

## DeKalb County Schools

### Foundational Literacy Skills Plan

Approved: May 16, 2021

Updated: July 3, 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

##### Daily Foundational Skills Instructional Time/Adopted Foundational Skills Instructional Materials

All students receive research-based, high-quality differentiated instruction aligned to grade level Tennessee Academic Standards in English Language Arts as well as grounded in the reading science. The time in ELA block allows for students to engage with text through listening, reading, writing, and speaking with the purpose of comprehending complex text, developing academic language and identifying and presenting evidence, and/or building knowledge. A Scaffold Approach to the ELA block provides students with opportunities to engage in texts in a range of ways. This approach allows for students to observe teacher-led models and demonstrations, participate in shared reading and writing experiences and direct their own application of learning through independent practice. Both of the adopted curriculums as well as foundational programs provides an explicit and systematic approach to reading.

DAILY SCHEDULE/Overarching view of how Foundational Skills are taught in the district.

Grades K-2, students should be spending 150 minutes in Tier I instruction.

Adopted State Approved Curriculum: Houghton Mifflin Harcourt: Into Reading The evidence based approach of HMH is grounded in phonemic awareness and phonics and aligned to the science of reading. Supplement to Core Curriculum- HMH IREAD digital platform targeting phonological awareness, alphabet knowledge, phonics, decoding, word recognition, fluency and morphological awareness.

Daily Instruction follows the 120 minute instruction block: 10-20 minutes of whole class instruction, 45 minutes of small group instruction, 15-20 minutes of extended independent reading and time for additional activities to build knowledge such as but not limited to read-alouds and/or vocabulary cards. This year we did use the Supplemental Materials for the State Phonics program which would have been an additional 15 minutes of instruction in addition to the adopted HMH Into Reading

HMH K-2 Elementary daily schedule

- Language/Vocabulary 15 minutes
- Foundational Skills 45 minutes Phonemic awareness/phonics
- Reading Workshop 60-75 minutes (Embedded Foundational skills)

- Writing Workshop 20-30 minutes
- State Supplemental Phonics (TNFSCS)-15 minutes
- IREAD-HMH digital platform (included with adopted curriculum)
- Lexia Core5 Reading digital platform (Supplemental)

Possible Changes to next year— Foundational Skills PreK-5

- Grades PreK-2 After attending the Early Reading training, information learned around early reading strategies/structures may be used in addition to the adopted curriculum.

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

Daily Foundational Skills Instructional Time/Adopted Foundational Skills Instructional Materials

Grades 3-5, students should be spending between 120 minutes and 150 minutes in Tier I instruction.

Adopted State Approved Curriculum: Open Up- Our Expeditionary Learning

EL Education's Grades 3–5 comprehensive/ integrated literacy curriculum is 2 hours per day of content-based literacy: Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands for English Language Arts and Literacy Additional Language and Literacy (ALL) Block (60 minutes of daily instruction with at least 30 minutes of foundational skills instruction): provides additional practice and differentiated support for all students The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world. The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/ vocabulary. Foundational skills are embedded into grades 3-5 curriculum however a supplement is used during small groups to target skills of all levels. The supplemental curriculum is Lexia Core5 digital reading program.

The ELA block allows for

- Deep, meaningful standards-based instruction
- Adequate time for interactive read aloud and shared reading experiences
- Approximately 60 minutes for small group instruction where teacher will meet in small group daily to address individual/group needs
- Opportunities for multiple daily writing lessons, writing in response to text as well as extend student-directed composition of narrative, opinion, and informational artifacts
- Daily independent reading and reading conferences
- All Block--Systematic and explicit instruction of foundation skills and frequent application of foundational skills to connected texts. These skills include phonemic awareness, phonics, fluency, vocabulary and comprehension
- Lexia Core5 Reading digital platform

Possible Changes to next year— Foundational Skills PreK-5

- Grades 3-5 Implementing a stronger Foundational Skills program that includes teacher time/ direct instruction vs digital platform
- Students needing additional support to Tier I instruction will receive support/intervention to close the achievement/skill gap.

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

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee

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

Open Up - K-5 Expeditionary Learning

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

Our district has adopted an approved ELA curriculum for ELA instruction. In addition to the adopted curriculum K-2 teachers also implemented the supplement to the Tennessee Foundational Skills program (TNFSCS). After additional training, decisions will be made as to how the training will impact the ELA block.

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

- Our district will use the Tennessee Universal Reading Screener, AimswebPlus, for students in grades K-3.
- For our students in grades 4-5, we will continue to use the NWEA Map Universal Screener.

