East End Prep

Foundational Literacy Skills Plan

Previous Update: June 14, 2024

Approved: August 31, 2026

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

Foundational skills instruction is demonstrated as the primary form of instruction for 45-60 minutes daily providing explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. East End Prep uses the Core Knowledge Language Arts curriculum in K-2. The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; fluency, language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction. In the earliest Kindergarten Skills units, students are introduced to a range of prerequisite Foundational and Language Skills, which are reinforced through recurring, distributive practice. They quickly transition to reading and writing simple CVC words so that by midway through the year, they are able to read simple stories. As students move from Kindergarten into Grades 1 and 2, they continue to build stronger decoding and word recognition skills, reading increasingly longer and more challenging texts, as well as honing their formal writing skills. The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. We spend about an hour on Skills and an hour on Knowledge in K-2.

Daily Foundational Literacy Skills Instruction in Grades 3-5

At East End Prep, we have adopted the Fishtank curriculum in Grades 3–4 and Novel curriculum for Grade 5. These materials are designed around the following principles:

1. Analysis and expression in reading and writing. The core of the TN State Standards is the ability to read and write in response to increasingly complex texts. Students get daily exposure to these texts.
2. Fostering “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each other’s responses.
3. Explicit language instruction. The units in Grades 3–5 offer explicit language instruction with full coverage of the TN State Standards and includes morphology, grammar, spelling, writing, and fluency. Students learn and apply the conventions of English grammar, punctuation, and

spelling through explicit instruction, targeted practice activities, and writing for a minimum of 30 minutes daily.
4. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure.

In grades 3–5 the teacher remains central to vocabulary acquisition, fostering structured and informal discussions and helping students become accustomed to using complex vocabulary in a scaffolded and supported context. These conversations are combined with increasingly independent exposure to complex text. This combination allows students to build up an internal web of vocabulary which has a common foundation but is unique to the individual. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of knowledge domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon throughout their lives.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Fishtank 3-4 (approved waiver)
Novel 5 (approved waiver)

Supplemental Instructional Materials

For Interventions, we use ISME's Orton Gillingham intervention and Great Leaps. We also use Lexia and CKLA's Assessment and remediation guide for interventions.

Universal Reading Screener for Grades K-5

Fastbridge Suite K-4

Measures of Academic Progress (MAP) grade 5

Intervention Structure and Supports

In K-5, we use various student data measures in determining intervention placement. and provide reading support to all scholars who score below the 40th percentile on our Universal Screener. Scholars who score below the 16th percentile are rostered in our Tier 3 intervention groups. These scholars receive intervention using the Orton Gillingham approach. This dyslexia-specific approach targets scholars' specific skill deficits in phonics, phonemic awareness, fluency, and vocabulary in a multi-sensory approach. Tier 3 Intervention happens during personalized learning time (PLT) in a 3:1 ratio group for 40 minutes. We progress monitor these scholars weekly. In some cases, scholars will meet criteria for an Individual Learning Plan for Characteristics of Dyslexia (ILP-D). These scholars

have a composite score that is below the 25th percentile and display deficits in 50% or more of the grade-appropriate subtests identified by the state's Minimum Universal Screening Matrix, which includes the following areas: phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, or encoding. If scholars meet criteria, East End Prep notifies the family, seeks parental consent to create an ILP-D and if consent is given, the ILP-D is created outlining Tier 3 dyslexia-specific reading interventions and classroom-level support. Scholars who score between the 16th and 40th percentile are placed in tier 2 intervention. These scholars receive intervention for 30 minutes. For Tier 2, we utilize Amplify CKLA remediation materials and Amplify Reading which is grounded in the Science of Reading and target scholars' specific skill deficits in phonics, phonemic awareness, fluency, and vocabulary. Scholars receive one on one tutoring from trained tutors using the Great Leaps Curriculum. Once scholars have been identified as needing Tier 2 or Tier 3 reading interventions (with or without an ILP-D), universal screening data and survey-level assessment data is analyzed to determine each scholars' individual areas of need and intervention groups are designed to improve each student's foundational literacy skills. All interventions are conducted by high-quality, certified teachers who are closest to each scholar's reading data. All scholars rostered to interventions are progress monitored weekly on their instructional level and monthly on grade-level. A data team reviews scholars' data after six weeks of intervention and progress monitoring. The data team uses this information to make decisions about the following six weeks of intervention. Scholars may receive more, less, or the same amount of intervention and the skills targeted may change based on the data from progress monitoring. Intervention on our schedules is marked as "PLT" or Personalized Learning time.

