

LEAD Public Schools

Foundational Literacy Skills Plan

Last Updated: June 14, 2024

Approved: July 3, 2025

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

LEAD Public Schools' (LPS) literacy instruction is anchored in the Tennessee Foundational Skills Curriculum (TNFSC) and the Core Knowledge Language Arts (CKLA) program, with the goal of advancing students' proficiency in reading, writing, listening, and speaking. At LEAD Southeast Elementary, students in grades K-2 participate in a comprehensive 150-minute daily English Language Arts block, with a minimum of 60 minutes explicitly dedicated to foundational literacy skills. This instructional design is grounded in the Science of Reading and reflects evidence-based practices that support early reading development, including systematic and explicit instruction in phonics, aligned to T.C.A. §49-1-905 and the requirements outlined in the Tennessee Literacy Success Act.

The TNFSC provides a coherent and systematic scope and sequence for instruction in foundational literacy components, including print concepts, phonological and phonemic awareness, phonics, word recognition, spelling, fluency, and sentence composition. The curriculum follows a sounds-first progression, beginning with oral language and phonemic awareness and advancing to phonics-based decoding and encoding. Instruction is delivered through explicit and synthetic phonics approaches that emphasize the direct teaching of grapheme-phoneme correspondences along with the blending and segmenting of sounds.

CKLA complements and extends TNFSC by providing a comprehensive, vertically aligned curriculum that integrates all strands of literacy including reading, writing, speaking, and listening through a dual structured approach. The Skills strand emphasizes systematic instruction in phonics, spelling, grammar, and fluency, while the Knowledge strand builds conceptual understanding, academic vocabulary, and comprehension through content-rich read-alouds from domains such as science, history, and literature. Students engage in intentional discussions, apply new vocabulary in oral and written contexts, and compose responses and narratives that reflect both content knowledge and language development. Writing is embedded throughout both strands to support transcription, sentence formation, and expressive language.

Both TNFSCS and CKLA are fully aligned to the Tennessee English Language Arts (ELA) Standards. TNFSC directly aligns with the K-2 foundational standards by explicitly addressing each component, ensuring systematic coverage and mastery of essential early literacy skills.

This integrated approach equips students with both the decoding skills necessary to access text and the language comprehension required to make meaning from it. By prioritizing structured and explicit instruction alongside cumulative knowledge building, LSEE prepares students for long-term literacy success and academic achievement.

Daily Foundational Literacy Skills Instruction in Grades 3-5

LEAD Public Schools serves students in grades 5–12. Fifth-grade students receive a daily 90-minute literacy block using the Reading Reconsidered curriculum, which includes embedded foundational skills instruction. In addition to this core instruction, all students also participate in a daily 30–45-minute intervention block, differentiated based on individual student needs.

Foundational skills are not only explicitly taught during the intervention block but are also embedded throughout the 90-minute core literacy block for at least 30 minutes each day. At the heart of the Tennessee State Standards is the ability to read and write in response to increasingly complex texts. The Reading Reconsidered curriculum supports this through an evidence-based approach built on three key elements: knowledge building, intensive writing, and a text-centric focus that engages students and aligns them for success.

Research shows that background knowledge is at least as important to reading comprehension as reading “skills.” Reading Reconsidered emphasizes knowledge building through a text-specific approach, including explicit instruction aligned to all areas of the Tennessee State Standards. Instruction covers morphology, grammar, spelling, writing, and fluency, with targeted support for vocabulary, fluency, and comprehension.

Over time, students build a strong base of knowledge through both collaborative and independent close-reading activities. These activities increase students’ understanding of important ideas and concepts they are likely to encounter in the future. Daily fluency and comprehension work also allow teachers to provide clear, specific, and targeted feedback to support student growth.

Writing is central to the curriculum, with daily opportunities for students to reflect on the text and their understanding. Lessons are designed to help students use writing as a tool to deepen and clarify their thinking in three ways: Developmental writing focuses on sentence-level craft and builds syntactic control through exercises embedded in the reading content. Formative writing allows students to “think in writing” by using writing to develop and expand their ideas. Summative writing asks students to construct well-developed paragraphs that explain and support a central argument about the text.

To provide additional support for students who continue to make inadequate progress, materials were revised before the 2024–25 school year to include explicit instruction in paragraph and multi-paragraph writing, as well as enhanced fluency practice. These practices were found to be successful and will continue in the following school year.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

We do not serve students in third or fourth grade.

Teach Like a Champion, Reading Reconsidered, 5th grade (approved waiver)

Universal Reading Screener for Grades K-5

DIBELS, 8th Edition, K-2

We do not serve students in third or fourth grade.

