

Memphis Schools of Excellence

MSE Elementary & MSE Elementary Cordova

Foundational Literacy Skills Plan

Last Updated: January 30, 2024

Approved: June 14, 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

K-2 students spend 135 minutes in an ELA block; 90 minutes is devoted to literacy instruction including reading, writing, and standard-skills. 45 minutes is devoted to foundational skills instruction. Our schools use curriculum that is aligned to the Tennessee state standards and approved by the state; teachers use both the Benchmark Advance curriculum materials and the Tennessee Foundational Skills curriculum to provide students with instruction and practice in five areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

For example, on day one in the first unit of 2nd grade, students will practice identifying words with short vowels, blends, and consonant digraphs and blending and spelling words with short vowels (including consonant blends, digraphs, trigraphs). Students have the opportunity to hear a teacher model and then practice the words and sounds both orally and in writing. There are opportunities for whole class and small group instruction within the curriculum. Later in the block, students have the opportunity to listen to fluent text, practice their own fluency, review key vocabulary, and build comprehension.

Our improvements for next year include additional training for our teachers in foundational skills best practices. We will also support our teachers in better scheduling their literacy block to ensure that all necessary components are included.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our schools take an integrated literacy block approach for students in grades 3-5. Our third-grade students continue using the Benchmark Advance curriculum while our grades 4-5 students work from the Expeditionary Learning curriculum. Both curricula align to the Tennessee standards and are approved by the state. Our 3-5 students spend 100 minutes each day in their ELA class, engaging in different activities with 30 minutes of this time being dedicated to embedded foundational literacy skills instruction. Daily instruction includes opportunities for students to build knowledge and engage with complex texts while also providing all students with opportunities to practice fluency, grammar, morphology, spelling, and writing. The instructional materials support students in developing their fluency, vocabulary, and comprehension.

Additional Supports

We have a partnership with both City Year and MidSouth Literacy. These partnerships will be used to provide additional teacher support and tutoring support for high dosage tutoring for below students in addition to students who require support for 3rd, 4th, and 5th grade promotion. We also provide PLCs to discuss classroom trends and instructional support. Our network has restructured our instructional coaching loads by providing 1 coach for ELA and 1 coach for math and science.

Approved Instructional Materials for Grades K-2

Benchmark Advance

Approved Instructional Materials for Grades 3-5

Open Up OUR Expeditionary Learning

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.

Intervention Structure and Supports

We have an intervention period built into our day. During this time, students receive intervention in tier I, II, and III instruction. Students requiring RTI are pulled and provided support based on their skills gaps/tier (30-45 minutes). Students receive small group and computer-based instruction during this time. Interventions address specific skill gaps and progress monitor specific gaps. Students are progress monitored weekly or bi-weekly depending on their instructional level. We also have monthly data team meetings to analyze student data. Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress. Our intervention schedules and supports are aligned with expectations outlined in the TN RTI² manual.

Parent Notification Plan/Home Literacy Reports

Our schools have a comprehensive Parent Notification Plan to keep parents in grades K-5 informed if their child is "at-risk" for or has a significant reading deficiency, defined as scoring in the 0-40th percentile. Immediately following the fall, winter, and spring universal screenings, parents receive communication detailing their child's scores in parent-friendly language. This communication provides a clear explanation of the student's skill gaps and the depth and extent of their needs.

Parents are informed about the specific interventions their child will receive, including the amount of daily service time dedicated to addressing these gaps. Updates on the child's progress or lack thereof are shared with parents after monthly data team meetings. If a child is not making sufficient

progress, these notifications include any changes to the intervention plan, supported by progress monitoring and universal screening data. Additionally, recommended no-cost home activities are provided to help families support their child's learning.

The plan emphasizes the importance of 3rd-grade reading proficiency and outlines the pathways for 4th-grade promotion. Parents of K-3 students receive these communications after every universal screener, which occurs three times a year, and after each data team meeting. Parents of 4th and 5th-grade students receive notifications after the first universal screener and subsequent data team meetings throughout the year. This structured communication ensures that parents are well-informed and actively involved in their child's reading development and academic success. Additionally, the ELA curriculum and Universal Screener family communications provide detailed information and resources parents can use at home to support their children in reading and foundational skills.

Professional Development Plan

K-5 teachers and administrators will be updated on the revised Foundational Literacy Skills Plan. New K-5 teachers will attend additional training about literacy instruction requirements and receive access to the network's HQIM (Benchmark Advance and Expeditionary Learning), and how to access on-going professional development opportunities related to literacy instruction and intervention. K-2 teachers will review access to and materials available for the TN Foundational Literacy Skills in addition to supplemental resources embedded in the Benchmark Advance curriculum.

Administrators, instructional coaches, and interventionists will participate in a redelivery of state training about data-based decision making and TN All Corps training.

K-5 teachers will collaborate in network PLC's and participate in focused professional development based on feedback for ELA walk-throughs. Teachers and administrators will continue to access the Reading 360 Early Literacy Training (Week 1 Online) as needed. Teachers who have not previously completed the Reading 360 Early Literacy Training for Week 1 will complete the online self-paced modules.

K-5 teachers participated in or will participate in the week 1 Reading 360 asynchronous Early Literacy Training.