

**Journey Community Schools**  
**Foundational Literacy Skills Plan**

**Approved: May 29, 2021**

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

**Daily Foundational Literacy Skills Instruction in Grades K-2**

Students in grades K-2 will spend 60 minutes in systematic foundational skills instruction, 30 minutes in either a leveled reading group or on individual iReady path, and 10-15 minutes in an independent foundational skills reading block to support foundational skill learning. Students will engage in other reading comprehension and writing lessons throughout the day as well. We will continue to use the Core Knowledge Language Arts Skills curriculum to teach foundational skills. Our Tier 2 students will receive targeted instruction using iReady or ALLMemphis (foundational skills intervention) while Tier 1 students engage in daily iReady programs. We will utilize the CKLA Remediation guides to address ways to target student deficits based on unit assessments. We plan to include guided reading groups into our daily instruction again this next year and deepen our content knowledge of the CKLA Remediation Guide. We are also training more teachers in the ALLMemphis program.

**Daily Foundational Literacy Skills Instruction in Grades 3-5**

Journey Community Schools has an integrated literacy block for grades 3-5 that is aligned to Tennessee ELA standards and meets an evidence-based approach to applying foundational skills within daily lessons that includes fluency, grammar, morphology, spelling, and writing. Our block utilizes curriculum materials selected from those approved by the state Textbook and Instructional Materials Quality Commission.

During the 3-5 ELA block our students receive a total of 90 minutes of daily instruction. The daily schedule includes 60 minutes of shared reading. During shared reading time, the focus is on word study(morphology and spelling) and vocabulary, building knowledge to increase comprehension of grade level, complex text, and fluency through whole group and partner reading of the text. 30 min is dedicated to foundational skills instruction that includes morphology, spelling, fluency, writing, and grammar. Opportunities for explicit support of fluency, vocabulary, and comprehension are provided throughout the curriculum and embedded within the lessons.

**Approved Instructional Materials for Grades K-2**

Amplify - K-5 Core Knowledge Language Arts

## **Approved Instructional Materials for Grades 3-5**

Amplify – K-5 Core Knowledge Language Arts

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

EasyCBM is our universal screener in grades K-5 for benchmarking and progress monitoring and is on the state approved list. EasyCBM complies with RTI<sup>2</sup> and Say Dyslexia requirements. The screener is used to assess reading in the fall, winter, and spring for grades Kindergarten through 5th grade.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (easyCBM) to determine which students have a significant reading deficiency or are “at-risk.” Our district and school level RTI<sup>2</sup> teams review the universal screener data to determine which students score between the 0-25th percentile and designate Tier 2 and Tier 3 classifications. Students classified as Tier 2 or Tier 3 are given a survey level assessment to determine specific reading deficits in order to best assign students to a small group with an intervention that targets the deficit. Students receive daily, small group intervention for at least 45 minutes during their school’s RTI block.

K-5 teachers are supported to provide targeted interventions to Tier 2 and Tier 3 students in their specific reading deficit through our partnership with AllMemphis. AllMemphis trains our teachers in the Orton-Gillingham approach and their curriculum resources; this is our primary resource for intervention. Secondary resources for intervention include Corrective Reading and i-Ready depending on the grade band and reading deficit. School RTI<sup>2</sup> teams meet every month to determine if a change in the intervention or person providing the intervention is needed. The team looks at several variables like progress monitoring data, attendance, and fidelity checks to inform this decision.

Intervention takes place during the school’s “all hands on deck” (AHOD) block. The AHOD block occurs at the same time each day across the school and all school personnel are used to provide intervention support during this time. While students are in their intervention groups, they work on activities that make them stronger in that skill. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly to monitor progress of the reading skill. Indirect and direct fidelity checks occur to ensure that interventions are being implemented with integrity.

### **Parent Notification Plan/Home Literacy Reports**

After implementing the universal screener EasyCBM, parents are notified of their student's performance with the letter attached below and information regarding the EasyCBM results. Parents are notified of which tier their student has fallen into based on results and if they will receive additional interventions. Parents are given specific information on which area of reading the student shows a need for intervention. Parents are then given notification of progress monitoring probes implemented monthly. Parents are able to request a meeting for additional information at any time.

Families will also receive information about the importance of reading through school newsletters, designated family literacy night held at school sites in which teachers will provide resources and tutorials of activities to support the 5 components of literacy, as well as curricular resources being sent home provided in each unit.

### **Professional Development Plan**

JCS will provide professional development on foundational skills to all K-5 teachers with several opportunities. Twenty four of our ELA teachers are participating in the state provided Foundational Skills training this summer. One of our teachers and one administrator are facilitating the training for the state. When we return for our Summer Content Institute, all K-5 teachers will receive three days of training with ALLMemphis, our foundational skill intervention programming. This will be a mix of foundational skill content and training on the program. All K-5 teachers who teach foundational skills will also receive monthly professional development. Areas of focus will be determined by easyCBM data, iReady data, curriculum data, intervention data, and observational data. We will utilize our curriculum partners through Amplify to provide professional development in foundational skills aligned to their program. We will also utilize our content specialists and a new literacy specialist role to design and implement content professional development. We will utilize professional development resources from the adopted 3rd- 5th grade curriculum. We also will implement weekly instructional planning and data meetings led by school leaders to support teachers content knowledge, foundational skills implementation, and use of data.

### **Additional Information about this Foundational Literacy Skills Plan**

We are hiring a network literacy specialist for the 2021-2022 and 2022-2023 school years whose primary role will be to actively coach K-8 teachers and leaders around the 5 Components of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in conjunction with the Content Specialists.