

Loudon County Schools
Foundational Literacy Skills Plan

Approved: May 11, 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

Loudon County K – 2nd grade 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 that are used in our K – 2nd grade classrooms throughout the district and aligned to the TN state standards. 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. Elementary school throughout the district have a designated a 45-60-minute block of time for foundational skills instruction in grades K – 2. During the foundational literacy instructional time, it 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

Loudon County 3rd – 5th grade teachers have 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 Guidebooks 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. Guidebooks provides resources and guidance for foundational literacy instruction that meets an evidence-based approach of applying foundational skills within daily lessons. Foundational reading and language standards are addressed within the context of the

text-based lessons, which is consistent with research that readers in the intermediate grades benefit from a more contextualized approach to teaching foundational skills (Bear, Invernizzi, Templeton, & Johnston, 2003; Bloodgood & Pacifici, 2004). Our students receive a total of 90 minutes of ELA instruction daily. 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) and foundational skills instruction that 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 instruction that includes fluency, grammar, morphology, spelling, and writing that are embedded within daily lessons.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

LearnZillion - 3-5 Guidebooks

Additional Information about Instructional Materials

Our schools that serve a large population of English Language Learners (ELLs) have chosen to supplement our adopted curriculum with resources from Heggerty. This supplement allows them to focus more deeply on the phonological and advanced phonemic awareness skills that are critical and even more challenging for to our students learning to read in a second language (August & Shanahan, 2006; Collier & Thomas, 1997).

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

Loudon County Schools will 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. Loudon County provides three screening assessments using Aimsweb Plus annually in the fall, winter, and spring.

Intervention Structure and Supports

Students are given the Aimsweb universal screener three times per year to determine which students have a significant reading deficiency or are considered "at-risk". During monthly RTI² data team meetings (begin in August and held monthly through May each year), RTI² data team members meet to review several forms of data including but limited to universal screener data and progress monitoring. Members of the school RTI² data meeting includes classroom teachers, RTI² interventionists, school administrators and may include as needed school psychologist, guidance counselor, special education teacher, and ELL teacher. The RTI² team will review Aimsweb Plus data and other available data (such as attendance, TNReady/TCAP scores, classroom grades, ACCESS scores) to help provide a picture into student academic skill needs. The RTI² data team meet

monthly to discuss student benefits from participating in Tier II or Tier III instruction. Once students are classified as needing support in Tier II or Tier III, they will be given a diagnostic assessment (such as but not limited to Phonological Awareness Skills Screener (PASS)/Phonics and Word Reading Survey (PWRS)) to further help and drill-down to determine specific skill deficits and then outline an intervention plan to narrow skill gaps. Interventions will address specific skill gaps and progress monitoring (weekly or every other week) will be used to monitor progress in closing specific gaps. Parents of students in Tier II/III will receive monthly progress reports showing student progress.

Students receive daily, small-group intervention for at least 30 minutes for Tier II and 45 minutes for Tier III per day during a dedicated, protected time provided for RT²I intervention. School intervention schedule are aligned with expectations outlined in the RT²I manual. The district uses research-based programs, practices, and strategies for reading intervention support and is available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Research based options include but are not limited to (CKLA Assessment and Remediation Guide, Sounds Sensible, Foundations, SPIRE, and/or Rewards). Interventions are evidence-based and differentiated based on Tier II and Tier III and address specific skill gaps and progress monitor for specific gaps. Data teams use progress monitoring data to inform decisions about duration, materials, and intensity changes when a student is not showing progress. Data teams meet once a month to discuss student progress and determine if modifications need to be made towards interventions. The data team continues to look at additional variables such as attendance, TNReady/TCAP scores, classroom grades, ACCESS scores) as part of the decision-making process before a change is made to intervention programming or services.

Loudon County RT² Tier II and Tier III students receive explicit instruction in their area of deficit in small groups using research-based material and strategies. Additionally, students are screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs, practices, and strategies that meet the law’s requirements. Loudon County uses research-based programs, practices, and strategies designed to support students displaying characteristics of dyslexia and programs that provide systematic, explicit, sequential, phonics-based instruction. Our district notifies families of students who demonstrate characteristics of dyslexia. Loudon County uses programs such as SPIRE curriculum to support students displaying characteristics of dyslexia. Spire is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for students who display characteristics of dyslexia.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents of students in Kindergarten – 5th 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. A Student Snapshot Report will be generated via AimswebPlus after each universal screening benchmark (fall, winter, and spring) and sent home to parents whose child receives a composite score below the 26th percentile and is “at-risk” for or has a significant reading deficiency. Student scores are communicated in parent-friendly language that provides a

clear explanation of student skill gaps, the depth and extent of student needs, and emphasizes the importance of reading proficiently by the end of 3rd grade.

