

Southern Avenue Charter Elementary School

Foundational Literacy Skills Plan

Approved: May 29, 2021

Updated: February 23, 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

Our school uses a foundational skills curriculum which provides students with the necessary instruction in phonological/phonemic awareness, phonics, word recognition, fluency, comprehension, grammar, and writing. The skills provided are directly aligned with TN state standards.

Southern Avenue Charter School will have a daily reading block for scholars in grade K-2 for foundational literacy and listening and language. The block will consist of 150 minutes for K-1, and 90 minutes for our 2nd graders. Within the reading instructional block, 60 minutes is devoted to foundational literacy in grades K-1, and 45 minutes in grade 2.

K-1 Instructional Time will consist of 15 minutes of explicit direct instruction in the following categories: Phonics, Phonological Awareness, fluency, and vocabulary & comprehension. During the next 60 minutes scholars will apply the skills in engaging center(s) and teacher- led small group instruction to address enrichment and reteach in phonics, phonological awareness & decoding, spelling, fluency, vocabulary & comprehension. K-1 during the last 30 minutes will work on listening and learning.

2nd Grade Instructional Foundational Literacy will follow the same block with the minutes adjusted. 45 Minutes Foundational Literacy with explicit instruction following the gradual release model (Focusing on phonics, phonological awareness, fluency, and vocabulary & comprehension) 45 Minutes focusing on listening and learning with independent practice.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Southern Avenue Charter Elementary School 3rd- 5th grade students will spend 30 minutes daily in foundational skills instruction embedded in the ELA block. Teachers and ELA interventionist will work with students focusing on aligned activities with the TN standards and including morphology, grammar, spelling, writing, and fluency.

SACS students and teachers will be engaged in 15 minutes of spelling and morphology practices to continue enforcing decoding and spelling skills to improve reading and writing. During the 90 minute instructional ELA block teachers will focus on ensuring students are exposed to reading, grammar, morphology, and writing. The students will have direct instruction, small group and center activities to focus on specific language and decoding skills to improve reading. During the ELA block scholars will receive foundational literacy with a holistic approach with fluency, vocabulary, and comprehension.

Approved Instructional Materials for Grades K-2

Amplify, CKLA

Approved Instructional Materials for Grades 3-5

Amplify, CKLA

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

Our universal screener for K-5 is iReady. We also administer the Tennessee Universal Reading Screener, aimswebPlus, to our 3rd grade students for the spring benchmark.

Intervention Structure and Supports

After completing the universal screener, in the Fall, data is reviewed by the RTI Lead to determine which students have a significant reading deficiency or are “at-risk”. Students who score between the 0-25th percentile are classified as in need of Tier II or Tier III small group intervention. Once placed, students participate in research based, small group and computer intervention daily to address the identified skill deficits for from 30-45 minutes. Universal screeners are completed during the Fall, Winter and Spring.

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. Intervention programs are utilized with regards to the skill deficit and instructional level of the student. Data teams meet every 4 weeks to determine if a change in the intervention is needed. 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, provider, or time of day.

Intervention takes place daily during a time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that align with their identified skill deficit and at the determined instructional level. All intervention structures and supports align with the requirements set forth in the RTI² Manual.

Parent Notification Plan/Home Literacy Reports

Southern Avenue's Parent Notification Plan will detail student scores in parent friendly language. It will provide for parents an explanation of skill gaps and the depth and extent of student needs. It will detail the interventions in place for the student and how the interventions will address the learning gaps. Parents will have knowledge and information on the importance of 3rd grade reading proficiency. Southern Avenue Charter School will communicate with all K-5 parents 3 times during the school year (after each fall, winter, and spring universal screener). There is information regarding no cost activities for families to support learning at home such as decodable readers from the state of TN, reading a book together, sounding out words, and discussing letter sounds to make the words.

Professional Development Plan

- Teachers will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.
- Southern has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade K-3. Participating staff will also include instructional facilitators. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- We plan to include grade three through five for these Early Reading Trainings as well.
- Teachers will participate in ongoing professional development centered around foundational literacy skills throughout the upcoming school years.