

Cleveland City Schools
Foundational Literacy Skills Plan

Approved: May 27, 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

Cleveland City Schools adopted CKLA as our ELA Curriculum, which is aligned to the Tennessee State Standards, in grades K-5 and provides explicit instruction and student practice in phonemic awareness, phonics, vocabulary, fluency, and comprehension. K-2 students will spend 60 minutes each day engaged in direct systematic foundational skills instruction aligned to CKLA's research-driven scope of system of foundational skills. Each day, students engage in 3-4 “mini lessons” aligned to the systematic scope and sequence of foundational skills in order to allow them adequate time to both learn and practice new skills that ultimately result in fluent reading, comprehension, and writing skills. The CKLA scope and sequence includes direct instruction and aligned student practice in phonics, grammar, spelling, and writing. There are four guiding principles for the CKLA skills strand:

- Explicit Phonics: Explicit, systematic phonics instruction is a more effective way to teach decoding than “whole language” or whole word methods
- Synthetic Phonics: Synthetic phonics (or linguistic phonics), in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.
- Repeated Oral Practice: Repeated oral practice and oral reading are proven methods of improving fluency.
- Intensive Practice: Intensive practice with skills-aligned texts is essential in order to build reliability and automaticity in reading.

Additionally, CKLA engages students in ongoing reading fluency and comprehension practice with decodable readers aligned to the skills students are learning to make meaning from text and to produce the written word. These readers increase in length and complexity as students develop their reading and spelling skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades 3-5 in the science of reading and aligned to Tennessee ELA standards. Our curriculum materials, Core Knowledge Language Arts (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 90 minutes of ELA instruction each day. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) 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. 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.

A daily lesson sequence in grades 3-5 CKLA may include briefly activating prior knowledge and read independently and/or aloud in partners or whole group. After the daily read aloud (or independent reading in on-grade level, complex text), the students may summarize the content (through a think-pair-share model), unpack the most essential vocabulary (“word work”), respond to a series of scaffolded questions with both discussion and writing and write a response to an inferential question that requires students to use evidence from the text to support their answer. Students also receive vocabulary instruction where teachers provide explicit support for vocabulary needed to access the complex text. In some lessons, the students may study the root words to understand how they can use parts of words to determine meaning.

Students use their word knowledge as they engage in group discussion and writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students’ holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

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 RTI² and Say Dyslexia requirements.

Students in K-5 are given a universal screener (easyCBM and IReady) three times during the school year to identify which students have a significant reading deficiency or are “at-risk”. The universal screener complies with the universal screening requirements established in Tennessee’s RTI² framework manual and with the dyslexia screening requirements established in § 49-1-229.

Intervention Structure and Supports

An universal screener is given three times during the year to identify students which have a significant reading deficiency or are “at-risk”. School-based data teams consisting of grade-level teachers, RTI Facilitators, school psychologists, and principals review student data (universal

screeener results, diagnostic data, other assessment data, teacher observation, attendance, etc.) to recommend appropriate Tier II/III placement.

Students classified as Tier II/III are given a survey level assessment to determine specific deficits. Daily, small-group intervention is then provided for 45 minutes in their area of greatest deficit during a time in the master schedule just for RTI.

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

Phonological Awareness

The PASS (Phonological Awareness Skills Screener) is administered and instruction is provided in identified areas through the following programs:

Heggerty Phonemic Awareness (Tier II, III)

Stepping Stones to Literacy (Tier II)

Sounds Sensible (Tier II)

The Intensive Phonological Program (Tier III)

Kindergarten students receive additional support through the CKLA Assessment and Remediation Guide (ARG) lessons that target phonological awareness.

Phonics

The CORE Phonics Survey is administered and instruction is provided in identified areas using the following programs:

West Virginia Phonics (Tier II)

Voyager (Tier II)

Sound Partners (Tier III)

95 Percent Group Phonics Lessons (Tier III)

Kindergarten students receive additional support through the CKLA ARG lessons that target phonics.

Fluency

The Six Dimensions of Fluency Rubric is used to determine specific areas of need and instruction is provided using the following programs:

Quick Reads (Tier II)

Reading A-Z fluency lessons (Tier II)

The Megabook of Fluency (Tier II, III)

Comprehension

Support in comprehension is provided using the following materials:

95 Percent Group Comprehension Kit (Tier II)

Comprehension Toolkit (Tier III)

Students who demonstrate characteristics of Dyslexia receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Barton Reading and Spelling, a research-based supplemental program, is one intervention used in our district for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia and provides a list of resources for those students.

Students placed in a Tier II/III intervention group have their progress monitored bi-weekly. The easyCBM measure(s) used to monitor student progress aligns with the identified deficit area and is at the student's instructional level. Tier III students who are having their progress monitored on out of grade level measures are also monitored monthly on the grade level measure(s) for the purposes of calculating ROI.

Data Teams meet every 4 ½ weeks to determine if a change in the intervention with regards to duration, material, or intensity or the person providing the intervention is warranted. They also consider other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider. Parents receive a written letter monthly to inform them of student progress and if changes to the student's programming are needed.

Parent Notification Plan/Home Literacy Reports

Annually, Cleveland City Schools provides all parents with a brochure explaining the RTI process. Students' screening scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs upon the completion of screening.

Parents of students in grades K-5 receive written notification if their child is "at-risk" for or has a significant reading deficiency immediately after the district's schools complete each of the universal screenings (fall, winter, spring). The parents are informed of 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. Parents are also provided with a page of no cost activities they can do at home with their child to support the skill gap area.

Parents are subsequently notified of their child's progress, or lack of progress, after each of 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 of deficit.

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

During the 2020-21 school year, Cleveland City Schools partnered with TNTP and the LIFT Network in coordination with CKLA Professional Development Partnership Manager to provide professional development focused on foundational skills instruction. Bi-Weekly meetings with TNTP, CKLA and CCS district leadership developed and implemented grade level training focused on CKLA instruction. TNTP and CKLA have provided IPG training to building level administrators and instructional coaches during the 2020-2021 school year. . Cleveland City Schools ELA teachers (K-5) participated in virtual walkthroughs led by TNTP, CKLA and CCS District Administrators. After the walkthroughs, the team reflected on lessons observed and created a plan to continue to support classroom teachers and strengthen CKLA implementation. District-wide grade level meetings that focused on CKLA implementation and foundational skills instruction were held after school during the school year. These meetings were led by instructional coaches and teacher leaders. During the 2021-2022 school year, Cleveland City Schools will continue their partnership with TNTP and CKLA to focus on foundational skills instruction by using the IPG- Foundational Skills instrument. Instructional Coaches will participate in LETRS training and redeliver the program during the 2021-2022 school year to the K-2 teachers. Teacher knowledge and competency will be displayed through observation of lessons and follow-up questions with TNTP training personnel. During the 2021-22 school year, CCS K-5 teachers will complete and receive a certificate in TN Early Reading Training - Week 1 and Week 2. Teachers will turn in completed certificate to the CCS Supervisor of Elementary Education.

Additional Information about this Foundational Literacy Skills Plan

RTI Parent Brochure available upon request.

Copy of Student Screening Report available upon request.

Complete CCS Professional Development Catalog upon request.