

Executive Summary

Mission. The mission of Alim Academy is to provide children from K-12 a supportive, engaging, and innovative learning environment where every child is given the opportunity to demonstrate leadership, optimize their potential, and experience success.

Philosophy. Our philosophy of education is based on the understanding that literacy is a learned skill and is an important determinant for success in life. Coherent and research-based best practices in education create the scaffold students need to move along their learning continuum and achieve high academic standards. We understand that students have different learning modality that necessitates differentiation in the classroom to help each individual student bridge the learning gaps and reach their full learning potentials. We strongly believe in providing meaningful, scaffolded instruction that will ensure that no child is left behind.

A strong literacy foundation will help our students attain high academic standards. Researches on literacy tell us that providing the fundamental base for higher learning starts with a strong K-3 literacy and math program. We build our curriculum around the pillars that supports reading, writing, and mathematics as the foundational skills that will enable students to successfully transition to upper elementary and beyond. The curriculum, assessment tools, and our program of ongoing professional development are structured specifically with the goal of ensuring students the academic success they need to advance in life beyond high school.

The Need. Students coming from bilingual homes are often times at-risk of not developing skills at the same rate as with students who are native English speakers. This can tremendously impact their learning potential especially when the right kind of support—both instruction and instructional materials—are not available to them. The progression of learning necessitates the need to ensure that students can meet the academic demands of the next level. Providing the instruction to meet the needs of bilingual students can be problematic when the program in place does not fully support the differentiation needed to help these students. There is a call for programs that use scientifically based instruction for teaching reading comprehension and writing instruction.

In the midst of the literacy crisis is the effect of the summer reading loss. Rasinski (2007) defined summer reading loss as the decline in children's reading development that typically happen during the summer months when students are not receiving classroom instruction that are more targeted to moving them along their learning goals. Across the board, summer reading loss affects low-achieving students and at-risk students who needs the most support. Mraz and Rasinski identified some potential reasons why summer reading loss occurs. Among them is students' access to reading materials which is very important in bridging the learning and achievement gap. Time invested in reading will help children become better and stronger readers and learners.

Enrollment. Alim Academy is a small, private K-12 school that has an average enrollment rate of 120 students. They are largely drawn from the Maryland-DC-Virginia area.

School Goals. Alim Academy will provide a summer reading packet that will to combat the summer reading loss that typically take place when school is not in session by

1. Students in K-5 will have access to reading materials with recommendations on specific reading levels from the *Reading A-Z* website during the summer months to ensure they have electronic access to reading materials in their reading level;
2. Students will be provided with the reading model from the *Reading A-Z* website's text-to-speech feature which will give them the model practice in phrasing and intonation for books on or above their reading levels;
3. Students will be given five (5) books on their reading levels and expected grade level reading to provide continuous practice in the different areas of reading, specifically fluency and comprehension. The five books will ensure that they have access to tangible reading materials during the summer months.

Curriculum. The school follows the Montgomery County Public School's Elementary Integrated Curriculum which is built around developing students' critical and creative thinking skills that are essential for academic success. The program addresses the literacy skills—both in reading and writing—using fiction and non-fiction/expository/informational texts.

Alim Academy uses the McMillan/McGraw-Hill Publication basal series for all core subjects—ELA/Reading, Mathematics, Science, and Social Studies. Cross-curricular connections and Writing Across the Curriculum are pillars of the basal series.

Work Plan. With the goals we have set, Alim Academy outlines this project's three (3) month plan to combat summer reading loss that affect all students:

Goal 1: Students will have electronic access to reading materials on or above their reading level throughout the summer session.

The key objective for K-5 is to provide them a reading program that will extends during their summer vacation. Access to reading materials that reinforces the different components of reading, namely phonemic awareness, phonological awareness, vocabulary, fluency, and reading are addressed in this program. They will have access to electronic fiction and non-fiction books that will further develop their reading skills in the leisure of their own homes.

Goal 2: Bilingual students will have the model of English reading through the text-to-speech feature of *Reading A-Z*.

Students coming from bilingual families typically use the summer session to travel to their home countries. The use of the English language is usually abandoned during these vacations as they use their other language for communication. Access to *Reading A-Z*'s text-to-speech feature will provide the model of reading using the English language giving the model for phrasing and intonation as fiction and non-fiction books in their reading levels are read to them.

Goal 3: Students' fluency development will increase as they are given books on their reading level that they can re-read.

Fluency is developed when students are given many opportunities to read books they are familiar with. Re-reading books ensures that nuances in decoding unknown words that affects vocabulary and comprehension are taken care of so that the reader can focus on enjoying the reading of the book. This increases the reading fluency of students and can affect their motivation to read.

**MCPS Reading Targets
Text Level Chart: K-5**

Grade Level	End of First Quarter	End of Second Quarter	End of Third Quarter	End of Fourth Quarter
Kindergarten	(Not Applicable)	Level 1 (A)	Level 2-3 (B-C)	Level 4 (C)
First Grade	Level 5-7 (D-E)	Level 8-11 (E-G)	Level 12-15 (H-I)	Level 16-17 (I)
Second Grade	Level J (17)	Level K (18)	Level L (19)	Level M (20)
Third Grade	Level M	Level N	Level O	Level P
Fourth Grade	Level Q-R		Level S-T	
Fifth Grade	Level T-U		Level V-W	

Budget Allocation Summary. The requested grant will be used for the purchase of license to access the *Reading A-Z* website for the entire academic year including the summer months and acquire five (5) books for each students that they can read during their vacation which will be on both their reading level and the target grade level reading based on the MCPS Curriculum.

1. Raz-Kids one year subscription \$89.95 X 1 = \$89.95 + tax.
2. Trade books @ \$5.00 each X 5 books/students = \$25 / student + tax
 \$25 cost per student X 10 students/class = \$250 / class cost + tax
 \$250 cost per class X 6 classes (K-5) = \$1500 TOTAL COST + tax

TOTAL BUDGET COST: \$1589.95 + Tax