

Jackson-Madison County Schools

Foundational Literacy Skills Plan

Approved: May 25, 2021

Edited: August 12, 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

Our district has a foundational reading skills block for grades K-2 grounded in the science of reading. We have two adopted curricula: CKLA Foundational Skills and CKLA Core Knowledge. These are on the state approved list. We use our curriculum as the main source of content and align it with Tennessee State ELA Standards. CKLA Foundational Skills block has a devoted 90 minutes. This phonics curriculum has a set scope and sequence that when taught with fidelity will ensure that students are taught the entire code. It offers explicit skills instruction for each grade level aligned with the components of reading. Inside the 60 minutes students will experience:

- Phonological/Phonemic Awareness: Sounds first approach in which students blend, segment, and manipulate sounds.
- Explicitly taught phonics: Systematic phonics instruction to teach decoding.
- Sound letter correspondence: students will learn to form symbols for the sounds (letter formation) and the variety of ways sounds are spelled
- Oral Practice: Repeated oral practice to increase fluency
- Reading practice: Intensive practice with skills-aligned texts is embedded in the lessons with decodable text. Students engage within the context to practice the skills that were taught and the spiraled skills that they have previously learned.
- Literacy Stations: teachers/assistants will work with a small group to remediate and extend daily lessons based on formative assessments. This will allow more one on one instruction and guided practice for all students. Additionally, CKLA creates a space for students to experience ongoing fluency practice and comprehension practice with decodable readers. The readers supplied increase in complexity and length and are aligned directly with the phonics patterns students are learning. Embedded writing skills connected to the text are within the curriculum as well. The Knowledge portion contains the read aloud, vocabulary “word work” and the writing tasks aligned to TN State Standards. This portion as a devoted 60 minutes.

Our main improvement for next year will be that each school will have a literacy leader. This leader will help to facilitate our designated time for teachers to collaborate as they internalize the instructional plans through unit and lesson protocols.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for third through fifth grades. It is grounded in the science of reading and aligned to Tennessee Standards. We use Expeditionary Learning which is on the state approved list.

During the 90 minute integrated ELA block students will experience:

- Knowledge building text sets
- Integrated vocabulary instruction (explicit and implicit)
- Fluency building routines
- Mini lessons on grammar and morphology (ALL Block resource)
- Explicit writing instruction based on unit tasks (Narrative, Informative, and Argumentative)

Although the daily routine 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 45 minutes per day and foundational skills instruction for 45 minutes per day that includes fluency, grammar, morphology, and spelling. The fluency, vocabulary, and morphology skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

Foundational skills instruction is embedded throughout the 90-minute block and is integrated throughout the reading.

Our improvement for the upcoming year will be to identify the ALL Block lessons to provide explicit grammar and morphology lessons that are best aligned to our TN standards.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Open Up - K-5 Expeditionary Learning

Additional Information about Instructional Materials

Our third grade students also receive instruction using Amplify - K-5 Core Knowledge Language Arts. These materials are used in grades K-3, while Open Up - K-5 Expeditionary Learning is used in grades 4 and 5.

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

Aimsweb Plus

Intervention Structure and Supports

In the Fall, students are given the universal screener that the district currently has (AimsWeb Plus) to determine which students have a reading deficiency (at-risk). Our school leaders, RTI school team, and classroom teachers review the data to determine who needs an additional diagnostic screener to determine specific deficits. Once deficits are determined, students are grouped according to skill need and presented explicit direct instruction in the area identified. Students are progress monitored weekly or biweekly to determine if the intervention is appropriate and students are making growth towards the goal. Students received daily intervention with the best aligned RTI materials for the need.

