

Henderson County Schools

Foundational Literacy Skills Plan

Approved: May 12, 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

Teachers display extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. Teachers consistently implement a variety of instructional strategies to enhance the students' content knowledge. Our district uses a foundational skills curriculum, Heggerty and CKLA, which are both 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 (minimum of 45 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work. During that instruction, teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, the students practice writing the sound, then students apply the skill in independent practice (small group or individual). Our improvements for next year include designated times for grade level collaboration to solve problems of practice as they plan and prepare for individual lessons and whole units.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum, CKLA, was 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 90 minutes of ELA instruction. All daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) 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. CKLA 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. Within CKLA, daily lessons begin by briefly activating prior knowledge and reading independently and/or aloud. After the daily read-aloud (or independent reading in on-grade level,

complex text), the students may summarize the content(through a think-pair-share model), unpacking the most essential vocabulary, responding to a series of scaffolded questions, and writing a response to an inferential question that requires students to use evidence from the text to support their answer. For example, in vocabulary lessons teachers provide explicit support for vocabulary needed to access the complex text. Students use their word knowledge as they engage in group discussion and writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

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 addition to using Amplify-CKLA for grades K-5, the district uses Heggerty to support instruction in phonemic awareness in K-2.

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

In grades K-3, the universal screener (Aimswab) is administered three times a year: at the beginning (fall), middle (winter), and end (spring) of the school year. The same or parallel screeners are used at each administration and those measures are always at the students' grade-placement level. In grades K-5, a record review may also provide important information such as grades, attendance, and behavioral concerns that may provide early warning signs for intervention. Additionally, during the first semester, all K-2 students are screened using the PASS (Phonological Awareness Skills Screener) and 3-5 students are screened using the PWRS (Phonics and Word Reading Survey) to make important determinations about dyslexia-specific accommodations and interventions.

Intervention Structure and Supports

In addition to Aimswab for grades K-3, the Henderson County School District begins with Renaissance STAR reading tests in August for grades 4-5. "At-risk" students are those students who score at the 35th percentile or lower. Then using Aimswab, these students are drilled down to determine specific skill deficits. Intervention groups are started right away using research based intervention tools (see attached approved list of interventions). Daily intervention (Tier II-30 minutes, Tier III-45 minutes) is provided to address specific skill gaps as indicated by student data. Students are progress monitored weekly or biweekly to monitor the effectiveness of the intervention as well as determine the student's rate of improvement. This is accomplished through progress monitoring probes that are aligned with the universal screener, Aimswab. Data teams consisting of the academic coach, teachers, and principal meet every 4.5 weeks to analyze progress monitoring data and make instructional decisions. A change in intervention for students not showing adequate

progress may include: increasing frequency of intervention sessions, changing interventions, changing intervention providers, and/or changing time of day intervention is delivered.

Intervention schedules align with recommended instructional times for Tier II (30 minutes) and Tier III (45 minutes) that is outlined in the RTI2 manual (see attached intervention schedules).

Interventionists provide specific support in early literacy and reading to help struggling students. In early literacy, this includes: auditory vocabulary, initial sounds, letter naming fluency, letter word sounds fluency, oral reading fluency, print concepts, phoneme segmentation, and word reading fluency. In reading, supports include oral reading fluency, silent reading fluency, reading comprehension, and vocabulary.

Parent Notification Plan/Home Literacy Reports

Following the fall, winter, and spring universal screening of each student, the reading intervention teacher analyzes literacy report data for at-risk students and sends home a parent letter indicating student skill deficit(s), recommended intervention, and timelines for both progress monitoring and additional parent notification of student progress. (Parents are notified every 4.5 weeks of their child's progress during intervention). The K-3 parent letter explains the importance of third grade reading proficiency and its effect on learning across all content areas. 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. In addition to the parent letter, the reading interventionist may include the following Aimsweb reports to provide a clear explanation of student skill gaps and the depth and extent of student need: Individual Benchmark report: shows performance relative to norms (national and local), student's rate of improvement, student growth percentile, Lexile score Individual Monitoring report: shows the goal score, number of errors, weekly progress monitoring scores, projected trendline for meeting the performance goal by the goal date. Scores snapshot report: shows student performance at-a-glance by individual measure, provides a brief narrative description of performance, and includes a recommendation regarding the intensity of instructional need Attached to the parent letter and Aimsweb literacy reports is a list of no-cost resources and activities parents can use to support their child at home. This includes no prep and low prep activities as well as computer resources, such as videos and learning games, that promote reading and literacy. This will be linked on the school website as well.

Professional Development Plan

All K-5 ELA teachers are participating in TN Early Reading Training series Week 1 and Week 2. Reading 360 Early Literacy Week 1 training will open April 2021. Week 1 modules include training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers are required to demonstrate knowledge and competency through the completion of modules and an exit exam. Week 2 training, provided by trainers with a proven track record of supporting districts, is scheduled for June 21, 2021 and July 12, 2021. Week 2 will be deep dive into the above mentioned foundational literacy skills. All K-5 teachers, Special Education teachers, principals, academic coaches, and central office administrators will attend the TN Early Reading trainings. CKLA professional development was provided for K-5 teachers in the summer of 2020 with a follow up training in December 2020. Heggerty training was provided for K-2 teachers in the summer of 2020. Both of

these trainings focused on Sounds First Foundational Skills Instruction, replacing any cueing or MSV strategies. K-8 teachers will also participate in monthly professional development with their content area specialist. They will focus on analyzing data from the universal screener, teacher collaboration on foundational reading and math skills, CASE benchmark assessment data, and any additional literacy components.

Additional Information about this Foundational Literacy Skills Plan

With the approval of ESSER 3.0 funds, our district plans to implement additional support for Grades K-3. This works to ensure that all students are proficient readers by third grade.