

Explore! Community School

Foundational Literacy Skills Plan

First Approved: June 8, 2021

Approved: June 24, 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

Explore Community School prioritizes foundational literacy skills instruction, ensuring that each student receives at minimum 60 minutes of instruction focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension Monday through Thursday. On Friday, students receive 50 minutes of Foundational Skills Instruction. Explore Community School adopted the Tennessee Foundational Skills Curriculum Supplement in the primary grades because it is aligned with the Tennessee Academic Standards and uses a systematic and explicit approach to instruction so all students can gain the foundational skills necessary to be proficient readers. Students spend an additional 75 minutes (Monday-Thursday) and 50 minutes (Friday) on Core ELA instruction with Wit and Wisdom. This is our knowledge-building program. Its primary focus is reading comprehension, fluency, vocabulary, writing, and grammar.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Explore Community School Students in Third and Fourth grade have at least 50 minutes of English Language Arts Instruction daily, which is directly supported by Wit and Wisdom. In fifth grade, students have a 60-minute English Language Arts Block. Grades 3-5 embed foundational skills instruction (30 minutes) throughout the core instruction block using Wit and Wisdom lessons that include instruction in morphology, grammar, spelling, writing, and fluency.

In Third and Fourth grade, students also have 30 minutes of differentiated instruction. This instruction supports students who may have gaps in foundational literacy or comprehension. It is supported by Lexia, a science of reading program, and is administered by the classroom teacher. Teachers in grade five also have access to Lexia to supplement their instruction.

Approved Instructional Materials for Grades K-2

Wit and Wisdom K-2 (approved waiver)

Approved Instructional Materials for Grades 3-5

Wit and Wisdom 3-5

Supplemental Instructional Materials

Explore! Community School utilizes the Tennessee Foundational Skills Curriculum Supplement Resource in the primary grades. Explore utilizes Lexia in Kindergarten through Fifth Grade.

Universal Reading Screener for Grades K-5

Measures of Academic Progress (MAP) Suite K-5

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

Supplemental Screeners

Explore Community School uses Aimsweb as our specific survey-level assessment for Response to intervention and for those students who may exhibit characteristics of Dyslexia and need an individualized learning plan.

Intervention Structure and Supports

Explore Community School provides a targeted approach to reading intervention utilizing the Response to Intervention State plan. Students are given the universal screener NWEA MAP three times a year. Those students who qualify for intervention are then also given the aimsweb-specific survey-level assessment to help determine their highest priority need and the grade-level entry point for instruction. Students who score below the 25th percentile on the NWEA MAP assessment are also given specific grade-level Aimsweb assessments to determine their risk of dyslexia. Students who score between the 0-15th percentile (TIII) on the MAP NWEA screener are provided with small-group intervention for 45 minutes daily with once-a-week progress monitoring through aimsweb. Those students who score between the 16th and 40th percentile (TII) are provided with small group intervention for 30 minutes daily with once-a-week progress monitoring through aimsweb. Group sizes range from three to five students. Students scoring above the 40th percentile receive instruction toward unfinished learning and enrichment for on-grade-level material.

Intervention programs are assigned based on the student's specific survey-level assessments. Reading intervention programs include Wilson Foundations, Orton Gillingham, and UFLI. Our Response to Intervention Coordinator supervises a team of five highly qualified teachers and six associate teachers! This Coordinator completes regular fidelity checks to ensure our research-based curriculum is executed with integrity. Every six weeks, the data team, consisting of the interventionists, the principals, the teachers, the academic deans, and the dean of culture, meets and reviews each student's progress. The team reviews the student's progress over time and the rate of improvement, considering if each student will catch up on their current trajectory and to determine if a change in duration, intensity, or program is needed. Families receive communication three times a year on their K-5 students' NWEA MAP progress and every six weeks on their students' progress in intervention and aims web. In K-2, Interventions are most commonly provided by the associate teachers. The associate teachers pull small groups throughout the day during re-teaching

times. Interventionists also support as their schedules allow. Teachers push in during the intervention block in third and fourth-grade intervention. This allows three or sometimes four teachers to provide targeted instruction simultaneously. In fifth grade, interventionists provide intervention all at the same time. Those students needing additional high-dosage tutoring are provided instruction during the skills block in the third and fourth grades. In fifth grade they receive this instruction at an alternative time outside of the intervention block to allow for greater differentiation and practice.

Parent Notification Plan/Home Literacy Reports

K-5 students receive notification of significant reading deficiency after completing each universal screener in the form of a home literacy report. They also receive an update on the progress of their intervention every six weeks. The home literacy report allows families to understand when the intensity or the program their student is in changes and which area they are currently being monitored. Included with this letter three times a year is the NWEA Map parent report and the aimsweb progress monitoring graph. These two graphs illustrate both the big picture areas for acceleration but also the very specific level skills students are working to develop in.

We also provide in this literacy report information about how their student skill gaps will be addressed during intervention, and no cost activities for families to support learning at home. In addition, we share information on the importance of reading on grade level by 3rd grade. Because we are working to educate our families on the laws for third and fourth-grade retention, we include pathway information in our notification to families.

Professional Development Plan

Foundational literacy instruction that meets the needs of individual learners is essential and can involve a highly honed teacher skill set. At Explore Community School, we recognize that teachers and leaders need support in developing these skills. As a result, we have an ongoing professional development plan for leaders and teachers. This plan helps leaders craft a vision for excellence in foundational literacy skills instruction and supports teachers with ongoing learning, feedback, and support throughout the year.

Our teacher PD plan is as follows:

July - August 2024	TN Foundational Skills Supplement Resource Training - Teachers will receive an introduction to the TN Foundation Skills IPG and instructional moves required for strong foundational skill instruction provided by the administration team (Modeled by TDOE) - Teachers will complete the TN FS IPG trainings during initial in-service days
July 31 st 2024	Wit and Wisdom Writing Teachers will participate in a full day of professional development given by a Wit and Wisdom trainer on Writing
August 2024 – May 2025	TN Foundational Skills Supplement Resource Training Teachers will participate in unit unpacking protocol for each Supplemental unit of study

	- Teachers will prepare for weekly lessons using the intellectual preparation sessions using videos from the model district during Friday Professional development - Teachers will participate in data driven workshops to analyze student work and make adjustments - Teachers will receive weekly feedback on TN Foundational Skills Curriculum delivery
September 2024 February 2025 April 2025	TN Foundational Skills Supplement Resource Support - Teachers will participate in learning walk and feedback cycles - Teachers will become familiar with the instructional practices with the TNFSCS such as the sounds-first hand motions.

All K-5 teachers will receive training on Lexia. All intervention teachers will receive training on their intervention programs and weekly coaching feedback.