

Lebanon Special School District

Foundational Literacy Skills Plan

Approved: May 18, 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

Daily Foundational Literacy Skills Instruction in Grades K-2

• LSSD uses Amplify Core Knowledge Language Arts in K-2 which is a foundational skills curriculum grounded in reading science and aligned to the Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Core Knowledge Language Arts (CKLA) is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. Amplify CKLA provides scripted foundational skills daily lessons in a dedicated 60-minute block and 60 minutes dedicated daily to knowledge-building for a total 2 hours of CKLA instruction. Additionally, the LSSD elementary schools have a literacy block that ranges from 150 to 180 minutes daily to include other opportunities for reading, writing, and language. • The foundational skills instruction is demonstrated as the primary form of instruction which includes explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. The foundational skills lessons contain activities and practices that teach the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, blend and segment onset-rime, blend, segment, and count phonemes, segment compound words, and isolate individual phonemes) and phonics (identify individual letter sounds, decode regular words, decode words with common rime families, identify sounds for letter combinations, decode one-syllable words with letter combinations, identify common spellings for long and short vowel sounds, know and apply final -e conventions, read words with r-controlled vowels, read words with l-controlled vowels, read words with inflected endings, read words with prefixes and suffixes, read two-syllable words with various syllable types, read multi-syllable words, and apply grade-level phonics and word analysis in text). The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. The guidelines for the sequencing of skills is: teach pre-skills before the new skill or strategy is presented, introduce high-utility skills before less useful ones, introduce easy skills before more difficult ones, separate strategies and information likely to be confused, introduce new information at a realistic rate, and provide adequate practice and review. For example, students learn basic letter-sound correspondences for consonants and vowels and the VCe rule before they are required to decode words with the VCe pattern in them. • Changes next year include the

addition of a dedicated K-2 Literacy Coach to provide coaching and support for K-2 teachers in the explicit teaching of foundational skills supplement and implementation of the CKLA foundational skills strand. • Daily grades K-2 master scheduled included.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Daily Foundational Literacy Skills Instruction in Grades 3-5

• LSSD has an integrated literacy block for grades 3-5 that is grounded in reading science aligned to Tennessee ELA standards. Our district adopted, purchased, and implemented the Great Minds Wit & Wisdom curriculum this current year for grades 3-5. The curriculum materials were selected from the TN Textbook and Instructional Materials Quality Commission and includes morphology, grammar, spelling, writing, and fluency. This curriculum has daily 30 minutes of dedicated embedded foundational skills instruction in each daily lesson using an evidence-based approach. Each daily 90-minute lesson also includes explicit supports for fluency, vocabulary, and comprehension. The total block of time devoted to ELA in grades 3-5 is 120 to 180 minutes daily. Every text that Wit & Wisdom students touch is authentic, of the highest quality, and chosen to meet their social-emotional learning needs. Students use these texts at every turn to learn—and eventually to master—essential reading, writing, speaking, and listening skills as well as grammar and vocabulary. Along the way, students explore important topics such as the four seasons, the American Revolution, and space exploration. With Wit & Wisdom, students practice reading, writing, speaking and listening, academic vocabulary, and style and conventions in concert to build holistic ELA knowledge. Every module of each grade is crafted around a topic essential for building knowledge, vocabulary, and writing skills. These topics strategically reoccur, empowering students to deepen understanding of core knowledge while scaffolding to writing and speaking on increasingly complex ideas. • Continuing improvements for next year include our on-going professional development support provided to all ELA grades 3-5 teachers throughout the year by the vendor Great Minds. • Wit & Wisdom lessons reinforce the explicit instruction provided by a foundational skills curriculum through occasionally having students transfer previously learned foundational skills to a lesson's reading or writing tasks about complex texts. For example, some writing lessons cue teachers to review previously taught sound-spelling patterns that students are frequently misspelling, then give students time to edit their text-based writing with a focus on those patterns. • Students build knowledge by reading and connecting Wit & Wisdom texts; o engage in explicit writing instruction and frequent, diverse writing opportunities, which enable them to articulate their understanding of texts; o actively speak and listen, demonstrating and reinforcing their learning in reading, writing, and language; o study vocabulary to improve comprehension of complex texts, increase knowledge of words and word parts, determine the meanings of unknown words; o regularly practice fluency, reading with accuracy at an appropriate rate and with appropriate phrasing and expression to deepen comprehension; o analyze visual art as a text, examining evidence within the "four corners of the frame"; o and actively engage with texts and tasks, navigating productive struggle.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Great Minds - 3-5 Wit and Wisdom

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

Universal Reading Screeners for LSSD comply with RTI² and Say Dyslexia requirements.

- The universal reading screener for grades K-2 is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Three benchmark assessments are given in fall (August), winter (December), and spring (May). Progress monitoring occurs every two weeks for students showing some risk. DIBELS is on the state approved list of reading screeners.
- The universal reading screener for grades 3-5 is Curriculum Associates I-Ready Reading. Three benchmark assessments are given in fall (August), winter (December), and spring (April). Progress monitoring occurs every two weeks for students showing some risk.

I-Ready Reading is on the state approved list of reading screeners.

