

## **Leadership Preparatory Charter School**

### **Foundational Literacy Skills Plan**

**Approved: May 19, 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**

Leadership Prep uses three foundational skills curriculum grounded in the principles of reading science and aligned to TNDOE English & Language Arts standards. (Reading Horizon, Core Knowledge Language Arts, and Into Reading – HMH). In Grades K-2, students receive 75 minutes of foundational skills instruction daily. All curriculums use foundational skills as the primary strand of instruction and have a designated block of time to teach and practice foundational skill acquisition in grades K-2. The instructional strands include activities that build phonological awareness, phonics practice, spelling, vocabulary building, fluency and reading comprehension. Instructional lessons include: explicitly teaching pronunciation of sounds (phonemic awareness), practice writing sounds (phonics), and explicitly teaching rhyming, alliteration, sentence segmenting, syllable blending, segmenting. At the conclusion of each lesson, students are provided independent practice time to apply skills. Student independent practice provides educators with valuable data to assess foundational skill growth.

Students receive instruction in how to decode unfamiliar words using knowledge of the sounds separated and vowel digraphs can make. Students receive instruction in the most common spellings for each sound. Students practice applying taught skills and implementing reading comprehension strategies using decodable books that include reading comprehension questions.

Our improvements for next year include the adoption of an additional teacher led reading block to practice foundational and reading comprehension skills (previous computer block), increased teacher collaboration opportunities to review data and plan for student reteach, and teacher coaching departmentalization for content specialization.

Sample Artifact 1: Grades K-2 Master Schedule

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

In grades 3-5, Leadership Prep uses two foundational skills curriculum grounded in the principles of reading science and aligned to TNDOE English & Language Arts standards. (Reading Horizon and Into Reading – HMH). Both programs include isolated and embedded opportunities for foundational skill instruction and practice. Our curriculum materials are selected from those approved by the TNDOE. In grade 3-5, students receive a minimum of 35 minutes in foundational skills instruction

daily. Our 65 minutes ELA block, includes components of knowledge building, fluency, grammar, morphology, spelling, vocabulary, phonics, and writing. Fluency, vocabulary, and comprehension skills are not taught isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection. Explicit phonics instruction for struggling readers will be accomplished via small group instruction daily.

Instruction in Grades 3 through 5, includes the use of high quality and engaging text, and appropriately rigorous and organized text to support knowledge building. All lesson material include questions, tasks, and practice that support students' development of reading, writing, speaking and listening, and beginning to think critically. Lessons include foundational skills practice in spelling, morphology, grammar, vocabulary, building knowledge, language activity, guided reading, and writing workshops.

For example lesson structure includes: guided reading with leveled readers, foundational skills development to build students' reading fluency through application of decoding and spelling skills, and close reading activities to develop attentive critical readers of both fiction and nonfiction text. Therefore, foundational skills instruction is embedded in all aspects of our 65 minute ELA. Lessons are built around the holistic approach to literacy instruction. Fluency, vocabulary, and comprehension are the building blocks of the holistic literacy approach.

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

Amplify - K-5 Core Knowledge Language Arts

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

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee (Grades 4 and 5)

### **Additional Information about Instructional Materials**

Although our school has adopted an approved curriculum for ELA instruction; however, we have chosen to supplement in several ways. Our district will use the Tennessee Foundational Skills Curriculum and Reading Horizon to supplement and further address foundational skills in daily instruction. This supplement allows us to increase the time students spend on phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. We use the daily sounds-first activities as our daily warm up during morning meeting in grades K-2. With this program, students will also have an extra set of "at-home" decodables. We will encourage our families to order the "at-home decodables" through the state's free ordering website. The at-home decodables will allow our students another round of practice with their families.

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

Illuminate FastBridges is the universal screening tool for the 2021-2022 school year. All students in grades K-7 are administered the universal screener in: fall, winter, spring. Illuminated Fastbridges data is used to support Tier 1 core instruction and to identify students with possible skill deficits. All

K- 1st grade students receive the earlyReading and earlyMath universal screening assessment. All 2nd-7th grade students receive the aReading and aMath universal screening assessment.

