

Clay County Schools

Foundational Literacy Skills Plan

Approved: May 18, 2021

Updated: October 30, 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

Clay County School district uses Amplify's Core Knowledge Language Arts, a foundational skills curriculum 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 (60 minutes daily) for foundational skills instruction in grades K-2.

Clay County elementary schools have 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 contains activities and practices that teach the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, blend and segment onset-rime, blend, segment, and count phonemes, segment compound words, and isolate individual phonemes) and phonics (identify individual letter sounds, decode regular words, decode words with common rime families, 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). The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. The guidelines 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 easy skills before more difficult ones, separate strategies and information likely to be confused, introduce new information at a realistic rate, and provide adequate practice and review. For example, students learn basic letter-sound correspondences for consonants and vowels and the VCe rule before they are required to decode words with the VCe pattern in them.

Our improvements for next year are grounded in the transition from lesson planning to lesson internalization. The adoption of the high quality instructional material has changed how teachers prepare for instruction. Teachers are no longer having to gather resources, they are internalizing the quality material and preparing to implement it in their classroom. Our improvements for next year are also grounded in the continued designated time for teachers to collaborate as they solve problems of practice (refine the opportunities to develop and practice writing skills, for example) and as they internalize the instructional plan through unit-level and lesson-level preparation.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Clay County School district has an integrated literacy block for grades three through five grounded in reading science aligned to Tennessee ELA standards. Clay County adopted Amplify's Core Knowledge Language Arts for Grade three, four, and five; Pearson's Savas Learning for grades six through twelve. The curriculum materials are 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 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 adopted curriculum 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. For example, our 3rd graders completed the unit on Light and Sound. The unit integrates the skills of spelling, dictionary skills, grammar, and morphology with the scientific knowledge of light and sound. Students will review and learn spelling with "a_e", will become proficient in the application of guide words, will learn conjunctions as a part of speech, and learn new suffixes.

The integration of the above skills will be learned while increasing the students' knowledge of light and sound. Our improvements for next year are grounded in the implementation of the high quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction and differentiation.

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

Grades K-5 will utilize Amplify CKLA in conjunction with the TDOE Foundational Literacy Curriculum.

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

The Tennessee Universal Reading Screener (aimswebPlus) is our universal screener assessment for benchmarking in grades K-5. The universal dyslexia screener is PASS and PWRS, which is Say Dyslexia compliant.

Intervention Structure and Supports

In fall, students are given a universal screener to determine which students have a significant reading deficiency or are "at-risk". Our grade-level teachers and principals review universal screener

data to determine which students score between the 0-25th percentile. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest deficit.

We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our recently adopted ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as SPIRE) become an option. Data teams meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the SPIRE curriculum is used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students.

Intervention takes place daily during a grade-level time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive intervention using the SPIRE program.

Additional TI and TII programs used: S.P.I.R.E Reading, Read Live, Edgenuity, Adopted ELA curriculum, and Sound Sensible

Parent Notification Plan/Home Literacy Reports

Our district 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 0-25th percentile) immediately after the district's 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 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 4 ½ week data team meetings. In the parent notifications/communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child, but tailored by skill deficit generally). These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Additionally, the ELA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

Professional Development Plan

CLAY COUNTY SCHOOLS

Plan for TN Foundational Skills Focus

All PK-5, special education, ELL, and RTI teachers and VPK assistants will complete week one of the TDOE Foundational Literacy Online Training. All PK-5, special education, ELL, and RTI teachers and VPK assistants will complete week two of the TDOE Foundational Literacy On-Site Training. Both weeks of training will allow collaboration with other district teachers PK-5th, RTI interventionists, and special education teachers.

K-2 teachers completed the course listed below in Summer 2020, and then collaborated with the district reading coach to plan implementation and application strategies (using the Achieve the Core guidance documents and upcoming TDOE resources) within the CKLA. All TDOE unit resources, videos, and guidance documents have been shared with all K-5 teachers via Google Drive.

Completed June 2020:

Topic 1 35:18 Foundational Nuts and Bolts

Topic 2 47:55 Phonological and Phonemic Awareness

Topic 3 27:09 Phonics Part 1

Topic 4 38:00 Phonics Part 2 (application)

Topic 5 53:13 Early Reading

Topic 6 45:45 Practice, Practice, Practice

Topic 7 32:24 Assessment

Any new/incoming K-2 teachers and VPK teachers will complete the above modules.

In addition, K-5 classrooms will continue to utilize the Best for All Central video resources as grade appropriate.

ASSESSMENTS:

We plan to embed the unit and sounds first assessments into focused learning center time rotations for individual students. Baseline diagnostic screening results will be utilized to apply appropriate intervention strategies for reinforcement. In addition, students will be progress monitored by the classroom teacher to know the current progress of each student and provide extra supports as needed.

Plan for PLCs with High-Quality Instructional Materials focus

Our district plans to participate in the TDOE High Quality Instructional Materials Network as a participating district. As part of this network, we will:

Provide teachers with training and unit protocol data on the HQIM materials from (2-week training provided by TDOE).

Instructional coaches, supervisor of instruction, and principals will conduct monthly ELA walks for all ELA classrooms.

Principals will provide teachers with feedback on monthly ELA learning walks data and review unit preparations during monthly PLC meetings.

Professional learning for teachers will be designed and delivered in areas of need to implement the new HQIM and provided by instructional coaches or through TDOE-approved vendors.

Instructional Coaches: Mrs. Mallory Birdwell, Ms. Melissa White

Principals: Mr. David Maxfield, Mr. Mike Gee

Supervisor of Instruction : Mrs. Misty Strong

Additional Information about this Foundational Literacy Skills Plan

All PK through 5th, ELL, RTI, and SPED teachers will complete week one asynchronous TDOE Foundational Literacy training. Upon completion of the week one online modules, each participant will complete the assessment. After receiving a satisfactory score, those teachers will attend the on-site, in-person week two training by TDOE-approved and designated facilitators Carissa Comer and Rachel Ellis.