Fastbridge, 5th grade

Supplemental Screener

K-3:

DIBELS 8th includes a dedicated dyslexia screening module that aligns with the criteria outlined in Tennessee law and the TDOE Dyslexia Screener Guidance. This module evaluates the required domains through specific subtests: phonological and phonemic awareness is assessed using First Sound Fluency and Phoneme Segmentation Fluency; sound-symbol recognition and alphabet knowledge are measured through Letter Naming Fluency; decoding and encoding are evaluated using Nonsense Word Fluency and Spelling; and rapid naming is assessed via the Rapid Automatic Naming subtest, when applicable. Students who score below the 25th percentile nationally on the Universal Reading Screener are administered these targeted subtests to determine whether they exhibit characteristics of dyslexia. The results are then used to guide intervention planning and inform further instructional decisions.

5th: FastBridge - CBMR, AutoReading Encoding, earlyReading Letter Sounds, AutoReading Identification

Intervention Structure and Supports

Intervention Structure and Supports K-2

LEAD has developed a comprehensive, research-based literacy intervention plan aligned to the Tennessee Literacy Success Act and the Tennessee Department of Education's RTI² Framework. Our K-2 foundational literacy approach integrates the use of mCLASS Intervention and DIBELS 8th Edition to ensure early identification, targeted intervention, and continuous progress monitoring for all students. Skill-level progress monitoring occurs biweekly, while grade-level probes are reviewed monthly. Multiple forms of student data are reviewed including the screener data. Students scoring below the 40th percentile nationally on the screener may be identified for intervention support: Tier II for moderate risk and Tier III for those below the 16th percentile or exhibiting characteristics of dyslexia.

Intervention is delivered during a dedicated 45-minute block each day, with Tier II and Tier III groups receiving small-group instruction from trained educators. mCLASS Intervention serves as the core instructional program for these tiers and is fully aligned to the Science of Reading. It emphasizes the

five key components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through structured, scripted lessons that follow a three-step sequence: introduce, model, and practice. Students engage in multisensory instruction that incorporates kinesthetic strategies and manipulatives to support all learners, including those with dyslexia.

mCLASS Intervention begins with a comprehensive, multi-battery diagnostic that provides a holistic understanding of a student's reading profile. A technology-driven grouping algorithm then prioritizes instructional focus areas and groups students according to shared skill gaps. Instruction targets no more than two skills per session to prevent cognitive overload. Biweekly progress monitoring data is reviewed to assess student growth where changes to the duration, materials, or intensity of support are considered. Students may be regrouped as needed to maintain instructional alignment with their evolving needs.

In alignment with Tennessee's Say Dyslexia Law and T.C.A. §49-1-229, students scoring below the 25th percentile undergo further analysis of DIBELS subtest data to determine whether they exhibit characteristics of dyslexia. When appropriate, Individualized Learning Plans for Dyslexia (ILP-Ds) are developed through a data team process that includes parent notification and consent. ILP-Ds are documented in TNpulse and include specific instructional strategies and accommodations aligned to structured literacy practices. The network ensures full implementation of accommodations across all content areas in general education settings.

The RTI² process at LPS is deeply embedded in our school structures and supported through regular, data-driven team meetings. School-based RTI² teams convene every 4.5 weeks to review student progress (various student data), adjust interventions, review ILP-D or eligibility, and plan next steps.

Students who score above the 40th percentile on the universal screener participate in enrichment activities during the daily intervention block. These include Writing Studio, ReadWorks, independent reading, and the adaptive online platform Boost. These enrichment experiences are designed to deepen literacy engagement and accelerate growth for on-track students.

Intervention Structure and Supports 5th grade:

LEAD Public Schools allocates 30-40 minutes daily towards an additional intervention block. Leveraging data from the FastBridge Reading Universal Screener alongside secondary screeners, teachers and instructional leaders identify and provide interventions to support those students who have a significant reading deficiency. LEAD's school-based RTI data teams meet at the beginning of the year to finalize placement and at the end of each quarter to review student progress data, assess student movement between tiers, and help prescribe additional supports along with ensuring the overall fidelity of the intervention program. Once intervention groups have been determined based on similar deficits, teachers implement the curriculum that best meets the needs of the gaps experienced by the small group of students. Teachers receive coaching and support to ensure fidelity of implementation is reached.

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 CBMR, Encoding, Letter Sounds, and Identification, every two weeks to chart growth for Tier 2 and Tier 3 students. Intervention programs used include Brainspring's Phonics First and Structures curricula, along with SRA Corrective Reading levels B1 & B2. If students are not making adequate progress in their intervention, data teams may consider changing the intervention or referring the student for a support team meeting. Changing the intervention may mean recalibrating on the appropriate gaps to target and/or increasing the intensity. At LEAD, increasing intensity can look like smaller whole-group sessions or smaller small groups.

