



# LAFAYETTE PUBLIC CHARTER SCHOOL

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## Local Literacy Plan -Read Well by Third Grade-

Revised: June 8, 2021

### **Introduction & Purpose Statement**

Literacy development starts at an early age and in order for children to read well by third grade all students need the foundation to succeed. Here at Lafayette Public Charter School we work with each child where they are at to build on and give them the tools that they need to be life-long learners. We look at the individual's learning styles, pace, preferences, cultural background and support systems to guide our teaching in order for the student to be successful.

Lafayette Public Charter School's Local Literacy Plan details our current efforts to reach our goal that each student at our school is reading well by third grade and beyond. This plan is ongoing and will be updated yearly. The Local Literacy Plan outlines the processes, curriculum, interventions, instruction, and how Lafayette Public Charter School staff and community are working together to meet our goals. In order to meet our goals 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

## Goals From World's Best Workforce

### All Students Ready for School

Goal: At least 70 percent of students will score Average or above Average on the AIMSweb Test of Early Literacy for letter naming, letter sound, phonemic segmentation, and nonsense words fluency.

### All Students in Third Grade Achieving Grade-Level Literacy

Goal: The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10 percentage points or more from the baseline year.

## Reading Plan

- Literacy time will be prioritized and protected from interruption.
- All students in Kindergarten will receive a minimum of 90 minutes of daily literacy instruction.
- Students in grades 1 – 3 will participate in a minimum of two hours of daily literacy instruction, consisting of whole group and skills groupings.
- 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.

## Assessment Plan

A systematic screening process and progress monitoring occurs for all of our Kindergarten through Grade 8 students in the fall, winter, and spring. Throughout the year, teachers use assessment data from student work and local and state testing to inform instruction and identify students who may need additional services for either enrichment and/or intervention. Assessment data are used to support instruction and promote student learning. AIMSweb and/or NWEA/MCA tests and curriculum-based reading assessments will be analyzed for targeting intervention. Teachers also use classroom assessments and observation of student work to monitor progress.

## AIMSweb

Grade	Assessment	Measures	Timeline
K	AIMSweb Letter Naming Fluency	Letter Naming	Fall, Winter, Spring
K	AIMSweb Letter Sound Fluency	Letter Sound Correspondence	Fall, Winter, Spring
K	AIMSweb Phonemic	Phonemic Awareness	Fall, Winter, Spring

	Segmentation Fluency		
K & 1st	AIMSweb Nonsense Word Fluency	Phonics/ Decoding	Fall (1st only), Winter, Spring
1st - 3rd	AIMSweb Oral Reading	Oral Reading Fluency	Fall, Winter, Spring

### Others

Grade	Assessment	Measures	Timeline
2nd - 8th	NWEA	Math, Reading & Language Arts	Fall, Spring
3rd - 8th	MCA	Math & Reading	Spring
5th & 8th	MCA	Science	Spring

### Intervention and Instructional Supports

Intervention programs assist students who have skill deficits in an area of reading. Based on assessments results and teacher recommendation, students receive a multi-tiered level of support that includes research-based interventions in the specific area(s) of need.

#### Tiers of Support include:

- Tier I: Core Instruction
  - Kindergarten students will receive 90 minutes and 1st and 2nd grade will receive 120 minutes of core instruction daily. All students in grades 3-8 receive at least 90 minutes of core instruction daily.
  - All students receive core instruction in Tier I. Students who are at or above district targets on screening assessments and are making sufficient academic growth will have their needs met through instruction in the core curriculum. Students performing below or significantly above grade will receive additional support in Tier II and/or Tier III.
- Tier II: Extra Support
  - Students who are below grade level are supported through classroom leveled groups and small groups. Small group instruction is differentiated based on the students' reading and writing ability.

- Tier III: Intensive Support
  - Students who are significantly below grade level are supported by interventions and specific programs which often occur outside the classroom such as Response to Intervention (RTI) and Title Program. A multi-sensory approach to reading that includes explicit instruction in phonemic awareness and phonics will be provided. Time, group size and intervention are determined based on individual needs and progress in previous tiers.

### **Dyslexia Screening & Convergence Insufficiency Disorder**

If a student shows concern or characteristics of dyslexia during benchmark testing, classroom work, observation or assessment, we would first contact parents to conference with them. During this conference, we would encourage parents to have their child assessed at the Dyslexia Institute of Minnesota.

In the classroom, teachers are to watch for signs of any vision concerns in students. While AIMSweb is being administered 1 on 1 the examiner is watching for behaviors which might be linked to Convergence Insufficiency Disorder. At this time, if the examiner or teacher notices signs, parents will be contacted and encouraged to seek professional medical advice.

### **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 Street helps support higher levels of reading and writing. It balances fiction and informational 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.
- RTI (Response to Intervention) is a multi-tiered approach to the early identification and support of students with learning and behavioral needs. The RtI 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.
- Vocabulary City and IXL 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.

### **Professional Development**

Professional development is data-driven, ongoing and inclusive of all teachers. These opportunities include:

- Professional development days are worked into the school calendar. These days focus on LCS initiatives and building needs.
- Teachers meet weekly to reflect on student progress, review data, and align instruction to academic standards and student outcomes.
- Teachers gather multiple times a year to review progress of students receiving interventions.

### **Communication Plan**

- Lafayette Public Charter School Literacy Plan will be posted on the school website and updated yearly by staff.
- Conferences are held two times per year to communicate with families about how their students are doing.
- A meeting is held at the beginning of each school year to inform families, community members, and board members of the literacy plan and go through results of data from the prior school year.
- Lafayette Public Charter School Board Members will review the Local Literacy Plan yearly.
- Teachers use a variety of formats to communicate with families during the school year. These include: classroom newsletters, LCS Messenger, emails, telephone conferences and (virtual or in-person) parent/teacher conferences.