

## **Memphis College Preparatory**

Foundational Literacy Skills Plan

Last Updated: February 22, 2024

Approved: July 26, 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**

Memphis College Preparatory has dedicated a minimum of 160 minutes of daily ELA instruction since its inception. 90 minutes of that is dedicated to teaching foundational skills in grades K-2. We are committed to making sure that this minimum is met when scheduling each school year. Amplify, CKLA plus our supplementary Expeditionary Learning (ALL Memphis) are the curricula used with our students in grades K-2. These TN State standards-based and aligned materials are all-encompassing. The skills strand provides comprehensive instruction in foundational reading skills, which is the primary form of instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. It also addresses language skills, including conventions of English, spelling, and grammar. Reading fluency is a component of the foundational literacy block in all grade levels.

Our ELA classrooms are designed to help educators address each child's individual learning, explicitly teach strategies scholars will use not only the day they are taught, but whenever they need them, and support small-group work and conferring, with multiple opportunities for personalized instruction. The routines and structures of the reading and writing block are kept simple so that the educator can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.

Our literacy instruction provides a concise instructional pathway in foundational literacy skills that is realistic and doable, and taps into kids' skills and energy for tackling the fabulous challenge of learning to read and write, introducing high-leverage phonics concepts and strategies in a way that keeps pace with scholars' reading and writing and helps them understand when, how, and why they can use their foundational literacy skills to read and write.

In addition, we also will be supplementing instruction with Heggerty phonemic awareness, Orton Gillingham, and the TNFSCS.

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

Memphis College Preparatory has dedicated a minimum of 120 minutes of daily ELA instruction since its inception for grades 3-5. Forty-five minutes is dedicated to foundational skills. We are committed to making sure that this minimum is met when scheduling for each school year. Memphis College Prep has adopted Amplify CKLA, and we supplement with Expeditionary Learning (ALL Memphis) as the ELA curricula for our students in grade 3-5. For grades 3-5, through an integrated and evidence-based approach, students will practice reading, writing, speaking, listening, grammar, spelling, and morphology through the lessons within each unit. This curriculum also explicitly supports and engages learners in fluency, reading comprehension, and vocabulary.

This TN State standards-based and aligned curriculum is all encompassing and builds off the work of foundational literacy in grades K-2 to build strong and independent readers and writers. Our ELA classrooms are designed to help educators address each child's individual learning, explicitly teaching strategies that scholars will use not only the day they are taught, but whenever they need them, and support small-group work and conferring, with multiple opportunities for personalizing instruction. The routines and structures of the reading and writing blocks are kept simple and predictable so that the educator can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.

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

Amplify, CKLA

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

Amplify, CKLA

### **Supplemental Instructional Materials**

We also use Expeditionary Learning (ALL Memphis), Heggerty phonemic awareness, Orton Gillingham, and the TNFSCS.

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

We use the full suite of assessments for NWEA MAP for our K-5 students.

We also administer the TN Universal Reading Screener, aimswebPlus, to our 3rd graders for the spring benchmark.

### **Intervention Structure and Supports**

Our intervention plan and supports follow all requirements outlined in the RTI<sup>2</sup> Manual. with 45-60 intervention minutes daily for each grade level. We have an ELA/math interventionist that specifically supports our most struggling scholars, those that have been identified as Tier 3. Grade level educators also support reading interventions during the grade level's specific intervention time for Tier 1 and Tier 2 scholars. Reading interventions that are used to support elementary scholars with reading deficits are Heggerty, Orton Gillingham, EL (ALL Memphis), and iReady.

Scholars in K-5 that fall below the 40th percentile on NWEA MAP reading assessments are further screened, using FastBridge to target skill deficits. Scholars that fall below the 25th percentile in targeted areas within FastBridge are screened for characteristics of dyslexia. Our Response to Intervention team is composed of the Managing Director of School, Director of Academics, Literacy Coordinator and Specialist, and Mathematics Coordinator and Specialist. They meet every two weeks to discuss scholar outcomes and monitor scholars' responses to the provided interventions and make data informed decisions (progress monitoring) focused on the scholar's placement as well as the intervention being provided. Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress. Within progress monitoring scholars are tagged for movement between intervention groups based on their progress.

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

Following each screening window (3 times each year in the fall, winter, and spring) and school-level data team meetings, letters regarding literacy progress are sent to all families of K-5 students, including those who have been identified as needing reading intervention to address a specific area of deficit (identified by scoring below the 40th percentile). This letter identifies the screening process, specific plan for reading intervention (including the provider and times/schedule), the area(s) of deficit the intervention will focus on, and access to literacy resources to support families. The letter is written in family-friendly language and is accompanied by a report detailing the child's scores, outlining the specific gaps in the student's reading skills. We share no cost activities for families to do at home to support learning and plan to utilize the State's Reading 360 plan to emphasize at home reading, host a quarterly meeting with our families on our Data & Desserts data meeting review nights, and provide on-going family support through our Family Connection newsletter. All supplemental support activities are provided at no cost to our families. Included in this communication is documentation on the importance of being a strong reader by Grade 3 and the tools, skills, and standards needed to get each scholar there. We also share promotion pathway information with our families. We plan to make this information a part of our annual Pre-Registration enrollment event each year.

### **Professional Development Plan**

Memphis College Preparatory will require all educators to participate in literacy training.

- Expeditionary Learning (All Memphis)
- OG approach
- TDOE Early Reading Training Course 1

We will utilize the TN Foundational Skills Curriculum Supplement (TNFSCS) and Heggerty in addition to training our teachers in all supplemental materials as indicated to prepare all staff members for the beginning of the year.