.</p> <p>Teachers have been and will continue to be trained on school pace progress monitoring school wide in addition to monthly data meetings with Coaches and principals.</p>
<p>The instructional leadership team reviewed the MCA scores in August 2017</p>	<p>The following are the WIDA composite levels for the school:</p> <p>Level 1 – 18.6%</p> <p>Level 2 – 26.1%</p> <p>Level 3 – 34.1%</p> <p>Level 4 – 19.3%</p> <p>Level 5 – 1.9%</p> <p>Level 6 – 0.0%</p> <p>The following are the WIDA composite levels for the school:</p> <p>In 2019-2020</p> <p>Level 1 – 22%</p> <p>Level 2 – 23%</p> <p>Level 3 – 36%</p> <p>Level 4 – 19%</p> <p>Level 5 – 1%</p> <p>Level 6 – 0.0%</p>	<p>8/2017 - ongoing</p>	<p>We have three full time ELL Teachers, we have instituted Guided Language Acquisition Design (GLAD) training. We continue to support our staff new and eturong with refreshers and Glad supports. We are sending to teachers, one elementary and one Middle school to GLAD training to become resident experts. We have designated an ELL team lead to assist the departments cohesiveness, planning and strengthened processes.</p> <p>We are working with The Minnesota Department of Education and their ELL consultant on a monthly basis to help with language objectives, understanding the WIDA language levels &amp; using a collaboration and co-teaching model for EL instruction to improve scholars’ language proficiency.</p>

## Action Planning for Continuous Improvement

During the 2015-16 school year, a comprehensive review of the literacy approach was conducted. ACC changed the instructional practices for literacy and adopted a balanced literacy approach. This included the full implementation of Benchmark Literacy Curriculum for k-6<sup>th</sup> grade coupled with the Minnesota state standards.

The Benchmark Literacy Curriculum provides a gradual release of responsibility framework: teach and model, practice and apply, differentiate for acceleration, and on-going assessments of the scholars' and application of literacy techniques in their daily learning. By following this curriculum framework, ACC ensures that all scholars are provided access to grade level standards through guided reading whole group, small group instruction, independent differentiated reading opportunities and conferring sessions in the general educational classroom.

Scholars respond to the reading passages by writing summaries, interpreting in their words what they comprehended the texts to mean. Educators practice the Community Writing Workshop model encouraging students to build on their ideas, collaborate in constructive conversations and successfully comprehend complex qualitative and quantitative texts according to each scholars' abilities and interest levels.

Other action plans for continuous improvement include:

1. Applying all writing standards from genre to process to research by giving daily instruction and opportunities for application.
2. Vertical alignment of the writing standards grades 2- 5 through weekly learning teams Participation while focusing on becoming reading and writing instructional practices through Balanced Literacy.
3. Developing school improvement plans which address reading goals for every scholar with the support of literacy coaches or colleagues.
4. Monthly data meeting with grade level teachers and Instructional Coaches.  
All K-2 teachers and interventionists will partake in Language Essentials for Teachers Reading and Spelling (LETRS) training through MDE, 2 year long online program.
5. New Teacher Induction plan, all 1st and 2nd year teachers will have a mentor and take part in monthly trainings, professional development, coaching and one on one meetings above and beyond what all of the staff receive as part of the new hire support focusing on Literacy.

ACC has recognized that our scholars will require additional time, specialized instructional support, and aligned assessments as they acquire both English *and Spanish* language

proficiency and content area knowledge. This requires that our educators believe that with high expectations AND high support, ELL scholars will achieve the standards for reading and literacy, writing and research, language development, speaking, and listening all of which they are capable.

ACC is implementing common instructional practices across the system and training educators to use these practices that leverage high achievement for all scholars in the primary grades. Some of these instructional strategies include the practice profile for vocabulary building, whole group instruction, small group instruction, guided reading, conferring GLAD strategies, Turn and talk, KWL, the gradual release of responsibility, close reading strategies and co-teaching efforts.

Based on the reading level norms used in the Fountas & Pinnell BAS, 35 % of scholars at ACC are reading at grade level as of spring 2019. In comparison, 37% percent of scholars in the fall of 2018 performed at or above grade level in reading. Upon reflection, we identified that Interventionists were not observed with sufficient consistency thus lacking feedback to improve scholars’ progress. It was noted that teachers need to continue to grow their knowledge of balanced literacy.

Our goal for each scholar at ACC is to grow at least one year (1.00) in reading levels during each school year. As a school, ACC gained, on average, 0.73 years of growth. The two highest grade levels in terms of reading growth were third grade and 1<sup>st</sup> grade – with an average of .92 years of growth per scholar; and second grade with an average of 1.14 years of growth per scholar.

If we examine each individual scholar and measure whether or not they met their growth goal, we find 36% of ACC scholars met their growth goal for the year. In third grade 50% of scholars met their individual growth goal. In first grade, (58%) of scholars met their individual growth goal. In Second grade 71% of scholars in.

