

Memphis Business Academy

Foundational Literacy Skills Plan

Last Updated: December 15, 2023

Approved: July 8, 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

The curriculum our network uses aligns with the TN ELA standards and is approved by the State Textbook and Instructional Materials Quality Commission. The curriculum focuses on foundational skills as well as each component of literacy (reading, writing, listening, speaking, comprehension, and language). The schedule allows for 90 minutes instructional block in kindergarten and 1st grade which dedicates 60 minutes to foundational skills. By the second semester, kindergarteners will be introduced to the majority of letters and sounds in the alphabet along with specific decoding and blending strategies coupled with short and long vowel patterns, spelling, and high frequency words (see table below). The teacher will continue to spiral the previously taught letters and patterns through explicit whole and small group instruction.

- Letters of the Alphabet
- Short /a/ as in cat
- Short /i/ as in kit
- Short /o/ as in cot
- Long a: a_e: as in cake
- Long i: i_e as in like
- Long o: o_e as in rope.

In 2nd grade, there is a 45-minute block dedicated to foundational skills. During this instructional time, the teacher will provide explicit instruction aligned to the TN standards and/or skill outlined within the curriculum. The teacher will model the sound(s), decoding and blending words with the sounds, and writing the sounds for students. Students will also practice the sound(s), decode and blend words with the sound(s), write the sounds, and practice reading words with the sound in sentences. The activities within each lesson will address letter-sound relations, decoding, phonological awareness, phonics, word recognition, morphology, fluency, vocabulary,

comprehension, and writing. These practices will incorporate strategies that strengthen and develop student's working memory and auditory processing.

To improve next school year, our network will continue to incorporate problem-solving strategies that allow educators to collaborate and implement best teaching practices. Teachers will be provided with opportunities to prepare for lessons through peer practice sessions, data review, and student work scoring or review.

Daily Foundational Literacy Skills Instruction in Grades 3-5

The 3rd through 5th-grade curriculum our network uses aligns to the TN ELA standards and is approved by the State Textbook and Instructional Materials Quality Commission. The curriculum focuses on foundational skills as well as each component of literacy (reading, writing, listening, speaking, comprehension, vocabulary, and language). The schedule allows for a 90-minute instructional block in grades three (3) through five (5). 30 minutes of the scheduled block will be dedicated to reinforcing foundational skills to ensure reading accuracy, fluency, and comprehension. During this instructional time, the teacher will provide explicit instruction aligned to the TN standard and/or skill outlined within the curriculum. Students will be given multiple opportunities to practice and provided with real-time feedback to strengthen their understanding. The curriculum allows for a merger and integration of all components of literacy. Throughout each lesson, students will continuously build on prior knowledge as concepts and skills are intertwined. By the second semester, students will clearly understand how each component of literacy strengthens their reading accuracy, vocabulary, grammar, morphology, spelling, writing, fluency, and comprehension. The read-aloud, shared reading, anchor text, independent reads, and readers address the same theme with similar vocabulary and apply TN ELA standards. Students will complete a gisting chart using evidence to summarize the text. Gisting strategies included: What is the story mostly about? What important thing does the author want you to learn? In 3 to 5 words, what is this story about? This strategy will demonstrate if students have a general understanding of the text. In addition, the concept cube strategy will be used to teach and apply vocabulary. To further students' understanding of the language/grammar and writing standards and skills, they will be taught using the read-aloud, shared reading, anchor, and or paired reading for that given week. This, in turn, will deepen students' understanding of the texts and standards.

To improve next school year our network will continue to incorporate problem-solving strategies that allow educators to collaborate and implement best teaching practices. Teachers will be provided with opportunities to prepare for lessons through peer practice sessions, data review, and student work scoring or review.

