

**NEW CENTURY SCHOOL LITERACY PLAN 2018/2019:**

All students at New Century School are considered unique individuals with varied abilities and needs. We have a high population of ELL students coming from all cultural backgrounds. It is, therefore, incumbent upon the school to provide a 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 the necessary learning tools to succeed. Children’s ability to read is crucial for their 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. The curriculum has over 12 years of evidence-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 curriculum is also aligned with ELA Minnesota standards.

This reading curriculum is well established with proven results, even for most of the struggling readers. It is 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 phonics and comprehension slides and various teaching visualization and prompting words. The approach to training considers the working of brain process as the following steps shows.

**BRAIN PROCESS**

<b>Process</b>	<b>Information</b>	<b>Tool to Assist</b>
Auditory	The process that helps us differentiates 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"> <li>• Have difficulty copying words from the board or a page (visual focus)</li> <li>• Skip words or lines as they read (tracking difficulties: oculomotor control)</li> <li>• Struggle with spelling (visual memory)</li> <li>• Struggle with handwriting</li> </ul>	SI Pack Word Maker square Visual Discrimination tools Spelling technique



	(NOTE: Made substitutions and omissions.)		
<b>Sight words</b>	<u>2.3</u> grade level	<b>Visual</b>	Scooters, cars, jets, and rockets activities
<b>Oral Reading Fluency</b>	<b>Grade 1.7</b>	<b>Auditory Visual</b>	Fluency passages and activities
<b>Oral Reading Accuracy</b>	<u>3.0</u> grade level	<b>Auditory Visual Language</b>	Comprehension lesson plans
<b>Comprehension</b>	<u>4.2</u> grade level	<b>Language</b>	Comprehension lesson plans Comprehension slides Comprehension Tools Prompting words
<b>Spelling</b>	<u>2.0</u> grade level	<b>Visual</b>	Spelling rules as used in the phonics lesson plans  Visual-spatial spelling rule pictures as demonstrated in the 2 <sup>nd</sup> -grade phonics book slides  Symbol imagery pack and activities

**Comments:**

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

Mohamed does show signs of weaker visual processing. This affects 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 Mohamed 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 the mat to an /n/? **"man."**

One tool that will be used here is 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 them in the correct Tier of Instruction. This assessment provides guidelines to ensure that teachers place students in the right tiers of instruction. (advanced, at-level, below-level). This assessment includes phonemic awareness, phonics, vocabulary/sight words fluency, and comprehension.

3. New Century School 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 School 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 School use the daily progress monitoring sheets provided with the daily lesson plans in READ IT Curriculum 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 School expects teacher accountability for student performance.

### **Strategy to meet this goal:**

Teachers turn in weekly progress monitoring reports to the administration on Fridays.

## **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	Equivalent grade level
					<b>K</b>	<b>1st grade</b>	<b>2nd grade</b>	<b>3rd grade</b>	<b>4th grade</b>	<b>5th grade</b>
Kindergarten	44	B to K	A to C	0	9	31	4			
1st Grade	44	D to U	D to J		0	18	21	4	1	
2nd Grade	53	B to X	K to P		4	17	19	6	4	2
3rd Grade	37	D to X	Q-T		0	5	5	3	6	18

### 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 could independently practice.

### LEXIA READING PROGRAM

The Lexia® Core5® Reading (Core5) is a blended learning program that provides explicit, systematic, personalized learning in six areas of reading instructions and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer tests. The six areas of reading instructions are: Phonics, Phonological Awareness, Structural Analysis, Comprehension, Fluency & Automaticity, and Vocabulary.

Students receive weekly usage targets based on their individualized risk level that updated Monthly.

### LEXIA READING PROGRAM-K-3 :PROGRESS REPORT PER GRADE MAY 2019

GRADE	TOTAL # OF STUDENTS	# OF STUDENTS BELOW GRADE LEVEL	# OF STUDENTS AT GRADE LEVEL	# OF STUDENTS ABOVE GRADE LEVEL
<b>KINDERGARTEN</b>	44	0	10	34
<b>1ST GRADE</b>	44	0	19	25
<b>2ND GRADE</b>	53	20	21	12
<b>3RD GRADE</b>	37	11	2	24

