

Believe Memphis Academy Charter School

Foundational Literacy Skills Plan

Approved: June 9, 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

We do not serve grades K-2 in our school.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 4-5 at our school, our students receive 165 minutes of literacy instruction daily. 15 minutes grammar instruction, 90 minutes on-grade-level reading/writing/speaking instruction, and 60 minutes of foundational literacy instruction tiered by our universal screeners at the beginning of the year to ensure students are receiving instruction to address any gaps in foundational literacy. During our literacy lab instruction, we focus on phonics, decoding, fluency, spelling, vocabulary and comprehension through a research backed curriculum called "Corrective Reading". For our most struggling readers, we use an Orton-Gillingham backed curriculum called ALL Memphis, that use much more explicit instruction on morphology and phonemic awareness. Our Literacy Instruction follows the standards of TN state standards and uses a curriculum inspired by Scarborough's Rope called "Reading Reconsidered".

Approved Instructional Materials for Grades K-2

Approved waiver for other materials

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

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

easyCBM and Corrective Reading

Intervention Structure and Supports

In the fall, students take a universal screener (EasyCBM) to determine students who have a significant reading deficiency or are identified as "at-risk." The Student Supports Team meets with our Principal, Dean of Instruction, and school psychologist to determine which students qualify for Tier II or Tier III based on this data. These students are given a diagnostic assessment to identify

specific deficits to best provide an intervention that will quickly narrow skill gaps. Reading Intervention at Believe Memphis Academy is data-driven and evidence-based at all times. The RTI data team meets on a 4-week cycle to review and analyze progress monitoring data for all students involved in our Intervention program. The team utilizes this information to adjust the duration, material, or intensity of instruction based on student progress. Changes are made to the student's teacher or instructional focus in order to best address specific skill gaps. The Data Team meets regularly with the school psychologist to determine any necessary changes to provided interventions based on progress monitoring data. Students who demonstrate slow or no growth on progress monitoring probes receive further differentiated instruction to best target specific skill deficits. The team also considers other contextual factors (attendance, engagement, Corrective Reading Mastery Assessment performance) when making adjustments to student programming. We utilize the Corrective Reading material and curriculum, which provides intensive direction instruction-based reading intervention to all students involved in our intervention program. Corrective Reading is evidence-based instruction that delivers tightly sequenced, carefully planned lessons that provides struggling students the structure and practice necessary to become more skilled and fluent readers. Intervention takes place daily during our Literacy Lab blocks. Students work in groups of peers who perform at similar ability levels with similar deficit areas to best target discrete skills. This block occurs for 55 minutes each day and consists of tightly structured, targeted instruction for students. Teachers routinely collect additional data on students (Exit Tickets, Mastery Assessments) to make further adjustments to instruction to best target specific skill gaps and support student growth. The RTI Coordinators conduct regular fidelity checks to ensure this programming is being carried out in a data-driven and evidence-based manner and to ensure all students in RTI receive adequate support.

Parent Notification Plan/Home Literacy Reports

The RTI Data Team immediately notifies families of students who are identified as "at-risk" following the school's completion of fall universal screening. Additionally, the RTI Data Team sends notification letters to parents following each round of Benchmark Assessments (Winter, Spring) to communicate any relevant information regarding changes to a student's intervention schedule or provider. Families are provided with a short explanation of our Corrective Reading program in order to demonstrate the interventions students will receive. Families are notified regarding the intervention each student will receive, the provider of that intervention, and the amount of time per day the student will receive this intervention. The RTI Data Team then sends out parent notification letters via the school's internal postal service after each Data Meeting to inform families of student progress. These notification letters include student progress in the previous instructional cycle in parent-friendly language, explanation of our RTI program and supports, copies of student progress monitoring data, and graphs that visually demonstrate student progress monitoring growth. Families are notified regularly regarding any adjustments made to a student's intervention plan and receive information related to our methods and curriculum. The RTI Data Team directly reaches out to the families of any students who are not making progress via phone to further explain the purposes of the RTI program and provide additional support and at-home activities to support student learning.

Professional Development Plan

All our grades 4-5 teachers will participate in the State's Early TN Reading Training by the summer of 2022.

Additional foundational literacy PDs will be offered by our Principal, Dean of Instruction, as well as our Special Education Coordinator. Resumes attached here. In addition to the extensive experience each of these people bring, we will be using training materials from SRA's Corrective Reading Curriculum, which is a research-based phonics, decoding, fluency, spelling, phonemic awareness, and comprehension building curriculum, as well as partnerships with the Lit Institute and ALL Memphis, both of which are organizations that have dedicated themselves to supporting schools build foundational literacy skills for all children.

In accordance with our PD calendar, all teachers will receive foundational literacy training on Friday, 7/23. ELA teachers will receive content-specific training the week of 7/26-7/28, all teachers receive SPED/ELL training on 7/29, and there will be a weekly PD on foundational literacy every Monday after school throughout the school year.

Additional Information about this Foundational Literacy Skills Plan

In our first year of operation and the last time we had state tests (2018-19 SY), we were rated a TVAAS level 5 in literacy growth, with our 4th/5th graders receiving the 3rd highest growth scores in the district among charters with grades 4-5.