**Evaluation and Testing**

Academia Cesar Chavez (ACC) assessment data is used to determine the scholars’ level of reading proficiency. Assessments are one component of the educational program provided by ACC. Scholars take various carefully selected assessments to measure progress and monitor performance. Our assessments include locally designed assessments in addition to the norm-referenced tests and high stakes tests. The performance of each scholar is communicated to the teacher, the family and the child. Below are the assessments for K-3 grade.

Ongoing Assessments			
Term	Fall	Winter	Spring

Grades K-1	Benchmark Assessment <ul style="list-style-type: none"> <li>● Weekly assessment (formative)</li> <li>● Interim assessment (summative)</li> </ul> All Scholars: Independent Reading Level Assessment (ENIL) Spanish - continuous		
Term	Fall	Winter	Spring
Grades 2-3	Benchmark Assessment <ul style="list-style-type: none"> <li>● Weekly assessment (formative)</li> <li>● Interim assessment (summative)</li> </ul> ALL scholars: Independent Reading Level Assessment (IRLA) - continuous  SPED: Fountas & Pinnell  Leveled Literacy Intervention and IRLA		

The implementation of the Independent Reading Level Assessment (IRLA)/ ENIL) and SchoolPace supports our comprehensive Literacy goals. The IRLA is one tool that works with every scholar, at every reading level, K–12, in English and Spanish. The IRLA delivers specific and actionable data that tells the teacher where a scholar is, why, and the sequence of skills/behaviors he needs to learn next to accelerate his reading growth. We have been able to get a real time picture of where scholars are at in their reading progress.

Teachers monitor progress, weekly or biweekly using SchoolPace to allow all other staff who work with scholars to see their progress and needs. SchoolPace is “an online performance management system that provides student performance data for all stakeholders. Teachers, school administrators, and district administrators can access dashboards, reports, and graphics that show detailed information about reading progress. SchoolPace gives real-time, actionable insight into the volume of reading being completed, the amount of growth being

made, and which reading standards are being mastered.” (American Reading Company 2020).

ACC teachers are using this data to inform their small group instruction and their one on one conferences with scholars. They are able to identify specific skills that a scholar needs in order for them to move forward in their reading. Coaches meet with teams monthly to review their data and determine next steps and follow up with teams throughout the month to support teachers. Assessment data is used to provide targeted interventions as well as determine the school need for professional development. Coaches use the information to provide support in the classroom for educators. In turn, the educators use the assessment results to confer with their scholars.

This year we launched the school wide implementation of SchoolPace, an online data portal that collect and track longitudinal literacy data for scholars. School pace allow Heads of Schools, coaches and academic staff to see school wide literacy data from Kindergarten through 8th grade. Schoolpace house data to show both formative and summative data for a scholar, class or school in real time. The SchoolPace online performance management system also provides student performance data for all stakeholders. Teachers and school administrators can access dashboards, reports, and graphics that show detailed information about reading progress.

SchoolPace gives real-time, actionable insight into the volume of reading being completed, the amount of growth being made, and which reading standards are being mastered. Most of these analytics are driven by data from the eIRLA and eENIL, a powerful formative assessment conferencing tool. The eIRLA affords teachers to track to teach and track standards each scholar has mastered, and use embedded assessments to provide evidence of that mastery.

The eENIL help teachers to measure students’ skill-by-skill achievement using the Common Core State Standards for reading literary and informational text. The progression in the eENIL starts in Pre-K up to 12 grade begins with Language and Foundational Skills standards which are essential to reading success in Spanish. The implementation of SchoolPace has proven to be a successful endeavor, although a steep learning curve; allowing us to celebrate growth, pinpoint holes and gaps and create action steps in real time. We are able to hold all staff accountable for all scholars they work with and analyze data, progress monitor frequently, conduct monthly data meeting, send reminders to specific teachers or groups as needed to ensure all scholars are getting their needs regularly met.

## **Intervention**

Scholars who are reading significantly below grade level (more than one year) will be placed in at least one intervention. The American Reading Company (ARC) Foundational Toolkit interventions will be the primary resource for these scholars during our All hands on deck, school wide support time.

All scholars will receive daily tier I interventions and enrichment opportunities in the classroom for literacy-based concepts and skills. The classroom teacher is responsible to provide this support. K-2 teachers, ACC's literacy coach and the Head of Primary School are participating in a yearlong LETRS literacy Professional Development to learn and become strong literacy teachers. This is a joint effort between MDE and five schools districts. The interventionists will also partake in Language Essentials for Teachers Reading and Spelling (LETRS) training through MDE, 2 year long online program.

We have established extended day offerings for reading interventions. These homework help club and after school Freedom school. In addition to that we added a second Reading corps tutor to our 2nd and 3 grade supports and the oncoming year have been awarded and additional full time tutor increasing our number to 3 Reading Corps total.

Scholars who are not reading at grade level will continue interventions until they are at grade level. ACC monitors scholars' progress frequently. Daily, weekly, every three weeks and every six weeks, the scholars' performance is reviewed by individual teachers or group of teachers supporting scholars' needs. Extended day programs such as the before and after school program, and Child Assistance Team (CAT) are also resources to support scholars needing to improve literacy skills. Interventionists include Title I teachers, English learner teachers, special education teachers, classroom teacher and paraprofessionals.

