

Fayetteville 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

Fayetteville City School teachers use the Amplify CKLA Skills Strand for our foundational skills curriculum and is the primary form of instruction. CKLA is a comprehensive program that includes both knowledge building and foundational skills materials. The CKLA skills strand uses a sounds first evidenced-based method grounded in the science of reading and aligned to the Tennessee ELA standards (approved materials by the state Textbook and Instructional Materials Quality Commission). This curriculum uses the CKLA foundational skills as the primary form of instruction. Ralph Askins teachers have a literacy block that ranges from 120-150 minutes per day. The foundational literacy instructional time is used to provide and implement activities that build print concepts, phonemic and phonological awareness, phonics (decoding, encoding and word recognition), and fluency skills, in addition to comprehension and vocabulary. The program features evidence-based practices including explicit and systematic skills instruction, a synthetic phonics approach (instruction is oriented from sound to letter), repeated oral practice and oral reading to improve fluency, and intensive practice with decodable text to build reliability and automaticity in reading. CKLA is a comprehensive program that includes foundational literacy as well as knowledge building. This program is the only skills curriculum to receive all green reviews from edreports.org.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Fayetteville City School teacher in grades 3rd-5th have a minimum of a 90-minute integrated literacy block that is grounded in the science of reading and aligned to Tennessee ELA standards. The 90-minute instructional block includes 30-minutes of foundations skills instruction that is isolated/embedded. Our district adopted Amplify CKLA curriculum materials (approved materials by the state Textbook and Instructional Materials Quality Commission) that provides explicit supports and engages students in work around fluency, vocabulary, and comprehension and build students' capacity to read, think, talk and write about complex text.

Daily instruction includes components for knowledge building to build and improve the ability to comprehend complex texts and apply that knowledge. Foundational skills instruction includes fluency, grammar, morphology, spelling, and writing that is embedded within the lesson to ensure continuity, cohesion, and connection. Third grade teachers use the additional support and structure offered through CKLA skills strand to provide additional explicit instruction focused on spelling (including syllabication), morphology and grammar. While fourth and fifth grade teachers provide

foundational skills embedded into the instruction that includes fluency, grammar, morphology, spelling, and writing in daily lessons.

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

Additional Information about Instructional Materials

Ralph Askins utilizes Heggerty Foundational Skills and Tapping Out With Tiles in Grades K-2. These supplements allow additional instruction for students to focus more deeply on the phonological and advanced phonemic awareness skills are critical for our students learning to read.

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

Fayetteville City Schools use Aimsweb Plus as our universal screener. Aimsweb Plus complies with the dyslexia screening requirements established in §49-1-229 and with the universal screening requirements established in Tennessee's RTI framework manual. Three screening assessments using Aimsweb are administered in the fall, winter, and spring.

Intervention Structure and Supports

All students at Ralph Askins are screened using AimsWeb Plus Universal Screener in the Fall, Winter, and Spring. Once the data from the assessment is collected, data meetings are held to make decisions about grouping and serving students for intervention, including enrichment for those students who may be intellectually gifted. Intervention time is scheduled in the master schedule and regularly monitored for fidelity. Throughout the intervention process, student progress is monitored biweekly, and adjustments are made to intervention groups as indicated by data.

Tiered interventions in place to address suspected disabilities:

Tier II

95% Group - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.

Rewards - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.

Wylie Blevins Phonics - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.

Tier III

Sonday Systems by Winsor Learning- multisensory instruction, which addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding and rapid names. It is systematic, cumulative, explicit and aligned to deficit and is language based. Each lesson uses proven Orton-Gillingham methods to provide effective intervention in a small group setting.

Rewards - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents of students in Kindergarten – 3rd grade if their child is “at risk” for a significant reading deficiency based on the universal reading screener results after each benchmark assessment administration window three times per year. A Student Report will be generated via AimswebPlus after each universal screening benchmark (fall, winter, and spring) and sent home to parents. 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 if their student will receive intervention services and the amount of time each day the student be provided additional support for to improve reading outcomes. These letters also include the importance of 3rd grade reading proficiency. The district notifies parents of students in grades 4 and 5 annually.

Fayetteville City Schools provides two Parent/Teacher Conference days annually to meet with parents to discuss any academic needs. 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 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. Other free resources provided for parents include: Early Years and Reading Connection Monthly Newsletter These monthly newsletters show parents how to instill a love of learning, build social skills and executive functions needed for school success. The Reading Connection builds a solid foundation for reading success with letter recognition, oral language, vocabulary, phonemic awareness and early writing practice. The newsletters are provided by paper copy and on the district web site. Parent Engagement Activities Parent reading nights are hosted each semester. During the parent nights, teachers provide 20 to 30-minute mini lessons about how parents can support their child in learning to read. Parents are provided with the resources to implement the multisensory learning strategies at home.

Professional Development Plan

Our plan for professional learning began in January 2021 and will continue throughout the 2021-2022 school year.

January 5, 2021--The Literacy Academy— This professional learning day introduced the science of reading and strategies to teach the CKLA curriculum and effectively use of the Heggerty Phonics resource available to the K-2 teachers. The full day training included training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary Lori Arnett, Certified Structured

Literacy Practitioner, and Jennifer Fleming, Certified Academic Language Therapist and owner of Inspiring Minds provided the training. Each teacher received a binder with resources and strategies to implement multisensory instruction. (Biography of presenters included in artifacts)

May 2021 Teachers in grades Pre-K through five will participate in Week 1 of the Early Literacy Training series, asynchronously offered through the Tennessee Department of Education. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach.

July 2021 Our district has applied to be a host site for the Early Literacy Training series during the week of July 5. In-person cohort-style training applying the theoretical knowledge gained in the online modules to foundational skills curriculum and instruction. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

Fall Semester 2021-Spring Semester 2022 In conjunction with the 360 Early Literacy Training series, PreK-5th grade teachers will receive the following literacy professional development: PLCs, Coaching Cycles, focused Professional Development from district, vendor, and Academic Walks using the IPG. Trainings provided will be absent of cueing or MSV strategies.

Additional Information about this Foundational Literacy Skills Plan

Parent Engagement Activities

Parent reading nights are hosted each semester. During the parent nights, teachers provide 20 to 30-minute mini lessons about how parents can support their child in learning to read. Parents are provided with the resources to implement the multisensory learning strategies at home.