

Journey Community Schools

Foundational Literacy Skills Plan

Last Updated: December 6, 2023

Approved: July 1, 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

Students in grades K-2 will spend 60 minutes in systematic foundational skills instruction, including a reading group time, an individual iReady path, and additional time in a foundational skill reading block to support foundational skill learning. This instruction and the materials are aligned with the TN State Standards. Students will engage in other reading comprehension and writing lessons throughout the day as well. We will continue to use Amplify's Core Knowledge Language Arts Skills curriculum to teach foundational skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Our Tier 2 students will receive targeted instruction using iReady or Ditto Literacy (foundational skills intervention) while Tier 1 students engage in daily iReady programs. We will utilize the CKLA Remediation guides to address ways to target student deficits based on unit assessments. We plan to include reading groups into our daily instruction again this next year and deepen our content knowledge of the CKLA Remediation Guide. We are also training more teachers in our supplemental program, Ditto Literacy (formerly All Memphis).

Daily Foundational Literacy Skills Instruction in Grades 3-5

Journey Community Schools has an integrated literacy block for grades 3-5 that is aligned to Tennessee ELA standards and meets an evidence-based approach to applying foundational skills within daily lessons that includes fluency, grammar, morphology, spelling, and writing. Our block utilizes curriculum materials selected from those approved by the state Textbook and Instructional Materials Quality Commission.

During the 3-5 ELA block our students receive a total of 90 minutes of daily. The daily schedule includes 60 minutes of shared reading. During shared reading time, the focus is on word study (morphology and spelling) vocabulary, and building knowledge to increase comprehension of grade level, complex text, and fluency through whole group and partner reading of the text. 30 minutes daily is dedicated to foundational skills instruction that includes morphology, spelling, fluency, writing, and grammar. Opportunities for explicit support of fluency, vocabulary, and comprehension are provided throughout the curriculum and embedded within the lessons.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials

Ditto Literacy (formerly ALL Memphis) K-2

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Supplemental Screener

We also use iReady.

Intervention Structure and Supports

In the fall, students are given a universal screener (aimsweb) to assist in determining which students have a significant reading deficiency or are “at-risk.” Our district and school level RTI² teams review the universal screener data to determine which students score between the 0-40th percentile and designate Tier 2 and Tier 3 classifications. Additional student data measures are also used in determining intervention placement. Students classified as Tier 2 or Tier 3 are given a survey level assessment to determine specific reading deficits in order to best assign students to a small group with an intervention that targets the deficit. Students receive daily, small group intervention for at least 45 minutes during their school’s RTI block.

K-5 teachers are supported to provide targeted interventions to Tier 2 and Tier 3 students in their specific reading deficit through our partnership with All Memphis. All Memphis trains our teachers in the Orton-Gillingham approach and their curriculum resources; this is our primary resource for intervention. Secondary resources for intervention include Corrective Reading, i-Ready, and Rewards depending on the grade band and reading deficit.

School RTI² teams meet every month to determine if a change in the intervention or person providing the intervention is needed. The team looks at several variables like progress monitoring data, attendance, and fidelity checks to inform this decision. Intervention takes place during the school’s “all hands on deck” (AHOD) block. The AHOD block occurs at the same time each day across the school and all school personnel are used to provide intervention support during this time. While students are in their intervention groups, they receive targeted instruction that makes them stronger in the deficit skill. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly to monitor progress of the reading skill. Indirect and direct fidelity checks occur to ensure that interventions are being implemented with integrity.

Parent Notification Plan/Home Literacy Reports

After each administration of the universal screener (three times each year), K-5 parents are notified of their student's performance with the home literacy report letter and information regarding their results. Parents are notified of which tier their student has fallen into based on results and if they will receive additional interventions. Parents are given specific information on which area of reading the student shows a need for intervention. In this report, we provide no-cost activities for families to support learning at home, information on the importance of 3rd grade reading proficiency, and 4th grade promotion pathways. Parents are given notification of progress monitoring probes implemented monthly. Parents are able to request a meeting for additional information at any time. Families will also receive information about the importance of reading through school newsletters, designated family literacy night held at school sites in which teachers will provide resources and tutorials of activities to support the 5 components of literacy, as well as curricular resources being sent home provided in each unit.

Professional Development Plan

JCS will provide professional development on foundational skills to all K-5 teachers with several opportunities. When we return for our Summer Content Institute, all new K-5 teachers will receive training on our foundational skill intervention programming. This will be a mix of foundational skill content and training on the program. All returning K-5 teachers will receive ongoing training on our foundational skill intervention programming through All Memphis and the literacy specialist as needed. Teachers will also receive professional development on foundational skills each quarter. Areas of focus will be determined by aimsweb data, iReady data, curriculum data, intervention data, and observational data. We will also utilize our content specialists and literacy specialist role to design and implement content professional development. We will also utilize professional development resources from the Amplify curriculum. In addition, our teachers have completed early reading training, and new teachers will also complete course 1 of this foundational skills training. Finally, we will implement weekly instructional planning and data meetings led by school leaders to support teachers content knowledge, foundational skills implementation, and use of data.