

Dayton City Schools
Foundational Literacy Skills Plan

Approved: May 28, 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

Dayton City School uses McGraw-Hill Wonders in grades K-3 which was approved by the state Textbook and Instructional Materials Quality Commission. The curriculum embeds foundation skill instruction into daily lessons and is aligned to the TN state standards. Dayton City School has literacy blocks that are a minimum of 120-150 minutes daily in grades K-3 including a 60 minute block of time specific to foundational skills instruction. The curriculum uses research-proven instruction and best practices to help students grow as readers, writers, and critical thinkers. The foundational skills instruction includes: phonological awareness (words, syllables, rhymes, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes,) phonemic awareness (phoneme blending into words, segmenting words into sounds, and manipulating a phoneme by deleting and changing sounds in spoken words) Phonics(letter/sound relationships, decoding and encoding) Fluency Vocabulary Comprehension The scope and sequence of the curriculum provides guidelines for embedding foundational skills into daily lessons. The lessons in grades K and 1 begin with word work to build skills in phonological/phonemic awareness, phonics, High-frequency words, and letter/word automaticity prior to being exposed to the reading comprehension for the lessons. The phonics skills begin with more simple skills and build to more complex skills.

Looking forward to next year, teachers will take the information they gleaned from the Early Literacy Training series and incorporate that into their instruction during purposeful phonics time built into the instructional day. Our curriculum provides all the resources that teachers need to effectively teach foundational skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Dayton City School uses Great Minds Wit and Wisdom in grades 4-5 which was approved by the state Textbook and Instructional Materials Quality Commission. The curriculum is research based and incorporates curated texts, meaningful tasks, and thoughtful learning design to help students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators. The curriculum is also aligned to the TN state standards. Dayton City School has literacy blocks that are a minimum of 90 minutes daily in grades 4-5 including embedded time for foundational skills instruction. Wit and Wisdom must be implemented along with a systematic,

researched based foundational skills program. Wit & Wisdom lessons do not explicitly teach foundational skills other than fluency. The lessons are specifically designed to reinforce the teaching of foundational skills. Teachers embed foundational skills instruction into daily lessons. Skills they embed are:

Fluency

Morphology

Grammar

Spelling

Vocabulary (implicit and explicit)

Comprehension

Writing

The scope and sequence provides guidelines for Reading standards that are integrated with the content stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. Students are required to apply knowledge of standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

The expected improvements for next year will be to implement a systematic, researched based foundational skills program to be used in conjunction with Wit and Wisdom to ensure that the students receive the necessary instruction related to foundational skills. As a part of the Literacy Implementation Network, we will be focusing on how to improve literacy in grades 3-8.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

Great Minds - 3-5 Wit and Wisdom

Additional Information about Instructional Materials

We use McGraw-Hill Wonders in grades K-3 and Great Minds Wit and Wisdom in grades 4-5. The dropdown menu does not reflect this.

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

We use EasyCBM as the universal screener in grades K-5 for benchmarking and progress monitoring and is on the state approved list. It complies with RTI² and Say Dyslexia requirements. The universal screener is used to assess reading and math three times a year in the fall, winter, and spring. It is given to all students in grades kindergarten through 5th grade.

Intervention Structure and Supports

Dayton City School uses EasyCBM for reading intervention in grades K-5 for students identified as at-risk for a significant reading deficiency or identified with a significant reading deficiency. Universal screening data as well as student classroom performance, TCAP results, prior intervention outcomes, and teacher observation data is used during RTI Data Team Meetings to determine placement and level of students into Tier III, Tier II, or Remediation. Students who are placed in Tier III receive the most intense interventions for at least 45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener and diagnostic assessment determines the specific deficit the student will be provided support for and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. RTI Data Team Meetings will be conducted every other month to evaluate student progress and to continue the intervention, change the intervention, or change Tiers.

Parent Notification Plan/Home Literacy Reports

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 completing the fall universal screening. Students’ scores are communicated in a 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 support will receive services. 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 for each semester. In the parent notifications/communication, RTI data 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 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). We will communicate with parents three times a year for grades K-3 and annually for grades four and five. Parents are notified of the importance of 3rd grade reading proficiency. We explain that reading is the most crucial academic skill because it is the foundation for learning. Through third grade children are learning to read; after third grade students read to learn. Without a strong foundation in reading, children are left behind and it is difficult for them to close the gap.

Professional Development Plan

Teachers at Dayton City School will participate in the Reading 360 Early Literacy Training developed by the Tennessee Department of Education.

We have 18 teachers in grades K-2, Special Education, and ESL who will participate in the Early Literacy Training Series. Teachers will asynchronously engage in week 1 of the series beginning in April 2021. The training will focus on foundational reading development and instruction and focuses on the sounds first approach to phonics. Participants will complete week 1 training prior to July 26, 2021.

July 26-29, 2021, the teachers will continue with the Early Literacy Training Series. We are hosting a cohort-based in-person training for the 18 participating teachers to ensure that our teachers who help young children learn how to read will have access to the latest research, implications for instruction, and practical tools to show them how to apply new learning.

In addition to the Early Literacy Training Series, Dayton City School was approved to participate in the HQIM Literacy Implementation Network (3-8) to support our implementation of adopted high-quality English language arts materials. We were also approved to participate in the Early Literacy Network (K-2) to focus on the implementation of foundational skills and knowledge-building curricula in grades pre-K-2.

Our teachers will also be supported with literacy implementation through PLC's, Coaching Cycles, local Professional Development, vendor partners, and through walkthroughs using IPG.