

KIPP Nashville

Foundational Literacy Skills Plan

Approved: May 25, 2021

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 schools use a robust foundational skills curriculum based in the science of reading and aligned to Tennessee ELA standards. We use the Reading Mastery curriculum, published by McGraw Hill. The curriculum, along with our supplemental scope and sequence, focuses daily instruction on foundational skills, particularly phonological awareness, phonics, and oral reading fluency. The curriculum also includes comprehension and vocabulary work. At each of our elementary schools, kindergarten through second grade students spend 50 minutes a day in smaller-group foundational skills instruction supported by this curriculum. Additionally, in small group reading, our students use Geodes decodable texts for an additional 25 minutes a day of foundational skills practice. During both these blocks of instructional time, teachers use systematic and explicit instruction. Teachers, supported by the curriculum, introduce key phonological awareness skills, as well as letter and sound correspondence through explicit modeling, guided and then independent practice. As skills build, teachers model blending and segmenting to support students' decoding and encoding, as well as fluent oral reading. Teachers give feedback to students in real time as they practice these skills.

We have made several improvements heading into this year. The first is to ensure that all of our schools are using the same foundational skills curriculum for all parts of the literacy block. We are writing a Literacy Blueprint that indicates the adopted curriculum, instructional block design, and aligned assessment plan. We are preparing professional development for all staff on this blueprint. Clarifying the adopted curriculum has included ensuring that sufficient minutes are dedicated to core foundational skills, including all components of phonological awareness and explicit spelling instruction. We have also redesigned our instructional block to allow for a sufficient number of minutes for foundational skills. Clarifying how minutes are spent has also allowed us to ensure that teachers are not using instructional techniques aligned to the three-cueing model of reading assessment. We will support these shifts with weekly observations and coaching debriefs, as well as bi-weekly content internalizations and data analysis meetings for all foundational skills teachers.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our schools use an integrated literacy block in grades three through five. This block is aligned to Tennessee ELA standards and informed by reading science. During our integrated ELA block, based

on research-supported best practices, students receive 90 to 120 minutes of ELA instruction, depending on their grade. This block includes instruction in both reading and writing. The reading portion of the block centers on the ability to comprehend complex, culturally relevant texts and to be able to determine the implicit message of the text and the text's overall significance. Teachers and students also use the texts to master state standards. The reading portion of the block also includes direct instruction in reading fluency and vocabulary, ensuring knowledge building and a strong mastery of relevant tier 2 and tier 3 vocabulary words.

During the writing portion of the ELA block, students work on both process-based and on demand writing and receive direction instruction in high-priority reading foundational skills and language skills. These skills are then spiraled throughout the curriculum for review over the subsequent two years following their introduction. Between the minimum of ten minutes a day of explicit vocabulary instruction, and at least twenty minutes of foundational skills instruction in language, all students receive at least thirty minutes a day of foundational skills instruction in grades 3-5. In grades 3 and 4, student receive an additional 15 minutes per day of spiraled review of language standards as part of their morning meeting, inclusive of grammar and morphology.

In terms of improvements for next year, we are adopting a new literacy screener and progress monitoring assessment for grades K-4 that will results in a more comprehensive view of students' foundational skills achievement and instructional needs. We will also be engaging in an intensive professional development series with our whole K-4 team. Additionally, we have ensured that upper grade readers have access to strong supplements and intervention resources regarding foundational skills.

Approved Instructional Materials for Grades K-2

Approved waiver for other materials

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

Additional Information about Instructional Materials

All KIPP schools' charter agreements with MNPS or the State Board of Education include a waiver from T.C.A. § 49-6-2206.

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

We will use the mCLASS assessment in grades K-4 (which includes the 8th edition of DIBELS). For grade 5, we will use MAP.

Intervention Structure and Supports

In the fall, all students in grades K-4 will be given a universal screener (mCLASS, which includes the 8th edition of DIBELS) to determine which students have a significant reading deficiency or are "at risk". Classroom teachers, principals, and assistant principals review the universal screener data to determine which students score "well below benchmark" on grade level expectations. Those

students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as being in need of Tier II or Tier III instruction are given additional diagnostic assessment to determine specific deficits and best assigns students to small groups for targeted reading interventions in specific skills that will best close skill gaps. Students then receive daily, small-group intervention for at least 40 minutes in their areas of greatest deficit.

