

Perea Elementary School

Foundational Literacy Skills Plan

First Approved: May 24, 2021

Approved: June 24, 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, EL-Expeditionary Learning, grounded in the science of reading and is approved by the State Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (90 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, vocabulary work, fluency practice, and letter recognition/formation. In addition to the foundational skills time, our scholars engage in module read-aloud and writing (45-minute) lessons that focus on listening comprehension. During both instructional portions of the literacy block, teachers model for students, and students have an opportunity for intentional practice and to receive targeted feedback. Our improvements next year are grounded in continued grade and vertical team collaboration and team co-planning with Teacher Practice Champions and ALL Memphis to ensure deeper internalization of instructional plans.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our school uses the EL-Expeditionary Learning curriculum to facilitate an integrated literacy block for grades three (3) through five (5) grounded in the science of reading. Our students receive 120 minutes of ELA instruction during the integrated ELA block. The content-based block includes 60 minutes of module lessons aligned to an anchor text. Throughout the module lessons, the fluency, vocabulary, and comprehension skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection. Scholars also engage in an additional language/literacy (ALL) block for 60 minutes where scholars engage in differentiated reading fluency, GUM (grammar, usage & mechanics), writing practice, word study (morphology), additional work with complex text, independent reading, and vocabulary. Next year, our improvements are grounded in ensuring third through fifth-grade teachers are trained to assess students using the EL foundational skills benchmarks to determine the appropriate microphase to address foundational gaps. Teachers will work with teacher leaders, known as Teacher Practice Champions (TPC), to use the Student Achievement Partners' coherence map during quarterly module analysis meetings to

identify skills and concepts embedded in the foundational standards of the module, along with any other soft skills or conceptual underpinnings that students will need coming into the new module. Teachers will use module pre-assessments to determine specific scholar needs. The principal will monitor the implementation of this practice to ensure the focus is on acceleration and not remediation.

Approved Instructional Materials for Grades K-2

Open Up OUR Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up OUR Expeditionary Learning

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

We also administer the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Supplemental Screeners

DIBELs, 8th Edition

Intervention Structure and Supports

Perea Elementary School students take the i-Ready Diagnostic three times annually in the fall, winter, and spring. Their results are used to determine which students have a significant reading deficiency or are "at-risk." Our grade-level teachers, RTI coordinator, school psychologist, and principal review universal screener data to determine which students score between the 0-40th percentile. Those students demonstrating need are classified as needing Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment (I-Ready+ iReady Early Reading Task/DIBELs) 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 most significant deficit. We have research-based options for reading intervention support available to our "at-risk" students or those identified with a substantial reading deficiency. In skill-gap small groups, mClass intervention materials are used to provide targeted remediation support. Students' progress is monitored weekly or bi-weekly based on their tier. Data teams meet every 20–23 days to analyze the data 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. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency

where the data supports. Students who demonstrate characteristics of Dyslexia receive intensive intervention as outlined in the Say Dyslexia Law, using programs that meet the law's requirements. Our school notifies families of students who demonstrate characteristics of dyslexia and flags these students in PowerSchool. The intervention occurs daily during a school-wide block in the master schedule just for RTI. Students in their RTI groups work on activities and assignments that strengthen that skill.

Parent Notification Plan/Home Literacy Reports

Perea Elementary notifies parents, in their primary language, in grades K-5 if their child is “at-risk” for or has a significant reading deficiency immediately after the school completes the fall universal screening and again after the winter and spring screenings. Students’ scores are communicated in parent-friendly language that clearly explains 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 they will receive services. Parents also receive information on the importance of being able to read by the end of 3rd grade, what it means to have a “significant reading deficiency” in reading, and the fourth promotion pathway. We also recommend activities (that do not require purchased resources) that will support students in the area of deficit.

After the data team meetings, parents also receive notification letters that include the following information: their child’s progress and any changes (skill deficit, intervention tier, materials, or interventionist). All decisions made in data team meetings are grounded in data from universal screener and progress monitoring. All parents will receive their students’ iReady data scores after each benchmark/universal screening period. Additionally, the TPCs and Instructional Leadership staff will lead a family engagement event to unpack the reports and assist the families in crafting goals for the subsequent benchmark assessments. We will provide families with resources and training to support students in the following areas: Letter naming (the alphabet), Letter sounds and word parts (phonological awareness), Sounding out words (decoding), and Reading words and sentences in the same way you speak (fluency).

Professional Development Plan

In SY24-25, teacher professional learning will include:

State Early Literacy Training (May + June 2024), which will be rigorous training for foundational skills.

Three days in July of Foundational literacy skills and instructional procedures facilitated by All Memphis. Monthly All Memphis Early Reading Training Coaching Cycles will allow TPCs (teacher practice champions) to facilitate our staff’s lesson preparation for the Phonics curriculum and the use of resources for literacy intervention.

Coaching Roundtable: These sessions will allow teachers to review observations and receive feedback on a SMART goal identified between teacher and coach. This will enable teachers to identify misconceptions about literacy content, pull academic language tied to objectives, and identify resources needed for upcoming lessons. Additionally, Roundtables will integrate data



analysis of student work 1-on-1 between coach and teacher or with another teacher on the grade-level team to discuss the process of questioning and feedback that happens in real-time.