

## West Carroll Special School District

### Foundational Literacy Skills Plan

Last Updated: May 15, 2021

Approved: May 10, 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 district uses Amplify's Core Knowledge Language Arts, 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. This curriculum uses foundational skills as the primary form of instruction in grades K-2. West Carroll Primary School has literacy blocks that range from 120 to 160 minutes daily in grades K-2 with the 60-minute daily designated block for foundational skills instruction. The foundational skills instruction contains activities and practices that teach the following foundational skills:

- phonological awareness - recognize rhyming words, blend and segment compound words, blend, segment and count syllables, blend and segment onset-rime, blend, segment, and count phonemes, segment compound words, and isolate individual phonemes
- phonics - identify individual letter sounds, decode regular words, decode words with common rime families, identify sounds for letter combinations, decode one-syllable words with letter combinations identify common spellings for long and short vowel sounds, know and apply final -e conventions, read words with r-controlled vowels, read words with l-controlled vowels, read words with inflected endings, read words with prefixes and suffixes, read two-syllable words with various syllable types, read multi-syllable words, and apply grade-level phonics and word analysis in text)
- fluency, vocabulary, and comprehension are explicitly taught as well

The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. The guidelines for the sequencing of skills is teach pre-skills before the new skill or strategy is presented, introduce high-utility skills before less useful ones, introduce easy skills before more difficult ones, separate strategies and information likely to be confused, introduce new information at a realistic rate, and provide adequate practice and review. For example, students learn basic letter-sound correspondences for consonants and vowels and the VCe rule before they are required to decode words with the VCe pattern in them.

Our improvements for next year are grounded in the transition from lesson planning to lesson internalization. The adoption of high-quality instructional material has changed how teachers prepare for instruction. Teachers no longer must gather resources; they are internalizing the quality material and preparing to implement it in their classroom. Teachers will be provided professional development on foundational literacy.

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

Our district has an integrated literacy block for grades three through five grounded in reading science aligned to Tennessee ELA standards. The district adopted Amplify's Core Knowledge Language Arts for grades three through five. The curriculum materials 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 120 minutes in third grade, 90 minutes in fourth grade, and 90 minutes in fifth grade of ELA instruction. All daily instruction includes components of knowledge-building for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The 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.

For example, our 3rd graders completed the unit on Light and Sound. The unit integrates the skills, grammar, and morphology with the scientific knowledge of light and sound. Students will review and learn spelling with "a\_e", will become proficient in the application of guide words, will learn conjunctions as a part of speech, and learn new suffixes. The integration of the above skills will be learned while increasing the students' knowledge of light and sound.

Our improvements for next year are grounded in the implementation of the high-quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction and early literacy training.

### **Additional Supports**

Specific strategies are in place to support student literacy growth and achievement. Students who have been identified through the universal screener as low performing will be given additional instructional time in ELA, modifications to the student's classroom assignment to ensure the student receives instruction from a teacher with a level of overall effectiveness of a level 4 or level 5, or placement of the student in a classroom with a reduced class size. Evidence-based instructional strategies tailored to the student's needs will be used with these students.

Additionally, these students have been included in the opportunity to receive high dosage-low ratio tutoring either before or after school throughout the school year from a highly qualified teacher, and there has been an addition of support staff and an additional ELA position in order to lower student to teacher ratio for a more individualized opportunity for student instruction.

### **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**

We supplement with the following instructional materials:

- Voyager Sopris Learning
- Wilson Reading Systems
- Wilson Language
- Read 180
- Reading Eggs
- SPIRE
- Wilson Foundations

### **Universal Reading Screener for Grades K-5. This screener complies with RTI2 and Say Dyslexia requirements**

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in grades K-5.

### **Intervention Structure and Supports**

West Carroll Special School District will utilize Wilson Foundations for reading intervention in grades K-2 for students either identified at-risk for a significant reading deficiency or identified with a significant reading deficiency. Orton-Gillingham will be utilized for reading intervention in grades 3-6 for students either identified at-risk for a significant reading deficiency or identified with a significant reading deficiency. aimswebPlus data as well as student classroom performance, TCAP results, prior intervention outcomes, and teacher observation data is used during Invention Support Team (IST) meetings to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment.

Students who are placed in Tier II and Tier III receive 45 minutes of intervention daily and are progress monitored weekly. aimswebPlus and survey level assessments will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier II intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. Intervention Support Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

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

Our district notifies all parents in grades K-5 of all benchmark data immediately following each benchmark test (three times each year). If their child is “at-risk” for or has a significant reading deficiency, parents also receive progress monitoring reports, skill snap shots, and phone contacts.

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 skills their student will have intervention on 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 and information on the pathway to 4<sup>th</sup> grade.

Parents are notified of any tier changes deemed necessary in the event a child is not showing sufficient progress according to progress monitoring, universal screening data, and other data provided by instruction/activities that address student's area of deficit. CASE benchmark data and concerns are shared with 3rd-6th grade parents regularly through written or verbal communication. Schools provide information to parents of any local summer reading programs or opportunities at the conclusion of the school year. Additionally, the pathway to 4th grade is shared with parents at a special meeting at the beginning of the school year for all 3rd graders. The pathway to 4th grade is also shared on the district website under parent resources.

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 first 4 ½ week IST meetings. Our district also notifies parents if their student is below grade level, on grade level or in enrichment. In the parent notifications/communication, Intervention Support Teams note the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data. Parents are notified of activities and online resources (that do not require purchased resources) that will support students in the area of deficit. These communications go out to parents with students in grades K-5 three times annually.

Additionally, the ELA curriculum contains parent letters in the younger grades that outline foundational skills and knowledge domains for the coming weeks that will inform and equip parents to work with their child(ren). 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**

WCSSD K-5 teachers received a full day of training in EL Education and foundational skills instruction training provided by the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

- In the first week of the early reading online training, teachers independently complete modules and successfully pass a certification test in foundational skills instruction
- The second week of training will be completed in-person at various times and locations throughout the summer. The goal of participating in these trainings is to gain a deeper understanding of foundational literacy skills instruction.

Our planned summer and on-going PD for all K-5 teachers, including any new teachers, is as follows:

- Interventionists, special education teachers, and elementary instructional leaders will complete the Early Reading Training course 1. The training is focused on understanding the research and rationale behind a structured phonics program including phonics, phonological awareness, phonics and word recognition, and fluency.
- All K-5 teachers have completed the course for Reading 360 Early Literacy Training. This training focused on foundational reading development and instruction that is grounded in a phonics-based approach. A plan is in place for new teachers to complete training prior to teaching. Repeat to refresh foundational skills instructional strategies with Course 1 of the Reading 360 Early Literacy Training.
- Many teachers have also completed course 2 of in-person early reading training. Those who have not are encouraged to attend.
- In conjunction with the 360 Early Literacy Training series, K-5th grade teachers received the following literacy focused district professional development:
  - PLCs,
  - Coaching Cycles,
  - focused Professional Development from district instructional supports, and
  - Learning Walks using the IPG.
- Teacher collaboration for unit- and lesson-level prep
  - Using protocols developed in partnership with a professional learning vendor, teachers will collaborate to prepare at the unit and lesson level.
- Analysis of district universal screener data
  - Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice and to build and meet the needs of RTI2 groups.
- To support the professional development and establish district expectations, school administrators and instructional supervisors will receive professional development on utilizing the IPG effectively.