

NEW CENTURY SCHOOL LITERACY PLAN

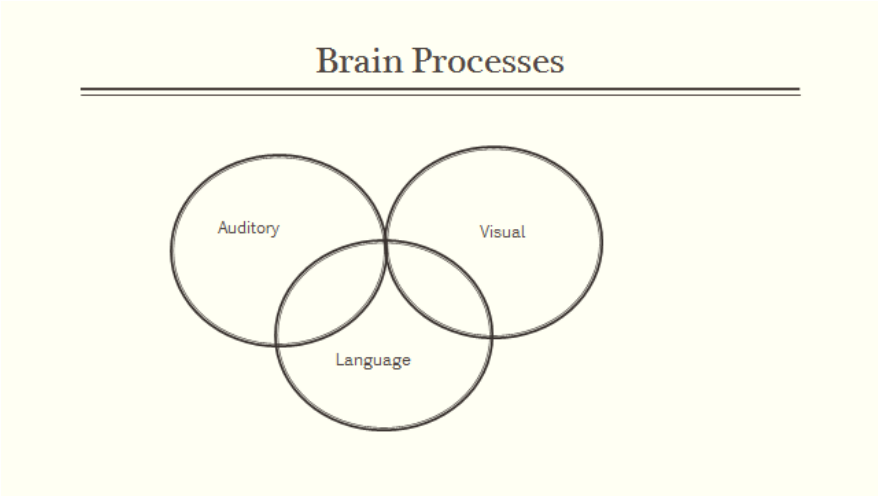
We consider all students at New Century School special individuals with varied abilities and needs. Our students come from all cultural backgrounds and we have high population of ELL students. It is incumbent upon the school to provide conducive environment to meet these learners' needs. At New Century School (NCS), we set high expectations for our students, and we are committed to providing each student with necessary learning tools to succeed, in particular, children's ability to read is crucial to the success in school and later in life. In the article, "Why third grade is a pivotal year for reading," Anne Kel-Artinian and Danielle Parasi (<https://www.amplify.com/viewpoints/why-third-grade-is-a-pivotal-year-for-reading>) reported that 75% of students who struggle with reading in third grade never catch up, and they are four times as likely to drop out of high school. With this understanding, we subscribed to READ IT Curriculum (<http://stemfuse.com/shop/category/reading>) to meet this goal as it has over 11 years of evidenced based research. Read IT curriculum provides daily lesson plans, progress monitoring, and ongoing assessments to ensure the pacing of the program is accurate and aligns with research. This reading program aligns with all five components recommended by the National Reading Panel—phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The reading curriculum is well established with proven results even for most of the struggling readers. It is extremely teacher friendly and highly engaging for students. The teachers received intensive training on how to use block mat, symbol imagery, how to organize lesson plans, use word maker square, identify and use phonic and comprehension slides and various teaching visualization and prompting words. The approach to training, considered the working of brain process as the following steps shows.

BRAIN PROCESS

Process	Information	Tool to Assist
Auditory	The process that helps us differentiate sounds. In reading education it is referred to as "phonemic awareness."	Blocks Block Pack
Visual	The process that helps us differentiate what we see as we read. Students who struggle with this process may: <ul style="list-style-type: none">• Have difficulty copying words from the board or a page (visual focus)• Skip words or lines as they read (tracking difficulties: oculomotor control)• Struggle with spelling (visual memory)• Struggle with handwriting	SI Pack Word Maker square Visual Discrimination tools Spelling technique

	<ul style="list-style-type: none"> • Make letter and number reversals past the first grade level (visual discrimination, spatial relation) • Reads too slowly • Rubs eyes often or squints • Rereads lines or phrases often 	
Language	The process that helps us remember what we read (reading comprehension); and take information from our mind and put it in a complete thought expressed in speaking and writing	Prompting words Comprehension tools



Students in all grades levels at New Century School are continuously assessed on the materials covered during the week. Reading proficiency is assessed and students who are not reading at grade levels are identified. The results of the Friday assessments are discussed during the weekly meetings with the Director, and parents are also notified if students are not reading at grade levels. The outcome of the reading assessments is also aligned to Mn standards. A typical example of students’ assessment would follow the following format:

STUDENT ASSESSMENT

Student Name: Jackson Doe Grade: **2.8**

Area assessed	Score	Process	READ:IT tools
<p>Phonemic awareness</p> <p><i>Rhyming Words</i> _____</p> <p><i>Segmenting words</i> _____</p> <p><i>Initial consonant sound</i> _____</p> <p><i>Final Consonant sound</i> _____</p> <p><i>Auditory blending</i> _____</p> <p>LAC score (<i>Lindamood-Bell auditory conceptualization test</i>) <u>Grade 4.4</u></p>		Auditory	Blocks in the word maker square in conjunction with the block pack
<p>Phonics</p> <p><i>Consonants</i> <u> x </u></p> <p><i>Consonant blends</i> <u> x </u></p> <p><i>Short vowel sounds</i> <u> x </u></p> <p><i>Rule of silent e</i> <u> x </u></p> <p><i>Vowel digraphs</i> <u> x </u></p> <p><i>Diphthongs</i> _____</p> <p><i>R controlled</i> _____</p> <p><i>Two-syllable</i> _____</p> <p><i>Multi-syllable</i></p> <p>(NOTE: Made substitutions and omissions.)</p>		Auditory Visual	<p>Digital word maker square</p> <p>Word maker square words and sentences to practice context</p> <p>Hands-on word maker square with all 5 practices</p> <p>Word maker bingo</p> <p>2nd grade phonics lesson plans and activities</p> <p>2nd grade phonics slides</p>
Sight words	<u> 2.3 </u> grade level	Visual	Scooters, cars, jets, and rockets activities
Oral Reading Fluency	Grade 1.7	Auditory Visual	Fluency passages and activities

Oral Reading Accuracy	<u>3.0</u> grade level	Auditory Visual Language	Comprehension lesson plans
Comprehension	<u>4.2</u> grade level	Language	Comprehension lesson plans Comprehension slides Comprehension Tools Prompting words
Spelling	<u>2.0</u> grade level	Visual	Spelling rules as used in the phonics lesson plans Visual-spatial spelling rule pictures as demonstrated on the 2 nd grade phonics book slides Symbol imagery pack and activities

Comments:

Jackson’s auditory and language processing skills is tested above grade level as he can differentiate sounds with ease and has strong reading comprehension. Jackson attends to meaning in text and often can decode a word by using context.