Approved Instructional Materials for Grades K-2

McGraw Hill Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders

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

The following reading interventions and supports are available for students identified as “at-risk” for a significant reading deficiency: Memphis Business Academy’s Response to Intervention (RTI) process encompasses identifying students’ needs, monitoring their progress, and providing evidence-based instruction. The computer-based intervention program, i-Ready, is an integral part of this structure. This sequence is initiated with all students’ individual needs being appropriately categorized as early on as possible with a diagnostic assessment. This proactive, data-driven, multi-tier approach ensures that those identified struggles are suitably addressed, and do not become barriers to student academic growth and success. The i-Ready Diagnostic is administered to the entire student population, to provide teachers with actionable insight into students’ needs. This computer-adaptive assessment starts each student at a difficulty level based on an educated guess that includes their chronological grade level. As students answer questions correctly or incorrectly, the test adjusts up and down, with inquiries of varying difficulty, until the assessment reaches the level of challenge that is “just right” for each student. A student’s score is determined by making these adjustments to determine their proficiency level estimate. The assessment adapts to find the precise ability of each student in the quickest, most efficient way possible. Diagnostic data is utilized to establish appropriate student tier placements.

- **Tier I: The Whole Class.** Tier 1 is given to all students as the high-quality, research-based curriculum adopted by the school, which incorporates ongoing universal screening and ongoing assessment to inform instruction. Tier 1 is instruction on grade level.
- **Tier II: Targeted Small Group Interventions.** Interventions are provided to students that fall below the 40th percentile on universal screening, need support as indicated from other student data sources, and/or are struggling academically and/or behaviorally. Research-based interventions are provided to students within their specific area(s) of deficit. This tier is progress monitored every other week. Small group explicit instruction occurs at least 30 minutes three times per week at a 1:3 ratio.
- **Tier III: Intensive Interventions and Evaluations.** Interventions are provided to students who have not made significant progress in Tier II, are 1.5 -2.0 grade levels behind, and are below the 16th percentile. Tier III interventions are more explicit and more intense than Tier II. This tier is progress monitored weekly. Small group intervention occurs at a minimum of 45 – 60 minutes daily at a 1:4 ratio.

At every level, this process has four basic components: screening, data-based decisions, highly qualified teachers/interventionists, and monitoring. Data teams will look at the students' Rate of Improvement (ROI) that is calculated in Easycbm. If the scholar has a continuous positive rate for multiple weeks, the team can decide to either lessen the minutes the student is receiving RTI or change the skill. If the scholar has a negative rate the team has to look at factors that could impact the ROI, such as absences, tardies, early dismissals, behavior, teacher delivery, etc. They will then

decide to increase the minutes of intervention or lower the instructional level or change the skill. The teams will meet monthly to make these decisions.

Parent Notification Plan/Home Literacy Reports

Memphis Business Academy Charters Schools leaders will immediately notify parents of their child's "at-risk" or significantly reading deficiencies based on a screening three times a year in grades K-3 and annually in grades 4 and 5. Students' scores are communicated in a parent-friendly letter, and it provides a clear explanation of student skills gaps, and the depth and extent of students' needs. The parents are told what interventions their child will receive and the amount of time and frequency of the interventions. The notification provides information on the following:

- Importance of 3rd-grade reading proficiency (K-5 letters)
- Shelby County School (SCS) District Second Grade Retention Policy (K-3 letter only)
- State of Tennessee Third Grade Retention Policy (K-3 letter only)
- Pathways to 4th grade information

The communication includes no-cost activities parents can use to support learning at home. Parents will also receive biweekly reading progress reports with updated data meeting progress after a meeting has occurred.

Professional Development Plan

Teachers will participate in the free Reading 360 Early Literacy Training series provided by the Tennessee Department of Education, Network-wide, Vendor, and District/State Training as a requirement for licensure renewal. The teachers will also receive Reading 360 Early Literacy throughout the school year.

The PD for the year is as follows:

- July 2024 – K-3 Teachers will engage in network-wide professional development for 3 – 5 days. Teachers will receive strategies and resources to strengthen foundational skills within the classroom.
- August 2024 and May 2025 – The Teacher will review the data results from the Universal Screener to determine the academic needs of students. The information will also inform instructional planning and practices.
- September 2024 – December 2024 – Teachers will engage in geared outward PLCs, strengthening and developing phonological and phonemic awareness. Teachers will engage in various strategies and practices that will be implemented and monitored in the classroom to increase student achievement.
- February 2025 -April 2025 – Teachers will engage in collaborative practices with their colleagues and vendors to explore and implement resources and strategies. Teachers will engage in peer practice/internalization and observations. Teachers will research and model best practices to ensure increased student growth and achievement.
- April 2025 – July 2025 – Teachers will be registered and attend the Reading 360 Early Literacy Training is offered by the TDOE as needed for licensure renewal.