In grade 5, our students are screened with the MAP assessment. Those whose scores are below the 30th percentile are given the AIMSWEB assessment as a diagnostic and are placed in Tier II or Tier III for intervention that takes place daily, in small groups, for a minimum of 30 minutes.

We have several research-based options for reading intervention support available for students who are “at-risk” or who have been identified as having a significant reading deficiency. Depending on area of need and grade level, educators have access to: suggested instructional activities from mCLASS, Heggerty phonological awareness intervention curriculum, Wilson Foundations for phonics and fluency, and the 95% Group and Voyager’s Rewards intervention for more advanced phonics and fluency support (multi-syllabic word attack strategies, morphology, etc.).

Data teams meet to review progress monitoring data at least every four weeks to determine if interventions are proving effective, or if instructional practices need to shift. The data team also looks at other variables (attendance, engagement) to determine what additional supports are necessary.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. Our universal screener, mCLASS, is also used to determine if students have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlines in the Say Dyslexia Law using programs that meet the law’s requirements. Our schools use a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the Wilson Foundations curriculum is used to support these students, as it is based on a systematic, explicit and sequential method of phonics-based instruction. The curriculum’s multi-sensory and language-based approach is considered a strong support for students exhibiting characteristics of dyslexia.

Intervention takes place during dedicated daily literacy intervention time in small groups. When students are in their RTI groups, they work with a small group of peers and a teacher on specific skills that are needed to close gaps in their knowledge. For example, students struggling with decoding spend time blending phonemes into syllables and words and reading them in connected, decodable text. When possible, these texts are connected to themes and ideas from the units of Tier 1 instruction.

Parent Notification Plan/Home Literacy Reports

Our schools plan to adopt a parent notification plan for grades K-5 that is highly aligned with the exemplar represented in the toolkit materials. We will notify parents in grades K-5 if their child is “at risk” for or has a significant reading deficiency (as evidenced by students scoring “well below benchmark” on the grade level assessment) immediately after we complete the fall universal screening. We will communicate students’ score in parent-friendly language that provides a clear

explanation of specific strengths and skill gaps and will reveal the severity of any remediation needs. We will also attach the mCLASS “Home Connect” report that describes areas of strength and areas of deficit along with parent-friendly explanations, and suggestions for at home support. Parents will also be informed as to what intervention their child will receive, and how often and for what duration. The letter will include language about the importance of reading by the end of 3rd grade. In K-4, there will be an additional notification home at the mid-year and end-of-year universal screener. In fifth grade, these reports will go out at least annually.

For students who are at risk, or identified as having, and “significant reading deficiency”, parents will receive updates on their child’s progress in progress monitoring at least ever four weeks. In these updates, teams will let parents know of changes made to the child’s intervention supports. Parents will also receive recommended activities to do at home to address students’ areas of deficit.

Additionally, each school team hosts informational sessions and Family Literacy Nights at least twice a year during which teachers share information about reading best practices and the school’s curriculum. Teachers and families work together to practice high impact instructional activities that can be done at home.

Professional Development Plan

Teachers and school leaders at our K-4 schools will participate in a year-long professional development series, LETRS (Language Essentials for Teachers of Reading and Spelling), developed by Dr. Moats and Dr. Tolman and accredited by the International Dyslexia Association (please see attached professional development calendar).

In year one, our K-4 teachers will participate in four units of study through both asynchronous module completion, and in-person professional development sessions. These units are: The Challenge of Learning to Read, The Speech Sounds of English, Teaching Beginning Phonics, Word Recognition and Spelling, and Advanced Decoding, Spelling and Word Recognition. We will carefully monitor participant progress and ensure that the four units are successfully completed by summer 2022.

As a result of our fall ‘21 experience with LETRS, we will either extend the learning to our fifth grade teachers in school year ‘22-’23, or apply to join the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education in the spring of ‘22.

Additional Information about this Foundational Literacy Skills Plan

We are excited for this work.