

# **Skycrest Christian School**

## **Literacy Success Program**

### ***General Overview***

The Literacy Success program at Skycrest Christian School is an educational resource designed to provide direct instructional reading support to students, teachers, and parents. Students are served based upon teacher recommendation and evaluation by the Reading Specialist for instruction in phonics, reading comprehension, and reading strategies. (Please see Referral Procedures) The Literacy Success program does NOT diagnose students with behavioral or learning disabilities. Students who exhibit these types of behaviors are referred to resources outside of Skycrest Christian School.

### ***Instructional Objectives***

- The Literacy Success teacher will set clear goals and objectives for each student, identifying areas of greatest need and establishing a method for addressing those needs in class, during Literacy Success lessons, and/or at home.
- Teachers, students, and parents will be informed regarding the student's area(s) of need and will be actively involved in the intervention process.
- Students will develop independence in reading through the use of reading and comprehension strategies that promote self-monitoring and self-correction.
- Students will voluntarily utilize reading tools that assist them in reading and writing independently.
- Students will read actively, being conscious of their thoughts about the text before, during, and after reading.
- Students will utilize skills and strategies taught in Literacy Success lessons in their classwork and homework.
- Students will maintain or increase their interest in recreational reading by developing skills in selecting books that match their interest and ability.

### ***Instructional Activities***

- Games
- Multi-sensory activities
- Word analysis for parts and meanings
- Flashcards

- Writing practice as related to spelling, phonics, and high-frequency word knowledge.
- Reading shortened selections matched to student's ability for vocabulary building, decoding practice, and comprehension.
- Graphic organizers

### ***Evaluation Methods***

Teachers with concerns regarding student reading performance of students in grades K5-8th refer students for evaluation regarding their need for service in the Literacy Success program. The students may be given a survey, formal and/or informal assessment.

### ***Surveys***

An initial survey of student learning behaviors may be taken using:

- Pre-Referral Learning Problem Checklist  
*Hawthorne Educational Services, Inc.*
- Learning Disability Evaluation Scale  
*Hawthorne Educational Services, Inc.*
- Dyslexia Screening Instrument  
*Psychological Corporation of Harcourt Brace & Company*

**\*\*Please NOTE** - These are not diagnostic tools. These surveys are used as a means of reporting observations made by the teacher regarding specific learning behaviors of the student. Identifying specific areas of difficulty (listening, thinking, speaking, reading, writing, spelling) and utilized the information for instructional planning.

### ***Formal Assessments***

#### **Terra Nova**

This standardized test is given to all children from K5-8th grade. They provide an objective measurement, based on research, standards, and norm-reference material. The areas covered are reading, math, language, spelling, listening, science, and social studies.

## **Developmental Reading Assessment (DRA)**

*Celebration Press Pearson Learning Group*

The primary purpose of the DRA is to systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next. Running records are taken on leveled texts, so that a level can be assigned to a reader's ability.

## **STAR Reading**

Star Reading assessments provide interim data so we can set goals, respond quickly to student needs, monitor progress, and maximize growth.

## **Institute of Multi-Sensory Education (IMSE)/Orton-Gillingham**

These assessments have been developed by the Institute of Multi-Sensory Education (IMSE) and are based on the revised Orton-Gillingham approach, which is rooted in Orton-Gillingham philosophy of a multi-sensory, sequential, cumulative language arts program. The primary purpose for of these assessments is to document students' prior knowledge of phonemic awareness and the foundation of language.

## ***Informal Assessments***

Informal assessments are used throughout the year in order to assess progress and development of specific reading skills: concepts of print, alphabet knowledge, phonemic awareness, sight word knowledge, phonetic analysis, structural analysis, semantic analysis, oral reading fluency, comprehension, retelling, and vocabulary. Included in these informal assessments will be student Accelerated Reader (AR) progress. Student reading behaviors and attitudes about reading are recorded in observational inventories completed by teachers and students.

## ***Referral Procedures***

Teachers and parents with concerns regarding reading performance of students in grades K5-8th, may refer students for assessment regarding their need for service in the Literacy Success program. Teachers will provide work samples, in-class evaluations, and observations of learning behaviors. Classroom teachers are responsible for notifying parents of their concerns and intentions.

After assessments have been reviewed, the Literacy Success and classroom teachers will meet to discuss results and decide upon specific interventions to be used in the classroom and/or Literacy Success program. A meeting with the student's parents should also be scheduled to discuss results and how interventions might be implemented at home.

The Literacy Success and classroom teachers of students who receive instruction in the Literacy Success program, will meet at least one time each grading period to review the progress of the student and the effectiveness of interventions. Intervention strategies will be amended as necessary.

### ***Homework Policy***

During the course of the year, Literacy Success students may be given homework in order to provide extra practice in determined weak areas and reinforce skills addressed in class. In order to manage this additional homework a folder system is described as follows:

Each student is given a zip sack to bring home the day of their scheduled Literacy Success class. For example, a student who attends Literacy Success on Tuesday should bring home his/her folder on Tuesday. The folder will contain any homework assignments and any teacher correspondence from that day. Students are to bring this folder to their scheduled Literacy Success class each time they attend.

Homework is assigned with careful consideration for the existing workload of students and their families. Students are expected to complete homework given in Literacy Success with the same effort given to classwork homework assignments. Homework is chosen in a strategic manner, therefore, non-completion of homework could keep them from progressing to the next level.

### ***Discipline Policy***

Literacy Success students are expected to be focused and prepared for each lesson. Students are expected to show effort and participate willingly.

The following approaches are used to manage discipline in the classroom:

- Encouragement

- Reminder
- Redirection
- Loss of privilege
- Classroom teacher involvement
- Parent involvement
- Administrative involvement

Lessons missed due to discipline issues may be made up as homework.

### ***Dismissing Students***

Students are dismissed from the Literacy Success program for the following reasons:

- The student is performing independently at 80% or better for two grading periods in a row.
- The student's behavior interferes with the learning process in the Literacy Success program.
- The parent(s) choose not to continue service.