

Cumberland County Schools

Foundational Literacy Skills Plan

Previous Update: June 10, 2025

Approved: May 28, 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

Cumberland County uses a foundational skills curriculum, CKLA Amplify, which is aligned to Tennessee Academic Standards. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (minimum of 45 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes explicit instruction and student practice in each of the following: fluency, vocabulary, phonemic awareness, phonics, and comprehension. We adopted this high-quality foundational skills curriculum, providing instructional materials grounded in the science of reading, which allowed us to streamline the scope and sequence of our foundational skills curriculum vertically across grade levels K-5. Cumberland County had not adopted a reading/ELA curriculum for 14 years. Secondly, all K-5 teachers completed Reading 360 training and new hires provide certification of completion by start date.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Cumberland County uses a foundational skills curriculum, CKLA Amplify, which is aligned to Tennessee Academic Standards. CKLA includes an evidence-based approach to teaching foundational skills, which includes instruction in each of the following: morphology, grammar, spelling, writing, and fluency. We require a minimum of 30 minutes dedicated to foundational skills instruction (can be embedded or isolated), which includes explicit support for each of the following: fluency, vocabulary, and comprehension. Our curriculum, CKLA, was selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 90 minutes of ELA instruction. CKLA also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection. Within CKLA, daily lessons begin by briefly activating prior knowledge and reading independently and/or aloud.

Additional Supports

Cumberland County Schools will continue to strengthen foundational literacy instruction through targeted supports designed to improve outcomes for students demonstrating the greatest academic

need in ELA. During the 2026-2027 school year, the district will prioritize high-quality Tier I instruction aligned to Tennessee standards and the science of reading through the continued implementation of high-quality instructional materials, foundational skills routines, and explicit reading instruction across grades K-4.

The district will provide ongoing professional learning for teachers, instructional assistants, interventionists, and administrators focused on phonological awareness, phonics, fluency, vocabulary, comprehension, and effective interventions.

District-wide PLCs will support collaborative analysis of student data, instructional planning, and the sharing of best practices. Schools will utilize universal screening (AimsWeb), benchmark assessments (MasteryConnect 2x/year), progress monitoring, and classroom data to identify student needs early and provide timely intervention supports.

Additional support will be provided through intervention programs, tutoring opportunities, differentiated small-group instruction, and extended learning opportunities for students requiring acceleration. Instructional coaches, district supervisors, and school administrators will conduct regular classroom walkthroughs and coaching cycles to ensure instructional fidelity and provide feedback aligned to foundational literacy expectations.

The district will also continue efforts to strengthen family engagement by providing literacy resources, communication, and support strategies that families can use at home to reinforce foundational reading skills. Through these combined efforts, Cumberland County Schools aims to improve literacy outcomes and ensure all students build the foundational skills necessary for long-term academic success.

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

All schools have the Heggerty curriculum in grades K-2. This curriculum is used alongside CKLA to help support phonemic awareness.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Supplemental Screeners

Curriculum-based screeners and progress monitoring tools are used within the CKLA curriculum for formative and summative assessments.

Intervention Structure and Supports

Cumberland County's intervention schedules are aligned with expectations outlined in the updated RTI² Manual. The interventions are evidence-based and differentiated by Tier II and Tier III as required by the RTI² framework. The interventions address specific students' skill gaps and progress monitor specific gaps for student improvement. RTI data team meetings occur every two weeks and progress is monitored and reported to parents every 4.5 weeks, indicating a potential intervention change in duration, material, or intensity. Overall student progress in the intervention is also communicated. Data teams use progress monitoring data to inform decisions about the duration, material, and intensity changes when a student is not showing adequate progress. For Tier II and Tier III interventions, the following programs are used: Lexia, IXL, Scholastic magazines, and UFLI. Screeners include Early Literacy Post Test, Letter Naming Fluency, Oral Reading Fluency and AIMS. Evidence used include benchmarks and progress monitoring, grade level data sheets, bi-weekly data meetings, and weekly formative assessments.

Parent Notification Plan/Home Literacy Reports

Following the fall, winter, and spring universal screening of each K-5 student, the reading intervention teacher analyzes literacy data for at-risk students and sends home a parent letter indicating specific skill deficits, recommended interventions, and a timeline for progress monitoring. Parents are notified every 4.5 weeks of their child's progress in intervention.

