

Memphis Delta Preparatory Charter Schools

Foundational Literacy Skills Plan

First Approved: June 1, 2021

Approved: July 1, 2024

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

Our Kindergarten, first, and second grade students use the Core Knowledge Language Arts Curriculum (CKLA) which provides comprehensive materials to teach reading, writing, speaking and listening skills and is aligned with Tennessee Academic Standards. This curriculum is designed to cover a two-hour content block with a designated block of time (60 minutes daily) spent on foundational skills instruction in grades K-2. During this instructional time, students are given opportunities to practice activities that build phonological awareness, phonics skills, and fluency competencies in addition to comprehension and vocabulary.

Within the hour, teachers explicitly teach a sound, followed by students practicing the sound aloud. After the teacher models writing the sound, students refer to their individual code chart (consonant/vowel chart) on which the student traces or writes the sound. Students then apply the skill in independent practice. For example, during the second unit, our first graders will learn how to decode separated digraphs and vowel digraphs and students will be able to learn and use the most common spellings for each sound. (ex. /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'). Students have opportunities to show mastery of these skills when using decodable texts that align to the sounds taught during explicit instruction.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our third, fourth, and fifth grade students use Amplify Core Knowledge Language Arts and supplement with Magnetic Reading, UFLI, and Ready TN Writing, which provides comprehensive materials to teach reading, writing, speaking, and listening skills. The curriculum at this grade band is designed to cover a 60-minute content block. The program meets evidence standards defined in Every Student Succeeds Act (ESSA) and is aligned with Tennessee Academic Standards. 60 minutes per day are designated to build knowledge and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, and speak. 30 minutes per day are spent on foundational skills instruction, including fluency, grammar, morphology, spelling, and writing. Magnetic Reading and Ready TN Writing also engages students in work around fluency, vocabulary, and comprehension.

Additional Information

Students will be supported through small group literacy intervention and remediation based on benchmark, unit, and daily exit ticket data. Teachers will be coached on lesson internalization and implementation strategies to impact high quality Tier I instruction.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts (K-5)

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts (K-5)

Supplemental Instructional Materials

University of Florida Literacy Institute (UFLI)

Toolkit Magnetic Reading

Ready TN Writing

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswwebPlus) K-5

Supplemental Screener

Curriculum Associates iReady

Intervention Structure and Supports

In the fall (August/September), winter (January/February), and spring (April/May), students are administered a universal screener, AimswebPlus to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers and instructional leadership team reviews universal screener data to determine which of our students score below the 40th percentile. The students who demonstrate need based on this threshold are classified as in need of Tier II or Tier III instruction. Students in Tiers II or III are given a diagnostic assessment to determine specific needs 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 deficit. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies.

Intervention takes place daily during a grade level time in the master schedule specifically designed for RTI. When students are in RTI groups, they work on activities and assignments that target skill growth and development in the specific area of need. For example, students who need instruction in decoding words may spend time practicing decoding words with sounds that have been previously introduced during their Tier I instructional time. Students scoring below the 25th percentile on any of the MAP benchmark assessments are identified and administered additional diagnostic assessments to further examine foundational and comprehension literacy deficits. Survey level assessments are additionally administered to determine whether students have characteristics of

dyslexia. Specifically, kindergarten and first grade students are screened for Dyslexia using EasyCBM letter names, letter sounds, phoneme segmenting, word reading fluency, the Rapid Automated Naming (RAN) and Phonics Word Reading Survey (PWRS) Extension Encoding (kindergarten only). Second through fifth graders scoring below the 25th percentile on any of the MAP assessments are administered the EasyCBM letter sounds, phoneme segmenting, word reading fluency, Passage Reading Fluency, in addition to the RAN. Students in second through fifth grade are screened automatically if they score below on the Passage Reading Fluency Test or if requested by a teacher or parent. Additionally, we progress monitor our students who are receiving intervention. Our data team uses the progress monitoring information to determine if a change in the intervention duration, materials, or intensity is needed for students who are not showing progress.

Parent Notification Plan/Home Literacy Reports

Our school notifies parents in grades K-5 if their child is considered “at-risk” for or identified as having a significant reading deficiency, as evidenced by students scoring in the 0-40th percentiles, immediately following the administration of the fall universal screening. The student scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. Parents are told of the intervention their child will receive and the amount of daily time devoted to intervention services. Parents are further told the importance of reading on grade level text by the end of third grade and information on the pathways to 4th grade. We provide no cost activities for families to support learning at home. We send this letter three times a year for students in K-3 and annually for students in 4-5.

Subsequently, parents are notified of their child’s progress, or lack of progress, semi-quarterly. In the parent notification of progress, the parent is notified of any changes to the intervention if the student is not demonstrating sufficient progress as evidenced by progress monitoring and universal screening data. Parents are additionally provided with recommendations for home activities and interactions to support the growth of skills in areas of deficit. Parent communication is sent out when students enter the RTI program, and monthly to provide updates on student progress. The ELA curriculum we use also includes a parent letter for parents of students in grades K-2 that outlines the foundational skills and knowledge domains that both inform and equip parents to work with their child.

Professional Development Plan

All K-5 licensed teachers will complete Week 1 of the Early Literacy Training series asynchronously throughout June and July 2024. This training will focus on foundational reading development and phonics. We will ensure all educators receive a certificate of completion. The training will emphasize the application of strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

Teachers will additionally participate in the free content training provided by our in-house Instructional Coaches. The training will focus on content deep dives (content knowledge), lesson execution practice, and content specific data analysis around each of the following components:

phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. The training will not include MSV nor cuing strategies.

Our plan for providing PD for all K-5 teachers is as follows:

July 2024

- All teachers of grades kindergarten through five within our school will engage in execution practice of our approved foundational skills curriculum. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. Teachers will spend at least 5 days learning how to teach the curriculum at a high level to help set students up for success. Each day, leaders will give feedback to teachers during and after their execution of skills learned that day. They will then get to execute again using the feedback provided. A daily exit ticket will also be given to help leaders decide how to cater development and practice for the following day and to measure teacher's growth and success of daily skills taught. Upon completion of the summer training, teachers will demonstrate their knowledge and capacity of each area through execution of each component for leaders. Further training and content practice will be designed based on these results.
- All educators will engage in monthly professional development opportunities that surround the core foundations of literacy including but not limited to: Phonological Awareness, Phonics, Decoding, Sight Word Recognition, Building Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge.
- All educators will engage in weekly intellectual preparation meetings led by their grade band Instructional Coach. These meetings will focus on analyzing data, intellectual preparation of the core curriculum, focused practice of instructional routines and procedures, content planning, and intervention practices.

October & December 2024, March 2025

- All teachers of grades kindergarten through five within our school will engage in data analysis of our approved foundational skills curriculum. During this training, teachers will learn how to analyze student data and will work with student data to apply the skill in real time. The training will additionally focus on how to make data-driven decisions to ensure teachers understand how to use student reading-level data to identify and address student's specific learning needs. The participating teachers will also include interventionists and special education teachers.