

Star Academy Charter School

Foundational Literacy Skills Plan

First Approved: May 27, 2021

Approved: June 28, 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-2nd Grade scholars are exposed to 60 minutes of foundation skills instruction daily. Our institution uses a foundational skills curriculum, Core Knowledge Language Arts, grounded in reading science and aligned to Tennessee ELA standards approved by the state Textbook and Instructional Materials Quality Commission. The Skills strand of CKLA includes various evidence-based methods to teach foundational skills through explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. The Skills Strand teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. By the end of grade 2, students have learned all of the sound-spelling correspondences in the English language and are able to decode written material they encounter. In addition to phonics, students also are taught spelling, grammar, and writing during the Skills Strand.

Daily Foundational Literacy Skills Instruction in Grades 3-5

3rd Grade scholars are exposed to 60 minutes of foundational skills instruction daily. Our institution uses a foundational skills curriculum, Core Knowledge Language Arts, grounded in reading science and aligned to Tennessee ELA standards approved by the state Textbook and Instructional Materials Quality Commission. The Skills strand of CKLA includes various evidence-based methods to teach foundational skills through explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. The Skills Strand teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. By the end of grade 2, students have learned all of the sound-spelling correspondences in the English language and are able to decode written material they encounter. In addition to phonics, students also are taught spelling, grammar, and writing during the Skills Strand. By Grade 4 and 5, students should be able to independently read increasingly complex text, as well as respond in writing to these same texts. Consequently, in Grade 4 and 5 CKLA, there are no longer two separate strands of instruction. Instead, the program includes a combination of features from both the Skills Strand and Listening & Learning Strand. Each unit includes explicit instruction and

practice in writing, grammar, morphology, spelling, and reading. 4th and 5th grade scholars are exposed to 90 minutes of foundational skills instruction daily.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

Scholars identified as “at risk” by the universal screener are ability grouped and receive daily small group instructional support. Our grade-level teachers review universal screener data to determine which students score between the 0-40th percentile. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment to determine specific deficits in order to best assign students to a small group with an intervention that narrows skill gaps. Students receive daily, small group intervention for at least 45 minutes in their area of greatest deficit. Planned instruction is aligned to the identified deficit areas and scholars are progress monitored on a continuous basis, based on their tier grouping.

Teachers utilize materials provided by i-Ready Learning, which supports them with accelerating growth and present level (grade-level equivalency) learning. Our research-based option for reading intervention support is available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. This adopted curriculum contains assessments and remediation guides in which teachers can find activities. These tools provide rigorous and motivating reading instruction that is aligned to scholars’ personalized pathways to growth with precise instruction that is guided by i-Ready Assessment data. The tools also motivate scholars to persist in building their skills, as well as provide scaffolded support that meets the needs of all scholars. Data teams meet every 3.5 weeks to determine if a change in the support personnel providing the intervention, a change in duration of intervention, or if a change in materials is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision-making process for a change to programming. Intervention takes place daily during grade-level time built in the master schedule.

Parent Notification Plan/Home Literacy Reports

Parents receive notification in regard to their Kindergarten through 5th grade scholar being identified as “at risk” or having a significant reading deficiency (as evidenced by students scoring in the 0-40th percentile) immediately after the initial/fall universal screener. Information is communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. This notification details instructional-related information including the scholar’s present level, tier grouping, and notification of intervention participation/frequency. Parents are notified of their child’s progress or lack of progress after the 3.5 week data team meetings. In the parent notifications, 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). Home Literacy Reports are issued to parents with students in grades K-3 three times annually and are shared in 4th-5th grades annually. These reports ensure that parents are reminded of the importance of their scholar being able to read by 3rd grade. We also provide information on the pathways to 4th grade. Additionally, monthly parent informational sessions include strategies and best practices for supporting this goal.

Professional Development Plan

Kindergarten through 5th grade teachers receive professional development regarding foundational skills to support reading for understanding during school in-service week, weekly faculty meetings and throughout the school year during weekly PLCs. Some examples of content include:

- teaching students academic language skills and vocabulary knowledge (explicit and contextual);
- awareness of the segments of sounds in speech and their connection to letters;
- teaching students to decode words, analyze word parts, and recognize words (tricky or sight words);
- ensuring students spend majority of the lesson reading, speaking, talking, and writing about a text.

Teachers will also participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

- June 2024- All teachers of grades in K-5 will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate.
- July 2024- This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate. Teachers will be provided PD on best practices for implementing CKLA, i-Ready, and IXL in order to utilize these resources in order to address specific deficits in literacy during RTI and daily core instruction.