

KIPP Memphis Charter Schools

Foundational Literacy Skills Plan

Approved: May 29, 2021

Updated: December 14, 2023

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

KIPP Memphis K-2 students will engage in 180 minutes of literacy with 60 minutes of that time dedicated to foundational literacy skills. To support this block of time, Core Knowledge Language Arts, a state approved curriculum that is aligned to Tennessee State standards will be used. "The Skills strand teaches reading and writing in tandem. In grades K-2, children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned. Decodable stories are introduced halfway into the kindergarten program. In K-2, stories are 100% decodable—made up entirely of words and sound spellings the students have been taught, or “tricky words” that also have been explicitly taught." Students will receive explicit instruction and practice in phonemic awareness, phonics, vocabulary, fluency, comprehension and in writing conventions. The use of this curriculum consistently across all K-2 schools and classrooms, will help to build more fluent readers.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Explicit foundational literacy instruction is embedded within our core instructional block and will occur in the core instructional block and during the intervention block for our students in grades 3-5. During the core instructional block, students will receive at least 30 minutes of explicit instruction of vocabulary words, writing conventions, close reading of complex text as well as morphology, grammar, spelling, and fluency practice and instruction daily. Students will participate in a rotation which involves the teacher led group, intervention station and independent reading station.

1. Teacher led group- Students will receive explicit instruction in word work, phonemic awareness, and phonics. In addition, students will read text to build their comprehension and fluency. These skills are aligned to Tennessee standards and support morphology, spelling and fluency.
2. The second station is the intervention station. Students will receive instruction from Academic Interventionists using an accelerated program that aims to help beginning readers identify letter sounds, segment words into sounds, blend sounds into words, develop vocabulary, and begin to learn comprehension strategies. Academic Interventionists will be responsible for providing this instruction.
3. In the third station, students will have access to the independent reading station or IReady. Students will be able to read independently and will complete IReady's personalized instructional paths that caters to students instructional needs based on the universal screener.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

KIPP Memphis will administer the MClass Dibels, 8th Edition to our students in grades K-2. We will administer Curriculum Associates' iReady as the universal screener for our students in grades 3-5.

KIPP Memphis will also give aimswebPlus to our third grade students for the spring benchmark.

These resources are compliant with RTI and Dyslexia requirements.

Intervention Structure and Supports

Screenings of all students will be conducted three times per academic year using Dibels for our K-2 students and IReady for our 3-5 students. These screeners are valid, reliable and aligned with Tennessee Standards. Because our schools have a large number of students who fall below national norms, we will use relative norms to guide the selection of intervention groups. Relative norms compare a student's performance to other students in his/her school. If a school has a high population of struggling students, relative norms allow a school staff to determine which students have the greatest need for intervention. We use this to serve students that are most at risk when all at risk students cannot be served.

Once students have been screened, they will be placed in either Tier 1, Tier II or Tier III groups. For students who are Tier II or Tier III, additional probes will be administered to determine the specific area of deficit in reading. Based on the deficit area, the appropriate interventions will be provided to students. Students will receive daily, small-group intervention for at least 60 minutes in their area of greatest deficit. Each week, students will be progress monitored to determine the effectiveness of the intervention. Schools have options to provide students with the following research based interventions based on needs:

- Corrective Reading-"Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3-Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become fluent reader
- Reading Mastery helps students develop into fluent, independent, and highly skilled readers with this Direct Instruction reading intervention program. It provides targeted instruction related to the skills and information presented in Reading Mastery® Signature Edition and Corrective Reading Decoding. It helps students meet the rigorous Tennessee Standards in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice.

- I Ready Teacher Toolbox Lessons provides teachers with an action plan for individual and group instruction as well as the tools to deliver that instruction in any style learning environment. The domains addressed in the lessons include the following: Phonological Awareness Phonics High-Frequency Words Vocabulary Comprehension: Literature Comprehension: Informational Text

Each month, schools will conduct RTI data meetings. RTI data meetings are led by the RTI Coordinators of each school. RTI data meetings are held every four weeks. Each meeting will focus on the following: After 4 data points are collected, review student progress and make a data based decision during the RTI Data Meeting on how to proceed: Good progress (trend line is positive and the four data points are at or above the aim line)- continue the intervention, send home progress letter that indicates good progress. Questionable progress or poor progress- flag student for review at next RTI data meeting. Conduct Fidelity Check for execution of intervention, send home progress letter that indicates student progress. After 8 data points are collected, review student progress and make a data-based decision during the RTI Data Meeting on how to proceed: Good progress (trend line is positive and the last four data points are at or above the aim line)— continue the intervention until progress is commensurate with grade expectations and/or skill is attained. Send home progress letter that indicates good progress. Questionable progress (trend line is positive, but the last four data points are inconsistent)—continue with intervention, conduct fidelity check for execution of intervention.

Parent Notification Plan/Home Literacy Reports

It is extremely important that parents are viewed as partners as we strive towards increased reading proficiency. KIPP Memphis plans on notifying parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately after completing 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 informed of the intervention that their child will receive and the amount of time each day the student will receive the intervention. A description of the importance of being able to read by the end of 3rd grade is also included in the letter in addition to the definition of what a significant reading deficiency means. Below describes the names of the letters and the frequency of distribution: The Tier II/Tier III Parent Letters- Distributed to students and families once they have been identified as needing Tier II or Tier III supports from the fall universal screener, winter universal screener, and spring universal screener (3 times a year) Progress Letter- As students receive intervention and progress monitoring data points, parents will receive a monthly update letter that is developed as part of the RTI Data Meetings that occur every 4 weeks. 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).

Lastly, CKLA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

Professional Development Plan

All teachers will receive early reading training (ERT) in the Science of Reading provided by the state through the Early Literacy Network. Leaders and teachers in grades K-2 will be a part of a three year collaborative supported by the KIPP Foundation through Lit; an organization that supports the teaching of leaders and teacher leaders in the science of reading. Lastly, teachers will receive ongoing professional development from Core Knowledge Language Arts to support with the