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### **NEW CENTURY SCHOOL LITERACY PLAN 2021/2022:**

All students at New Century School are considered unique individuals with varied abilities and needs. At New Century School (NCS), we set high expectations for our students and are committed to providing each student with the necessary learning tools to succeed. During the 2021-2022 academic year, our ELL student populations remained high, with 67% in Kindergarten, 76% in 1st grade, 58% in 2nd grade, and 81% in 3rd grade coming from all cultural backgrounds. With this high number of ELL students, it is incumbent upon the school to provide a conducive learning environment to meet these learners' needs.

Children's reading ability 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 struggled with reading in third grade never catch up, and they are four times as likely to drop out of high school.

A long-term study by the Annie E. Casey Foundation also identified that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers." Eighty-eight percent of students who failed to earn a high school diploma were struggling readers in third grade."  
([http://www.aecf.org/m/resourcedoc/AECF-Early\\_Warning\\_Full\\_Report-2010.pdf](http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf))

As we are recovering from the Covid-19 pandemic, the school continued to implement Minnesota's safe learning plan that was initiated during the 2020-21 School Year as the need arises. The program provided NCS the opportunity to operate in a responsive learning model and took the prevalence of Covid-19 cases in the local community. This plan allowed parents to choose distance learning for their students regardless of the school's learning model. However, this year the number of students who continued with online learning mode drastically reduced to less than ten.

Our overall attendance rate has been steady, with 93% in Kindergarten, 90% in 1<sup>st</sup> grade, 92% in 2<sup>nd</sup> grade, and 93% in 3<sup>rd</sup> grade.

### **NEW CENTURY SCHOOL LITERACY GOALS**

According to the Mn Statute 120B.12, all schools are required to adopt a local literacy plan so that every child reads proficiently by the end of the third grade. NCS's local literacy plan

addresses this requirement and provides the general overview and the practices that the school has adopted to achieve this goal (Reading Well by 3<sup>rd</sup> grade). With this understanding, NCS school has set the following literacy goals:

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

**Strategy to meet these goals:**

- All students take an initial reading assessment based on the school's curriculum to determine their beginning of the year proficiency level.
  - Based on these levels and WIDA and MCA III scores, students with the highest academic needs were identified for ELL, Title 1, and intervention services.
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 school uses a standards-based curriculum that aligns with all five components recommended by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
4. New Century School will monitor students' daily progress and formally assess them monthly to ensure they are decoding and comprehending at no less than 85% accuracy.

**Strategy to meet this goal:**

- Based on initial assessments in reading, all students received projected end-of-year reading levels. Students at or above grade level will receive a goal reading level of one year's growth. Students below grade level are given 1.5 to 3.0 year's growth, based on how far below grade level the student is and what other barriers are detected (such as language proficiency).
- The reading block uses whole and small group instructions and follows a gradual release model that enables easy differentiation for all reading abilities.
- All students in K-3 receive 20 minutes of reading and use Lexia Core 5 as a supplementary reading program during centers. This adaptive blended learning program accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.
- Teachers choose a set of All Skill Builders to assign skills for individual students' levels in Lexia. Lexia Skill Builders provide independent, digital or paper-based practice and an opportunity for students to generalize newly learned skills. Skill Builders are automatically recommended in the Class Action Plan in *myLexia* after a student completes an online level of Core5.
- Teachers meet with each student 1-5 times a week to provide mini-lessons on the foundational and reading comprehension skills. Teachers informally assess students weekly on these skills to ensure quick movement after the student reflects proficiency onto the next set of skills and develops literacy.

5. New Century School expects teacher accountability for student performance.

**Strategy to meet this goal:**

Teachers frequently update students' academic progress and arrange bi-weekly grade-level data meetings during PLC.

**IMPLEMENTATION PROCESS:**

The component of the myView curriculum includes the following color-coded activities with the five-daily routine lessons outlined as follows:

- Reading workshop,
- Foundational Skills,
- Small group,
- Reading-Writing Bridge,
- Writing Workshop,
- Project-Based Inquiry/Assessment.

