

Hamblen County Schools

Foundational Literacy Skills Plan

First Approved: May 20, 2021

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

Our district uses HMH - Into Reading and Amplify CKLA whose curricula focuses on a sounds first approach grounded in and aligned to Tennessee ELA standards as approved by the Textbook and Instructional Materials Quality Commission. These curricula use foundational skills as the primary form of instruction. HMH has 30 minutes of foundational skills connected to the knowledge building text and CKLA has a designated 60-minute block for explicit direct phonemic awareness and phonics instruction for grade K, 1, and 2. The instructional time includes activities to build phonological awareness, phonics practice, fluency with decodable text, comprehension, and vocabulary word work. During the instruction, teachers employ explicit teaching of sounds first, with students practicing the articulation and manipulation of those sounds to produce, write, and use those sounds in decoding and encoding practice. Additionally, students apply their skill to independent practice, small group, and individualized remediation. For example, with CKLA Kindergarten students learn a new sound, record it on their individual code chart, apply the sound to independent practice, and apply the skill to a decodable reader. Additionally, students learn writing strokes for letter formation that leads to mastery of encoding skills, word, and sentence formation. Another example, in HMH In to Reading, students review a sound-spelling combination that will be used in the knowledge building text. Students use the sounds, learning the sound-spelling pattern, and use it to decode the grade level text. Our focus for improvement this year will be two-fold. First, we will track the CKLA data to ensure that students are mastering skills and provide remediation for those who do not master them. This data analysis will drive the support and training the district provides teachers three times per year. Additionally, teachers will participate in on-going collaborative planning to ensure effective delivery of the instruction and develop student remediation and extension plans through the PLC process.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district uses HMH – Into Reading, 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. The district acquired a waiver for grade 3. During the integrated ELA

block that meets an evidence-based approach to applying foundational literacy skills, students receive a minimum of 120 minutes of ELA instruction. Although the daily schedule can differ, students engage in instruction in academic vocabulary, reading skills for comprehension, foundational skills (decoding, morphology, spelling, fluency), and writing workshop that includes grammar. The reading instruction component which focuses on building comprehension to help build and apply knowledge accounts for 60 minutes of the daily ELA time. Foundational skills instruction accounts for at least 30 minutes of ELA instruction each day. Writing instruction, which includes grammar, is also 30 minutes each day. For example, in grade 4, students begin with a lesson on decoding with suffixes. Students are given examples of words with suffixes. As a group, they break the word into syllables and identify the base word and the suffix. Students then move to guided practice that allows them to read words with suffixes. Finally, students move to independent practice where they have to apply the lesson learned. The spelling words for the week are connected to the decoding strategy that is learned. Also included in the foundational skills portion of HMH is fluency practice. During the fluency lesson, students again apply the lessons learned about suffixes to decode, work on accuracy, and practice self-correction. Teachers consistently integrate those foundational skills throughout the literacy block to help students of all levels access complex text. This year we are working with teachers to build their remediation and extension skills for students in grades 3, 4 and 5. Those teachers are high encouraged to take the secondary Read360 course to develop knowledge around the science of reading in multiple subjects. The district instructional team is also working to extend and deepen the text cycles to include more development of reading skill.

Additional Supports

Data and Root Cause Analysis - District and School Leadership Teams will complete a data analysis and root cause analysis to determine the needs of the district, school, and specific subgroups.

School Improvement Planning and Goal Setting - District and School Leadership Teams will engage in the school improvement process using the TISA Accountability plan goals as a guide to compare outcomes, measure gaps, and effectively plan a path for improvement across grades, subject areas, student cohorts, and subgroups.

Strategies and Action Steps - District and School Leadership Teams will compile strategies for improvement and measurable action steps to set a course for improvement.

