

## South Carroll County Special School District

### Foundational Literacy Skills Plan

Approved: May 25, 2021

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-2 Foundational Skills –

The South Carroll County Special School District uses a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. The Amplify curriculum, from Engage NY/CKLA, uses foundational skills as the primary form of instruction and has a designated block of time (120 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice. Additional time is allocated for read-alouds, independent reading, and writing activities.

Instruction in grades K-2 is aligned to the TN state standards with foundational skills instruction being the primary form of instruction. Wilson Foundations and the Amplify skills block provide students with at least 45 minutes of foundational skills instruction. Teachers use pacing guides correlated to AmplifyCKLA with the TN state standards segmented into four nine week grading periods. In addition to phonemic awareness, phonics, fluency, and comprehension students are taught vocabulary through the knowledge strand of our state-adopted curriculum.

#### Daily Foundational Literacy Skills Instruction in Grades 3-5

3-5 Foundational Skills –

The South Carroll County Special School District has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials (Amplify/CKLA) are 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 120 minutes of ELA instruction. Although the daily schedule is not the same in each grade, all daily instruction includes components for knowledge-building for about 60 minutes per day and

foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 60 minutes per day. Our adopted curriculum 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. In addition to the dedicated ELA block, our teachers are deliberate in reinforcing reading and writing skills during the science and social studies block.

60 minutes of CKLA

Our improvements for next year are focused on professional development as we continue to improve our reading instruction. In addition to continued curriculum implementation training, professional development will be provided to enhance foundational skills instruction. Teachers will collaborate with experienced, effective primary teachers mentoring novice teachers. We currently have a Reading Specialist and an Academic Coach on staff supporting and guiding our teachers.

Instruction in grades 3-5 is aligned to the TN state standards. Teachers use pacing guides to plan and teach morphology, grammar, spelling, writing, comprehension, and fluency. AmplifyCKLA for grades 3-5 continues the foundational literacy skills instruction by lessons aimed at further developing complex patterns, r-controlled vowels, and multi-syllabic words. AmplifyCKLA along with additional Wilson Foundations lessons continues to scaffold necessary supports around fluency, comprehension, and vocabulary.

### **Approved Instructional Materials for Grades K-2**

Amplify - K-5 Core Knowledge Language Arts

### **Approved Instructional Materials for Grades 3-5**

Amplify - K-5 Core Knowledge Language Arts

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

Currently, we use STAR Early Literacy and STAR as our Universal Screener. We anticipate utilizing the screener provided by the Department of Education as we plan for next year.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (STAR/STAR Early Literacy) to determine which students have a significant reading deficiency or are "at-risk". Our grade-level teachers, Reading Specialist and administrators review universal screener data to determine which students score between the 0-25th percentile. Data from previous screeners are used to observe trends and/or significant changes. Once students are identified as possibly being at risk, they are screened with AIMSWeb to collect baseline data. 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 will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of

greatest deficit. We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency.

Our recently adopted ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions become an option. We also have digital tools available to help support student academic growth in their deficit areas.

Data teams meet every 4 ½ weeks 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.

Intervention takes place daily during a grade-level time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in their deficit area(s). For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction.

### **Parent Notification Plan/Home Literacy Reports**

Our district notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately after the district’s schools complete the fall universal screening. 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. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade.

The district defines how students are assessed and what a “significant reading deficiency” means. Parents are subsequently notified of their child’s progress, or lack of progress, after the 4 ½ week data team meetings. In the parent notifications/communication, 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). These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually. Additionally, the ELA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

### **Professional Development Plan**

Teachers in our district will participate in the free and optional 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: April 2021 – All teachers of grades in grades Pre-K through five 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 prior to starting Week 2 work in June. June 2021 – Our district has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade Pre-K through second. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. We plan to include grade three through five during the summer of June 2022

Plans for next year include intensive job-embedded professional development using our academic coach. The primary focus on creating and utilizing effective daily assessments of learning and for learning to enhance teachers' knowledge of student learning.