If a student is entering Tier II or Tier III in an RTI² program, parents will be invited to attend a parent conference to discuss academic skill concerns, benchmark assessment data, the RTI² program, programs and materials to address skills gaps during intervention, and provide families with information to support their children at home through programs like the Ready2K texting program for PreK – 3rd grade. If a parent is unable to attend the parent conference in person, parents will be given the opportunity to discuss student progress via phone conference or via outlets such as Zoom/TEAM virtual conference. A follow-up parent letter will be sent home with information discussed in the meetings. A parent signature will be requested on parent communication that is sent home.

Parents of students in Tier II or Tier III are subsequently notified via progress report of their child's progress, or lack of progress, after each monthly data team meeting. Monthly progress reports and student progress monitoring data will be sent home and will note any changes being made of student 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(s). As with any parent notification being sent home, parent signatures will be requested.

Parent conferences will be held during each nine-week grading period for students considered "at risk" and who are showing a significant reading deficit.

During the 3rd nine-week grading period, parent conferences will be held for students deemed as showing a significant reading deficit to discuss winter benchmark data and classroom progress. At this meeting, teachers will discuss student progress and recommend possible attendance to our Summer Learning Camp.

During the middle of the 4th nine-week grading period, parent conference will be held for students deemed as showing a significant reading deficit to discuss spring benchmark data and classroom progress. The Summer Learning Camp will be recommended.

Student tutoring opportunities will be discussed and advertised at the beginning of the school year and throughout the school year.

Summer Learning Camp will be recommended for "at-risk" and students showing a significant reading deficit beginning the third nine-week grading period.

No cost activities for families to support learning at home:

- Ready4K

- K – 2nd grade ELA curriculum features family letters that outline the foundational skills and knowledge domains for the coming week to inform and equip parents to work with their child. These letters support parents to ask questions about the knowledge they are building and practice their newly acquired foundational skills at home.

Professional Development Plan

Our plan for providing PD for all K-5 teachers is as follows:

April 2021

Teachers in grades Pre-K through five will have the opportunity to engage 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.

May 2021

Six-hour orientation training to newly purchased curriculum for grades K-2 (CKLA). The training will be hosted virtually by Amplify and all teachers will attend.

June 2021

Virtual PD offered to K-2 teachers to introduce instructional routines that will be used in the first quarter of 2021-2022. This training will also preview the foundational skills taught in the first quarter as part of teacher preparation with the newly purchased curriculum.

July 2021

·Teachers in our district will be encouraged to participate in the optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education during the summer of 2021.

·Our district has applied to be a host site for the Early Literacy Training series during the weeks of July 5 and July 12. In-person cohort-style training applying the theoretical knowledge gained in the online modules to foundational skills curriculum and instruction.

·Elementary School leaders will be trained on new curriculum materials that will be implemented in K-2nd grade.

2021-2022 Quarter 1

K-2 Teachers

Focus: Foundational Skills Instruction

·Teachers will understand the intent and design of the CKLA skills strand

·Teachers will understand and practice instructional routines

·Teachers will become familiar with available resources and assessments

·Teachers will be provided models of strong foundational literacy instruction

Grades 3-5 Teachers

Focus: Design and intent of Guidebooks, Integration of foundational skills in Guidebooks

·Teachers will understand the intent and design of Guidebooks for Units 1 and 2.

- Teachers will understand and practice instructional routines.
- Teachers will recognize and plan for the integration of foundational skills instruction within their curriculum
- Teachers will utilize supplemental materials (CKLA Skills strand for 3rd grade) as needed to meet student needs.

2021-2022 Quarter 2

K-2 Teachers

Focus: Foundational Skills Instruction

- Teachers will understand the intent and design of the CKLA skills strand
- Teachers will understand and practice instructional routines
- Teachers will become familiar with available resources and assessments
- Teachers will be provided models of strong foundational literacy instruction

Grades 3-5 Teachers

Focus: Intellectual preparation, Integration of foundational skills in Guidebooks

- Teachers will understand the intent and design of Guidebooks for Unit 3.
- Teachers will use unit and lesson preparation protocols to assist in intellectual preparation.
- Teachers will recognize and plan for the integration of foundational skills instruction within their curriculum.

2021-2022 Quarter 3

K-2 teachers

Focus: Knowledge strand implementation, Intellectual preparation

- Teachers will become more familiar with available resources and assessments in the Knowledge strand.
- Teachers will use domain and lesson preparation protocols to assist in intellectual preparation
- Teachers will become more familiar with CKLA digital platform

Grades 3-5 teachers

Focus: Intellectual preparation, Integration of foundational skills in Guidebooks

- Teachers will understand the intent and design of Guidebooks for Unit 4.
- Teachers will use unit and lesson preparation protocols to assist in intellectual preparation.

·Teachers will recognize and plan for the integration of foundational skills instruction within their curriculum

Additional Information about this Foundational Literacy Skills Plan

Our district has developed a parent friendly Foundational Literacy Skills District Plan we would like to share via school and district websites to provide parents with the opportunity to be informed about our literacy practices. We were unable to upload and share with you here because of file limitations. If you would like to review this document, please feel free to reach out to me at warrenm@loudoncounty.org.