NWEA Map Growth assessments are given 3 times a year to get an accurate view of how much each student has grown over time and what students are ready to learn. These test are administered fall, winter and spring each year. Based on the results teachers can plan instruction and group students based on their specific needs.

Upon qualifying for Tier II or Tier III students are tested using the benchmark assessment for EasyCBM. EasyCBM highlights key patterns relevant to lesson planning as well as being used to measure the effectiveness of the teaching. The progress monitoring tool the district has used to monitor progress and make instructional decisions for students in Tier II and Tier III.

## **Intervention Structure and Supports**

RTI Reading Intervention Structure/Support:

DeKalb County's structure and support of students "at risk" follows the Response to Instruction and Intervention Framework as provided by the Tennessee Department of Education.

Each K-5 school in the district implements the universal screener which is administered 3 times a year. After each assessment, data meetings convene analyzing the most recent data of all students however an emphasis is given to students that fall below the grade level benchmark and/or deemed at-risk based on the current assessment or a prior assessment. The goal of the RTI program is to serve students scoring below the 25th percentile. Data is analyzed for skills/needs of each student. Students are then placed in a Tiered intervention based on need in order to receive a high quality intervention that is a researched/evidence based program that is explicit and systemic to the student's need. Once the data is analyzed for missing skills, the next step is to determine if the student falls into the Tier II or Tier III category to determine the amount of intervention time. The decision-making process outlined in a flow chart showing all three tiers is used as a guide to make decisions. Flow chart can be found in the state provided RTI manual. Tier II and Tier III students are progress monitored every 10 days to see if the intervention is building skill level. Data is tracked and analyzed every 4.5 weeks during RTI meetings. The team will analyze data, measure the effectiveness of interventions and check student progress toward goals. If a student is progressing at the expected ROI, continue the student's plan as written in previous meeting. If the student is not progressing a change may be necessary. Consider the following changes as well as the number of data points collected (8-10 data points):

- Increasing frequency of intervention sessions
- Change intervention program
- Change the intervention teacher
- Change the time of day intervention is delivered

School level RTI teams will decide to change to Tier III, at the minimum 8 data points collected (based on progress monitoring every 10 days. Teams will decide the best placement for students whether it be Tier II or Tier III.

Tier III must be more intense. Intensity can be increased through length, frequency, and duration of implementation.

Fidelity of the program follows the Direct and Indirect Fidelity checks as recommended in the RTI Framework as provided by Tennessee Department of Education. An integrity of at least 80% or greater is expected of the interventionist. If needed, additional support/training will be provided. Prior to purchasing resources for the RTI program, supervisors and principals consult the following

sites for research/evidence of quality programs such as but not limited to the WWC and Evidence for ESSA websites to research the success of the programs. These programs must track specific skills and monitor progress for the RTI program as well as meet the requirements for the dyslexia law.

Tier II Resources:

Smithville Elementary- Lexia and Foundations

DeKalb West- SRA Reading Labs AND Foundations

Northside Elementary- Classroom support Lexia

Tier III Resources:

Smithville Elementary- Sunday -System Orton Gillingham Based Intervention

DeKalb West- SRA Reading Labs AND Foundations

Northside Elementary Pullout due to numbers- SRA Corrective Reading and Lexia

DeKalb County also has the LEAPs grant for afterschool; "at risk" students are invited to the program for homework help, tutoring, and fun.

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

Parent Notification Plan/Home Literacy Report:

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, winter and spring universal screening test. 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 home literacy activities (that do not require purchased resources) that will support 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-5 three times 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 is learning.

### **Professional Development Plan**

PD Plan for Teachers

In order to meet the state requirements for literacy training, DeKalb will participate in the Tennessee Department of Education's free and optional Early Literacy courses provided each year. Knowledge gained from these trainings will be ongoing throughout the year during PLC planning for the ELA block. Teachers, administration and district staff will participate in staff development emphasizing research based best practices in literacy instruction.

Staff development opportunities will be offered in research-based literacy instruction and/or study groups to read and discuss current research.

Training with the adoption of new curriculum and/or supplemental curriculum

PLC focus for PreK-2—TN Foundational Skills 7 part series

All teachers in grades K-5 will be given the opportunity to participate in Week 1 of the Early Literacy training series. This training will focus on foundational reading development and instruction and is grounded in a phonics based approach. We will continue to remind teachers that Week 1 training must be complete and a certificate of completion is obtained prior to attending Week 2 training.

Our district has registered for the cohort-based in person training offered as Week 2 of the Early Literacy training series for all teachers in grades K-5 that complete Week 1 training.

We plan on including new teachers each year and teachers that were unable to attend in an earlier school year.

In order to be data driven decision makers, teachers will receive PD on interpreting test scores.