

Clarkfield Area Charter School  
Local Literacy Plan  
Revised 2018

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

**Literacy Plan Summary:**

Core Knowledge Language Arts (CKLA) is a comprehensive Preschool–Grade 5 program for teaching skills in reading, writing, listening, and speaking. CKLA also builds students' knowledge and vocabulary in literature, history, geography, and science. The Core Knowledge Language Arts program includes two strands of instruction. The Skills Strand is meant to build students' decoding skills, while the Listening and Learning Strand is meant to build students' language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent oral reading. All K-6 students receive classroom reading instruction for a minimum of 120 minutes each day.

To enhance the curriculum, our district has a Guided Reading Program in which students read in small groups and their instructional level. Daily 5 is implemented in the classroom. This includes read to self, read to partner, word work, writing, and listening to reading. Our library contains a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All classrooms use SmartBoards. Classroom i-pads are available for students in grades K-6. Some of the additional on-line technology resources used are Star Fall, ABC Mouse,

Spelling City, ABCya, PBS Kids, Story Online, and the on-line resources from CKLA.

**Identification Requirements:**

Struggling and at-risk students are identified using one or more of the following assessments.

- Letter Naming and Sounds Assessment
- Basic Sight Word Recognition
- Concepts of Print
- NWEA
- Phonological Awareness Test (PAT)
- Fountas and Pinnell (F&P)
- Fluency Checks
- Comprehension Checks
- Words in Isolation

All students in grades K-6 are given the NWEA Measures of Academic Progress (MAP) assessments 3 times throughout the course of the year. The Phonological Awareness Test (PAT) is administered for students in K-1. Using this data, along with the results from Fountas and Pinnell Benchmark Assessment, struggling and at-risk students are identified and referred for interventions.

Specific interventions based on further assessments and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the Child Study team.

Parents are kept informed of their child's progress at every step of the process.

**Reporting Requirements:**

**District plan to screen and identify students with Dyslexia.**

The main goal is provide awareness and educate teachers and parents about Dyslexia. Teachers will receive information about Dyslexia at the back to school trainings in August. Follow-up training will occur during our Q-Comp meetings with a focus on signs of reading difficulty and specific age levels. Parents will receive information on reading difficulty and Dyslexia at our fall conferences. Students who are identified as having difficulty with decoding will be placed in the Soliday Intervention System. This is an Orton-Gillingham program which provides multi-sensory engagement. Student progress will be monitored and documented. If a student is unable to make progress in the Soliday Intervention, the student will be brought to the Child Study Team for further review. The team would then make the decision to screen the student for potential Dyslexia.

**District plan to screen and identify students with Convergence Insufficiency Disorder.**

The main goal is provide awareness and educate teachers about CID. Teachers will be asked to observe for student concerns of headaches and/or eye strain due to reading. A nurse will ask students if they have headaches or eye strain as they read. Any information gathered from the student will be documented. Concerns will be shared with parents. Parents would then be responsible for any follow-up with a medical doctor.

**Parent Notification:**

Parents will be kept informed of student progress in multiple ways. Clarkfield Area Charter School will hold a parent/student meeting prior to the start of the school year. The purpose of the meeting will be to provide general information about the school year, review student handbook information, explain classroom expectations, and introduce the parents and students to the classroom teacher. Information specific to the reading curriculum, homework expectations, and assessments will also be provided. Parents will be provided on-going communication and will be contacted regularly by phone, email, or written form to discuss student progress. Parent/teacher conferences are held in the fall and spring, and can be arranged at any time the teacher and/or parents feel it necessary to meet and discuss student progress.

**Parent Engagement-**

Clarkfield Area Charter School believes that parents will be active partners with the school to support their students' literacy growth.

- Parents will read with their child each night for minimum of 20 minutes.
- Parents will provide their child with a safe and supportive home environment.
- Parents will provide space and time for homework.
- Parents will support the school literacy program by participating in activities, meetings, communication, and assignments regarding their child's progress.
- School will be a resource for parents to help their child become a better reader.

- Teachers will share timely, meaningful information with parents about their child's progress.

Regular newsletters, periodic news articles in the local newspaper, and website updates will provide additional information and resources for parents.

### **Reading Interventions:**

Students not showing growth will receive individualized and/or small group instruction from the classroom teacher, the Title 1 teacher, and/or the Special Education teacher. The first level of support occurs in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum. Teachers differentiate instruction in individual or small groups according to the needs of their diverse learners.

The second level of support identifies students not meeting grade-level targets who are then provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the Title 1 teacher and classroom teacher.

Students not responding well to the interventions provided at the second level are referred to the Child Study Team to determine the next level of support.

### **Staff Development Requirements:**

CACS is implanting Q-Comp which provides ongoing professional development to PLC members. PLC meetings are held weekly for 50 minutes. The focus is increasing reading skills by researching strategies, using graphic organizers, and analyzing student work. CACS will be

provided training in the form of guest speakers, in-services from outside agencies, book study groups, webinars, or other internet resources to educate them on serving and meeting the needs of a diverse population. They will also be given the opportunity to visit other school districts to observe first-hand how other programs meet student needs.

**English Learners:**

CACS uses the Home Language Questionnaire (HLQ) to initially identify students who have a first language other than English. Once that determination is made then further assessment of reading, writing, listening, and speaking are completed to determine the academic needs of the individual.