

**Humphreys County Schools**  
**Foundational Literacy Skills Plan**

**Approved: May 28, 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**

Our district uses Amplify 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 continues to reinforce foundational skills but strategies become more rigorous and sophisticated with an increased emphasis on written response to text. Daily instruction within the literacy block includes: spelling, grammar, morphology, writing, and fluency. Instructional guidance includes supports for 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.

The scope and sequence of the curriculum is based on research of effective instruction with assisting struggling readers as a focus. Lessons provide basic pre-skills and review before new skills are presented.

Our improvements for next year include:

- A more in depth understanding of the complexities of Amplify curriculum for teachers in grades K-2.
- We have purchased an additional resource, WonderWorks Classroom Bundles, for our interventionists who work with grades 2-5 to reinforce skills taught in Tier I instruction.
- Participation in the Early Literacy Network

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

Our district uses McGraw Hill's Wonders, 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, 3-5. This curriculum continues to reinforce foundational skills but strategies become more rigorous and sophisticated with an increased emphasis on written response to text.

The scope and sequence of the curriculum (McGraw Hill, Wonders) is based on research of effective instruction with assisting struggling readers as a focus. Lessons provide basic pre-skills and review before new skills are presented.

Our improvements for next year include:

- A more in depth understanding of the complexities of Wonders curriculum. Additional Professional Development this summer from McGraw Hill with additional foundational skills materials to support our current series is scheduled.
- We are adding WonderWorks Foundational Skills Kits to the resources available to teachers in grades 3-5. This resource is specifically tailored to work with the skills taught in McGraw Hill's Wonders. This resource will aid teachers instructing foundational skills in grades 3-5. Our goal is 2 hours per week focusing on Foundational Skills review, remediation and reinforcement.
- We have purchased an additional resource, WonderWorks Classroom Bundles, for our interventionists who work with grades 2-5 to reinforce skills taught in Tier I instruction.
- Participation in the Early Literacy Network

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

Amplify

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

McGraw Hill - K-5 Wonders

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

2021 materials beyond McGraw Hill's Wonders vary between schools and grades. Saxon Phonics was purchased through federal funds for all Kindergarten and first grade classrooms.

Our improvements for next year include:

- Reading WonderWorks Classroom Bundle to be used by interventionists to reteach the weekly skills introduced in the classroom.(multiple year subscription)
- Reading WonderWorks student bundle to be used by Tier II and III students to practice weekly skills with interventionist assistance.
- Reading WonderWorks Foundational Skills Kit Package for grades 2-3 and 4-6. (for classroom teachers to incorporate foundational skills in Tier I instruction)
- Saxon Phonics will not be used in our classrooms next year.
- Early Literacy training provided this summer will be used in our classrooms.
- We also will be using CASE Benchmarking for grade 3-8 to help inform teacher of specific instructional focus needs in ELA and Math.

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

We use the state supplied Tennessee Universal Reading Screener (aimsWeb) for grades K-5 (administered 3 times per year) and will continue with Exact Path to provide guided online instruction in ELA and Math.

### **Intervention Structure and Supports**

Universal Screening data as well as student classroom performance, TCAP results, prior intervention outcomes and teacher observation data is used during RTI data team meetings to determine placement and intensity (Tier I, II or III) of RTI supports. These supports vary throughout the district depending on the need and age of the students and the expertise of the interventionist. Tier I and II students receive intervention instruction at least 30 daily. Tier II students are progress monitored every other week. Tier III students receive the most intense intervention daily for at least 45 minutes and are progress monitored weekly. Students receiving Tier II and III intervention will be provided a focused intervention on: letter naming, letter sounds, phoneme segmenting, word reading fluency, passage reading fluency or reading comprehension as determined by universal screener and classroom performance. Data teams meet every 4.5 weeks to evaluate student progress and determine how to proceed. Data teams use progress monitoring data to inform decisions about duration, resources and intensity changes when a student is not showing progress as well as changes necessary when progress is being made.

Our core instruction is based on Amplify K-2 and McGraw Hill's Wonders for 3-5 and the differentiation it offers within a lesson. When deficiencies are identified, research based materials are used first in Tier I instruction. Data teams place struggling students in the appropriate Tier for intervention and instruction. (Exact Path individualized lessons, EasyCBM, Dibbles, Barton Reading, and Wilson Reading Program and other research based programs) Teaching Assistants are also utilized to assist teachers in small group instruction in Tier I instruction and with interventionists during Tier II and III instruction.

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

Our district currently notifies parents of students in grades k-5 if their child is "at risk" for a significant reading deficiency based on the universal reading screener results. Results are communicated all parents during the first progress report, 4.5 weeks into the new school year. Teachers continue to monitor progress and after the first data team meeting, if students are deemed to still need additional help parents are sent a letter outlining what resources are available. These communications also include information about the importance of 3<sup>rd</sup> grade reading proficiency.

The student may receive additional assistance in Tier I instruction or more focused intense instruction in Tier II or III. Progress is reported to parents with quarterly report cards and progress reports at mid-point through the quarter. The district also notifies the parent when a child needs a

different intervention placement or of any changes with their program. Parent Communication timeline:

- Student scores from screener are communicated immediately after the school completes the fall universal screening. Scores are communicated with a clear explanation of skill gaps, type of intervention and the amount of time each day that the student will receive services.
- Parents are notified/informed every 4.5 weeks of student progress in grades K-5 for students in Tiers II and III.
- Parents are informed quarterly of progress in Tier I instruction.
- Parents are notified of program changes before those changes take place.

The district participated in the Governor's Early Literacy Foundation initiative this year and had books and activities mailed to students and teachers. This also sent family engagement tips via text to our families. It has expanded and will be sending book packs to our rising first graders this summer.

Our improvements for next year include:

- Add at home activity no-cost suggestions to our progress reports/letters. (websites or at home games/projects)
- Seek partnerships with programs like GELF to support our students and families.
- Be more specific with parents concerning the skill gaps and progress of students
- Update all Parent Notification Letters to meet the RTI criteria as noted in the Foundational Literacy Skills Plan Rubric

### **Professional Development Plan**

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

Spring and Summer 2021 – All K-2 teachers will complete the online and in person training provided by TDOE. Our district has registered the cohort-based in person training offered as week 2.

Fall 2021 – Our district will participate in the Early Literacy Network where a vendor will help implement the spring and summer training.

2021-2022 School year – All remaining K-5 teachers will complete the one week online Early Literacy Training developed by TDOE.

Summer 2022-23 – We plan to include additional teachers in summer early literacy in person training.