

ReThink Forward

Nashville Collegiate Prep and Rutherford Collegiate Prep

Foundational Literacy Skills Plan

First Approved: May 27, 2021

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

NCP's approach to early literacy instruction as detailed in its FSLP will be mirrored at Rutherford Collegiate Prep (RCP) as both schools will provide standards-aligned, evidence-based foundational skills instruction in learning communities. Both schools will implement the same instructional model, utilize the same approved curriculum, and implement a 120-minute ELA learning block (with at least 45 minutes designated for foundational skills instruction). Unless noted otherwise, the information provided within this FLSP is applicable to RCP.

Teachers in both schools will receive specific, systematic training, materials, and feedback on fidelity of implementation of the model and curriculum. Both NCP and RCP will receive ongoing professional development that is focused on phonological/phonemic awareness, utilizing the state's resources, including the TN Foundational Skills Curriculum Supplement and Sounds First materials. During that systematic phonics instruction which includes sequential and direct instruction, teachers explicitly teach a sound, and the students then practice the sound aloud. The teacher models writing the sound, the students refer to their individual code chart on which they write the sound, and then students apply the skill in independent practice (differentiated small group or individual instruction).

Foundational skills instruction will serve as the primary form of instruction. Teachers will also receive training on how to analyze benchmark data to inform instructional decisions – both for the ELA block and for the daily Success Block. The Ready Curriculum, specifically tailored for grades K-2, plays a crucial role in supporting foundational literacy skills through various targeted strategies and resources:

1. **Systematic Phonics Instruction:** Ready Curriculum provides systematic phonics instruction, which is essential for young learners to understand the relationship between letters and sounds. This approach helps students build a strong foundation in decoding words, which is fundamental for reading fluency and comprehension.

2. **Phonological Awareness Activities:** Phonological awareness, including skills like identifying and manipulating sounds in spoken language, is critical for early literacy. Ready Curriculum incorporates activities that help students develop these skills, such as rhyming games, syllable counting, and phonemic awareness tasks.

3. **High-Frequency Word Instruction:** Ready Curriculum emphasizes the teaching of high-frequency words (sight words) that students encounter frequently in texts. Mastering these words helps students read more fluently and with greater comprehension.

4. **Vocabulary Development:** Building vocabulary is crucial for understanding texts across subjects. Ready Curriculum includes strategies to introduce new vocabulary words, reinforce their meanings through context, and provide opportunities for students to use these words in various contexts.

5. **Comprehension Strategies:** Understanding what is read is a key literacy skill. Ready Curriculum teaches comprehension strategies such as predicting, summarizing, making connections, and questioning. These strategies help students actively engage with texts and deepen their understanding.

6. **Differentiated Instruction:** Ready Curriculum supports differentiated instruction by providing resources and materials that cater to the diverse needs of students. Teachers can adjust the pace and level of instruction to meet individual students' learning needs, ensuring that all students receive appropriate support.

7. **Assessment and Progress Monitoring:** The curriculum includes tools for ongoing assessment and progress monitoring, such as diagnostic assessments, formative assessments, and periodic checks. These assessments help teachers identify students' strengths and areas needing improvement, allowing for targeted interventions.

8. **Integration of Technology:** Ready Curriculum leverages technology to enhance instruction, offering interactive lessons, digital resources, and online assessments. This integration engages students and provides opportunities for personalized learning experiences.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Foundational skills instruction, grounded in the science of reading, will continue to be integrated into the ELA block in grades 3-5 as students begin to build knowledge and acquire vocabulary. These skills may be embedded during whole group instruction (Tier 1), while more targeted supports will be provided during small group or individual student instruction (Tiers 2 and 3). During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of at least 120 minutes of ELA instruction with at least 30 minutes per day of foundational skills instruction (including fluency, grammar, morphology, spelling, and writing).

In grades 3-5, the Ready Curriculum continues to play a pivotal role in supporting foundational literacy skills through a variety of targeted instructional strategies and resources:

1. **Advanced Phonics and Word Study:** Ready Curriculum builds upon earlier phonics instruction by delving into more complex phonics patterns, word structures, and word analysis skills. Students

learn to decode multisyllabic words, understand prefixes, suffixes, and root words, and apply strategies for unfamiliar words encountered in texts.

2. **Reading Fluency Development:** Fluency, the ability to read accurately, quickly, and with expression, is crucial for comprehension. The Ready Curriculum includes activities and passages designed to improve fluency through repeated readings, timed readings, and strategies for phrasing and expression.