Intervention Structure and Supports

Intervention Structure and Supports

- RTI² Reading Intervention Structure:
- Data is analyzed from our Universal Screeners (K-2 DIBELS & 3-5 I-Ready Reading) in grade level PLCs, and students are identified as Tier I, Tier II, or Tier III. Students that score below 10% are identified as Tier III and are placed in a Tier III intervention group based upon their reading skill deficit. These students receive intensive small group (less than 5 students per group) intervention for a minimum of 45 minutes each day. The Reading Specialist or the Title I reading interventionist are responsible for providing these reading interventions. Students in Tier III intervention are progress monitored weekly, and teachers complete an individual student intervention log to document student data. Students that score between 11%-25% are considered Tier II. These students receive intensive small group (less than 10 students) intervention for a minimum of 30 minutes per day. The Reading Specialist, the Title I reading interventionist, or a highly trained teacher in the area of reading are responsible for providing the Tier II interventions. Students in Tier II are progress monitored every 2 weeks and teachers complete an individual student intervention log to document student data. Parents are notified if their child is Tier II or Tier III and are made aware of the intervention group that they are in to support their learning needs. Fidelity checks are done every 4 ½ weeks by school administration. If students are not making progress in Tier II or Tier III after 4 data points, then the intervention being used is modified or changed to promote student growth. RTI² meetings are also held every 4 ½ weeks to analyze student progress, make changes to interventions utilized, and re-adjust student groups based upon growth.
- Once a student is identified as either Tier II or Tier III, they are administered the PASI or PSI screeners to drill down to the specific reading skill deficit area. The intervention is then differentiated to address these specific skills. Evidence-based programs are utilized in the intervention setting. We incorporate 95% group reading intervention programs/materials; we use

the Spalding program; we use the Tapping Out with Tiles program; we also use Waterford program and I-Ready instructional resources/lessons.

- Sample RTI2 Schedules:
- Coles Ferry Elementary RTI2 Intervention Times:
 - o K: 8:45-9:30
 - o 1st: 9:30-10:15
 - o 2nd: 10:15-11
 - o 3rd: 7:55-8:40
 - o 4th: 1:00-1:45
 - o 5th: 1:55-2:40
- Byars Dowdy Elementary RTI2 Intervention Times:
 - o K: 9:50 – 10:50
 - o 1st: 12:40 – 1:40
 - o 2nd: 8:00 - 9:00
 - o 3rd: 10:40 – 11:40
 - o 4th: 1:40 – 2:40
 - o 5th: 11:40 – 12:40

Parent Notification Plan/Home Literacy Reports

Parent Notification Plan/Home Literacy Reports

- At the beginning of the school year 2020-21, LSSD sent out a parent letter to all K-2 parents to inform them of the Amplify CKLA Curriculum (letter included). The parent letter explained how this curriculum will help students to build the early literacy skills needed to become successful readers by second grade and then move on to be successful reading rigorous content in 3rd grade and above. It also details that Amplify CKLA has materials to support students such as decodable chapter books that allow students to practice just-learned sound-spellings within an authentic reading experience that incorporates compelling plots and interesting characters.
- For all grades K-3 our district will notify parents after each benchmark to communicate if their child's scores fall below the 55th percentile in reading or if they are meeting the benchmark successfully. Grades 4-5 will notify parents annually. The informational letter to parents will explain the importance of reading proficiency by the end of 3rd grade, and how parents can access no-cost reading activities at home to support their child's reading skills. The letter will be written in parent-friendly language to provide a clear explanation of student skills gaps and the depth and extent of

the student's need. Additionally, information will be provided about services the student may be receiving and how skill gaps will be addressed during intervention.

- A Parent Notification letter for grades K-3 and 4-5 is included.

Professional Development Plan

LSSD Professional Development Plan

- Teachers in LSSD are participating in the TDOE Reading 360 Early Literacy 2- week Training during April 2021 and May/June 2021. 95% of our current K-2 teachers are participating in the 2- week training. Additionally, teachers in grades 3-5 teachers, EL teachers, Sped teachers, Title teachers, Learning Leaders, administrators, and other related arts teachers comprise the other training spots for a total of 100 total LSSD teachers taking the early literacy training courses. This free training is provided by the Tennessee Department of Education. Week one focuses on foundational reading development and instruction and is grounded in a phonics-based approach. Week two emphasizes practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- LSSD will participate in the TDOE Early Literacy Network for the next 2 years (2021-22 and 2022-23) and receive on-going training in early literacy throughout the year.
- LSSD will participate in the TDOE HQIM Literacy Implementation Network to strengthen literacy skills in grades 5-8. Admin and leaders will participate in academic walkthroughs using the IPG to strengthen instructional practices and work to strengthen literacy learning that is reflected in student work.
- The I-Ready vendor will provide training for teachers in grades 3-8. The vendor will also provide I-Ready ELA Scaffolding PD for teachers in grades 3-8 on Sept. 1.
- The LSSD Pre-K fully implemented the foundational skills supplement during the current school year. CLASS scores were used to score each classroom in the fall and spring. Scores showed improvement in all three domains of CLASS. We will continue to include the Pre-K foundational skills supplement in daily implementation of structured lessons and integrated throughout the entire day.
- LSSD will provide training in student learning differentiation for RTI2.
- Lebanon Special School District has been selected as a TN Model Foundational Skills Implementation District. A full-time literacy coach will be dedicated to coaching K-2 teachers in foundational skills.
- Lead teachers representing each grade level collaborated on a District K-8 Writing Protocol to unify writing prompts, graphic organizers, texts, etc.