LEAD Public Schools allocate 30-45 minutes daily towards an intervention block. Leveraging data from the Fastbridge 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 data, 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, and more time receiving direct instruction in lieu of a computer-based learning support.

Parent Notification Plan/Home Literacy Reports

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. To ensure equitable access for all families, LEAD provides multilingual and multimodal communications in English, Spanish, and Arabic as needed.

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 in September, January, and May, LEAD provides each K-2 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. Our home literacy report also provides information on the importance of reading on grade level by the end of third grade as well as promotion pathway information.

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. 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.

Parent Notification Plan/Home Literacy Reports 5th Grade:

LEAD Public Schools implements a clear and comprehensive annual notification plan to ensure families are informed of their student's reading performance. Each fall, we send a Home Literacy Report that includes the student's current reading level, whether they are struggling with foundational reading skills, which specific skills they are struggling with, and the reading intervention they will receive.

This report is designed to be parent-friendly and accessible, and it is provided in our three primary languages: English, Spanish, and Arabic. LEAD is committed to ensuring all families have access to clear information about their student's progress and support plan, and additional interpretation is available upon parent request.

In addition to written communication, LEAD also uses in-person meetings to further explain student performance and provide clarity about next steps. While universal screening assessments are conducted in September, January, and May, the Home Literacy Report is only sent once a year in the fall to provide a detailed summary of the student's reading status, skills gaps, and intervention plan. Each report also includes no-cost, at-home activities families can use to support their child's reading development. Because all students identified as lacking foundational reading skills receive an

additional intervention, families also receive an intervention progress letter at the end of each quarter, reporting on student progress during that period.

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 indicated in the K-2 section.

Professional Development Plan

Professional Development Plan K-2

In alignment with the Tennessee Literacy Success Act (TLSA), all K-5 educators in our network are required to participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. As part of this initiative, all K-2 educators at LPS will complete the state-required Early Reading Training (ERT). This asynchronous course, available through the TeachALL Learning Platform, builds educator capacity in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Completion of this training is documented in each teacher's TNCompass account and fulfills current licensure renewal requirements. In addition to Course 1, educators are encouraged to complete Course 2 for continued development in the application of these skills within the classroom.

Beyond initial certification, our educators engage in continuous professional learning through a structured development program. Monthly collaborative workshops provide opportunities to deepen understanding of evidence-based literacy practices, data analysis, and targeted intervention strategies. Instructional coaches deliver real-time classroom support through modeling, co-teaching, and feedback cycles. Furthermore, all K-2 teachers participate in bi-weekly Professional Learning Communities (PLCs) focused on analyzing student data, reviewing lesson plans, and refining instructional delivery aligned to Tennessee ELA standards.

Educators receive training in the administration, scoring, and data interpretation of our approved universal reading screener, DIBELS 8th Edition, which is administered to all K-2 students three times per year. This training ensures teachers are equipped to monitor reading development and use results to adjust Tier 1 instruction and identify students in need of Tier II or Tier III interventions.

Our team is also trained in implementing high-quality instructional materials that align with both the TN Foundational Skills Curriculum and the Core Knowledge Language Arts (CKLA) program. Professional development includes structured support on explicit, systematic phonics instruction and foundational skills routines, ensuring all teachers deliver consistent, rigorous early literacy instruction.

To support diverse learners, including those with characteristics of dyslexia, educators participate in training that focuses on early identification and evidence-based interventions. Teachers are prepared to provide differentiated instruction that meets the needs of multilingual learners,

students with IEPs, and those identified as at risk through screening data. Our intervention team receives additional support through mCLASS Intervention training, equipping them to deliver small-group, skill-based instruction tied to assessment outcomes.

Finally, our professional development plan includes strategies for family engagement. Teachers are trained to communicate clearly with families regarding student progress and to use the Home Literacy Report to share data and provide resources for literacy development at home. This comprehensive and strategic approach ensures that all LEAD K–2 educators are fully equipped to implement foundational literacy instruction with fidelity and in alignment with Tennessee’s expectations.

Professional Development Plan 5th Grade:

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 in Orton Gillingham methodology to ensure all fifth-grade teachers have received the appropriate level of training and support as outlined by the legislation.

Additional Comments

All literacy teachers at LEAD 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 collaboratively and independently, alongside opportunities for students to demonstrate their understanding. LEAD also provides several other virtual training sessions that cover elements of ELPA support, supporting ELL students, and students with exceptional needs.

LEAD Public Schools

LEAD Southeast Elementary (TPCSC) **New 2025-26*

LEAD Neely's Bend (TPCSC)

LEAD Cameron Middle School (MNPS)

LEAD Southeast Middle School (MNPS)