

Circles of Success Learning Academy

Foundational Literacy Skills Plan

Last Updated: February 23, 2024

Approved: June 14, 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 allows Kindergarten through second grade students to receive 60 minutes of foundational literacy instruction, per day. Foundational skills is the primary form of instruction in K-2 and is aligned to TN state standards. The instructional methodology for foundational literacy instruction employs the 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 focus 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 together 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 is 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 Aloud 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 are 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 changed to increase the time for Foundational Literacy Skills instruction from 45 minutes to 60 minutes. This newly implemented, school-wide, protected block allows teachers more time to rotate small, differentiated groups for explicit instruction that meets the needs of each student. Additionally, we 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 students' 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

Our 3rd-5th grade students receive 45 minutes of foundational literacy instruction per day. The literacy block is 120 minutes, which allows for the integration of foundational skills as scaffolds, throughout instruction. Much of the foundational skills instruction is done during a school-wide block for Response to Intervention (RTI²). Additional foundational skills instruction is allowed during 45 minutes of the 120-minute literacy block, although foundational skill integration occurs throughout literacy instruction including instruction in morphology, grammar, spelling, writing, and fluency. Small group differentiated instruction was implemented for those needing foundational skill reinforcement and those who need accelerated grade level instruction. Current diagnostic data shows a need for foundational instruction in the following areas:

Phonics and Spelling Instruction: Phonics and Spelling are 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: Vocabulary is taught contextually, to build comprehension, using close reading strategies and multisensory methods. Through Read Aloud 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 is tracked for every scholar.

Fluency: 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. Each full-time classroom co-teacher works with the grade level classroom teacher to provide additional support to scholars, including small group interventions, upon the lead teacher's directives and supervision.

Approved Instructional Materials for Grades K-2

McGraw Hill Wonders (K-5)

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders (K-5)

Universal Reading Screener for Grades K-5

EasyCBM K-5

Our district also administers the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Intervention Structure and Supports

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 II and 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 held quarterly at a minimum. 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.

Our intervention structures and supports include:

- schedules aligned with expectations outlined in the RTI² manual,
- evidence-based instructional methods,
- differentiated groups based by Tier II and III,
- address specific skill gaps and progress monitor specific gaps,
- data teams that use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress.

Parent Notification Plan/Home Literacy Reports

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 parents to develop a plan of action to help the scholar improve by providing necessary support. During the 2024-25 school year, 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/TNReady, 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 support, resources, and strategies to improve their child's reading skills and stress the importance of reading.

Our Parent Notification Plan/home literacy report 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. 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 be communicated as well as pathway to 4th grade information. These home literacy reports are sent home three times a year for K-3 and annually for grades 4-5. Also, we will share this information at every parent meeting, beginning with orientation and continuing with parent/teacher conferences, literacy nights, and parent data meetings.

Professional Development Plan

Our teachers have attended Early Literacy Training provided by the State of Tennessee. Any new teacher will also complete this training. Lead teachers will work with school leaders on the school's Literacy Task Force to facilitate implementation of the Foundational Literacy Plan for the school. All ELA teachers have also gone through ALL Memphis, DITTO Literacy training. We will also provide training in developmentally appropriate literacy practices with a focus on the Wonders curriculum.