

## **Arrow Academy of Excellence**

### **Foundational Literacy Skills Plan**

**Approved: May 27, 2021**

**Updated: June 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**

McGraw Hill Wonders is the core reading curriculum we use. It is effectively sequenced, systematic, and has a coordinated instruction that develops students' foundational reading skills in comprehension, phonological awareness and phonics, fluency, and vocabulary. To help all students reach independence and gain mastery of skills and content, the Wonders reading curriculum integrates scaffolding into the program design, and offers multiple, varied scaffolds as supports for student learning and mastery. Suggestions in the teacher's edition offer guidance for teachers in how to teach skills and then give students the opportunity to apply those new skills and knowledge.

- Use evidence-based methods to teach foundational skills in K-2.
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The goal of K-2 ELA instruction is to support all students in developing both skill and knowledge based literacy competencies. The chart below reflects competencies that K-2 students at Arrow Academy address during our ELA instructional block.

#### **Skills-Based Competencies**

The procedural components necessary for accurate reading

- Print concepts
- Knowledge of alphabet
- Word recognition
- Fluency

### **Knowledge-Based Competencies**

- Comprehension
- Making meaning (vocabulary)

Both of these competencies are vitally important, and neither serves as a foundation for the other. Students are learning to read while reading to learn. Arrow Academy of Excellence students in grades Kindergarten through second grade receive a total of 120 minutes daily dedicated to literacy foundational skills. All instruction is aligned to Tennessee State Standards. Arrow Academy K-2 teachers focus on making sure our students can use skills like questioning, thinking, and discussion to demonstrate their learning. ELA instructional time includes both whole group and small group settings. Educators make decisions about instructional groupings strategically based on the goals of the lesson and the strengths and needs of students.

The gradual release method (I Do, We Do, You Do) and the integration of speaking, listening, reading, and writing gives students the chance to learn and apply various standards, skills, and strategies) are used to teach these foundational skills. These methods allow students to develop necessary skills to decode, comprehend, speak and listen as well as read and write texts that appropriately increase with complexity and length over their time in school. We currently have no plans to make changes to our program for the upcoming school year.

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

Arrow Academy of Excellence students in grades 3-5 study a foundational literacy curriculum that is driven by the standards and facilitated by educators who expect excellence in learning. Our educators use the Tennessee State Standards to drive their instruction and dedicate 120 minutes to foundational literacy instruction. Grades 3-5 spend at least 45 minutes a day on the teaching of foundational skills through direct instruction and related practice opportunities for students during the 120 minute reading block. Additional support for tier 2 and 3 students are provided outside of this 45 minutes. Wonders is the core reading curriculum we use. It is effectively sequenced, systematic, and has a coordinated instruction that develops students' foundational reading skills in comprehension, phonological awareness and phonics, fluency, and vocabulary. To help all students reach independence and gain mastery of skills and content, the Wonders reading curriculum integrates scaffolding into the program design, and offers multiple, varied scaffolds as supports for student learning and mastery. Suggestions in the teacher's edition offer guidance for teachers in how to teach skills and then give students the opportunity to apply those new skills and knowledge. Essential to the success of scaffolds in the classroom is that they are provided, and then gradually removed, so that students learn to work independently. In Wonders, small-group instruction for grades 3 through 5, suggestions are provided for this kind of a gradual release model of support through the form of activities organized by the "I do, We do, and You do" method.

Evidence-based methods used to teach foundational skills in 3-5

- Word recognition and word study
- Practice Fluency
- Explicit Vocabulary instruction
- Teach comprehension strategies

Morphology is taught as a distinct component to improve vocabulary. It is taught as a cognitive strategy to be learned. In order to break a word down into morphemes, students must complete the following four steps:

- Recognize that they do not know the word.
- Analyze the word for recognizable morphemes, both in the roots and suffixes.
- Think of a possible meaning based upon the parts of the word.
- Check the meaning of the word against the context of the reading.