Our parent literacy letter explains the importance of third grade reading proficiency and its effect on learning across all content areas. We also provide information on pathways to promotion to 4th grade. Student scores are communicated in parent-friendly language that provides a clear explanation of student skill deficits and the depth and extent of student needs. At a minimum, letters are sent home three times a year for K-3 students and annually for grades 4 and 5. In addition to the parent letter, the reading interventionist may include the following reports:

- Individual Benchmark Report: shows performance relative to national and local norms, students rate of improvement, and the student growth percentile.
- Lexile Score Individual Monitoring Report: shows the goal score, number of errors, weekly progress monitoring scores, projected trend line for meeting the performance goal by the goal date, and/or
- Scores Snapshot Report: shows student performance at-a-glance by individual measure, provides a brief narrative description of performance, and includes a recommendation regarding the intensity of instructional need

Attached to the parent letter and Aimsweb literacy report is a list of no-cost resources and activities parents can use to support their child at home. This includes no-prep and low-prep activities as well as computer resources, such as videos and learning games that promote reading and literacy development.

Professional Development Plan

K-5 teachers have participated in the Early Literacy Training series, and a plan is in place for new teachers to the district to complete this training. We have hosted ELT and SLT training in the past.

The district hosted a CKLA forum with a curriculum representative to gain teacher insights on the usage of the curriculum. It afforded teachers the opportunity to collaborate as well as discuss the current pacing guides. Information shared through ELA walkthroughs will be considered a professional growth/development opportunity. A focused PLC initiative this year will foster continuous improvement cycles based on ELA/IPG walkthrough data. The attached plan is in development and something we hope to begin this year. Barriers to this plan include time and scheduling restraints.

Purpose

The purpose of the 2026-2027 Professional Development Plan is to strengthen Tier I instruction, improve student achievement, ensure consistent implementation of high-quality instructional materials, and build teacher capacity through ongoing professional learning, collaborative PLC structures, instructional coaching, and targeted support for new teachers.

District Priorities

1. Strengthen foundational literacy instruction aligned to the science of reading.
2. Improve writing instruction across all content areas using POW + TIDE strategies.
3. Ensure consistent implementation of district curriculum and pacing guides.
4. Strengthen data-driven instruction and intervention practices.
5. Support effective instructional practices through PLC collaboration.
6. Increase teacher retention and support through mentoring and curriculum training.
7. Improve student engagement, rigor, and differentiated instruction.

New Teacher Learning Walks

As a part of the district's support for beginning teachers, new educators will participate in structured learning walks throughout the 2026-2027 school year. These learning walks will provide opportunities for teachers to observe high-performing classrooms across the district and gain practical insight into effective instructional practices, classroom management, student engagement, small-group instruction, and implementation of district curriculum resources.

District and school administrators will identify mentor classrooms that demonstrate strong instructional practices aligned to district expectations and high-quality Tier I instruction. During each learning walk, new teachers will focus on specific instructional "look-fors" connected to current professional development topics, including literacy instruction, classroom routines, differentiation, questioning strategies, student engagement, and intervention practices.

Following observations, teachers will participate in reflective discussions with instructional coaches, administrators, mentors, or PLC teams to discuss observed strategies and identify practices they can implement within their own classrooms. These learning opportunities are intended to build teacher confidence, strengthen instructional consistency across schools, and support long-term teacher growth and retention.

School-Level PLC Structure

Expectations

District PLCs will occur bi-weekly and focus on:

- Student data analysis
- Standards-based instructional planning
- Curriculum pacing and alignment
- Common assessment development
- Intervention planning
- Sharing instructional strategies and best practices
- Vertical alignment discussions
- Student work analysis

Instructional Coaching and Support

District instructional staff and administrators will provide:

- Classroom walkthroughs
- Instructional feedback
- Modeling and co-teaching opportunities
- Data meetings
- Curriculum implementation support
- Targeted teacher support plans when needed

Intervention and Data Training

Professional development will also include:

- Universal screener analysis
- Progress monitoring practices
- RTI² decision-making
- Intervention scheduling and implementation
- Data-based instructional adjustments
- Support for struggling learners and students with disabilities

Professional Learning Delivery Methods

- District-wide PLCs
- School-based PLCs
- Instructional coaching
- After-school workshops
- Embedded classroom support
- Administrator-led professional development

Monitoring and Evaluation

The effectiveness of professional development will be monitored through:

- Classroom walkthrough data
- PLC documentation
- Teacher feedback surveys=
- Curriculum implementation checks
- Benchmark and assessment data
- TEAM observation data

Expected Outcomes

By the end of the 2026-2027 school year, Cumberland County Schools expects to:

- Increase consistency of curriculum implementation
- Improve foundational literacy and writing outcomes
- Strengthen instructional rigor and engagement
- Improve teacher confidence and instructional capacity
- Increase student achievement and growth across content areas
- Improve support and retention for new teachers

Cumberland County Elementary Schools

Frank P. Brown Elementary
Crab Orchard Elementary
Homestead Elementary
Glenn Martin Elementary
North Cumberland Elementary
Pine View Elementary
Pleasant Hill Elementary
South Cumberland Elementary
Stone Elementary