

# **Lafayette Charter School**

## **K-3 Literacy Plan 2018-2019**

### **Introduction**

#### **Reading is Job ONE at Lafayette Charter School!**

In order to ensure that ALL students are provided the educational opportunities to meet the 85% Reading Goal.....we have to remember that to teach ALL requires us to teach EACH! We have 692 days to meet the 3rd grade benchmark! This means we have to be kid focused! There are no excuses for reading failure. We are responsible for finding the solutions to meet OUR students' needs. We must:

#### **Make quality teaching a priority**

##### **Teach with fidelity to the district curriculum/adoption**

Analyze student assessment and progress data to guide improvement efforts

Identify students who need help early and design appropriate intervention

##### **programs**

Find creative solutions to problems, don't use excuses such as lack of resources or time

##### **Focus on what we can change rather than dwell on things we cannot**

Operate as a school-wide team, not a random association of individuals Involve all staff in school-wide improvement

Create partnerships with families; bringing them on board with the programs

The earlier we intervene, the more success students will experience. Research shows that students who receive intervention in grades 1 & 2 have an 82% chance of catching up, while those who do not receive intervention until grade 3 only have a 46% chance and grades 4, 5 and above, only have a 10-15% chance of improving to grade level. Students reading at 40 wpm at the end of first grade have an 88% chance of meeting the third grade benchmark.

### **LCS Reading Plan**

Literacy time will be prioritized and protected from interruption.

All students in Kindergarten will receive a minimum of 90 minutes of literacy instruction.

Students in grades 1 – 3 will participate in a minimum of two hours of literacy instruction; consisting of whole group and skills grouping.

District curriculum adoptions will be fully implemented to fidelity within grade levels. The Minnesota Academic Reading Standards will be aligned with the curriculum.

Other literacy resources will be selected to meet individual needs. Instruction will be explicit and follow research-based practices.

## **Assessments and Screening**

**Diagnostic assessments at the beginning, middle and end of the year will be analyzed by staff; students performing below grade level will participate in strategic Rtl and Title intervention, beyond the two hours of literacy instruction. Coordinated intervention materials will be utilized and individualized intervention plans are based upon the diagnostic assessment results.**

**AIMSweb, NWEA, MCA tests and curriculum based reading assessments will be analyzed for targeting intervention. Teachers use classroom assessments and observation of student work.**

## **Instructional Resources**

**Reading Street Curriculum (Grades K-3) is a reading program for comprehensive coverage of language arts that covers all reading skills. This includes phonics, fluency, comprehension, vocabulary, spelling, grammar, and composition. Reading Streets help support higher levels of reading and writing. It balances fiction and informal text, builds content area knowledge, provides complexity in reading text, and emphasizes close reading. The curriculum is structured to reach and engage all student ability levels.**

**Rtl (Response to Intervention) is a multi-tiered approach to the early identification and support of students with learning and behavioral needs. The Rtl process begins with high quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess the learning rate and level of performance of individual students.**

**Title Program is used to provide extra instructional services and activities, which support students, identified as struggling learners. Special Education services are available for students who qualify under specific guidelines.**

**Sumdog, Spelling City, IXL, Education.com are independent websites that use educational games to motivate students to practice reading, spelling and writing to enhance learning at their level.**

**EL Learners will be provided with additional resources and strategies to serve their particular needs.**

**The library-media center will provide literacy support and leadership with independent reading. The library will support reading practice and provide easy access to books. The library will be a student-centered, literature-based learning center.**

