

Promise Academy Spring Hill

Foundational Literacy Skills Plan

Approved: May 21, 2021

Updated: July 3, 2023

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

Promise Academy Springhill uses a foundational skills curriculum that is aligned to Tennessee ELA standards and approved by the State Textbook Commission. The curriculum uses foundational skills as the primary form of instruction and has designated blocks for each component. The curriculum divides the foundational skills into 2 sections, Skills (Phonological Skills, Vocabulary, & Fluency) and Knowledge (Comprehension & Vocabulary). Each section is approximately 60 minutes each. During instruction, teachers use the VAKT methodology (visual, auditory, kinesthetic, tactile methods) which is systematic and sequential. The teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, then students apply the skill in independent practice. Promise Academy also uses small group reading daily for an additional 90 minutes to support foundational skills. Response to Intervention is included in the 90 minutes Guided Reading block. Students will be pulled out to receive 30 minutes of Reading intervention

Our improvements for the 2021-2022 school year include: allowing teachers extended monthly planning time to collaborate with each other and the literacy coach. During this time, the teachers will practice and refine their instructional practices of foundational skills. The teachers will receive weekly PLCs (sessions will encompass data, foundational literacy components, curriculum planning, etc), weekly extended planning time, and monthly learning labs.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Promise Academy's 3rd-5th grade has an integrated block of time for 3rd-5th grade literacy. We selected a curriculum that is aligned to the Tennessee ELA standards and approved by the State Textbook Commission. The curriculum includes reading, writing, speaking and listening, and grammar. The 3-5 schedule includes 180 minutes of daily instruction. 45 minutes for listening and learning (comprehension and vocabulary), 45 minutes of skills (grammar, morphology, and writing), 60 minutes of reading instruction using decodable readers (comprehension, fluency, advanced phonics, and vocabulary instruction). Fluency, vocabulary, and comprehension are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection. The 3rd-5th grade teachers use direct instruction, collaborative learning, and research-based projects for literacy instruction.

For example, the fourth-grade students are studying the American Revolution which is part of the CKLA curriculum. They start by activating prior knowledge and reading independently. After reading, the students summarize the content through discussions and writing, complete word work which unpacks essential vocabulary related to the domain, and writes responses to inferential questions which requires the students to use evidence from the text to support their answers.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

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Additional Information about Instructional Materials

Promise Academy also has adopted ALLMemphis Orton Gillingham for ELA instruction for supplemental teaching. This supplemental time will allow us to focus on phonemic awareness, phonological code, fluency, and comprehension for students in Kindergarten through Second grade. This curriculum will use the VAKT (visual, auditory, kinesthetic, and tactile) methodology as well as a culturally relevant decodables to read and apply the previously taught skills. Once the students read the decodable for 2 days, the decodables are sent home to read with their families.

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

Promise Academy will use the Tennessee Universal Reading Screener, AimswebPlus. The assessment results help teachers determine how students are performing on important reading skills.

Intervention Structure and Supports

In the fall, students are given a universal screener to determine which students have significant reading deficiencies or "at-risk" for reading deficiencies. Our grade level teachers, instructional coaches, and principals review data from the initial assessment to determine which students scored below the 25th percentile. Those students with identified gaps are classified into groups: Tier II or Tier III. Tier II instruction will be given to students who scored between the 16th - 25th percentile on the initial assessment. Students who score between the 1st -15th percentile will receive Tier III instruction.

Tier II or Tier III students are given a diagnostic test to determine specific areas of struggle so that students can be assigned to a small group with targeted instruction from a trained teacher or instructional assistant. Students receive daily, small-group intervention for at least 30 minutes in their area of greatest deficit.

Promise Academy has vetted options for reading intervention support available to our Tier II and Tier students. We have several reading intervention curriculums such as LLI (Tier II intervention), Reading Mastery (Tier III intervention), and Read Well for SPED that address the skill gaps students have. The research and evidence-based curriculums allow us to offer different resources to tailor our instruction to meet the needs of our students' deficits.

Data meetings (review benchmark or progress monitoring data) are held once a month with the administrative leadership team and the RTI team (instructional assistants and interventionists) to determine if any changes in the intervention plan need to occur. During the data meeting, other variables such as attendance, engagement, and behavior are taken into account before any significant changes are made.

Leveled Literacy Intervention (LLI) is another supplementary intervention that Promise Academy uses for Tier II. This intensive small group instruction uses level readers to help struggling readers in systematically designed lessons.

Reading Mastery is a highly effective intervention program that targets the 5 components of reading.

Read Well focused on explicit, systematic instruction of reading's big five, phonological awareness, phonics, vocabulary, comprehension, and writing.

Parent Notification Plan/Home Literacy Reports

Promise Academy administers the benchmark assessment in August, December, and May. Once the results have been tabulated, parent notification letters are issued to students with severe reading deficiencies three times per year. The letter specifies specific areas of reading deficiencies, reading intervention practices for home, and the reading intervention provided by the school. All parents are required to have in-person parent-teacher conferences at the beginning of the year and at the end of each quarter. The teachers will discuss the benchmark data with parents and provide them with their child's home literacy report. Each student will receive a literacy report after each benchmark assessment. The literacy report will provide information on the importance of students being able to read by the end of third grade and will offer activities and resources for parents to access at no cost.

Professional Development Plan

Promise Academy K-5 teachers will complete the Tennessee State Department of Education Reading 360 Literacy online training for Week 1 and the Reading 360 Literacy Training Part 2. All teachers will participate in weekly professional learning communities, vertical planning sessions, data meetings, and monthly learning labs with a focus on foundational literacy skills.