## **Parent Engagement**

Academia Cesar Chavez highly values family engagement and community collaboration and creates structures and resources to promote that parents and families are actively engaged in their children's learning, their own learning and the development of the school. The Family and Community Director leads ACC's outreach efforts and sets up structures, services, and collaborations that support parent engagement according to the school's mission and goals. ACC offers wrap-around services which include support for housing, medical and food needs. The school's academic program is only enhanced when scholars' basic needs are cared for in their homes. Every year, ACC holds successful Family Nights which involve teaching all family members about literacy, math and science. Engaging parents in their personal ongoing education has encouraged parents to then engage their scholars in academic learning too.

ACC parent conference attendance this year was at 85%. Parents take great pride in participating in conferences.

ACC offers a series of workshop that are researched and evidenced based curriculum called UNDIOS US "Parents as Partners". How to be engaged in your child's education, understand the school system, help your child have success in school. The other workshops we offer are for parents of Prek - and kindergarten scholars. Scholastics- Engaging Families in Literacy Workshop Series". These workshops aim to build early literacy through family workshops. UNDIOS US :Parents as Partners Academies -7 sessions -New to country families: Scholastics : Literacy Happens in the Home -5 sessions -Pre-K and Kindergarten families. ACC uses its numerous partnerships with the community to provide training, assistance and support to parents, so they can become active partners in their child's education, to understand and gain greater knowledge of academic expectations, and to meet the needs of the parents and families.

Parents participate in the following trainings: MN. Council on Latino Affairs and Mitchell Hamline University school of Law- Public Change and their rights. CLUES - Chicano Latino Unidos en Servicio - Census -the importance for our families to participate. MORE's Vista Community Services- Adult English classes. Epilepsy Foundation - Parents and their children attended this training -supporting families that have this need. Children's Defense Foundation -Immigration rights -importance of voting and the impact of your school. Saint Paul Public Library - Story time for Pre-kindergarten and tips for parents on Literacy at a young age.

Our Family and Community Director continues to maintain and build partnerships with local organizations , businesses, community based organizations. This is so that the school can continue to serve our families , and assure the children and families are able to meet the needs at home and children come to school ready to learn. Other school events that parents are encouraged to be part of - Back to school night, Sept. 15 celebration, Holiday Music concert , High school Fair and Math and Science Night.

### **Parent and Stakeholder Communication Plan**

Many stakeholders have been part of this literacy initiative via family and community activities led by the Family and Community Director. Because families – parents, grandparents or guardians – are the students' first teachers, ACC offers the UNIDOS's parent training to help them understand the achievement gap and become familiar with reading standards for each grade level. Parents are learning specific strategies on how to support literacy at home and how to use their child's report card to monitor their academic and social progress.

Results of assessments and proficiency levels are communicated to families in a variety of ways: Parents will be provided information about how well their children are reading three

times each year. Reports will go home in the fall, winter, and in the spring following Fountas & Pinnell Benchmark Assessment System testing and, in the fall and spring following the FAST.

Parents will receive quarterly report cards that explain reading proficiency and growth. For those scholars participating in interventions, parents will be given progress reports following each of the intervention windows. Each scholar will receive suggestions for improving their reading, including tips for parents to use with them at home.

Individual grade levels and classrooms have additional ways of communicating with parents about student achievement, through: phone calls (struggling or big improvements), weekly newsletters (test or project scores written on them), awards and notes about random achievements as they occur.

ACC will continue to build the capacity and outreach of the Parent Academies to promote ACC's belief that establishing meaningful relationships between families and schools can result in partnerships that help parents take an active role in the education of their scholars.

The Family and Community Director continues to work on increasing parent involvement in the CPC (Comité de Padres en Comunidad) Community of Parents Committee to help parents develop leadership abilities and increase the numbers of parents involved in this committee that supports fundraising and supports school wide events. The Family Community Director also is instrumental in helping to identify parents when there are ACC school board opening for parent participation.

### **Professional Development**

ACC strives to recruit, retain and provide ongoing professional learning opportunities for all staff to build teacher efficacy, and cultivating teachers to utilize culturally relevant and high leverage instructional strategies. ACC staff receive approximately 20 days of professional development designed to strengthen their effectiveness over the course of the school year. In addition to the training for all staff our newly hired staff receive monthly trainings as part of our mentoring and induction program to continuously support, coach, support and mentor new teachers in Literacy. The professional development calendar is built around literacy, mathematics, English Learners, social-emotional learning, classroom management, operational instructions, and human resources. In addition, there are embedded training for literacy and math with expert consultants who observe, model, and coach on an intermittent basis.

Professional development sessions for literacy include: trainings on running records and diagnosing reading problems, reading strategies, guided reading, Benchmark Literacy Curriculum, Benchmark Literacy Phonics and effective reading instruction, ELL language and

writing objectives, ENIL/ IRLA training, Foundational Tool Kit implementation training and School Pace training via our American Reading Consultant and in house Literacy Coach.