New Century School has therefore implemented the reading program in the following outlined four content areas:

- Read Aloud/Whole Group,
- Guided Reading (Phonics/Grammar, & Writing. )
- **Read Aloud:** The Read-Aloud session is conducted for about 30 minutes daily. The teacher selects appropriate reading materials with copies of the text provided to the students wherever possible. The students will also get the opportunity to read aloud and take turns. They can mark up the passages, take notes on a graphic organizer, underline words or phrases, and answer questions as teachers pose them after each paragraph to check for understanding and clarify misconceptions if there are any. Students are encouraged to make predictions, reread sections they are unsure about, and read silently on their own. These active engagements will give them access to the materials and develop their skills as active listeners.







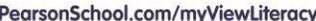
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Foundational Skills				
Read Aloud/Genre Lesson	Shared Read (Vocabulary and Check for Understanding)	Close Read	Close Read	Reflect and Share
Academic Vocabulary	Spelling	Read Like a Writer	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Spelling
Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Writing	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading
Writing	Writing	Language and Conventions Writing		Writing





LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Read Aloud/Genre Lesson	Shared Read (Vocabulary and Check for Understanding)	Close Read	Close Read	Reflect and Share
Academic Vocabulary	Word Study	Read Like a Writer	Write for a Reader	Spelling
Word Study	Spelling	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading
Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Writing	Language and Conventions Writing	Language and Conventions Writing
Writing	Writing			Writing





In the whole group activity, students’ engagement will continue with guiding questions during DO NOW; using the guided questions, craft a query that shows the teacher what students already know about the lesson objective. Students are also allowed to do some activities independently. The teacher would move around the room and ensure students understood what to do by doing a quick check. The curriculum has a portion of graphic organizers that students can work with independently.

Re-teaching the material is done simultaneously as the needs are identified. The teacher will pull a small group of students who did not show understanding and work with them as they move from center to center during the small group activities. In one of the centers, students do Lexia Core 5 reading program, where teachers work with individual students on skill builders. At the end of the week, students will take a curriculum-based unit test, which includes the following:

- a) New text that reflects the genre and level of rigor read during the week,
- b) Read Aloud the students have not heard,
- c) Multiple-choice questions based on the standard/skill that focus on the topics covered in the week,
- d) Written answers based on the standard/skill focused on the topics covered during the week with appropriate capitalization, punctuation, and correct answers. The teacher will return the tests/quizzes to the students if the capitalization and punctuation are absent.

**Guided Reading:** Guided reading is scheduled for 20 minutes, where students learn reading skills according to their reading ability levels. Students are grouped according to their reading

levels and provided a variety of reading strategies that they can apply during independent reading or any other time students are engaged in any form of reading. Each group is fully involved in activities, and while a teacher reads with one group, the different groups can do other learning activities appropriate to their reading levels. The activities may include phonics work, sequencing, comprehension tasks, language games, etc.

To implement Guided Reading at NCS, we use My view literacy curriculum leveled reader libraries & A-Z Reading leveled books and Assessments. The assessment measures student progress to improve overall learning with the literacy curriculum and Reading A-Z's easy-to-use assessment tools for crucial reading behaviors and foundational skills (alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension).

The typical type of **reading** comprehension **assessment** involves asking a child to **read** a passage leveled appropriately for the child's age or grade and then asking specific, detailed questions about the content of the text.

During the Guided Reading session, students know their groups assigned to them at the beginning of the year. Each group will have materials for a guided reading lesson that the teachers have prepared for that day. The activity lessons will generally involve the following:

- The selection of the familiar texts that students have to reread,
- The sight words that have to be reviewed,
- The books that have to be introduced,
- The new books that have to be read,
- The books that have to be discussed,
- Teaching points that have to be emphasized,
- A new sight words that have to be taught, &
- Word study or guided writing that students have to do.

For instance, the daily group activities will have an established pattern where students can do any of the following actions:

- Group 1: Students will practice working on Lexia,
- Group 2: The teacher will explicitly teach and have students practice what it looks like to preview or, for instance, take a "Picture Walk" with a new book.
- Group 3: Practice Phonics or Writing activities the students have already learned during phonics and writing during previous weeks.
- Group 4: The teacher will pull the first Guided Reading Group and work with them.  
**Phonics/Grammar:** During the Phonics or Language activities, students will engage in the following actions:
  - Sing a Phonics Song (for example alphabet song with letter sounds),
  - Do Now activity,
  - Sort (Phonemic sounds, letter sounds, spelling patterns, vocabulary, etc.),
  - Work with real examples from the read-aloud or guided reading books,
  - Do Independent practice,
  - Correct ELA homework &
  - Do the assigned ELA homework.

