

## **Humboldt City School**

### Foundational Literacy Skills Plan

First Approved: June 30, 2022

Approved: June 14, 2024

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**

HCS district uses a foundational skills curriculum grounded in reading and science which is aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Currently, HCS students in grade K - 2 spend 90 minutes total in literacy instruction. Our curriculum uses foundational skills, such as building phonological awareness, phonics practice, phonemic awareness, and fluency practice in addition to comprehension and vocabulary work as the primary form of instruction. This curriculum has a designated Reading block of 45 minutes daily for foundational skills instruction in grades K-2. Literacy centers, and additional supplements are used to enhance skills for additional practice.

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

Our district has an integrated literacy block for grades 3 - 5 supported by the Tennessee ELA standards. During the integrated ELA block an evidence-based approach to applying foundational skills within daily lessons is used. Grades 3 through 5 receive a total of 90 minutes of ELA instruction of which foundational skills are embedded and supported in the work of the standard for 30 minutes daily. 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 60 minutes per day as well as foundational skills instruction that includes but not limited to fluency, grammar, syllable structure, spelling, morphology, vocabulary, and writing for at least 30 minutes per day.

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

Houghton Mifflin Harcourt Into Reading

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

McGraw Hill Wonders 3<sup>rd</sup>

Houghton Mifflin Harcourt Into Reading 4<sup>th</sup>-5<sup>th</sup>

### **Supplemental Instructional Materials**

Fast Forward

95%

IXL

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

Tennessee Universal Reading Screener (aimswebPlus)

#### **Intervention Structure and Supports**

The RTI Framework will be used to guide the District RTI<sup>2</sup> Manual. Students were given the designated universal screener, AIMSweb, to determine which students have a reading and math deficiency. Students who scored between the 0-40th percentile will be targeted for Tier II or Tier III instruction depending on the severity of scores. Further testing will be done to determine specific deficits to appropriately assign student groupings and to narrow skills gaps. Students will receive daily, small-group interventions.

The district recently adopted an HQIM ELA curriculum that contains an assessment and remediation guide in which grade-level groups can find the activities that directly address the needs of the students. If interventions are not proving to be effective, more comprehensive, strategic interventions including but not limited to Fast Forward which creates an individualized path, and 95 Percent become an option.

Data teams will meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is necessary. Attendance and engagement will also be considered by the data teams prior to making any changes to the program or the delivery of the program. Additional survey level assessments, for dyslexia, are used to screen our students who received Tier II or Tier III support. Students who demonstrate these characteristics will receive additional intensive intervention as required by the Say Dyslexia Law. HCS students who are identified as "at-risk" for a significant reading deficiency or students identified with a significant reading deficiency on the universal screener in grades K-5 will receive intervention daily, Monday through Friday, for 45 to 50 minutes in the deficit area of the specific reading skill.

Once students' scores are analyzed by the Data Team, students will be grouped within their grade level by the area of greatest deficit. Within each grade level, each teacher will be assigned to a specific area of deficit foundational literacy instruction to provide direct instructional support to a group of students of not more than 8. Educational assistants will also be used under the guidance of a grade level teacher to provide support. Student groupings are fluid and will include students identified as having a significant reading deficiency. Student grouping will change as student performance improves from skill to skill. Reading interventions are directly aligned to students' areas of need and designed to improve a student's foundational literacy skills. Intervention structures as outlined in Tennessee's Response to Instruction and Intervention {RTI<sup>2</sup>} framework manuals are followed closely and monitored by building leaders and instructional coaches.

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

HCS notifies parents in grades K-5 if their child has a score between the 0-40th percentile, which according to the RTI<sup>2</sup> Framework represents at risk for or having a significant reading deficiency. Student scores are communicated in parent-friendly language that will clearly explain the gaps in skill and the depth and extent of the student needs. Information is shared with parents about the interventions their child will receive and the amount of time each day their child will receive services. We also include an explanation of the importance of a student being able to read proficiently at the end of the 3<sup>rd</sup> grade, reading intervention activities that the parent can use with their student at home to improve reading proficiency (no cost), as well as information about the pathway to 4<sup>th</sup> grade. Parents of students in grades K-3 will be sent to parents three times annually. Parents of students in grades 4 through 5 receive communication annually.

After the 4 ½ week data meetings, parents are notified of their child's progress or lack of progress. In the parent notification, data teams note any changes being made to personnel or program, any further testing required, or change in the specific intervention.

The adopted ELA curriculum also contains parent letters in the lower grades that outline foundational skills and knowledge domains to support parents with reinforcing skills, such as comprehension, and vocabulary study at home. Parental notifications include but are not limited to:

1. Statistical data that explains the importance of a student being able to read proficiently at the end of the 3<sup>rd</sup> grade level.
2. Reading intervention activities that the parent can use with their student at home to improve reading proficiency such as internet games, Fast Forward, Starfall, ABC Mouse, and IXL; which has been purchased by the district for student use.
3. Information about the specific reading interventions and academic support for individual students pursuant to Tennessee's RTI<sup>2</sup> framework manual.

Note: For students identified with the characteristics of dyslexia, parent notification should include information and resources regarding dyslexia. HCS also chose to use the state's Home Literacy Report letter that will provide all required information.

## **Professional Development Plan**

HCS offers professional development throughout the year through our partnership with the National Institute of Excellence in Teaching (NIET) focusing on the foundational literacy skills. Teachers will also be trained in the use of HQIM.

Teachers in our district have and 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:

- June 2024 - All teachers of grades in grades Pre-K through five will engage in Week 1 of the Early Literacy Training series, asynchronously. Secondary teachers will engage in the new Secondary literacy training.
- August 2024 – Teachers and leaders will participate in a Data dig- analysis of all Aimsweb data as well as past year’s data to identify trends in individual student deficits to inform classroom practice.
- October 2024- Unit and Lesson Plan Prep and RTI lesson development; Literacy vendor NIET will work collaboratively with teachers and leaders to improve lesson development.
- January 2025- Data dig- teachers and leaders will review prior semester reports at all levels to strategize classroom and RTI practices.
- March 2025- NIET will partner with teachers and collaborate to prepare unit and lesson plans.
- May 2025- Reading 360 Early Literacy training. 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.