Students also need to understand the use of prefixes, suffixes, and roots, and how words get transformed. During Shared Reading time, teachers read aloud the main selection while the students follow along (model fluency and cognitive skills). Classroom instructional practices include:

- Revisiting parts of the story during the week to teach deeper reading comprehension
- Using paired selections to build comprehension, listening, and fluency according to student needs

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

McGraw Hill Wonders

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

McGraw Hill Wonders

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

A waiver for curriculum materials is no longer needed as we have updated our material to McGraw Hill Wonders, which is State Board approved for K-5.

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

We administer NWEA MAP Growth interim assessments up to three times a year (fall, winter, and spring) to get an accurate view of how much each student has grown over time and what students are ready to learn so you can plan instruction and group students based on their specific needs. When students finish their MAP Growth test, they receive a number called a RIT score for each area they are tested in: reading, language usage, and math. This score represents the student's achievement level at any given moment and helps measure their academic growth over time.

After MAP assessment, the list of students at the school scoring in the bottom 15% on MAP reading are administered additional skills-based measures as part of easyCBM benchmarking. Administration of survey level assessments, to screen for Characteristics of Dyslexia, is dependent upon student performance on the grade level easyCBM benchmark. Dyslexia screening is done once a year by the classroom teacher. Screening occurs in the following areas: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. If screening indicates characteristics of dyslexia exist, then the student is provided dyslexia intervention services. The RTI<sup>2</sup> team meets to analyze screening data and assist

teachers in planning and implementing appropriate instruction and evidence-based interventions for all students who exhibit the characteristics of dyslexia.

### **Intervention Structure and Supports**

Students who need additional academic support will engage in the Response to Intervention process (RTI2). EasyCBM benchmark assessment is given to students who score below the 25th percentile to determine the skill of deficit. Students are entered into tiered instructional levels and daily intervention is provided as needed. Students are progress monitored weekly or biweekly using EasyCBM probes that are aligned with the Tennessee Academic State Standards.

Once the skill of deficit is determined, students are entered into instructional tiers. Parents are notified of their child's progress and their entry into the RTI2 process. The classroom teacher provides intervention instruction on a weekly basis. The intervention instruction is given on a daily schedule. Students have face to face instruction time with the classroom teacher and computer time on the opposing days. Arrow Academy uses IXL as the computer-based intervention program. Classroom teachers check the progress of the computer-based intervention each week to ensure they are receiving the necessary practice to address the skill of deficit. Students are given weekly or biweekly progress monitoring probes by the classroom teacher to determine if the intervention instruction is working. Progress monitoring probe scores are entered in the EasyCBM database. This database graphs the progress of the student in the deficit area. The administrative team and classroom teacher meet approximately every four weeks to review the progress of the students in the RTI2 process. Data meetings determine if students need to be moved within the tiers or if intervention instruction should be changed or continued.

We have just begun implementing Edgenuity, an online intervention program that helps struggling learners achieve grade-level proficiency in mathematics and reading. It plans students individualized learning progression paths with fun, motivating content that addresses skill and concept gaps. Using existing student data from the NWEA MAPs universal screener, Edgenuity immediately identifies where students are struggling and provides the targeted instruction they need to close early learning gaps. The instruction in math and reading is designed to help engage students, accelerate them to grade level mastery, and increase student self-efficacy in learning. All lessons are built around a gradual release instructional model of explicit instruction, supported practice, independent practice, and assessments. The data Edgenuity collects as students complete their work also help teachers monitor student progress and adapt their instruction. Intervention reports in Edgenuity track student progress toward standards mastery, inform small-group instruction, and help teachers plan for one-on-one time with students.

Students in special populations such as students with disabilities and English Language Learners will receive additional direct instruction from the special education teacher and/or the ELL teacher based on the areas of deficits. All modifications and accommodations are provided to support student achievement in special populations. They will take all NWEA MAP assessments, regular classroom assessments, and summative assessments to inform and support instructional decisions. Students will also participate in tiered interventions and progress monitored to determine the intervention's effectiveness and receive regular progress reports that reflect academic achievement.

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

AAE 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 on MAP) immediately after we 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 letter 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 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). These communications go out to parents with students in grades K-5 three times annually. Additionally, the ELA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

Arrow Academy hosts a Literacy Night in the fall for parents to attend with their child’s teacher. The teacher reviews the importance of literacy, tips to assist their child in reading, and activities they can complete at home to assist with the growth of literacy.

