

## **Kingsport City Schools**

### **Foundational Literacy Skills Plan**

**Approved: May 28, 2021**

**Updated: June 29, 2022**

**Updated: July 13, 2023**

**Updated: August 16, 2023**

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**

Foundational Literacy Skills Instruction in Grades K-2 in Kingsport City Schools (KCS) begins with Houghton Mifflin Harcourt's *Into Reading*, a comprehensive literacy curriculum aligned to Tennessee ELA standards and approved by the state Textbook and Instructional Materials Quality Commission.

The Literacy Block in KCS is a minimum of 120 minutes per day for grades K - 2 with at least 45 minutes spent in foundational skills instruction every day. Teachers utilize the approved curriculum by Houghton Mifflin Harcourt, *Into Reading*. This program contains an evidence-based, systematic approach to phonics instruction based in: phonological and phonemic awareness, phonics, and fluency to ensure reading comprehension. Students receive 50-60 minutes of foundational skills instruction in addition to additional differentiated instructional supports to support mastery. Teachers provide explicit, systematic instruction and provide practice over time in order to unlock the reading code for students. Weekly assessments are built into the program in order to provide checkpoints for students. In addition, teachers assess during foundational skills instruction in order to support students throughout their practice. For example, students may work on digraphs, blend or manipulate phonemes, work on the consonant digraph ch, and review, sh, th, and st. Students have systematic instruction and practice of the foundational skills in order to develop as successful readers. The program includes articulation videos which allow students to view a clear model of sounds for accuracy. There are also resources available to provide additional foundational skills practice for students who need more support. Students read decodable readers for practice and teachers send home "take home" copies of the readers to allow for additional practice and a school/home connection. Students also interact with the digital phonics program iRead which is an online adaptive foundational skills program. Students are encouraged to practice their foundational skills within a text and have shown great progress.

Students have consistent practice in vocabulary and "word work" in every lesson. Students build knowledge through text sets and practice vocabulary application. For example, students may work

with words with the suffixes -er and -est. Students also practice using context clues to determine the meaning of words in text. Vocabulary routines are outlined at every grade level. Students use the I do, we do, you do system to practice and apply vocabulary words into talk and writing.

During classroom walkthroughs last year we saw clear instruction in foundational skills using the approved materials. Teachers also created foundational skills videos to support students at home. These videos are housed in a shared Google drive accessible to teachers across the district. Having these videos provides an additional opportunity for professional development. Teachers are able to learn from each other as they continue to implement the new foundational skills program. Our teachers are thankful for a supportive program with strong materials.

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

The Literacy Block for students in grades 3-5 is a minimum of 90 minutes with a minimum of 30 minutes spent in foundational skills instruction every day. Teachers are utilizing the *Into Reading* Curriculum by HMH. This program continues to provide systematic foundational skills support to students. Teachers utilize charts and lesson plans that provide explicit instruction and additional practice. Skills are introduced, guided practice is provided and students apply the skill to ensure mastery. Vocabulary is supported throughout every module. There are also additional resources for English Learners and teacher notes on how to correct and direct to support students throughout the program. Students are supported in decoding, morphology, grammar, spelling and fluency. Additional practice resources are provided for students that need differentiated support. An example of this work is found in the academic vocabulary lessons. Students experience clear instruction in critical vocabulary, participate in guided practice and apply the words in talk and text. They also practice generative vocabulary and Greek and Latin roots. Additional examples are decoding and spelling with long a and long e. Then, students practice fluency with a grade-level appropriate text.

In addition to the foundational skills support, there are complex texts and tasks that make up the program. Teachers provide instruction through text sets that build in complexity throughout the topic. Each text has been evaluated for complexity and placed in sequence to build toward RI.RRTC.10. Modules begin with an essential question and students read texts and complete writing tasks that build throughout the module. Throughout a lesson, students may explore the author's purpose or analyze the development of the theme in a text.

Students complete writing tasks each week that build around the essential questions. Students build knowledge as they complete these writing tasks in order to complete a comprehensive performance task every three weeks that mirrors the TCAP tasks and address standards. Students also participate in a writer's workshop by studying mentor texts and completing the writing process throughout each module to increase their writing skills.

### **Approved Instructional Materials for Grades K-2**

Houghton Mifflin Harcourt-- Into Reading

### **Approved Instructional Materials for Grades 3-5**

Houghton Mifflin Harcourt-- Into Reading (*approved waiver submitted for grade 3*)

### **Additional Information about Instructional Materials**

Adopted Materials : Kingsport uses Houghton Mifflin Harcourt (HMH) Into Reading for Grades K - 5. We submitted a waiver to the Tennessee Department of Education (TDOE). The waiver included supplemental materials provisions to meet the Textbook and Instructional Materials Quality Commission's criteria to approve HMH 3rd grade for KCS in May 2020. This approval allows for a consistent and systematic literacy experience for students from kindergarten through 5th grade.

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

KCS continues to use EasyCBM reading and math for universal screening in all grades K-8, except 3rd grade, for progress monitoring. EasyCBM is on the state approved list and satisfies the requirements for Multi-Tiered Support System (MTSS or RTI<sup>2</sup>) and Say Dyslexia. The screener is administered and analyzed in August, December, and May in grades K-8 each year.

KCS is choosing to use AimsWeb+ as the universal screener for our 3rd graders to allow for seamless integration with the TDOE's adequate progress calculations. We will use AimsWeb+ for all three administrations of the universal screener and examine our data after each to monitor support academic successes and skill needs among our 3rd graders.

