

# **LITERACY INTERVENTION PROGRAM**

## **Taylor's Crossing Public Charter School**

### **2019 – 2020**

#### **PROGRAM SUMMARY**

Taylor's Crossing Literacy Intervention Program is designed as an after-school reading club. Kindergarten, first, second, and third grade students who are identified (using the Fall I-Station scores) are invited to become a part of our Reading Club. This Fall, in kindergarten we have 3 students identified as Tier 3, and 8 students identified as Tier 2. In first grade we have 4 students identified as Tier 3, and 7 students identified as Tier 2. In second grade we have 4 students identified as Tier 3, and 3 students identified as Tier 2. In third grade we have 0 students identified as Tier 3 and 4 Students identified as Tier 2. The total students identified as Tier 3 is 11, and those identified as Tier 2 is 22, for a total of 33 students in our After School Literacy Program. The students are divided into four groups according to their current school grade. Our kindergarten, first, second, and third grade groups are taught by certified teachers.

The students are identified by their regular classroom teachers using the students Fall I-Station scores, the DIBLES word per-minute scores, the star reading assessment, and teacher observations and recommendations. Every student scoring (Tier 3) or (Tier 2) on the Fall I-Station are immediately included in our program, but we watch carefully over the next few weeks to see if we have other struggling readers that need literacy intervention. As soon as the students are identified, their classroom teachers begin literacy intervention by using the AIMS web one minute reading passages, reading sight word lists, Lexia Core 5, and qualifying and entering students in the Title#1 reading program. Parents, are immediately involved in the decisions made for their child's reading literacy. Meetings are arranged and an individual student literacy plans are discussed and permission is gained for the Title#1 program and students begin reading intervention. Teachers enlist the aid of classroom teaching assistants who read with students individually, every day. Teachers use parents as volunteers to read orally with students each week during group stations, giving struggling readers individual help. Teachers use the data received as they work weekly in the Lexia Core 5 program to plan teaching sessions using the Lexia skill builders. The teachers use Istation once a month to determine growth. The classroom teachers use songs and rhyming chants to memorize and practice decoding rules. Reading intervention is discussed with parents during the first quarter, parent-teacher conferences and parent's permission are obtained for students to participate in our after school Literacy Intervention Program. The classroom reading interventions continue through the rest of the school year as our teachers evaluate and gather data on all the students in their classroom.

Reading Club begins the second week of January and continues through the second week of May. Our program is designed for 60 hours of reading intervention for kindergarten, first, second, and third grade students. They stay after school Tuesday, Wednesday, and Thursday from 2:45 P.M until 4:00 P.M., for 75 minutes each day, totaling 225 minutes every week, for 16 weeks.

All students K – 3rd meet together for a quick snack and a drink before moving into four separate classrooms. The 75 minutes of literacy intervention is divided into four parts. The first part is 30 minutes of online instruction using the Lexia Core 5 reading program. This program targets the five components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Lexia Core 5 is research based and individual to each student’s literacy needs and development. The other 45 minutes are divided into three-15 minute stations: studying reading fluency, decoding intervention, and comprehension. We use a variety of activities for these groups: Lexia Core 5 Skill Builders, Accelerated Reading, leveled readers, AIMS fluency passages, basal reading books, short stories, poems, FROG publication reading/language activity cards and games, and many teacher-created reading materials and decoding games targeted for reading intervention. We practice sight word recognition and syllabication rules and patterns using Spalding Education Phonogram cards.

Teachers record weekly data on the students in our literacy intervention program, and adjust what is taught, to each student’s individual needs. We use a reward program, based on attendance, motivation, behavior, and assessments. We set goals and work to reach them. When a goal is met the students gain the opportunity to choose from the “Treasure Chest,” which is a chest filled with toys, games, and fun rewards.

## **COMPREHENSIVE LITERACY PLAN ALIGNMENT**

Taylor’s Crossing has implemented the essential elements of the Idaho Comprehensive Literacy Plan into the format of our school. Mr. Daniel Wendt (superintendent), Mrs. Bobbie Campbell (Title One), Mr. Todd Christensen (special education), and Mrs. Linda Rice (LEA) collaborate in the establishment of successful literacy practices. The educators of TCPCS collaborate, communicate, and pool their collective efforts as a Literacy Team, to identify those students who need literacy intervention, and determine the most successful plan for each student. We work together to encourage the sharing of knowledge of best practices. Our staff is constantly adjusting and integrating innovative new approaches to teaching. We have a shared belief that every child is important and that all children can learn. We feel it is important to have a rigorous curriculum, which promotes active student engagement and critical thinking. We follow the state content standards and align our teaching to meet the literacy needs of our students. Using a variety of valid assessments our teachers monitor and diagnose our student’s progress weekly. We make data driven decisions for the individual needs of each child. TCPCS is diligent in making sure struggling students are given every opportunity to learn and thrive.