## **INTERVENTION PROGRAM**

- a) Title I: This service is provided for students in all grades. The criteria used for selection of students was based on the assessments conducted at the beginning of the year and also the results of WIDA- ACCESS August 2018. The four areas assessed were: Speaking, writing, listening, and reading. The composite score of all the four sections was identified for each student and used as a selection process for the Title 1 services.  
The Title I teacher, a coordinator of the program, 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 I service, New Century School provided one-to-one and small group tutoring and instructional support for those students who were academically struggling. Bilingual teacher assistants were assigned within a specific time to help those students. The teacher assistants also worked closely with homeroom teachers to provide guidelines for tests preparations.
- c) Differentiated Instruction in Reading: As part of our reading program, teachers tailored reading instruction to student abilities and individualized to specific tiers (Tier I, II, III) identified.
- d) Extended day program in the form of after-school academic enrichment and tutoring program and test preparations were provided twice a week and on Saturdays.
- e) We also provided a summer school program in reading and math for students in K to 7<sup>th</sup> grades.

## **PARENT INVOLVEMENT**

New Century School has an active family involvement program. The school has a full-time community liaison staff. We have year-round parent education workshops. The educational series covered various topics in detail such as understanding school system, special education, school attendance, homework help, field trips chaperon, and the role of school and parents in the education of children. We make regular phone calls to parents to update them on their children's academic performance and other developments. A one-call system is frequently used to engage parents and provide updates on school activities. In our efforts to encourage participation in our school programs, we have a parent leadership council that meets monthly with the school administration. Teachers also contact parents weekly to share academic progress and provide suggestions if academic help is necessary.

Family involvement at new century school is an ongoing process and at the core of our program. The following are activities we have executed thus far.

### **Open house**

August 10<sup>th</sup> and 24<sup>th</sup>

These two days were dedicated to NCS families to find out more about our school and programs. General invitations were sent out, teachers also created and mailed out personalized back to school letters. Families got an opportunity to tour the school, meet teachers and administration, ask questions, socialize with other families and overall get a bit acquainted with the school. School supplies were available to students on need basis. Transportation and translation services were also provided.

### **Parent council meetings:**

Dates: Monthly meetings

A parent leadership council meets every month with the school leadership and parent liaison staff to discuss various topics about the welfare of the parents, students and the school in general. The council members get updates from the school staff, and they provide feedback about our school's programs and activities. The members help the school with community outreach activities, student enrollment, and field trips, and they volunteer during school events. The council members participate in other school committees and assist the school staff to provide training and other services for parents.

**Parents workshop (Topics: All about student success, internet safety, and raising readers)**

October 11<sup>th</sup>, November 30<sup>th</sup>, and March 29<sup>th</sup>

Topics covered included establishing routines at home, reading with children, the importance of adequate sleep as the foundation for optimal achievement, sending students with healthy snacks, organizational skills, homework expectations, and attendance. As one parent noted, it was a very informational and much-needed workshop.

**Parent Teacher Conferences**

November 8<sup>th</sup> and 9<sup>th</sup>, January 24<sup>th</sup> and 25<sup>th</sup>, March 21<sup>st</sup> and 22<sup>nd</sup>

Conferences were held to accommodate as many parents as possible, the few that were unable to make those dates were given the option to schedule a different time with teachers that would align with their calendars. Teachers shared examples of each child's work, test scores, observations of the child's class participation, social growth, etc., and the work they'd be progressing on the coming months. Some parents also took the opportunity to meet with the dean to discuss their student's behavior, they received and shared feedback on how they can work with the dean to support their child in the best way possible.

**Honor rolls**

November 16<sup>th</sup>, February 11<sup>th</sup>

Since students have diverse capabilities and achieve at various levels, recognition was given based on academic and citizenship excellence to motivate them to continue to reach that level of achievement. Students were selected for honor rolls based on the academic and conduct grades during each of the reporting quarters.

**Movie Night**

November 30<sup>th</sup>

Our annual family movie night was a tremendous success. About a hundred students and their parents showed up. The kids got a big kick out of coming to school at night in their pajamas and favorite blankets, popcorn was plentiful. One parent remarked he had taken a few hours break from work so he could enjoy the event with a daughter.

**Black History Celebration**

February 28<sup>th</sup>

New century scholars have been working on marvelous diverse projects throughout the month, and this date was chosen so they could showcase the final products to parents. The cafeteria was beaming with beautifully decorated three-fold posters comprised of history pioneers, ecstatic students, enthusiastic educators and proud parents. It was certainly a day to be remembered.

**Other Activities:**

April and May

We had several other programs for parents during April and May. These include Scholastic Book Fair, Intercultural Night, Talent Show, and Parent Leadership gathering.