3. **Comprehension Skills:** Ready Curriculum continues to emphasize and deepen students' comprehension skills. It introduces more sophisticated comprehension strategies such as inference, drawing conclusions, identifying main ideas, and supporting details, analyzing text structure, and evaluating arguments and perspectives.

4. **Vocabulary Expansion:** Building on previous vocabulary instruction, Ready Curriculum expands students' vocabulary through exposure to diverse words, contexts, and word relationships. It teaches strategies for determining word meanings from context, understanding figurative language, and using academic language effectively.

5. **Critical Thinking and Analysis:** As students' progress, Ready Curriculum fosters critical thinking skills by challenging them to analyze texts, evaluate evidence, compare and contrast information, and make connections across texts and disciplines. This deeper engagement with texts enhances their overall comprehension and analytical abilities.

6. **Writing Skills Development:** The curriculum integrates literacy skills with writing instruction, guiding students through the writing process from planning and drafting to revising and editing. It emphasizes writing for different purposes and audiences, using evidence from texts, and developing coherent and cohesive arguments.

7. **Differentiation and Support:** Ready Curriculum provides differentiated instruction to meet the diverse needs of students. It includes resources and supports for English language learners, struggling readers, and advanced learners, ensuring that all students receive appropriate levels of challenge and support.

8. **Assessment and Progress Monitoring:** The curriculum includes tools for ongoing assessment and progress monitoring, such as benchmark assessments, formative assessments, and performance tasks. These assessments help teachers track students' growth, identify areas needing reinforcement, and adjust instruction accordingly.

9. **Integration of Technology:** Ready Curriculum integrates technology to enhance learning experiences, offering digital resources, interactive activities, and online assessments. This integration allows for personalized learning opportunities and engages students through multimedia approaches. Student subgroup data will be closely monitored across all grades both for NCP and RCP (opening fall 2024). We will spend time during pre-service training and throughout the year analyzing data and providing targeted supports for students to address areas of needs in acquiring the necessary foundational literacy skills. Many of the targeted supports will occur in small group instruction within each learning community.

Additional Information

Based on 2022 and 2023 TVAAS data, we have identified specific student groups that are not seeing the expected growth. Two of our student groups were identified as needing additional support. To support these groups of students, we will be offering before and after school tutoring opportunities for students - using current teachers and external partners to ensure all students that need this additional support have access. Our schools will be offering fall break, winter break, and spring break camp - all which will be targeted to students and student groups that may need additional support. Our 2023 TVAAS data also showed low growth across the fourth-grade student groups. Our team will be evaluating multiple data sources to determine the root cause and whether additional teacher supports are needed, in addition to student learning supports noted. This teacher support will include targeted professional development, additional observations, and the assignment of a mentor teacher.

Approved Instructional Materials for Grades K-2

Ready Curriculum—approved waiver for grades K-2.

Approved Instructional Materials for Grades 3-5

Ready Curriculum—approved waiver for grades 3-5.

Supplemental Instructional Materials

NCP and RCP will utilize the state-provided TN Foundational Skills Curriculum Supplement, to allow for a deeper focus on phonological awareness and phonemic awareness. In addition, both schools will use the following additional resources:

- Flocabulary for supplemental vocabulary support for students in grades K-12 and aligned to TN Foundational Literacy standards for each grade;
- Quill for writing support for students in grades K-12 that includes grammar and evidence-based writing;
- Magnetic Reading as a supplemental support for students in grades K-5 for phonics, comprehension skills, and word recognition;
- Lexia Core 5 for reading supports that are aligned with TN Reading standards and which promote foundational reading proficiency for students in grades K-5;
- Lexia English Language Development for additional support for students acquiring English through conversation integrating all content areas (speaking, listening, grammar).

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

Supplemental Screeners

NCP and RCP will use i-ready + iReady Early Reading Tasks for its URS and progress monitoring tool for grades K-5. This screener complies with the RTI² and dyslexia screening requirements and is administered three times annually.

Intervention Structure and Supports

In the fall, students are given a universal reading screener (I-ready) to determine which students have a significant reading deficiency or are “at-risk.” Students identified in these scoring ranges are referred to the RTI² Data Team. This team reviews various data sources to determine the appropriateness of RTI² skills-based interventions. Subsequently, student intervention plans are developed and monitored using EdPlan. Communication with parents is facilitated through EdPlan, providing updates on initial intervention placement and monthly progress within interventions. Our grade-level teachers and principal review universal screener data to determine which students score between the 0-40th percentile. Students in this range are classified as Tier II or Tier III and are given a diagnostic assessment to determine specific deficits to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest deficit. Intervention takes place daily during the success block as well as during small group instruction during their main block of ELA time. We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our ELA curriculum provides teachers activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions become an option.