**Writing:** The last component is writing, where students will do the following activities:

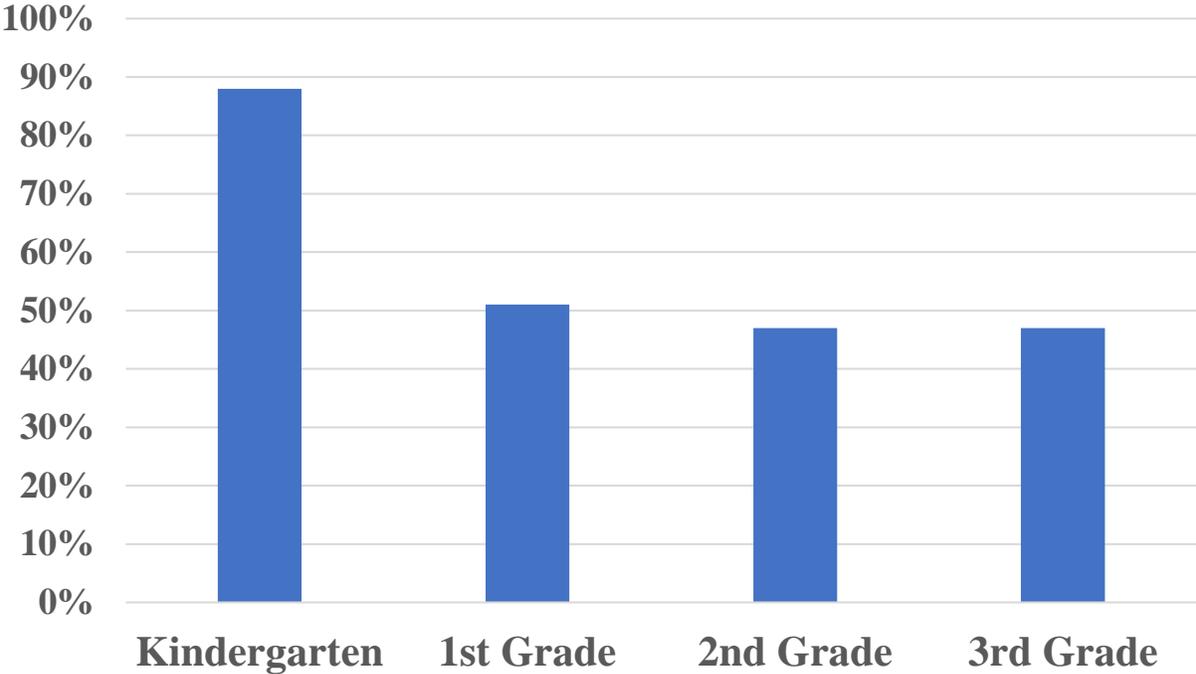
- DO NOW, where they address writing prompts or handwriting questions,
- Writing prompt or handwriting strategy based on instruction,
- Extended Independent practice where students share work at the end of the week,

- The teacher walks around the room and compliments and encourages students. NCS will, therefore, continue to provide opportunities for students to read each day by:
- 1) Sharing Reading (a whole group with differentiated support materials),
  - 2) Guiding Reading (a small group with differentiated instructional levels), leveled readers, and book sets,
  - 3) Reading Independently (self and teacher-selected),
  - 4) Teacher Reading Aloud, & we provide content areas specific to reading materials wherever possible.

