

**Capstone Education Group:
Cornerstone Prep – Lester, Cornerstone Prep - Denver, &
Cornerstone Prep School**

Foundational Literacy Skills Plan

Approved: May 26, 2021

Updated: May 25, 2022

Updated: June 21, 2023

Updated: September 20, 2023

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

CEG uses Amplify's Core Knowledge Language Arts (CKLA). The CKLA program is a foundational skills curriculum grounded in Science of Reading and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. CKLA uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) for foundational skills instruction in grades K-2. CEG elementary schools have literacy blocks that range from 120 to 150 minutes daily in grades K-2 with the 60 minute daily designated block for foundational skills instruction. Phonemic awareness and fluency are explicitly included in instruction in our ELA programming.

The CEG ELA approach serves not just to promote foundational skills, but to stretch student's knowledge, perspective, and character to deeply understand themselves and the world around them. As our ELA program aims to ensure command of reading, writing, speaking, and listening of complex text and ideas, our literacy approach demands that different parts of the ELA block serve different purposes in enhancing student proficiency: Shared reading, language, writing, and independent reading are all designed to meaningfully promote a cohesive literacy program aligned to TN State standards. In ELA, the core instructional routines include a standards-based curriculum, Genre Based think job, text-based questions and discussion, and vocabulary active practice. Walk to Read and Learning Lab also play an important role in supporting students in ELA instruction and are covered later in this blueprint.

The Knowledge Strand component of the ELA block uses rigorous texts for the purpose of building vocabulary, comprehension, and background knowledge through domains on various themes. Each strand follows a read aloud lesson format where the teacher reads the text to students and asks questions to provide opportunities for active class discussion. Students also have an opportunity to respond to the text orally and through various writing tasks.

The Skills Strand component of the ELA block teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. By the end of grade 2, students have learned all the sound-spelling correspondences in the English language and are able to decode written material they encounter. A CKLA Skills Block lesson

engages students in a warm centered around phonemic awareness and explicit modeling and practice of phonics. Students are also provided multiple opportunities to practice phonics skills and build reading fluency as they read the decodable readers.

The reading portion of the ELA block is a Science of Reading framework where the teacher supplies whatever assistance or guidance students need for them to read a selection successfully.

Our improvements for next year are grounded in the transition from lesson planning to lesson internalization. The adoption of the high-quality instructional material has changed how teachers prepare for instruction. Teachers are no longer having to gather resources, they are internalizing the quality material and preparing to implement it in their classroom.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for 3rd – 5th grade grounded in reading science aligned to Tennessee ELA standards. The district adopted Imagine Learning's EL Education 2.0. The curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 120 to 150 minutes of ELA instruction. All daily instruction includes components of knowledge-building for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

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Our improvements for next year are grounded in the implementation of the high-quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Imagine Learning- K-5 Expeditionary Learning

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

Capstone Education Group uses NWEA-MAP 3 times per year (August, December, May) for benchmarking and progress monitoring and is on the state approved list. NWEA-MAP complies with RTI² and Say Dyslexia screening requirements established in § 49-1-229. The screener is used to assess reading and math in the fall, winter, and spring for grades Kindergarten through 5th grade. Students identified as scoring in the bottom fifteen percentile of NWEA MAP are assessed further using the Fast Bridges assessment and are screened for Dyslexia.

Intervention Structure and Supports

CEG uses NWEA-MAP 3 times per year (August, December, May). This data provides teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress in these basic skill areas. Teachers can use this assessment information for instructional planning for individual students or an entire class. For those students who have been identified as needing Tier II and Tier III interventions, CBM probes are administered through Fastbridges.

Universal screening data from NWEA-MAP as well as student classroom performance, TCAP results, prior intervention outcomes (if applicable), and teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier III receive the most intense intervention daily for at least 45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately after district schools complete the fall universal screening. Students’ scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. 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. The district defines how students are assessed and what a “significant reading deficiency” means. Parents are subsequently notified of their child’s progress, or

lack of progress, after the first 4 ½ week data team meetings. In the parent notifications/communication, data teams note the intervention(s) and 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). These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Professional Development Plan

Teachers in our district will participate in the Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows: July 2022 – Select leaders, teachers, and interventionist will participate in the 2022 Memphis Literacy Conference, presented by the Memphis Literacy Institute. This one-day conference is designed to provide research-based best practices in the Science of Reading for teacher and leader professional development and networking opportunities for K-12 classroom teachers, instructional coaches, program specialists, and administrators. Aug. 21-May 22 – All leaders, teachers, SPED, ESL, and interventionist will participate in monthly on-going Foundational Skills PD led by district level leaders. Eve is an accomplished professional development specialist, district and school leader, providing training on Foundational Literacy Skills for over 15 years. Each session will engage participants in sessions that explain the connection between phonological awareness and phonics as students learn to read. Specifically, teachers receive instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. The training is free of MSV or cuing strategies. Teachers are required to demonstrate knowledge and competency of presentation material at the end of each session and in their teaching through live practice, 1:1 coaching, and weekly observations. At the end of the professional development sessions, educators will earn a completion certificate.