

Nashville Collegiate Prep
Foundational Literacy Skills Plan

Approved: May 27, 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

NCP uses a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (120 minute ELA block with at least 45 minutes designated for foundations) in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work. During that instruction, teachers explicitly teach a sound, the students practice the sound aloud, The teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual).

Daily Foundational Literacy Skills Instruction in Grades 3-5

NCP has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our 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 at least 120 minutes of ELA instruction with at least 30 of those minutes focusing on foundational skills.

All daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) for about 120 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Our 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.

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

NCP will pilot Reading 360 in grades K-2 along with our standard researched based curriculum. NCP will also use the Tennessee Foundational Skills Curriculum Supplement to further address foundational skills in daily instruction. This supplement allows us to focus more deeply on the phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. We encouraged our families to order the “at-home decodables” through the state’s free ordering website. The at-home decodables allow our students another round of practice with their families. The at-home decodables provide our families with the sounds-supports to connect school and home practice, which adds additional reinforcement to daily lessons.

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

NCP will use I-ready

Intervention Structure and Supports

In the fall, students are given a universal screener (I-ready) to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers and principal review universal screener data to determine which students score between the 0-25th percentile. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest deficit.

We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our ELA curriculum provides teachers activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions become an option. Data teams meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision- making process before a change is made to the programming or provider.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law’s requirements. NCP uses a research-based supplemental program as one intervention for students with characteristics of dyslexia. Intervention takes place daily during the success block as well as during small group instruction during their main block of ELA time.

Parent Notification Plan/Home Literacy Reports

NCP 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 students 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. NCP 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-3 three times annually and are shared in grades 4 and 5 annually.

Professional Development Plan

K-2 teachers at NCP will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

April 2021 – All teachers of grades in grades Pre-K through five 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 district has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade Pre-K through second. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches. This week 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 three through five during the summer of June 2022. As NCP is a new school for the 21-22 school year, teachers at NCP will participate in a 3 week professional development starting July 19th. Trainings regarding all reading programs (core and supplemental) will be provided and will also be ongoing throughout the year.