

Lakeland School System
Foundational Literacy Skills Plan

Approved: May 15, 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

Lakeland School System utilizes Reading Wonders 2020 for grades K-2, as it is a comprehensive, reading program aligned to TN ELA academic standards that combines research-based instruction with robust tools to meet today's instructional challenges. K-2 teachers have at least 90 minutes of daily instructional reading time. K-2 spends 45 minutes on foundational skills instruction including phonics (decoding, blending), phonemic awareness, print, word recognition, fluency and written expression.

In grades K and 1, children read at least two decodable readers and a third shared reading passage per week to practice progressive decoding skills honed through explicit instruction. Weekly sight words are pulled from short reading passages across all content areas. Students in Grades 1 and 2 spend an additional 30 minutes on comprehension of various genres of texts.

Grade 2 begins responding to literature, both verbally and through written expression using trade books and gradually progressing to short chapter books. Narrative and opinion writing samples are taken throughout the first semester.

Weekly reading stories are introduced to allow for skill practice. The stories contain unfamiliar words that allow the students to practice the use of context clues for vocabulary extension and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing. Spelling words progress from basic vowel sounds to understanding the morphemes of words. Daily edits of sentences afford students spiral review of grammar skills which allows for application of grammar practices. Reading Wonders engages students in work around fluency, vocabulary, and comprehension. These skills are embedded within the lesson to ensure continuity, cohesion, and connection.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Lakeland School System utilizes Reading Wonders 2020 for grades 3rd - 5th, as it is a comprehensive, reading program aligned to TN ELA academic standards that combines research-based instruction with robust tools to meet today's instructional challenges. Our high quality curriculum materials are selected from the approved state list created by the Textbook and

Instructional Materials Quality Commission. During our 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. Lakeland students are in cohorts and although the daily schedule allows for flexibility in structure each day, based on student need, 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 a minimum of 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Reading Wonders also engages students in work around fluency, vocabulary, and comprehension. Our fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection.

For example, our 5th grade students engage in bi-weekly enriched vocabulary units. This includes using context clues, synonyms, antonyms, analogies, and sentence/story writing, and consistently using journals and writing outlines for each type of writing (narrative, informative, opinion). Our teachers use recordings of novels for word pronunciation and repeated verbal pronunciation of new/academic vocabulary, as well as weekly comprehension and vocabulary checks (based on current texts read and the novel study).

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

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

Lakeland School System utilizes EasyCBM as our universal reading screener.

Intervention Structure and Supports

LSS administers the EasyCBM universal screener three times per year to identify students with a significant reading deficiency or those “at-risk” for a significant reading deficiency. The school data team meets to analyze the universal screener data to identify students scoring below the 25th percentile. Students demonstrating reading deficiencies or “at risk” are referred for further data analysis to develop a data-driven intervention plan. Additional survey level/drill down assessments are given to identify reading deficits and determine if a student exhibits characteristics of dyslexia. When necessary, additional assessments are provided and teacher input about student performance is considered.

The school data team meets to analyze the screener data, attendance data, behavior/RTI2B data and teacher input surveys to develop student intervention plans.

Interventions are aligned to the students' deficits and skills are taught explicitly using a multi-sensory approach. Students receive daily, small-group intervention for a minimum 45 minutes in their area of greatest deficit. Programs and strategies utilized for tiered intervention include SPIRE, Making Connections, Orton Gillingham lessons, Bridges, repeated reading, nonsense words, Great Leaps, Read Works, Moby Max Reading Literature Skills, NewsELA, Reading Wonders Remediation,, Fountas and Pinnell Leveled Literacy Intervention, Go Math, Aleks Math, Prodigy and Bridges.

Students who demonstrate the characteristics of dyslexia receive intensive intervention using programs in accordance with the requirements of the Say Dyslexia Law. LSS notifies families of specific characteristics the student is exhibiting and the characteristics of dyslexia. The parent letters include links to information and resources for dyslexia, along with home support and instructional strategies for making the school to home connection around foundational literacy skills, such as phonemic awareness, phonics, etc.

