

Overton 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

Overton County schools uses CKLA curriculum, which is grounded in the science of reading and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. CKLA 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. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual).

For example, students will learn and know how to decode separated digraphs and vowel digraphs. In addition, students will be able to learn and use the most common spellings for each sound. Students have the opportunity to practice these acquired skills when using decodable texts that are aligned with the sounds taught in explicit instruction.

Our improvements for next year are grounded in the continued designated time for teachers to collaborate as they solve problems of practice (opportunities to develop and practice writing skills) through intensive year-long professional development provided by UCWP, Upper Cumberland Writing Project, and through training received from the Reading 360 initiatives.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Overton County School district has an integrated literacy block for grades three through five grounded in the science of reading and aligned to Tennessee ELA standards. OCS uses CKLA materials in grades 3-5 which 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 minimum of 90 minutes for 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 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.

OC students will begin each lesson by briefly activating prior knowledge. Students also participate in daily read-alouds and practice reading independently. 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), unpack the most essential vocabulary (“word work”), respond to a series of scaffolded questions, and write a response to an inferential question that requires students to use evidence from the text to support their answer.

Additionally, during vocabulary lessons teachers provide explicit support for vocabulary needed to access the complex text. In one lesson, the students study the root words and affixes. 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

Overton County School district has adopted CKLA in grades k-5 which is approved curriculum for ELA instruction. However, if we do need to supplement, OCS district will use the Tennessee Foundational Skills Curriculum Supplement to further address foundational skills in daily instruction. This supplement will allow us to focus more deeply on the phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. OCS encourage teachers and families to access the Best For All Central website for additional resources to use in the classroom or at home.

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

AimsWeb Plus

Intervention Structure and Supports

Overton County students K-8 are given a universal screener (aimswebPlus) three times per year to measure academic skills (for grades 9-12 we utilize the state provided EWS along with aimswebPlus survey level testing). The universal screener scores are utilized to identify students that have a significant reading deficiency or are "at-risk". Data team meetings are held at each school and grade-level teachers and principals determine which students score below the 25th percentile. Students demonstrating skill deficits are classified as in need of Tier II or Tier III instruction. Students receive daily, small-group intervention for at least 45 minutes daily in their area of academic need.

We have several research-based options for reading intervention support to our students who are classified as in need of Tier II or Tier III instruction. Our ELA curriculum (CKLA) contains an assessment and remediation guide that teachers can utilize to address skill gaps. The remediation guide can be tailored to meet the needs of RTI students. If the remediation guide is not proving effective, more comprehensive interventions (such as SPIRE, Lexia, SRA, etc.) become an option. Data teams meet every 4 ½ weeks to review student progress to determine if a change in intervention is warranted. The data teams consider many variables (attendance, time-of-day of intervention, engagement, etc.) as part of the decision to make a change in intervention.

Overton County students receive explicit instruction in their area of skill deficit in small groups using researched/evidenced based materials and strategies. These students are also screened using additional survey level assessments (PASS/PWRS) to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law. Our district notifies families of students who demonstrate characteristics of dyslexia and the families are provided additional information about dyslexia and strategies they can use at home.

RTI is built into each school's master schedule and is provided daily. Within this block of time, students are provided instruction to strengthen academic skills.

Parent Notification Plan/Home Literacy Reports

Overton County Schools notifies parents in grades K-8 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 shared with parents and provide a clear explanation of student 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 be ready 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 1/2 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-8 three times annually.

Additionally, the ELA (CKLA) 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

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

April 2021 – All teachers of grades in grades Pre-K through five will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June.

June 2021 – 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 grade Pre-K through second. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

We plan to include grade three through five during the summer of June 2022.

June 2021 – We are also providing additional CKLA curriculum training to all K-5 teachers.

July 2021- State training