Parent Notification Plan/Home Literacy Reports

East End Prep notifies K-5 families about their scholars' reading achievement and progress a minimum of five times each year (August, October, December, March, and May). Families of scholars who have been identified with a significant reading deficiency (as evidenced by scholars scoring at or below the 15th percentile) or who are considered at-risk of a significant reading deficiency (as evidenced by scholars scoring between the 16th and 40th percentile) are first notified at end of the fall universal screening window in late August, early September. After each universal screening window, scholars' scores are communicated in a family-friendly manner that clearly explains skill gaps and the depth and extent of scholars' needs. Families are informed about the specific interventions their child will receive and the daily duration of these interventions. This information is paired with an explanation of the importance of reading at grade level by the end of grade 3 and details about the promotion pathway to grade 4. East End Prep clarifies how scholars are assessed and what constitutes a "significant reading deficiency." As previously mentioned, data teams meet every 6 weeks to review scholar progress in interventions. Families are then updated on their child's progress, or lack thereof, following the data team meetings. In these communications, data teams highlight any adjustments made if the scholar is not showing sufficient progress, as indicated by progress monitoring and universal screening data. Additionally, they recommend activities that support scholars' deficits, which do not require purchased resources and are generally tailored to the skill deficit rather than the individual child. We also have Parent Teacher Conference Days in October and March for all scholars who scored below the 40th percentile in ELA so teachers can meet with families, update them on their progress and provide additional resources for families to

work on at home. We provide reading passages, information on how to access Lexia Core 5 at home and many other resources. Additionally, the ELA curriculums in K-5 contain family letters that outline the foundational skills and knowledge domains for the unit that will inform and equip families to work with their children at home. Families can better understand how to support their scholars through questions about their texts and through an awareness of what foundational skills their children are learning. We send home the reports to every scholar after universal screening. We also send home an intervention letter to scholars who score below the 40th percentile. These will be sent after every benchmark assessment in August, December, and May to all scholars in grades K-5. These score snapshots outline scholars' strengths and weaknesses in each sub tests. Our Intervention letters let families know what supports we are offering at school during personalized learning time. For 3rd and 4th Grade, we have 2 additional literacy nights to teach families about the TN Literacy Success act and best practices to support their scholar at home.

Professional Development Plan

At East End Prep, we ensure all our teachers have extensive training on our curriculum, our interventions & processes and the Science of Reading during Summer PD. We spend 4 hours on a curriculum professional development for all new teachers. We then send all ELA teachers to Orton Gillingham training, which is one full week of training. This training by IMSE reviews the latest research on the Science of Reading and teaches teachers how to use the curriculum. During the school year, we provide ongoing support to teachers to ensure they are able to provide our scholars the best literacy instruction. Every week, teachers will meet with their dean of academics for 45 minutes for a professional learning community. These PLCs are planned and facilitated by the Dean. The focus of these meetings will be either a unit unpacking, a coached lesson internalization or a data meeting. The purpose is to build content knowledge and respond to student work to best support our scholars. Here is a sample Weekly Planning Meeting to support teacher skill development. Teachers also are observed weekly or bi-weekly (depending on need) and have individual coaching meetings. Deans will give teachers feedback on execution of ELA lessons and help them build their foundational literacy knowledge in these coaching meetings. Our teachers are also required to complete the Early Reading Training.

Additional Information

Our Charter Authorizer is MNPS. Our charter organization is East End Prep.