Our Kindergarten- third grade parents have been enrolled in the Ready for K text messaging program to assist families in helping their child with literacy growth. Ready for K was developed by educational researchers and is an evidence-based family engagement curriculum delivered via text messages. Each week, parents and caregivers receive fun facts and easy tips on how to promote their children’s development by building on existing family routines.

Parents are invited to attend two scheduled Parent Teacher conference meetings to meet with the teacher to review student data and student intervention plan. Parents and/or caregivers are contacted by email, phone and text messages, ClassDojo, in both Spanish and English. Interpretive services are available.

## **Professional Development Plan**

Teachers participate in professional learning activities that allow them to take a deep dive into instructional methods that support foundational skills instruction. Teachers analyze and reflect on grade level data while meeting together to determine strategies to use to increase rigor and student success.

Teachers and administrators participate in webinars hosted by NWEA to help understand and interpret MAP data which leads to teachers’ ability to laser focus on foundational skills instruction

for every student. Teachers also have had training from the RTI team at Shelby County Schools to understand the decision rules for tiered interventions using the District Implementation Guide RTI2 (DIG) document.

Teachers will participate in the free and optional Reading 360 Early Literacy Training series developed by TDOE. Our plan for providing PD for K-2, 5, and sped teachers is as follows:

April 2021 – Teachers will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June.

June 2021 – Our school has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for teachers in Week 1 that will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

We plan to include grade 4, curriculum coordinator, and new teachers during the summer of June 2022.

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

Arrow Academy students complete the NWEA MAP assessment as the universal screener. Upon completion of the screener, the administrative team, the principal and the curriculum coordinator, reviews the data. The curriculum coordinator disaggregates the data for each classroom. Once the disaggregation is completed, The administrative team meets with each teacher individually to discuss and compare data information. Each teacher creates and shares a list of students that have scored below the 25th percentile in Reading and/or Mathematics to be screened using the Easy CBM assessment. Classroom teachers complete screening assessments using EasyCBM to assess the lowest deficit area.

An RTI data meeting is held with the teachers and the administrative team to discuss the results of the EasyCBM assessment. The team determines which skill is to be addressed during the intervention period.

Once the skill of deficit is determined, students are entered into instructional tiers. Parents are notified of their child's progress and their entry into the RTI process. The classroom teacher provides intervention instruction on a weekly basis. Teachers use the Wonders reading series intervention plan to address face-to-face instruction. IXL is used to provide the computer-based intervention instruction. The intervention instruction is provided daily, but face-to-face and computer-based instruction happens on alternate days, based on tier level. Classroom teachers check the progress of the computer-based intervention each week to ensure they are receiving the necessary practice to address the skill of deficit. Students are given weekly or biweekly progress monitoring probes by the classroom teacher to determine if the intervention instruction is working. Progress monitoring probe scores are entered in the EasyCBM database. This database graphs the progress of the student in the deficit area. The administrative team and classroom teacher meet approximately every four and a half weeks to review the progress of the students in the RTI process. These data

meetings determine if students need to be moved within the tiers or if intervention needs to be continued or changed. Parents are notified of any changes in the intervention process.

We use the Wonders reading series as our core reading program in grades K-5. The reading block for core instruction is 90 minutes daily. Tier I core Instructional program includes dedicated time to focus on foundational skills and focuses on anchor standards and differentiated learning support. All teachers support the acquisition of literacy proficiency by explicitly infusing literacy skills and strategies in daily instruction. All teachers provide literacy instruction and support within their content area that is responsive to the needs of each learner. Teachers differentiate instruction and support to increase the engagement and academic proficiency rates of all students.

The Wonders' teacher guides provide strategic intervention plans that are used as part of the classroom core literacy block with Tier II students in small groups. These interventions extend the learning from the daily lesson, providing learners with additional explicit instruction focused on essential phonics, comprehension, fluency, and vocabulary strategies. The curriculum intervention kits we use with our students are used as supplemental instruction. The technical reading skills and lessons as well as the practice skills lessons follow the scope and sequence and teaching strategies of the Wonders core program and support students with significant reading gaps.