Data teams meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision- making process before a change is made to the programming or provider. The Curriculum Associates i-Ready intervention platform and Ready Teacher Toolbox are used to provide academic support (Tier II, Tier III, and At-Risk) for students in grades K-8. The i-Ready tool offers personalized learning paths for students and resources for teachers, focusing on key ELA areas: Phonological Awareness, High-Frequency Words, Phonics, Vocabulary, and Comprehension (Literature & Informational Text). NCP and RCP use a research-based supplemental program as one intervention for students with characteristics of dyslexia. Intervention takes place daily during the success block as well as during small group instruction during their main block of ELA time. Additionally, i-Ready includes features that support interventions for dyslexia:

- **Multisensory:** i-Ready reading instruction engages students' auditory, visual, and tactile senses through various lessons. All content includes audio support, and visual feedback reinforces correct responses and guides students when they misunderstand. Lessons use visual cues like color changes, text highlighting, and graphic organizers to help students connect letters, word parts, and patterns with sounds. Visual presentations are supported by audio to enhance learning.
- **Explicit Instruction:** i-Ready Instruction employs structured lessons that start with clear, step-by-step teaching. Each lesson includes a tutorial that explains concepts or skills, prompts students to draw on their previous knowledge, and models skills in practical contexts. Teachers can access small-group materials through Tools for Instruction and the Ready Teacher Toolbox to support this explicit teaching during face-to-face sessions.

- Targeted to Needs: The i-Ready experience begins with a detailed Diagnostic assessment that assesses students' reading performance across different skills and subskills. This ensures that online lessons, teacher-led activities, and any additional instructional materials provided are tailored to each student's specific deficits and learning levels.
- Language-Based Approach: Vocabulary lessons and tools are designed to strengthen language skills through targeted strategies. These components of i-Ready and the Ready Teacher Toolbox aim to enhance learning outcomes by addressing diverse learning needs effectively. I-Ready serves several critical roles in education; it acts as a universal screener and benchmarking tool for students in kindergarten through 8th grade who score below the 40th percentile. These assessments include Rapid automated naming and phonics, and Word Reading Survey, covering all seven areas necessary to screen for dyslexia characteristics.

Parent Notification Plan/Home Literacy Reports

NCP notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency immediately after students complete the fall universal screening. Students’ scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This information is coupled with a description of the importance of being able to read by the end of 3rd grade, explaining how this benchmark is critical for the shift from learning (K-3) to read to reading to learn broader content and course material. This benchmark is also a predictor of future success and may limit promotion pathways. Parents are also provided clear pathway to 4th grade information.

NCP defines for families how students are assessed and what a “significant reading deficiency” means. Parents are subsequently notified of their child’s progress, or lack of progress, after the 4 ½ week data team meetings. In the parent notifications/communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child but tailored by skill deficit generally) at home. These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

NCP and RCP will follow TDOE guidelines for students who meet the criteria for having an Individualized Learning Plan - Dyslexia (ILP-D). This parent notification letter would be sent for students scoring below established percentiles on URS subtests and demonstrate a need for additional reading supports. This parental notification would state that their child meets the requirement for an ILP-D and would be delivered in writing. Once parents have been notified and provide consent, an ILP-D would be created and entered in the TNPulse platform. The targeted interventions detailed in the ILP-D would be provided to the student. Parents would continue to be informed of progress through established notification practices and protocols.

Professional Development Plan

All teachers at RCP and NCP will complete the Early Reading Training provided by TDOE as part of the pre-service training that will begin July 2024. Teachers will access the asynchronous courses on the TeachAll Learning platform to complete the training requirement. Our campuses will have a three-week teacher academy before school starts where the following PD sessions will be delivered. The participating teachers will also include interventionists, special education teachers, and elementary instructional coaches. Professional development will be provided by Noble Education Initiative staff who have a proven track record of supporting schools and districts. Competency will be demonstrated and documented via the classroom walkthrough tool and follow-up discussions with teachers.

NCP Week of July 15th

Session 1: Introduction to Foundational Literacy Skills

Objective: Understand the importance of foundational literacy skills in early education.

Content: Overview of foundational literacy components (phonemic awareness, phonological awareness, fluency, vocabulary, comprehension).

