

Moore County Schools

Foundational Literacy Skills Plan

Approved: June 1, 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 uses CKLA Amplify, a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (at least 60 minutes daily) for foundational skills instruction in grades K-2. Lynchburg Elementary school has literacy blocks that range from 120 to 145 minutes daily in grades K-2 with at least 60 minute daily designated block for foundational skills instruction. The foundational skills instruction contains 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) fluency, vocabulary, and comprehension.

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. Our improvements for next year are grounded in the transition from lesson planning to lesson internalization. The adoption of the high quality instructional material has changed how teachers prepare for instruction. Teachers are no longer having to gather resources, they are internalizing the quality material and preparing to implement it in their classroom.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three through five grounded in reading science aligned to Tennessee ELA standards. The district adopted Amplify's Core Knowledge Language Arts for Grades 3-5. The curriculum materials are selected from those approved by the state Textbook and instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 125 in third grade, 75 minutes in fourth grade, and at least 70 minutes in fifth grade of ELA instruction. All daily instruction includes components of knowledge-building for about 45 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection. Our improvements for next year are grounded in the implementation of the high quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction.

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

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

EasyCBM is our universal screener in grades K-5 for benchmarking and progress monitoring and is on the state approved list. EasyCBM complies with RTI² and Say Dyslexia requirements. The screener is used to assess reading and math in the fall, winter, and spring for grades Kindergarten through 5th grade.

Intervention Structure and Supports

Lynchburg Elementary School utilizes Spire and My Sidewalks Intervention for reading intervention in grades K-5 for students either identified at-risk for a significant reading deficiency or identified with a significant reading deficiency. Universal screening data as well as student classroom performance, TCAP results, Study Island data, prior intervention outcomes (if applicable), and teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier IV receive the most intense intervention daily for at least 45 minutes and are progress monitored every two weeks. Students who are identified and placed in Tier II and Tier III receive intense intervention daily for at least 30 minutes a day and are progress monitored every two weeks. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension and Vocabulary. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change the Tier placement.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 if their child is "at-risk" for or has a significant

reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately

after our fall universal screening. Parents are notified of their students' need for additional services by letter.

In moving forward it is noted that in this letter, parents should be provided additional information including student scores and a detailed explanation of student skill gaps and the depth of student needs. We will provide a list of no-cost activities for families to use at home to support literacy learning. Additionally parents will be given information concerning what intervention their student will receive and the amount of time those services will be provided.

This will be coupled with notification of state law mandates that students be able to read proficiently by the end of third grade (post law as it is written).

Parents are notified of their child's progress after each benchmark period for grades K-5, which equates to three times per year.

Professional Development Plan

Lynchburg Elementary School provides a Reading Coach for our ELA teachers grades K-5. Teachers will plan and work with the Reading Coach to strengthen reading strategies, formulate best practices, and ensure student success.

Teachers will continue to participate in CKLA webinars throughout the 2021-2022 school year to increase early literacy knowledge and supports in K-5th grade.

Due to the recent purchase of the new CKLA Amplify Curriculum and the training that was initially received, we look to add to the trainings in the next year. Our trainings were originally conducted via Zoom meetings with all ELA staff, RTI coaches, SpED teachers, Reading Coach, and Administration. We feel like continued support is needed with possible in house hands on training to implement the program with fidelity.

Our teachers will use free available resources from the 360 Early Literacy Training series as part of their continuous learning and professionalism domain.

As more information is released concerning specific details to the 360 Early Literacy Training series, our teachers grades K-5, along with interventionists, Reading Coach, Special Education teachers, and instructional leaders will plan to participate.