Progress Monitoring - District and School Leadership Teams will continuously gather data and collaboratively monitor the progress toward improvement goals. Those stakeholders will adjust to the needs of the school based on the lack of progress or progress made. Data Benchmarks will be on-going throughout the school year from various sources as evidenced in the improvement plan. Plans will be adjusted as the need arises.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt Into Reading

Approved Instructional Materials for Grades 3-5

Houghton Mifflin Harcourt Into Reading (Waiver for grade 3)

Supplemental Instructional Materials

Hamblen County has adopted a state approved curriculum for ELA instruction (HMH – Into Reading), with the exception of grade 3; however, our district submitted a waiver for grade 3 and it was granted by TDOE. When making curriculum decisions in Hamblen County, it is crucial that we ensure all of our students have access to high-quality literacy and vital that we select programs to make our students successful. We have improved our efforts in recent years to guarantee our teachers understand how students learn to read and what we can do to help our students read better. One of our approaches is focusing on the speaking and listening sections of our adopted curriculum so that students are using these skills throughout the instructional day. Reading must begin with oral language and the speaking and listening sections of our curriculum support development of all literacy skills, such as comprehension and writing. Our district has also chosen to supplement with several research-based resources to ensure each of our K-5 students have a strong literacy foundation, are aligned to our TN Academic Standards, and fully support phonics, phonemic awareness, and phonological awareness.

For example: In grades K-2, we have supplemented with Amplify CKLA for the past year. All district teachers have been trained on how to implement this program effectively, it has been aligned to our current adopted curriculum, and it is used to reinforce encoding and decoding strategies within text for our primary students each day. Our 3-5 colleagues use the foundational section of our curriculum for 30 minutes each day. These foundational sections include vocabulary development, decoding, phonics, fluency, and self-correction instruction. They also use pieces of the TN Foundational Skills Curriculum to further address foundational skills within their daily instruction.

Finally, all of our K-5 teachers use West Virginia Phonics, ReadWorks, and CommonLit as supplemental material to reinforce phonics and foundational skills and to confirm that all students have access to a variety of text and text complexity.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Supplemental Screeners: Additional Information

Off grade level measures in aimswebPlus in addition to PASS, PWRS, and Words Their Way Spelling Inventories are used as survey level assessments to identify student needs when: - A student scores below the 25th percentile in word reading fluency, oral reading fluency, and/or written expression - A student scores above the 25th percentile, but experiences marked difficulties in the classroom with spelling, reading, and/or writing skills. - After the close of the universal screening window, the school team will provide notification, in parent friendly language, to the parent/guardian of any student who is determined to be at risk in reading and in need of intervention.

Intervention Structure and Supports

The reading skills of all students in grades K-5 are screened using AimswebPlus, a nationally normed, skills-based universal screener three times per school year for the purpose of intervention, instructional decision-making. The students who score between 0-40th percentile and/or are identified as in need of Tier II or Tier III instruction are administered diagnostic and survey level assessments to determine each student's specific reading intervention needs. Students who score between the 16th and the 40th percentile are placed in Tier II intervention groups where they receive additional skills-based instruction designed to meet their needs. Students who have not made adequate progress with Tier II intervention or who score below the 15th percentile on the universal screening receive more intensive interventions in Tier III. Students are assigned to small intervention groups designed to meet their needs that meet daily for at least 30 minutes if deemed in need of Tier II and at least 45 minutes if deemed in need of Tier III services. Schools use a walk-to-learn approach to response to instruction and intervention. Interventions take place daily during a grade-level time set in the master schedule specifically for RTI. Personnel are maximized for each grade during their RTI time. During their RTI time, students work on deficit foundational skills at their instructional levels identified through the universal screener and diagnostic assessments. Students in the RTI program receive tailored research-based instruction via our HQIM materials and remediation guides. Those who need a more intensive intervention like SPIRE would receive those based on the area of greatest need. Also, students above the 40th percentile receive acceleration and enrichment for grade level basic reading skills and standards application with text. This walk to learn model ensures that all students receive the support that they need to succeed. Our district provides multiple research-based options for reading intervention including S.P.I.R.E., Sounds Sensible, and Lexia to address the needs of students who are "at risk" and who have been identified with a significant reading deficiency. Based on data collected through the universal screener, diagnostic assessments, and survey level assessments, interventions are tailored to the needs of the students. RTI Data teams meet every 4 ½ weeks to review each student's progress monitoring data and the rate at which students are improving. The RTI team analyzes screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students. If students are not making progress at a typical or aggressive rate of improvement, recommendations for increasing student's intervention time or implementing a more comprehensive, strategic intervention are considered by the RTI team. Along with progress monitoring data from aimsWebPlus, students' attendance data and behavioral needs, and student engagement are considered prior to any changes being made in intervention programs, providers, and/or length of intervention sessions.

