

Circles of Success Learning Academy

Foundational Literacy Skills Plan

Approved: June 1, 2021

Updated: February 23, 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 instructional schedule provides Kindergarten through second grade students 45 minutes of foundational literacy instruction, per day, which is the primary form of instruction. The instructional methodology for foundational literacy instruction employs the explicit instruction and student practice following a Gradual Release Model to facilitate differentiated learning in the following areas:

1. Phonemic Awareness
2. Phonics and Spelling
3. Vocabulary and Comprehension
4. Fluency. A synoptic description of the strategies used for each of the four instructional foci is below.

Phonemic Awareness: Phonemic Awareness is taught, explicitly, as a daily instructional routine for scholars in Kindergarten, First Grade, and Second Grade. Instruction follows a sequential progression from easier to complex, with skills being taught in a natural progression to increase conceptual understanding and mastery. Instruction includes but is not limited to the following skills:

- *Sentence Segmentation
- *Rhyme Identification, Generation, and Blending
- *Phoneme Categorization, Blending, Segmentation, Deletion, Substitution, Addition, and Reversal

Phonics and Spelling Instruction: Phonics and Spelling are taught in conjunction with each other to build a relationship between decoding and encoding. Instruction is progressive, with concepts being taught in a logical sequence so that skills build upon each other. Daily routines and small group instruction are explicitly taught to build conceptual understanding and application. Progress towards mastery of the TN Academic Literacy Standards addressed within this instruction is tracked for every scholar.

Vocabulary is taught contextually, in relation to a text to build comprehension using close reading strategies and multisensory methods. Through Read Alouds and Shared Readings, teachers model metacognitive strategies for determining word meaning in context and guide scholars through the

mental processes required to effectively attack unknown words. Progress towards mastery of the TN Academic Literacy Standards addressed within this instruction is tracked for every scholar.

Fluency: Fluency instruction consists of two major components--High Frequency Words and Repeated Texts. Teachers will use repetition and practice routines to increase student fluency with high frequency words and texts. Grade level fluency progress is monitored by frequent assessments that determine student growth in prosody, accuracy, and automaticity.

Each full-time classroom co-teacher works with the grade level classroom teacher to provide additional support to scholars throughout the day, including small group interventions, upon the lead teacher's directives and supervision. Our schedule will change during the next school year to increase the time for Foundational Literacy Skills instruction from 45 minutes to 60 minutes. This newly implemented, school-wide, protected block will allow teachers more time to rotate small groups for explicit instruction that meets the needs of each student. Additionally, we will narrow our professional learning focus to include increasing teacher capacity in effectively using formative data to improve foundational literacy instruction. Based on current diagnostic data, we are expecting broad variability among student needs. To accommodate varying levels of mastery, we are increasing instructional time spent using a direct instruction approach that gradually releases scholars with simultaneous scaffolding. Our extended day schedule will adequately accommodate this change.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Students in grades 3-5 receive 45 minutes of evidence-based foundational literacy instruction per day. Skills instruction is done during 45 minutes of the 120 minute literacy block. Small group instruction was implemented for reinforcement, as well as for those who needed accelerated grade level instruction.

Current diagnostic data shows a need for foundational instruction in the following areas:

Phonics and Spelling Instruction: Taught in concert to build a relationship between decoding and encoding. Instruction is progressive, with concepts being taught in a logical sequence. Daily routines and small group instruction are explicitly taught to build conceptual understanding and application. Progress towards mastery of the TN Academic Literacy Standards is tracked for every scholar.

Vocabulary: Taught contextually, to build comprehension, using close reading strategies and multisensory methods. Daily routines and small group instruction are explicitly taught to build conceptual understanding and application of morphology strategies. Scholars practice breaking words into parts to determine their meaning. By learning more about word parts and their meanings, to include root words, prefixes, and suffixes, scholars are equipped to determine the meaning of unfamiliar and multisyllabic words.

Fluency: Instruction consists of High Frequency Words and Repeated Texts. Teachers will use repetition and practice routines to increase student fluency with high frequency words and texts. Grade level fluency progress is monitored by frequent assessments that determine student growth in prosody, accuracy, and automaticity.

Grammar: Integrated into writing to allow immediate application of grammatical concepts, routine lessons present grammar rules and their use, in text. Scholars routinely proof texts for grammatical errors, as well. This is included also in the scholar's writing process and on the writing rubrics utilized during writing instruction.