The district utilizes EasyCBM to monitor progress of tiered interventions. All students participating in RTI2 are progress monitored weekly or bi-weekly depending upon the tier of instruction outlined in the intervention plan. The District level RTI team meets at least once per nine-week period and communicates regularly.

School level data teams meet every 4.5 weeks to evaluate the intervention plans. During data team meetings, student attendance data, RTI2/behavior data, fidelity monitoring data, and progress monitoring data is reviewed and a ROI is calculated. If a student is making sufficient progress and is "closing the gap" in the area of identified skill deficit, the team may decide to continue the intervention plan or progress a student to the next skill. For students who are making insufficient progress when comparing the ROI to a typical student, the team will consider changing the intervention materials, provider, and/or the frequency of the interventions prior to changing the tier placement. The data team will continue to employ systematic data analysis to target skill deficits. If high quality Tier III interventions are ineffective, the team will evaluate exclusionary factors that may contribute to the skill deficits and insufficient response to Tier III interventions prior to recommending the student for special education services. The team will also gather teacher input, parent input, and multiple sources of student data including student work samples.

Parent Notification Plan/Home Literacy Reports

Lakeland School System notifies parents in grades K-8 if their child is "at-risk" for or has a significant reading deficiency, evidenced by students scoring below the 25th percentile on the district's universal screener. Initial notification letters are sent three times annually following the administration of the universal screener and are preceded by direct communication with parents by phone or in-person meetings. Students' scores and areas of skill deficit are communicated in parent-friendly language that provides a clear explanation of student needs including the details of an evidenced-based reading intervention plan to systematically close student skill gaps.

Parent communication letters include the evidence-based reading intervention strategies that will be implemented and the amount of time each day the student will receive services.

Parent communication letters include the process for administering the district's universal screener and the criteria used to identify a significant reading deficiency. Parents receive subsequent

notifications of their child's progress in the identified area of need following data team meetings held every 4 ½ weeks. Parent notifications include 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 are easy to implement and will support students in the identified area of deficit.

The district will update current letters with input from school leaders and interventionists to include additional information regarding the importance of being able to read by the end of 3rd grade and links to resources to support reading intervention goals at home at no cost to the family.

*Please note: Due to the option to upload one letter at a time, the K-3 letter also includes a copy (2nd letter) of the LSS letter informing parents of characteristics and resources in accordance with the Say Dyslexia Law.

Professional Development Plan

Prior to August 2023, Lakeland School System (LSS) will require all K-5 teachers to complete and demonstrate competency in the TN Early Reading Training developed through TN DOE, Reading 360.

All LSS teachers have received training in ELA TN State Standards and training and support in providing instruction, using high quality instructional materials, specifically Reading Wonders, 2020. In 2020, all K and 1 ELA teachers received a deeper dive into the Reading Wonders curriculum, specifically for teaching phonics, phonemic awareness, etc. Intervention teachers have received Orton-Gillingham and SPIRE training.

In summer 2021, all special education teachers, English Learner teachers and interventionists will have the opportunity to receive the week-long training in Orton Gillingham, an evidence based instructional tool to add to their tool box.

In addition, the district will provide ongoing support in PLCs and professional development opportunities for all teachers to support the effective use of data to target instruction to meet the needs of all students in ELA.

The district will provide support in effective data analysis and instructional design practices to positively impact foundational literacy skills instruction for all K-5 teachers. Teachers and school leaders will conduct a deep dive of universal screener data to identify district-wide trends to inform daily instruction and needs of RTI2 groups. Ongoing PLCs with data analysis and collaborative planning support in response to data, along with professional development for modeling and assessment strategies of foundational literacy skills including whole group and small group instruction.

LSS K-5 teachers will attend 1 of Reading 360 Early Literacy Training; asynchronous, online modules for foundational skills curriculum and instruction.

LSS also has a goal to provide Orton-Gillingham training for all K-5 teachers based on student and teacher needs.