Illuminate Fastbridges is the same universal screener used by the Shelby County School District. As of 2020-2021 school year, the universal screener complies with the dyslexia screening requirements in section 49-1-229.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (Illuminate FastBridges) to determine which students have a significant reading deficiency or are “at-risk”.

Our grade-level teachers, RTI Coordinator, and principals review universal screener data

to determine which students score between the 0-25th percentile. Those students demonstrating need (scoring between the 0-25th percentile) are classified as in need of Tier II (10th -24th percentile) or Tier III (0-9th percentile) instruction. Students classified as Tier II or Tier III are given a diagnostic benchmark assessment to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest reading skill deficit.

We use iReady, a research-based and state approved curriculum option for reading intervention support. Lessons align with specific deficits for students who are “at-risk” and/or who have been identified with a significant reading deficiency. Additionally, our adopted ELA curriculum ( HMH Into Reading) contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, a change in intervention strategies and or curriculum will be made. Data teams meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision- making process before a change is made to the programming or provider. Students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies.

Illuminate FastBridges (earlyReading) assessment also serves as our Dyslexia screener. Students scoring below the 10th percentile in any one area, are administered additional skills-based measures as a screening for characteristics of dyslexia. Dyslexia screening may be requested for any student ( K-8) by the student’s parent/guardian or school staff. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law’s requirements. Our school uses Reading Horizon, a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our school notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the Reading Horizon curriculum is used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students.

Intervention takes place daily in the master schedule for grades K-5. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example,

students who need instruction in comprehension may read a new text and answer scaffolded questions. For example, students in need of phonics and fluency support, will receive intervention using the Reading Horizon or iReady program.

See Artifact 3 – LPCS Intervention Schedule

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

Our school notifies parents in grades K-7 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) after administering each round the universal screening tool ( Illuminate Fastbridges). Students’ scores are communicated in a parent-friendly letter that provides a clear explanation of student skill gaps. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade.

Students scoring in the 0-25th percentile are considered to have “significant reading deficiency”. Parents are subsequently notified of their child’s progress, or lack of progress, after the 4 ½ week data team meetings. In the parent notifications/communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child, but tailored by skill deficit generally). Written updates on student progress are provided to parents every 4 ½ weeks and or verbally communicated every other week during parent and teacher check in calls. At minimum, our school will communicate with parents three times a year in grades K-3 and annually in grades 4 and 5.

Additionally, our ELA curriculum (HMH Into Reading) contains parent letters for each grade, that outline the foundational skills and knowledge building skills for grade level expectations. The letter gives families the opportunity to better understand grade level expectations, and how to support their student(s) through questions after reading, phonemic awareness and reading fluency.

See Artifact 4 & 5 sample parent notification letter for grades K-5.

### **Professional Development Plan**

To increase understanding of foundational skills, teachers K-5 teachers at our school will participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our Plan for providing ELA/Foundational skills professional development for all K-5 teachers is as follows:

May - June 2021 – Reading 360 Literacy Training ( Week 1 Online)

July 2021 – Summer Professional Development (July 19 – August 6)

1. K-5 teachers participate in Reading Horizon Phonics Based Training.
2. K-3 teachers will participate in STEP training.
3. K-5 – Into Reading HMH training

August - September 2021 - Analysis of universal screener and STEP data

October – November 2021 – Stack Audit of student work and standards/lesson alignment audit

January 2021 - Analysis of universal screener and STEP data

February -March 2021 – Stack Audit of student work and standards/lesson alignment audit

April – May – 2021 – Teacher and Academic Coach End of year curriculum and data analysis.

See Artifact 6 for sample Professional Development Schedule

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

Our Foundational Literacy Program is built from the knowledge that students will need more time with literacy acquisition skills after being virtual for more than a year. In general, the population we serve enters school with a significant vocabulary, comprehension, and phonemic awareness deficient. To ensure students get more time with literacy acquisition skills in grades K-5, we have increased the number of minutes dedicated to literacy foundational skills and changed curriculum.