Activities: Discussion on the significance of each component, sharing experiences and challenges in teaching literacy.

Materials: Presentation slides, research articles on literacy development.

Session 2: Phonemic Awareness

Objective: Develop strategies to enhance students' phonemic awareness. Content: Explanation of phonemic awareness and its role in reading success.

Activities: Interactive activities to teach phonemic awareness, including sound matching and segmentation.

Materials: Phonemic awareness activities and handouts.

Week of July 22nd

Session 3: Phonics Instruction

Objective: Implement effective phonics instruction.

Content: Methods for teaching phonics, blending sounds, and decoding words. Activities: Demonstration of phonics lessons, practice with phonics games.

Materials: Phonics instructional guides, decodable texts.

Session 4: Vocabulary Development

Objective: Enhance vocabulary instruction techniques.

Content: Importance of vocabulary in comprehension, strategies for vocabulary instruction.

Activities: Vocabulary-building activities, using context clues, and word maps.

Materials: Vocabulary lesson plans, word lists.

Week of July 29th

Session 5: Reading Fluency

Objective: Foster reading fluency in students.

Content: Components of fluency (accuracy, speed, expression), strategies to improve fluency.

Activities: Fluency practice routines, paired reading, and timed readings.

Materials: Fluency passages, stopwatch, fluency charts.

Throughout the school year, there will be multiple professional learning opportunities within PLCs and otherwise to increase teacher understanding of foundational skills and knowledge building practices – focused on how to use the curriculum with fidelity and highlight effective practices for the ELA double block and success block. Teachers will be given regular, timely feedback on instruction through the classroom walkthrough documents – meeting to understand the feedback and what action is expected to strengthen classroom instruction.

August 2024 K-5 PLC Focus Session 6: Reading Comprehension Strategies

Objective: Develop comprehension skills in young readers.

Content: Techniques for teaching comprehension (predicting, questioning, summarizing).

Activities: small group reading strategies, think-aloud strategies.

Materials: Comprehension question stems, graphic organizers.

K-5 PLC Focus Session 7: Integrating Literacy Across the Curriculum

Objective: Apply literacy skills in all subject areas.

Content: Cross-curricular literacy strategies, reading and writing in science and social studies.

Activities: Designing interdisciplinary lesson plans.

Materials: Sample interdisciplinary units, lesson planning templates.

September 2024

K-5 PLC Focus Session 8: Differentiated Instruction in Literacy

Objective: Tailor literacy instruction to meet diverse student needs.

Content: Principles of differentiated instruction, adapting lessons for different learning levels.

Activities: Case studies, group work on modifying lesson plans.

Materials: Differentiation strategies guide, case study examples.

October 2024

K-5 PLC Focus Session 9: Utilizing Technology in Literacy Instruction

Objective: Integrate technology to enhance literacy learning.

Content: Educational technology tools for literacy (apps, websites, interactive whiteboards).

Activities: Hands-on practice with literacy apps, creating digital literacy centers.

Materials: List of recommended literacy apps and websites.

November 2024

K-5 PLC Focus Session 10: Assessment and Progress Monitoring

Objective: Effectively assess and monitor student progress in literacy.

Content: Types of literacy assessments (formative, summative), progress monitoring tools.

Activities: Analyzing student data, developing action plans based on assessment results.

Materials: Assessment tools, progress monitoring templates.

December 2024

Session 11: Family and Community Engagement

Objective: Engage families and communities in supporting literacy development.

Content: Strategies for involving families, creating a literacy-rich environment at home.

Activities: Planning family literacy events, creating take-home literacy activities.

Materials: Family engagement resources, sample take-home activities.

January 2025

Session 12: Reflecting and Planning Forward

Objective: Reflect on learning and plan for future literacy instruction.

Content: Review of key concepts, setting goals for continued professional growth.

Activities: Reflective discussions, creating personal professional development plans.

Materials: Reflection prompts, professional development planning templates.

The master schedule is designed to give teachers in each community common planning time each day. This structure allows teachers to discuss individual student progress and ways to support literacy across all subject areas. In addition, weekly PLCs are designed to integrate data discussions and any other instructional supports that teachers may need. Having dedicated time in both

community teams and content-area teams promotes continuous improvement as students progress through the school year.

RCP calendar: <https://nobleeducationinitiative-my.sharepoint.com/:w:/p/eve/EYyuTAs6iaVOpK4rSIYFerABLIACcCTMFswcrvpjYly0CA?e=SHGPHL>