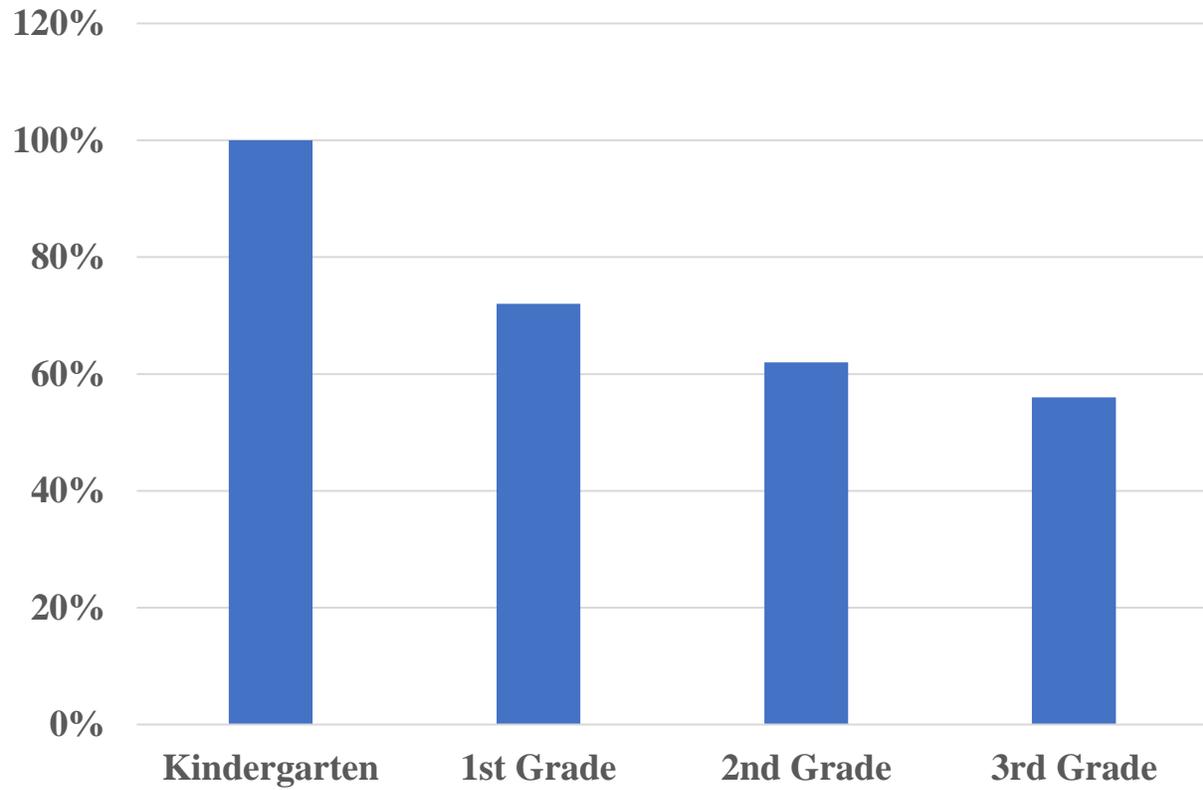
### READING INSTRUCTIONS & ASSESSMENTS

<b>Grade Level</b>	<b>Program/ Resource</b>	<b>Skills acquired and assessment</b>	<b>Comments</b>
K-3	Curriculum-based Literacy (Myview K-5) reading program	Read Aloud/Whole Group, Guided Reading, Phonics/Grammar & Writing	Each grade level follows a scheduled daily program/lessons covering: Reading workshop, Foundational skills, Small group, Reading-Writing Bridge, Writing Workshop and Project-Based Inquiry/Assessment.
K-3	A-Z Learning	Students' reading levels, sight words, and fluency	Monthly running records are taken to monitor the progress of students' reading levels.
K-2	FoundationsWilson Language Basics	Emphasizes-phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, spelling, and handwriting	Research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program
K-3	Lexia Core 5	Emphasizes six areas of reading instructions: Phonics, phonological awareness, structural analysis, fluency, and automaticity, vocabulary, and comprehension	provides explicit, systematic, personalized learning, engages and motivates students in a game-like environment, provides progress monitoring data, and can be accessed via Ipad and Android tablets.
K-3	A-Z Writing	The process of writing lessons include: informative/explanatory, narrative, opinion/argument, & transactional	The program provides lessons and resources to teach writing, interactive online writing tools, and online reporting to track progress and growth

### NWEA Spring 2022: % on Track



### Lexia Core 5 Reading Proficiency Levels: % of Students At or Above Grade Levels



#### **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.

## INTERVENTION PROGRAM

New Century School integrates innovative teaching methods, and professional development for teachers is a critical component that we use to provide updates and continuously improve skills teachers need to succeed. We expect teachers to provide appropriate assessments for students weekly on skills they acquired to achieve proficiency.

