

Morgan County Schools
Foundational Literacy Skills Plan

Approved: May 28, 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

1. Morgan County School district uses Open Ups Expeditionary Learning curriculum which is grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Tier 1 ELA instruction in grades K-2 consist of 150 minutes with a minimum daily time of 60 minutes being devoted to foundational skills instruction. During the Tier 1 block an integrated approach is used covering the 5 components of Reading (fluency, phonics, comprehension, phonemic awareness, and vocabulary). Instruction is given in multiple ways to reach a variety of student learning styles. A maximum of 10 – 20 minutes at a time will be conducted in whole group based on student age and attention span. Then a combination of small group, centers, and individual instruction is used to teach foundational skills. Some examples of current practices being used include:

- Letter Center: Students do hands on activities centered around specific letters they are learning in the unit.
- Student/Teacher groups: Teacher working with small group on foundational skills such as decoding and phonics.
- Reading Center: Places students can choose books to read based on their level.
- Writing Center: Variety of paper, blank books, word cards, letter blocks, variety of writing utensils, word wall, letter books, letter tracers, and other manipulatives that students use for writing activities.

When choosing resources, it is important for them to be engaging and meaningful to the students. Resources are carefully selected based on standards, student interest, skills taught, learning theme, and ability level while also maintaining developmentally appropriate practices that are academically rigorous in nature.

Improvements for next year will focus around planning and use of the ELA curriculum. This year was the first using the Expeditionary Learning curriculum. Lesson plans in the teacher's guide were vast with multiple activities for the ELA block. In the coming year a focus will be on choosing activities that are going to further student learning of foundational skills based on student data gathered from IReady assessments and classroom observations.

Daily Foundational Literacy Skills Instruction in Grades 3-5

2. Morgan County School district uses Open Ups Expeditionary Learning curriculum which is grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Tier 1 ELA instruction in grades 3-5 consist of 90 minutes with approximately 60 minutes of that time being devoted to foundational skills instruction. Foundational skills instruction at these grade levels encompasses morphology, fluency, grammar, spelling, vocabulary, comprehension, and writing. These skills are embedded within the lesson planning that is done for the block to ensure connection between all the skills. This holistic approach is what research in literacy recommends. Some examples of how this is done are in a fourth-grade lesson using the book "Love That Dog" students begin working with a vocabulary log. They use the logs to collect new and topical vocabulary words during the lesson while doing independent reading. Students then can learn about the meaning of the words and in what context they can be used. They also use protocols such as (think pair share, conversation cues, and discussion norms) to allow each student to share their thoughts while working on skills such as grammar, vocabulary, comprehension, and fluency. Strategies such as rereading a passage, finding the definition and background of unknown vocabulary words, and using context clues are taught to students to increase comprehension. Lessons throughout the curriculum use strategies such as these to build on foundational skills. Writing is also incorporated into the lesson. "Love That Dog" focuses on poetry, so this introduces students to a different type of writing than they may be familiar. Teachers use different instruction techniques to reach the multiple styles of learning students possess. Examples include whole group instruction, small group, independent work, hands on, and technological based activities.

When choosing resources, it is important for them to be engaging and meaningful to the students. Resources are carefully selected based on standards, student interest, skills taught, learning theme, and ability level while also maintaining developmentally appropriate practices that are academically rigorous in nature.

Improvements for next year will focus around planning and use of the ELA curriculum. This year was the first using the Expeditionary Learning curriculum. Lesson plans in the teacher's guide were vast with multiple activities for the ELA block. In the coming year a focus will be on choosing which activities are going to further student learning of foundational skills based on student data gathered from IReady assessments and classroom observations.

Approved Instructional Materials for Grades K-2

Open Up - K-5 Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up - K-5 Expeditionary Learning

Additional Information about Instructional Materials

Morgan County Schools is participating in in the Governors Early Literacy Summer Book program. Every student in the district will receive a set of books. Parents will be encouraged to read these books with their child and work on the foundational literacy skills using these books over the

summer. Then Morgan County Schools is also promoting the free decodable kits offered through the Tennessee Department of Education. Families have been given the sign-up information through various media outlets and are being encouraged to sign up for these kits and work with their children at home.

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

iReady is our universal screener in grades K-5 for benchmarking and is on the state approved list. EasyCBM is used for benchmarking of progress monitoring of those students placed in tiered intervention and is on the state approved list. iReady and EasyCBM comply with RTI² and Say Dyslexia requirements. The screeners are used to assess reading and math in the fall, winter and spring for grades Kindergarten through 5th grade.

Intervention Structure and Supports

Morgan County Schools utilizes Lexia Learning's Core5 Reading Intervention for reading intervention in grades K-5 for students identified at-risk for a significant reading deficiency. For those students identified with a significant reading deficiency Morgan County utilizes SPIRE Reading Intervention. Universal screening data as well as benchmark data for those students identified at risk on the iReady Universal Screener, in addition to student classroom performance, TCAP results, 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 Enrichment, Remediation, Tier II and Tier III interventions. Students who are placed in Tier III receive the most intense intervention daily for at least 45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener, skills based benchmark assessment 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 interventions will be provided a focused intervention on Letter Naming, Letter Sounds, phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. 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

Morgan County schools 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 0-12th percentile) immediately after district schools complete the Fall universal screening. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read on grade level by the end of 3rd grade.

The district defines how students are assessed and what a "significant reading deficiency" means. Parents are subsequently notified of their child's progress, or lack of progress, after the first 4/5 week data team meetings. In the parent notification/communication, data teams note the intervention(s)

and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data.

The district intends to provide additional support to parents through recommended activities (that do not require a monetary investment) that will support students in the area of deficit. These activities are not tailored to each child, but to the skill deficit that the child is getting intervention in. All communications go out to parents at each grade card/progress report term (4.5 weeks).

Professional Development Plan

Teachers in our district will participate in the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing professional development for teachers is as follows:

During the 2021-22 school year all teachers in grades Prek – 5 will engage in the virtual week 1 of the Early Literacy Training series, asynchronously. The training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. Teachers will work on earning a completion certificate by the end of May 2022.

June 2022 Prek – 5 teachers will participate in the in person Early Literacy Training series. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers will earn a completion certificate at the end of the in-person training.