

## **Roane County Schools**

### **Foundational Literacy Skills Plan**

**Approved: May 25, 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**

Students in grades K-2 spend 45 minutes of daily instruction in early foundational skills. Using AmplifyCKLA, students are taught an explicit, systematic approach to phonics and foundational skills. They learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. Students practice decoding and comprehension with decodable text and chapter-books, text-based questions, and written response activities.

Instruction in grades K-2 is aligned to the TN state standards with foundational skills instruction being the primary form of instruction. Wilson Foundations and the Amplify skills block provide students with at least 45 minutes of foundational skills instruction. Teachers use pacing guides correlated to AmplifyCKLA with the TN state standards segmented into four nine week grading periods. In addition to phonemic awareness, phonics, fluency, and comprehension students are taught vocabulary through the knowledge strand of our state-adopted curriculum.

#### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Students in grades 3-5 are scheduled to receive 30 minutes of foundational skills instruction daily. 3-5 foundational skills instruction is a continuation of the complex patterns taught in previous grades. For example, 3rd grade students continue to expand their foundational skills knowledge through explicit and systematic instruction in r-controlled vowels, diagraphs, diphthongs, high-frequency words, and spelling alternatives. In addition, grades 4-5 receive integrated foundational skills instruction in multi-syllabic words, affixes, and root words within the knowledge strand of AmplifyCKLA.

Instruction in grades 3-5 is aligned to the TN state standards. Teachers use pacing guides to plan and teach morphology, grammar, spelling, writing, comprehension, and fluency. AmplifyCKLA for grades 3-5 continues the foundational literacy skills instruction by lessons aimed at further developing complex patterns, r-controlled vowels, and multi-syllabic words. AmplifyCKLA along with additional Wilson Foundations lessons continues to scaffold necessary supports around fluency, comprehension, and vocabulary.

Although the daily schedule for 4th-5th grade students is not the same at each school, all schedules include components for 30 minutes of embedded foundational skills instruction that include fluency, grammar, morphology, spelling, and writing.

### **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**

In grades K-2, Wilson Foundations materials are used to supplement instruction in phonics, phonemic awareness, and high-frequency words.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

i-Ready Reading and Math Diagnostic Assessments

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (i-Ready) to determine which students have a significant reading deficiency or are "at-risk". Grade-level teachers and our data team review the universal screening data to determine which students fall below the 25th percentile. Depending on percentile rank, students are placed in Tier II (11th-25th percentile) or Tier III (0-10th percentile). Students receive daily instruction and intervention in Tier II (30 minutes) and Tier III (45-60 minutes). Intervention plans are made based on specific deficits in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students progress through AmplifyCKLA remediation activities and i-Ready online instruction lessons specific to areas of deficiency prescriptive to their most recent universal screener. Students showing lack of progress in Tier II through EasyCBM progress monitoring assessments will be placed in Tier III. In Tier III, students receive more comprehensive, strategic interventions (such as Wilson Foundations).

Data teams consist of classroom teachers, interventionists, school psychologist, special education teachers, and administration. Data teams meet every four weeks to analyze the interventions provided and progress monitoring data points. Each child is discussed, their data point trend lines are viewed on the EasyCBM platform, and decisions are made after the required number of data points are collected. If students do not show progress after 8-10 data points are collected and interventions or the interventionists have been changed, the students are moved to the next tier for additional support.

### **Parent Notification Plan/Home Literacy Reports**

Students are screened in the fall, winter, and spring. After the results are analyzed, parents are notified if their child is at-risk for a significant reading (or math) deficiency. Reports are sent with mid-term reports and/or nine week report cards. The notification letter informs our families of the

plan to provide small group intervention in the area of the deficiency. The attached Tier II packet contains the letter as well as supporting documents used during this phase of the RtI2 process.

In addition to a notification letter of your child's placement in intervention groups, you will receive notification of your child's assessment results after each universal screener. Our i-Ready universal screener in reading is administered each fall, winter, and spring. Should you need additional information on how to interpret the results on the assessment, please contact your child's teacher.

In addition to parents being notified if their child is "at-risk" for a significant reading deficiency after the fall, winter, and spring universal screeners our parents will be provided with literacy resources throughout the school year. Classroom newsletters and school flyers will be sent with links and free resources parents to use to support their child at home. Updates from TDOE Best forAll Central will be communicated through family engagement events, newsletters, flyers, web pages, and school marquees. Free take-home materials are always available to our families.

### **Professional Development Plan**

K-5 teachers will have the opportunity to participate in the Reading 360 literacy training modules as well as the in-person cohort-style training during the summer of 2021. In addition, Roane County Schools will utilize K-5 level literacy coaches to provide on-going (on-site) literacy professional development. Our district-level Intervention and Accountability Specialist will be involved in PD with our instructional coaches, teachers, assistants, and administrators by providing training and support around the science of reading and literacy interventions. School-level PLC meetings will occur throughout the year at all of our schools which will provide opportunities for collaborative planning and the analysis of student data.

### **Additional Information about this Foundational Literacy Skills Plan**

Strengthening the awareness of best practices around the science of reading and specifically foundational literacy is a priority for Roane County Schools. In addition to teachers, training is provided to our administrators and literacy coaches so that our district can move forward by having united goals and the tools needed to meet them. We will continue to place the literacy needs of our students at the forefront of every decision we make and welcome your input and support throughout this endeavor.