During the initial reading assessments, the students whose reading assessments indicates a need for additional support receives similar mini-lesson pull-outs for 20 minutes a day at a minimum. This pull-out is in addition to the regular mini-lesson taught in class and not as a replacement. Inclusive classroom progress monitoring is conducted daily during the WIN time. In contrast to the previous school year, students have *not* missed core instruction to receive ELL services, reading/math interventions, and some SPED services as they have received these during WIN time or through parallel teaching.

- a) **Title I:** This service is provided for students in K-3 grades. The criteria for selecting students to the program was based on the assessments conducted at the beginning of the year. We also used the results (August 2021) of WIDA-ACCESS. The four areas assessed were: speaking, writing, listening, and reading. The composite scores of all the four sections were identified for each student, and used as a selection process for the Title I services.

The Title I teacher, a coordinator of the program, developed students' schedules for pull-out, and a teacher assistant is also available to help with this program.

- b) **Academic help:** In addition to the Title I service, New Century School provides one-to-one and small group tutoring and instructional support for those students who are 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 test preparations.

- c) **English Language Learners (ELLs)**

NCS has developed an appropriate service plan for ML students. All students who speak a language at home other than English will take WIDA Access tests. The results of the tests will determine students' performances in terms of the six WIDA

English language proficiency: (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching). ELL students will then receive simple instructional strategies that include:

- Simplified language, not the content,
- Asking questions requiring simple responses such as: yes/no, who, what, where, which one, how many?
- Exposing students to experiences with understandable texts, such as patterned or predictable books,
- Introducing a dictionary,
- Using word walls,
- Expanding students' simple responses by encouraging responses in complete sentences (Model for the students),
- Not overly correcting grammatical errors,

- Modeling appropriate language,
  - Using shared and paired reading,
  - Using collaborative learning groups, &
  - The use of explicit core instructions with appropriate support (sentence frames).
- d) **Differentiated Instruction in Reading:** As part of our reading program, teachers tailored reading instruction to student abilities and created individualized learning.
- e) As part of an extended day program, After-school academic enrichment and tutoring program and test preparations were provided twice a week,
- f) We also provide a summer school program in reading and math for students in Pre-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 who coordinates the day-to-day activities of the parents' engagement in school activities. We have year-round parent education workshops. The educational series covered various topics in detail, such as understanding the school system, special education, school attendance, nutrition, mental health, homework help, and the role of school and parents in children's education.

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. To encourage participation in our school programs, we have a parent leadership council meeting 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 is at the core of our program. We will continue to use the following strategies to update and notify parents about school programs and students' academic progress and assessments.

- Parent-Teacher Conferences,
- Cultural Night,
- Movie Night,
- Parent educational Workshop series,
- Parent Meetings,
- Open House,
- Parent Council,
- Honor rolls,
- Black History Celebration Month,
- Infinite campus one-call,
- Newsletters.

## **PROFESSIONAL DEVELOPMENT**

Professional Developments at school are scheduled at the beginning of the year. All staff members at New Century School are trained for two weeks before the school begins, and subsequent professional development training is arranged as the need arises. Professional development is an ongoing process at New Century School and is conducted at school, either after students are dismissed or on Fridays in the afternoon. One of the main reasons why we

made Friday half-day for students is to allow time for teachers to plan and engage in professional development activities that the school arranges. New Century School encourages teamwork, and each teacher at grade level has a mentor and grade team to work with daily. Teachers meet regularly during PLC meetings with their grade teams and plan, share skills, and address any concerns regarding the instructions with an instructional coach. As needs are identified during the PLC meetings with grade-level team teachers, the instructional coach and admin meet weekly to identify the topics for professional development. Some of the areas covered during the professional development include:

- ❖ Component of Classroom management and strategies,
- ❖ Setting High Academic Expectations: Tips,
- ❖ Understand the processes and how to conduct (Read Aloud/whole group, Guided Reading, Phonics/Grammar and writing),
- ❖ NWEA: Understanding and Using the Data for instructions, uses of academic language,
- ❖ Structuring and Delivering Lessons: Tips,
- ❖ Engaging Students in Lessons: Tips,
- ❖ Using the Mn Report Card and Local Assessment Data for Accountability Supporting, Students' Academic Language and Literacy Development.
- ❖ Mental health.