

Cumberland County Schools

Foundational Literacy Skills Plan

Last Updated: June 20, 2023

Approved: June 14, 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

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 of dedicated 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 is dedicated to improving student literacy. We plan to support the identified schools in the following ways:

- We will be adding weekly formative assessments for grades 3-5.
- Principals will be conducting weekly PLCs.
- In order to grow capacity in our leaders, we participate in the Literacy Implementation Network. As part of that work, our principals will be grouped in threes and complete ELA walkthroughs using the Instructional Practice Guides (IPG). Individual, as well as grade and group debrief sessions, will be held. Teachers will be given the feedback by their building level principals from the walkthroughs in order for them to grow as well.
- District supervisors will conduct walkthroughs as well. The district ELA will be assigned to each school for a couple of weeks during the school year in which she can provide one-on-one specialized support.

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

In some schools for grades K-2, Heggerty is used to support instruction in phonemic awareness.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-3 only

For grades 4 and 5, we utilize IXL at the beginning of the year. For the 2024-2025 school year, we will be utilizing weekly formative assessments in ELA.

Supplemental Screeners

IXL and weekly formative 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 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 2 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 duration, material, and intensity changes when a student is not showing progress. For Tier II and III programs used include: Lexia, IXL, Scholastic, and UFLI. Screeners used 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 student, the reading intervention teacher analyzes literacy report data for at-risk students and sends home a parent letter indicating student skill gap(s), recommended intervention, and timelines for both progress monitoring and additional parent notification of student progress. (Parents are notified every 4.5 weeks of their child's progress during intervention). The K-3 parent 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 4th grade. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps 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 4-5. In addition to the parent letter, the reading interventionist may include the following Aimsweb reports:

- Individual Benchmark report: shows performance relative to norms (national and local), student's rate of improvement, student growth percentile,
- Lexile score Individual Monitoring report: shows the goal score, number of errors, weekly progress monitoring scores, projected trendline 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 reports 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.

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. A collaborative CKLA training was held during the summer of 2024. The grade level specific training was led by the CC Schools ELA instructional coach. It afforded teachers the opportunity to collaborate as well as discuss the current pacing guides. Students in grades 3-12 beginning in the 2024-2025 school year, will complete weekly formative assessments through Mastery Connect. The district is working to develop common assessments for all grades for the first 4.5 weeks. After/at the 4.5-week point, grade/subject level teachers will be brought together to collaborate/discuss the assessments and next steps. Information shared through the ELA walkthroughs will be considered a professional growth/development opportunity. A focused PLC initiative will foster continuous improvement cycles based on ELA/IPG walkthrough data.