We use one of the following materials for reading intervention:

- 95% group
- CKLA assessment and remediation guide
- iReady
- Wilson

Students that are identified with Dyslexic Characteristics based on the Say Dyslexia Law, are placed in specific interventions that are appropriate for students with these deficits. Parents are notified that they are receiving intervention and what the skill deficit is that they are working on to remediate. Our district uses a research-based supplemental program (95% group) as the intervention program for intervention for students with characteristics of dyslexia. Intervention takes place based on the school's grade level time for school-wide intervention. For instance, if data supports that students have a weakness with long vowels, then they are placed in a group that is specific to teach the long vowels. Students are formatively assessed in the group until mastery. Upon mastery, students are moved to next skill need. Students are scheduled to receive 45 minutes of intervention daily in deficit area. Students are progress monitored in the specific deficit area to be sure that the intervention is working, and the student is showing growth in that deficit area inside Aimsweb Plus. At our 4 ½ week meetings, the school data teams review attendance logs, behavior information, and progress monitoring data to inform decisions about moving students between the fluid groups. If a student is not showing sufficient progress, a change may be made to a different group. The team will determine if a change in materials, teacher, or time frame needs to occur. Our goal is to be child-centered in these decisions. If progress is being made, we continue to monitor the student until the goal is met. After these meetings, parent letters are to be sent home so that all stakeholders are aware of the changes in intervention.

Parent Notification Plan/Home Literacy Reports

After our universal screener is completed, our school RTI lead is responsible for notifying parents in grades K-5 of their child's scores. If their child is "at-risk" or has a significant reading deficiency, they are also informed of the intervention placement and skill deficit. Letters with a copy of the parent report from AimsWeb Plus are sent home. Student results are communicated to parents in simple terms. That provides a clear explanation of student skill deficits and extent of student needs. The letter informs parents of the intervention that has been chosen for their child. It explains how the

program works to provide direct-explicit instruction in the specific area of need for their child. During our first parent-teacher conference, teachers also take the time to explain the report, intervention materials, and provide additional information if needed. Each school has a RTI team at the school level. We have 4 ½ week meetings to discuss students, data, and our intervention programs. At our 4 ½ week school RTI meetings, students' data is discussed and movement between groups takes place. Whenever we move students from groups, etc., schools inform parents with a letter from our district RTI appendix. This letter simply states that children are either changing intervention, making progress, or moving between tiers. As intervention placement changes, parents are informed. Our letter highlights the importance of 3rd grade reading proficiency and provides samples of no-cost activities to support learning at home. Three times a year, all students in grades K-5 are screened with our universal screener, Aimsweb Plus. It is the expectation that the student results are sent home with all students each time the benchmark test is given. We ask for the results to be communicated in association with: first 4 ½ week progress report, Mid-year report card, and end of the year report card. We typically do an all call notifying parents that the reports are set to come home during these periods.

Professional Development Plan

Teachers in our district will participate in Tennessee's free and optional Reading 360 Early Literacy Training series. Our plan for providing PD for all K-5th grade teachers is as follows:

- April 2021-K-2nd grade teachers were selected at all elementary schools to participate in the 2-week literacy training.
- May 2021-the asynchronous link for week 1 literacy training will be shared with all PreK-5th grades. Teachers will be given the option to earn PDP points for completing this training. We are determining if we can provide them with a stipend
- Week of July 5th- Our district registered for the in person week 2 training provided by Tennessee DOE. Selected K-2nd grade teachers will participate in the in-person training. We have two cohorts of teachers participating.
- 21-22 school year- Our district is implementing literacy leaders for each elementary. This will allow job-imbedded professional development throughout the school year. Through continuous coaching cycle, our literacy leaders will provide additional supports for our ELA teachers.

Additional Information about this Foundational Literacy Skills Plan

We are excited to be moving from instructional coaches to literacy leaders. This intentional focus should allow us to see an uptick in not only support for our ELA teachers, but also in our students' data and reading ability. We plan to have additional professional development tailored specifically for the literacy leaders so that they will be well versed in the Science of Reading, best reading practices, providing evidenced-based feedback with actionable steps to help with instruction.