

## **LEAD Public Schools**

### Foundational Literacy Skills Plan

Last Updated: March 19, 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**

N/A

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

LEAD Public Schools serves students in grades 5-12. Fifth grade students receive a daily literacy block of 90 minutes of instruction using the Reading Reconsidered curriculum with embedded foundational skills instruction. In addition to that core instruction, all students participate in a daily 30–45-minute intervention block differentiated by student need. Foundational skills support and practice is not only explicitly taught within the intervention block it is embedded throughout the entirety of the 90-minute core instructional block for a minimum of 30 minutes daily. The core of the TN State Standards is the ability to read and write in response to increasingly complex texts. The curriculum leverages an evidence-based approach to supporting literacy through three distinctive elements: knowledge building, intensive writing and a text-centric approach to ensure students are engaged and aligned for success. Research tells us that background knowledge is at least as important to reading comprehension as reading “skills.” The Reading Reconsidered curriculum places a premium on building knowledge through a text specific approach that includes explicit language instruction that covers all areas of TN State Standards. Instruction includes morphology, grammar, spelling, writing and fluency with explicit support for vocabulary, fluency, and comprehension. From a long-term perspective, through close reading activities both orally and independently, students build a strong base of knowledge that increases student understanding of important ideas and concepts that they are likely to encounter in the future. These daily fluency and comprehension activities provide an opportunity for teachers to provide clear, specific, and targeted feedback to students to support their development within these areas. Writing is at the core of the curriculum, as students have daily opportunities to reflect on the text and their understandings. Lessons ensure that students learn to write as a way to develop and refine their understanding of text - in three different ways: Developmental writing consists of exercises, embedded in the content of the reading, that seek to develop students’ syntactic control by focusing on craft at the sentence level. Formative writing consists of exercises that let students use writing as a tool to develop and

expand their thinking—to “think in writing.” Summative writing asks students to form and develop paragraphs that explain and provide evidence for a more developed argument about the text.

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

N/A

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

Reading Reconsidered – approved waiver for grade 5

**Supplemental Instructional Materials**

Intervention Curriculum: Brainspring’s Phonics First and Structures curricula, SRA- A1, B1, and B2, Lexia, IReady

**Universal Reading Screener for Grades K-5**

5<sup>th</sup> grade only-- Measures of Academic Progress (MAP) Suite

**Supplemental Screener**

FastBridge, AUTOREading assessment, Easy CBM

**Intervention Structure and Supports**

LEAD Public Schools allocate 30-45 minutes daily towards an intervention block. Leveraging data from the NWEA Map assessment alongside Fastbridge Universal literacy screeners, teachers and instructional leaders identify and provide interventions to support those students who have a significant reading deficiency. RTI data teams meet every 4.5 weeks at LEAD to review student progress, assess student movement between tiers and help prescribe additional supports along with ensuring the overall fidelity of the intervention program. Once student groups have been aligned to specific interventions teachers implement the multi-tiered student support protocol aligning interventions to areas of specific student deficits.

Intervention program supports are research based and align with best practice strategies to close achievement gaps. To monitor student progress, teachers leverage the FastBridge suite of assessments including Easy CBM every two weeks to chart growth for Tier 2 and Tier 3 students. Intervention programs used include Brainspring’s Phonics First and Structures curricula, System 44, Read 180, SRA- A1, B1, and B2, Lexia, IReady and best practices from the Florida Center for Reading Research. If students are not making adequate progress in Tier 2 and are therefore moved on to the next tier, interventions become more intense. Data teams help monitor and support this process by reviewing student data and collaboratively working to outline what increased intensity of intervention looks like at the school level. Increased intensity of intervention at LEAD includes: Smaller whole-group sessions, Smaller small-groups, More time in small group (moving from 2 weekly sessions to 4 weekly sessions) and more time receiving direct instruction in lieu of a computer-based learning support.

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

LEAD Public Schools implements a thorough notification plan wherein we regularly share progress with families and notify them of being “at-risk” and in need of additional support. The goal of these communications is to provide an up-to-date assessment regarding their student’s current performance levels through sharing those scores in a parent friendly manner. As such, given the diversity of our students and families all communications are provided in two primary languages (English and Spanish) with additional communications being provided in Arabic as needed. LEAD invests in these additional steps to ensure our families have access to clear and accessible updates regarding their student performance.

LEAD leverages a combination of both written updates and in-person face-to-face meetings to ensure appropriate support and communication is in place to ensure student success. For written communication after each round of our universal screening assessments that occur September, January and May, LEAD provides each 5th grade student and family a comprehensive report called a home literacy report. Student scores will indicate a specific level of grade level mastery. In addition, the letter outlines the specific skills gaps students need to address, how extensive they are and how LEAD will provide support through targeted intervention programming. No cost activities for families to support learning at home are also shared.

If it is determined that the student requires dyslexia-specific intervention and meets the criteria for the development of an ILP-D, the proper steps are taken to seek parent approval for ILP-D development via TNPulse. If the parent provides consent, an ILP-D is developed and the student’s teachers collaborate to ensure appropriate practices are in place, including identified accommodations, across all content areas. In addition to LEAD support, parents are provided with no-cost resources to support these learning activities at home. As noted above, these screening assessments are taken three times annually and parents can expect three corresponding communications shortly thereafter. Alongside these communications, parents are provided with regular progress reports and quarterly report cards. Students receiving additional support through intervention will also receive updates every 4.5 weeks documenting their students’ progress during that time. In addition to written notification, LEAD hosts notice of concern meetings in the Fall (October) and Spring (January) annually to discuss student progress in-person with the student alongside parents and guardians. These face-to-face meetings are a critical part of the growth and development of students and ensure a team of support and intervention surrounds the student.

## **Professional Development Plan**

5th grade teachers at LEAD have participated in training supported by the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. LEAD will integrate the Reading 360 Early Literacy Training Series into our professional development calendars we’ve crafted for the school year for new teachers. Members of our Network Academic team will leverage this training coupled with explicit training from Orton Gillingham to ensure all fifth-grade teachers have received the appropriate level of training and support as outlined by the legislation.

### **Additional Comments**

Along with all literacy teachers at LEAD, 5th grade teachers will be expected to unpack their first unit of their curriculum as part of LEAD's summer professional development and this practice will continue throughout the school year supported by the LEAD network director of literacy and school-based ELA instructional managers (coaches). The unit planning unpacking and daily lesson plan structure isolate specific instances of explicit vocabulary instruction, closed reading both orally and independently alongside opportunities for students to demonstrate their understanding. Our Orton Gillingham training will be provided through live and/or asynchronous sessions to ensure all teachers have access to the prerequisite foundational literacy skills needed. LEAD also provides several other virtual training sessions that cover elements of ELPA support, supporting ELL students and students with exceptional needs. This training will become part of our central repository of resources.