Parent Notification Plan/Home Literacy Reports

All students in grades K-5 are screened with aimswebPlus per the district universal screening schedule. The school-level RTI² team is responsible for considering the results of the universal screenings against all other available data to determine which students are at risk and need reading intervention. Off grade level measures in Aimsweb in addition to PASS, PWRS, and Words Their Way Spelling Inventories are used as survey level assessments to identify characteristics of dyslexia when:

- A student scores below the 25th percentile in word reading fluency, oral reading fluency, and/or written expression
- A student scores above the 25th percentile, but experiences marked difficulties in the classroom with spelling, reading, and/or writing skills.
- After the close of the

universal screening window, the school team will provide notification, in parent friendly language, to the parent/guardian of any student who is determined to be at risk in reading and in need of intervention. The home literacy report will include each of the following:

The areas of reading in which the child exhibits deficits;

- Information about the characteristics of dyslexia;
- Information about the importance of being able to read proficiently by the end of third grade and information about promotion pathways;
- Information about the specific reading interventions and supports the LEA recommends for the student (tier, amount of time per day, reading intervention program);
- No-cost reading intervention activities parents can use at home with their child to improve reading proficiency;
- Dyslexia Overview for Parents brochure from TDOE; and a
- Individual Student Profile Report from AimswebPlus.

Parents of students in grades K-6 will receive the home literacy report after each universal screening administration (fall, winter, spring). Parents of students in grades 7 and 8 will receive the report following the fall universal screening.

In addition, parents of students in grades K-6 will receive an intervention progress report along with the Individual Monitoring graph from AimswebPlus following each of the school RTI² teams' 4.5-week meetings. Parents will also be notified any time there is a recommended change in their child's intervention plan or ILP-D.

Professional Development Plan

Early Reading Training Course I will be required of any teachers, including new teachers to the district, that have not completed the training. Our district will continue to develop our teacher's foundational literacy knowledge in a variety of ways. Our first training for SY24-25 will be our Unique Learning Needs Institute held for two days in May and July to refresh teacher knowledge around the CKLA, HMH, and TN Sound First Curriculum pieces. We will continue to extend these trainings throughout the school year as micro pd sessions geared to give on-going support in specific areas like data analysis, remediation, and extending literacy into other content areas. Additionally, our teachers have four collaborative development days where grade bands and whole staff meet to analyze data and forecast plan. These dates will contain acceleration for all components from the Unique Learning Needs Institute and focus on using our universal reading screener, aimswebPlus, to drive instruction.

Additional Comments

We have dedicated grade level band district coaches who consistently provide walk throughs and feedback to teachers. This data is collected and analyzed to plan and adjust the professional development needed in our district. Those walk-through teams also include district supervisors, principals, interventionist, and instructional facilitators who work with teachers to improve foundational literacy instruction and outcomes. All data is tracked by the Learning Loss and



Acceleration Supervisor for Universal Screening, RTI², Dyslexia, High Dosage Low Ratio Tutoring, and Summer School to provide schools with trends, goals, and progress monitoring at the school and district level. These data are used to provide targeted support and continuity with the data used, and support the instruction given to all schools and students.