### **Intervention Structure and Supports**

Kingsport City Schools use instruction/activities/resources from HMH to provide support beyond the foundational skills activities to provide additional practice for Tier 1 students. As students are identified as at-risk for a significant reading deficiency additional data points assist the school-level data teams in decision-making. These data points may include benchmark assessments, quarterly assessments, TCAP results, and the Developmental Reading Assessment (DRA). KCS utilizes Benchmark Phonics Intervention as the primary resource for closing skill gaps.

Data Teams at each school meet to determine placement, appropriate intervention(s), and scheduling of students into Tier 2, Tier 3, remediation/tutoring, or extension. Students scoring below the 25th percentile on the universal screener may be considered for support in Tier 2 (at least 30 minutes daily and progress monitored every 10 days). Students scoring below the 10th percentile may be considered for Tier 3 (45 minutes daily and progress monitored every 10 days or more as necessary).

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

Communicating regularly with parents/guardians garners their support and understanding of the MTSS process. The more parents understand concerning their children's education, the more likely they will be to cooperate and participate in assisting their children at home and encouraging their children to do their best at school, day-to-day.

- A culture of collaboration that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities.
- An informational brochure including FAQs and a list of no-cost activities parents can do at home with their children.
- Parent letters for students scoring in the 0 - 25th percentile range are sent home as soon as assessments are analyzed.
- Parent letters are short and easy to understand, utilizing no acronyms that are not fully understood by all parties.
- KCS Parent letters provide a clear explanation of the skill gaps for their child and an intervention plan outlining the depth of their child's need.
- KCS intervention programs may be both print-based and online. We provide extra support in basic reading, writing, comprehension, and fluency. In math we typically use *Do The Math* modules to fill math knowledge gaps, but with a new math adoption this spring, we will compare the publisher's built-in intervention materials with *Do the Math* and see which one best fits our students' needs.
- Parent letters include information about the importance of a student being able to read proficiently by the end of the 3rd grade.
- All parent materials are provided in the language spoken by the parent.
- Parents are notified when their child is placed in or removed from Tier 2 and/or Tier 3.
- Parents receive progress monitoring reports from the school data team every 4-5 weeks detailing their child's growth in reading and/or math with recommendations to either continue with the current services, change the intervention, or change the time/intensity.
- If a referral for special education services is being considered, the parents will be invited to the school to discuss with the data team.

### **Professional Development Plan**

Professional learning is an integral part of the implementation of high quality materials. In order to support teachers in implementing the Into Reading Materials, we reviewed the curriculum again in May 2023 with at least one teacher per school, per grade level, to revise and update curriculum maps and pacing guides. We selected two teachers per grade level to serve as Teacher Leaders. These teacher leaders meet with the District Literacy Coordinator through the year to preview materials each month and complete tasks as learners. Virtual curriculum collaboratives are held each month for all teachers by grade level to update them in curriculum implementation and provide an opportunity for collaboration. Schools provide common planning times for grade level teachers each week in order to allow teachers to meet with instructional coaches and dig into the weekly instructional plans. Previously, during the 2019-2020 school year, KCS teachers participated in the K-5 Reading Course that was offered by the TDOE. Our District Literacy Coordinator was trained by Sopris Learning as a part of a previous state initiative. She was one of two educators in

our region to complete this course and be certified as a trainer by Sopris. This course in the Science of Reading was offered 5 years ago and offered again during the 2019-2020 school year in order to ensure that all teachers in KCS understand the expectations of foundational skills learning. The Simple View of Reading and Scarborough's Rope are connected to trainings EVERY year in Kingsport in order to provide consistency and support to teachers.

For the summer 2021 and 2022, we also participated in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Kingsport City Schools has also partnered with TDOE in the Early Literacy Networks to provide additional learning opportunities to our K-5 teachers in Foundational Literacy Skills. During the 2022-2023 school year, all teachers whose licenses require it for renewal, participated in course 1 of the Foundational Literacy Course if they have not already completed it. Many secondary teachers and teachers whose licenses didn't require the Literacy course also completed it.

As we move toward year four of implementation of the High Quality Instructional Materials (HQIM), we will continue to monitor and support teachers as they use *Into Reading*. We updated the curriculum maps and pacing guides with teachers again in May 2023. We updated the grade level Google Drives for teachers. Teacher leaders will continue to provide Curriculum Collaboratives after school for the 2023-2024 school year. The Literacy Coordinator will continue to design and deliver training for our district-wide professional learning days. In addition, we will provide job-embedded grade level days for K-3 teachers to focus on foundational skills instruction, analyze assessments and plan for student learning by grade level. Administrator Academies will be provided for our principals throughout the year. This will allow all educators to work toward the same goal of student learning. The Literacy Coordinator and other district leaders will continue to complete walkthroughs and classroom visits at the school level. This will ensure accurate implementation and consistency for all students. We will also be able to look for trends and provide professional learning opportunities based on teacher needs. Instructional coaches will work with teachers through coaching cycles to ensure quality instruction throughout the district. A complete calendar of professional learning opportunities will be available for teachers during the summer of 2023 containing learning opportunities throughout the 2022-2022 school year. The KCS Board of Education recently approved three inservice days in the 2023-2024 calendar for the district to participate in a reset of Professional Learning Communities (PLCs). Teachers have a wide range of learning opportunities to grow as they implement *Into Reading*.

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

Throughout the 2020-2021 school year KCS teachers in grades K-5 recorded video lessons in reading and math for families to use whether they were in quarantine or not. These videos were especially helpful to families with children learning foundational skills because they could SEE the teacher's mouth as she was instructing them. Families also said they liked being able to play the videos over and over. We keep the digital videos and families can continue to use them.