Jackson does show signs of weaker visual processing. This effects his spelling and ability to remember sight words and causes him to read more slowly while occasionally omitting letters or substituting letters as he reads. The following is recommended to assist Jackson so that he can read and spell at grade level:

- Hands-on, multi-sensory and systematic phonics
- Symbol imagery practice to strengthen his visual memory
- Learn the 30 most common spelling rules using visual-spatial images and hands on activities
- Tracking and fluency exercises

Phonemic Awareness (Auditory processing)

As this is the foundation of reading, it is imperative that students are brought to grade level in this area. The following phonemic awareness skills need to be mastered:

- **Rhyming:** What word rhymes with "cat"? **bat**
- **Syllable splitting:** The onset of "cat" is **/k/**, the rime is **/at/**
- **Blending:** What word is made up of the sounds /m/ /a/ /t/? **"mat"**
- **Phonemic segmentation:** What are the sounds in "mat"? **/m/ /a/ /t/**
- **Phoneme deletion:** What is "mat" without the /m/? **"at"**
- **Phoneme manipulation:** What word would you have if you changed the /t/ in mat to an /n/? **"man"**

One tool that will be used here are colored squares that students will be able to click and drag on the screen. (This is part of the digital word maker square.) If the online component is not available, students may use colored 2 x 2 inch in blocks to assist them with this process. The mat to be used with these blocks are provided to all teachers.

NEW CENTURY SCHOOL LITERACY GOALS

1. To provide systematic, multi-sensory, and highly engaging reading instruction that includes all 5 components of reading. (phonemic awareness, phonics, fluency vocabulary and comprehension)
2. Students will receive reading instruction at their own level.

Strategy to meet these goals:

Students will take the READ IT beginning of the year assessment which places students in the correct Tier of Instruction. This assessment provides guidelines to ensure that teachers place students in the correct tiers of instruction. (advanced, at-level, below-level) This assessment includes phonemic awareness, phonics, vocabulary/sight words fluency and comprehension.

3. New Century will adhere to the Common Core Standards for reading instruction (see attached scope and sequences)

Strategy to meet this goal:

The READ IT curriculum lists all standards in the sequential order recommended by the National Reading Panel.

4. New Century will monitor student's daily progress as well as formally assess students monthly to ensure that they are decoding and comprehending at no less than 85% accuracy.

Strategy to meet this goal:

Teachers at New Century use the daily progress monitoring sheets provided with the daily lesson plans in READ IT to record how students are performing at all 5 components of reading. Teachers give the assessments as listed in the scope and sequence to ensure 85% accuracy in all areas. Additional scaffolding instruction is given to students who do not meet this percentage.

5. New Century expects teacher accountability for student performance.

Strategy to meet this goal:

Teachers turn in weekly progress monitoring reports to administration.

End of the year Reading Levels: Read by Third Grade

Grade	# of Students	Class Reading Level	Expected grade level reading	Below K grade Level	Equivalent grade level	Equivalent grade level	Equivalent grade level	Equivalent grade level	Equivalent grade level
					K	1st grade	2nd grade	3rd grade	4th grade
Kindergarten	33	A to C	A to D	23	10	0			
1st Grade	18	B to L	D to J		6	7	5		
2nd Grade	17	A to S	J to M		1	6	6	4	
3rd Grade	14	B to N	L-M		2	5	4	5	

A-Z LEARNING PROGRAM

With this reading program, students will develop reading skills most efficiently. All resources are accessible online and available in printable, projectable, and digital formats to strengthen the connection between what is being taught and what students independently practice.

INTERVENTION PROGRAM

- a) Title 1: This service is provided for students in all grades. The criteria used for selection of students was based on the assessments conducted in December 2016 (W-APT). The four areas assessed were: Speaking, writing, listening and reading. The composite score of all the four areas were identified for each student, and used as a selection process for the Title 1 services. The Title 1, service will also be used as an intervention strategy. The title 1 teacher coordinator developed students’ schedule for pull out in all grades, and a teacher assistant is assigned to help with this program as well.
- b) Academic help: Intervention- In addition to the Title 1 service, New Century School introduced tutoring for those students who are academically struggling in all grades. Teacher assistants were assigned within a specific time to help those students in small groups. The teacher assistants are also working closely with homeroom teachers to provide guidelines for tests preparations.
- c) Reading: In class Focus-Differentiation-Tier 1, 2 & 3
- d) After school tutoring program and test preparation
- e) New Century School offers summer school program in reading and math.

PARENT INVOLVMENT

The school has made efforts to maintain contact with parents on all issues. A one call system is used frequently to engage parents and provide updates on school activities. A monthly meeting with parents is organized to share the school progress and provide educational series for parents. The educational series cover various topics in detail, understanding school system, special education, school attendance, homework help, chaperon and the role of school and parents in the education of children. Teachers also contact parents weekly to share academic progress and provide suggestions if academic help is necessary.