

Richard City Special School District

Foundational Literacy Skills Plan

Approved: October 27, 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

Richard City SSD uses Amplify's CKLA as the foundational skills curriculum which is aligned to Tennessee ELA standards and 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 (60 minutes daily) for foundational skills instruction in grades K-2. Richard City's elementary school educators utilize literacy blocks that range from 120 to 180 minutes daily in grades K-2 with the 60 minute daily designated block for foundational skills instruction. The foundational skills instruction materials address the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, segment, and count phonemes, segment compound words, isolate individual and phonemes) and phonics (identify individual letter sounds, decode regular words, 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, strengthen vocabulary and overall reading fluency). The scope and sequence of the CKLA curriculum is based on research of effective instruction for struggling readers. The mapping 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 skills starting from easiest to more complex, focus on strategies and information likely to be confused, introduce new information by providing ample time to digest and comprehend content, and provide adequate practice and review. The LEA plan for the 2021-2022 school year is to focus on improvements in the transition from lesson planning to lesson internalization. The adoption of the CKLA curriculum materials has changed how teachers prepare for lesson planning and instruction. Teachers are now able to take advantage of the detailed lesson plans and scripted materials that accompany the newly purchased materials. This allows more time for teachers to incorporate rigor and/or differentiation into their daily lessons.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Richard City SSD will be integrating a literacy block for grades three through five using Amplify's CKLA materials which are aligned to Tennessee ELA standards. RCSSD adopted Amplify's Core

Knowledge Language Arts for Grade three through five for the 2020-2021 school year. The curriculum materials have been approved by the state Textbook and instructional Materials Quality Commission. During the scheduled ELA block, an evidence-based approach is used to apply foundational skills within each daily lesson, students receive a total of 120 to 180 minutes in third grade, 120 to 150 minutes in fourth grade, and 60 to 120 minutes in fifth grade of ELA instruction. All daily instruction includes components of knowledge-building for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The CKLA curriculum also provides students instruction and practice around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection. The LEA plan for the 2021-2022 school year is to make improvements in the area of implementation of high quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction. All teachers will attend the Summer Early Literacy training during the 2021 summer.

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

Additional Information about Instructional Materials

Teachers in grades pre-K through 5 participated in the summer early literacy program professional development. Teachers may incorporate some of the materials that were provided during this training. (IPG from the Read 360 program materials).

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

Richard City uses AimsWeb as the universal screener for grades K-12. This universal screener has been approved by the TDOE and complies with dyslexia requirements by providing add-on screeners to use when dyslexia is present or suspected to be present.

Intervention Structure and Supports

Richard City uses My Sidewalks 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 as determined by AimsWeb benchmarking. Benchmarking occurs three times annually, during the fall, winter and spring. Universal screening data as well as 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 Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier III will receive the most intense intervention daily for at least 45 minutes and are progress monitored biweekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. All Special Education students are progress monitored biweekly regardless of tier

placement to ensure the most current goals to be used when developing IEPs. 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. 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 Tier placement.

Parent Notification Plan/Home Literacy Reports

The LEARTI team notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (based on students scoring in the 0-25th percentile on the AimsWeb benchmarking assessment). These notification letters are distributed after the RTI team completes the fall universal screening. Students’ Tier level placement are communicated to parents and provides a clear explanation of student skill gaps and the depth and extent of student needs. Parents are informed of the importance of reading proficiency by grade 3 and are given additional materials, if needed, to support their child’s reading fluency. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. The contact information for the RTI director is also provided for parents if further clarification is needed. Parents receive a copy of their child’s progress monitoring reports every 4.5 weeks. In the parent notifications/communication, the RTI team notes the intervention(s) and any changes being made. Parents are notified is their child is moving from one tier to another due to progress being made or lack of progress. All student’s benchmark reports are sent home three times a year, after the fall, winter and spring benchmarks.

Professional Development Plan

Teachers in the Richard City Special School District will be allowed to participate in the Reading 360 Early Literacy Training offered the summer of 2021. All teachers are welcome to attend and will receive PDP points toward the renewal of their teaching license. The teachers in pre-K-2 will also receive materials to implement into their classrooms.