Writing: Writing will anchor the integration of foundational literacy skills. Current data shows a more prevalent deficit in vocabulary, which negatively impacts fluency. All areas will be addressed to allow for practice in writing, reading, listening, and speaking. Teachers will use rubrics to provide feedback and collect formative data. Scholars will practice application of writing strategies for Narrative, Expository, Opinion, and Persuasive writing genres, while integrating all other areas of foundational skills. The foundational literacy block will add 15 more minutes, allowing more time for small group, differentiated instruction. The following changes will be implemented:

*Scholars will apply vocabulary strategies through writing in response to the texts they read to build comprehension. They will use oral vocabulary skills for presentation and reading of writings and summaries about texts used as stimuli.

*Scholars will not only have opportunities to participate in Reader's Theater Productions, they will also have multiple opportunities to read and reread their published writings as well as the writings of their peers. This will make building reading fluency more relevant and meaningful to scholars, providing them with motivation to continue the work that builds literacy skills.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

EasycBM is our universal reading screener for students in grades K-5. Additionally, we will administer the Tennessee Universal Reading Screener, aimswebPlus, to our students in 3rd grade for the spring benchmark. Both screeners comply with RTI² and Say Dyslexia requirements.

Intervention Structure and Supports

All scholars will complete the Universal Screener three times per year, fall, winter, and spring. In addition to Tier I instruction in Reading, scholars scoring from the 10th-24th percentile receive additional Tier II evidence-based interventions for 30 minutes of face-to-face instruction daily and 90 minutes per week of computer intervention, and scholars scoring below the 10th percentile receive more intensive Tier III interventions for 45 minutes per day of face-to-face and 90 minutes per week of computer intervention time. In addition, when the data team determines that any scholar has scored below the 10th percentile in reading, parents are notified and that scholar is screened for the characteristics of Dyslexia with additional assessment measures.

Parents receive resources to help support their child and more specific, intensive intervention is provided under the RTI² structure. Reading interventions and supports available for students with significant reading deficits are provided for scholars whose performance on the universal screener, benchmarks, and progress monitoring are significantly below grade level expectations Tier III.

Scholars receive small group instruction focused on their deficit skill areas, beginning with the lowest area of deficit. As scholars receive face-to-face, explicit instruction and progress monitoring to determine growth, they climb through the tiered groups as decided upon during data team review meetings. Scholars who receive consistent, small group interventions and show little or no improvement are referred to the Student Review Team and possibly recommended for additional supports such as dyslexia screening and/or evaluation to determine if further support is needed.

In short, all intervention structures and supports are aligned with the RTI² Manual. The interventions address students' specific skill gaps which are progress monitored. Data teams use the progress monitoring data to inform decisions about the duration, material, and intensity changes when a student is not showing progress.

Parent Notification Plan/Home Literacy Reports

Our Parent Notification Plan details students' scores in an easy and understandable format, using clear methods to show exactly which areas are of concern and where gaps have been identified including the depth and extent of student needs. Information is also provided about how intervention will be used to meet deficits. All strategies listed are of no cost to parents. The importance of 3rd grade reading proficiency will also be communicated at every parent meeting, beginning with orientation and continuing with parent/teacher conferences, literacy nights, and parent data meetings. Additionally, these communications will be provided to families of K-3 students three times each year and annually for grades 4-5 students.

Currently, the school's data team meetings are held every 4 to 4.5 weeks to discuss the results of universal screener, benchmark assessment, and progress monitoring data for scholars. Parent notification of assessment results and the scholar's plan for improvement is sent after each data meeting. The data team consists of the school psychologist, intervention coordinator, classroom teacher(s)/interventionist(s), academic director, director of student services, and special education teacher. The data team reviews the data for each child and decides if a child who is deemed "at-risk" for a significant reading deficiency or has a significant reading deficiency needs to begin the Student Review Team (SRT) Process. Once this process ensues, the team, comprised of the same members and any other support personnel needed, meets with the child's parent/legal guardian to make further decisions about how to support the child and meet his/her needs. The parent receives a letter of invitation to attend the SRT meeting. After the parent confirms his/her attendance by signing and returning the letter of invitation, all necessary team members are invited. During this meeting, the team collaborates with the parent to develop a plan of action to help the scholar improve by providing necessary support.

Circles of Success Learning Academy will have three parent data meetings during the school year to keep parents informed on school-wide performance, strategies used to improve student performance on TN Academic Standards/TCAP and their child's individual performance. The school's focus on literacy will be initially explained during Parent Orientation, prior to the start of the school year. Additionally, a Family Literacy Night will be held during the first 9-weeks of school to provide parents with supports, resources, and strategies to improve their child's reading skills and stress the importance of reading.

Professional Development Plan

The COS instructional staff attended the Early Reading Training offered by the State of Tennessee. This training including targeted foundational literacy skills instruction (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary).

Initially, two lead teachers were selected to attend the two weeks of Early Literacy Training provided by the State. These teachers worked with school leaders on the school's Literacy Task Force to facilitate implementation of the Foundational Literacy Plan for the school.