

Believe Memphis Academy Charter School

Foundational Literacy Skills Plan

First Approved: June 9, 2021

Approved: June 27, 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

Literacy is important at Believe Memphis Academy. Each day, our K-2 students receive 45 minutes of designated foundational literacy skills instruction within their 2-hour literacy lab using our curriculum Open Up Expeditionary Learning (EL) along with Ditto Literacy, ALL Memphis, as a foundational skills supplement. This curriculum is aligned to Tennessee academic standards with foundational skills being the primary form of instruction for our students within the K-2 grade band. Students will receive explicit instruction and practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension daily.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our grades 3-5 students receive 85 minutes of literacy instruction daily. A minimum of 30 minutes is dedicated to foundational literacy skills instruction, which is embedded within our Open Up Expeditionary Learning curriculum. Grades 3-5 students will receive instruction in grammar, morphology, spelling, writing, and fluency. Our literacy instruction and curriculum are aligned with the Tennessee academic standards and follow an evidence-based approach that includes explicit support for fluency, vocabulary, and comprehension. We intentionally use the data from our beginning of the year universal screener information to ensure our students receive instruction to address any gaps in their foundational literacy skills during their intervention time each day.

Approved Instructional Materials for Grades K-2

Open Up OUR Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up OUR Expeditionary Learning

Supplemental Instructional Materials

We are using Ditto Literacy as a supplement to add to our phonics instruction in K-2. Additionally, we are using Ditto Literacy Plus from All Memphis in during intervention to support closing the gaps in foundational skills.

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

We also administer the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Intervention Structure and Supports

In the fall, students take the iReady universal screener to determine students who have a significant reading deficiency or are identified as “at-risk.” The Student Supports Team meets with our Principal, Director of Exceptional Children, 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, following the expectations outlined in the RTI² Manual.

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 instruction duration, material, or intensity based on student progress. Changes are made to the student’s teacher or instructional focus 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, additional assessment performance) when adjusting student programming (duration, materials, personnel).

We utilize the Ditto Literacy Plus intervention materials, which provide intensive reading intervention to all Tier 2 and 3 students in K-5 who require additional support. This evidence-based intervention program provides tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become more skilled and fluent readers. Intervention occurs daily during a designated time, aligning intervention blocks between grades (K-1, 2-3, and 4-5). Students work in small groups of peers who perform at similar levels with similar deficit areas to best target discrete skills. This block occurs for 45 minutes daily and consists of 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 intervention receive the support they need.

Parent Notification Plan/Home Literacy Reports

Our family notification plan begins with providing families with detailed student scores of those identified as “at-risk” following the school’s completion of fall universal screening. Our families will receive this literacy information three times each year for students in grades K-3 and at least one time each year for students in grades 4-5. Our home literacy report is shared in family-friendly language and clearly explains the student's skill gaps and the depth and extent of the student's literacy needs. We also provide information about how we will address the gaps during intervention. In addition, our family notification plan includes no-cost activities for families to support their child's learning at home, as well as information on the importance of third grade reading proficiency. We also provide information on the pathway to 4th grade.

The RTI Data Team sends out parent letters via the school’s internal postal service after each Data Meeting as an on-going way to inform families of student literacy progress. These notification letters also include student progress in the previous instructional cycle, an explanation of our RTI program, and student data with graphs that visually demonstrate student progress monitoring growth. In addition, families are notified regarding any adjustments made to a student’s intervention plan and are provided information related to our instructional and intervention 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 RTI program and to provide additional support. ALL Memphis provides family support throughout the school year as well.

Professional Development Plan

All of our current teachers have completed the state’s Early Reading Training. For those teachers who will be onboarded as we add grade levels, the expectation is for these new teachers to complete this training in foundational literacy skills instruction prior to entering the classroom.

Additional foundational literacy PDs will be offered by our Principal, Assistant Principal, and Director of Exceptional Children. In addition to the extensive experience each of these people brings, we provide training in using Ditto Literacy, our current curriculum. ALL Memphis provides on-going literacy training for our teachers once per month.