

Collierville Municipal Schools

Foundational Literacy Skills Plan

Approved: May 19, 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

For the past couple of years, teachers have been incorporating Orton Gillingham and Heggerty as foundational skills supplements to our previously adopted ELA curriculum, Wonders, which is lacking in instructional pieces for addressing foundational skills. Last year, Collierville Schools adopted Amplify CKLA as our Tier I curriculum for grades K-5. This TN State standards-based and aligned curriculum is all encompassing and is built based on a two-strand approach—skills and knowledge. The skills strand provides comprehensive instruction in foundational reading skills—phonological awareness, phonics, and word recognition. It addresses language skills, including conventions of English, spelling, and grammar. Additionally, this curriculum hones in on reading comprehension and writing instruction. The knowledge strand is centered on complex narrative and informational read-alouds. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex texts, and speaking and listening. Reading fluency is a component of the foundational literacy block in all grade levels and foundational skills instruction is the primary form of instruction used in all K-5 ELA instruction. For teachers and students to fully access CKLA and experience success, it is recommended that there be one hundred twenty minutes allocated in the ELA instructional period—sixty minutes (uninterrupted) for the skills strand and sixty minutes for the knowledge strand. Our schools are very close to meeting the recommended minutes for both strands; however, there is room for improvement in making sure there are enough minutes to fully implement both strands. Many of our teachers have been piloting portions of Amplify CKLA throughout the 2020-2021 school year and will fully implement it, beginning the 2021-2022 school year. Through the pilot, teachers in schools with fewer minutes allocated have spoken about the struggles of fitting in the skills and knowledge components as demanded by such a robust curriculum. We have been in conversations with all elementary administrative teams, regarding the planning that will go forth in creating master schedules for the 2021-2022 school year as we are committed to all K-2 schedules allowing for 60 instructional minutes for foundational skills. On average, the following two elementary schools have allocated for 135.8 daily instructional minutes for English Language Arts (ELA), allowing for 45 to 60 minutes for daily foundational skills instruction. Below, see the distribution of total ELA minutes per school, per grade level— grades K-2 (Supporting schedules are attached.) Collierville Elementary— K:160 minutes; 1st: 175 minutes; 2nd: 130 minutes Tara Oaks Elementary— K: 120 minutes; 1st: 115 minutes; 2nd:115 minutes

Daily Foundational Literacy Skills Instruction in Grades 3-5

For the past couple of years, teachers have been incorporating Orton Gillingham and Heggerty as foundational skills supplements to Wonders, our previously adopted ELA curriculum, to address foundational skills deficits for students in grades 3-5. Last year, Collierville Schools adopted Amplify CKLA as our Tier I curriculum for grades K-5. This TN State standards-based and aligned curriculum is all encompassing as it allows students in grades 3-5 to continue to build off of their K-2 experiences with an integrated approach. For grades 3-5, through an integrated strand approach, students will practice reading, writing, speaking, listening, grammar, spelling and morphology through the lessons within each unit. This curriculum also engages learners in fluency, reading comprehension, and vocabulary. Many of our teachers have been piloting portions of Amplify CKLA throughout the 2020-2021 school year and will fully implement it beginning the 2021-2022 school year. We have some room for improvement to ensure that all ELA sections are fully supported with enough instructional minutes for successful implementation. It is recommended that grade 3 have 120 instructional minutes. It is recommended that grade 4 and grade 5 each have 90 ELA instructional minutes. We have been in recent conversations with all elementary administrative teams, regarding the planning that will go forth in creating master schedules for the 2021-2022 school year, as we are committed to all grade levels having enough instructional minutes to fully support the curriculum. On average, the following two elementary schools have allocated for 105 minutes of daily instructional minutes for English Language Arts (ELA) with at least 30 minutes of this time dedicated to including foundational skills instruction with an integrated approach. Below see the distribution of total ELA minutes per school, per grade level— grades 3-5 (Supporting schedules are attached.). Collierville Elementary— 3rd: 115 minutes; 4th: 135 minutes; 5th:120 minutes Tara Oaks Elementary— 3rd: 90 minutes; 4th: 85 minutes; 5th: 85 minutes

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.

STAR is Collierville Schools' universal screener of choice.

Intervention Structure and Supports

All K-5 schools have 45-60 intervention minutes slated for each grade level (See attached sample schedules.). Each elementary school has an ELA/math interventionist that specifically supports our most struggling students, those that have been identified as Tier 3. Grade level teachers also support reading interventions during the grade level's specific intervention time for Tier I and Tier 2 students. Reading interventions that are used to support elementary students with reading deficits are Fountas and Pinnell, Heggerty, Orton Gillingham, and Lexia Core 5.

Students, K-12, that fall below the 40th percentile on STAR reading assessments are further screened, using easyCBM to target skill deficits. Students that fall below the 25th percentile in targeted areas within easyCBM are screened for characteristics of dyslexia. The screeners used for this process are Words Their Way, the RAN (rapid automatized naming), PWRS (Phonics and Word Reading Survey), and the PASS (Phonological Awareness Skills Screener).

All schools have Response to Intervention teams that meet at least once a month with most schools meeting once a week or once every two weeks. These teams monitor students' responses to the provided interventions and make data informed decisions focused on the student's placement as well as the intervention being provided.

Parent Notification Plan/Home Literacy Reports

Through the Student Response to Intervention teams at each school, ongoing notifications are sent to parents of students who have been identified for reading interventions. An initial notification letter is sent to the parent(s), letting the parent know their child has been identified as one who will benefit from receiving interventions. This notification is in the form of a letter and it also informs the parent of the child's tier and the content area in which the student will be served. Every 4.5 weeks, parents are notified of students' performance/progress and if there will be a change in tiered placement.

Students, K-12, that demonstrate reading deficits in identified, targeted reading areas are screened for characteristics of dyslexia. The screeners used for this process are Words Their Way, the RAN (rapid automatized naming), PWRS (Phonics and Word Reading Survey), and the PASS (Phonological Awareness Skills Screener). If students do not pass any given test, a letter is sent home to parents letting them know their child has been identified as having characteristics of dyslexia and that interventions will be provided. Schools are encouraged to meet with parents prior to sending the letter home.

Although Collierville Schools makes parents aware of the assessments and benchmarks their students will participate in throughout the year, as well as their child's participation in interventions and their ongoing progress, we have room for improvement, regarding providing parents literacy reports/assessment results that are derived from each screening period. Beginning the 2021-2022 school year, three times per year, after the conclusion of each benchmark and assessment, Collierville Schools will provide parents with their individual student's results. Collierville Schools will include information for parents, regarding the importance of being able to read by the end of 3rd grade, reading intervention activities for families, and the reading interventions provided by the school. In addition, please include the frequency of parent notification and engagement.

Supporting resources for families will depend on each individual students' progress and deficit areas. Below, see examples of resources that are provided to families:

- Fountas and Pinnell take-home books for fluency practice
- Lexia Core 5 and PowerUp access for students to continue practice at home (attached)
- Supplemental remediation and fluency activities provided through CKLA

- Tier I parent engagement supports that are provided throughout course of the curriculum for making home-school connections.

Professional Development Plan

All Collierville Schools teachers in grades K-5 are offered the opportunity to participate in Early Literacy training from TDOE this summer at Collierville High School. We will be hosting two full cohorts (100 seats) with the In-person training week being held June 14-18 from 8-3:30. Teachers have already received access to the asynchronous work for Week 1 training. This training was also extended to SPED, ESL and PreK teachers to be funded by the district for their stipend if not covered by the state stipends.