

## **Lakeland Elementary School**

Foundational Literacy Skills Plan

First Approved: May 15, 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**

Lakeland School System utilizes McGraw Hill Reading Wonders 2020 for grades K-2, as it is a comprehensive, reading program aligned to TN ELA academic standards that combines research-based instruction with robust tools to meet today's instructional challenges. K-2 teachers have at least 90 minutes of daily instructional reading time. K-2 spends at least 45 minutes on foundational skills instruction using Saxon Phonics and Spelling including phonics (decoding, blending), phonemic awareness, print, word recognition, fluency, and written expression. In the remaining 45 minutes, students read at least two decodable readers and a third shared reading passage per week to practice progressive decoding skills and comprehension honed through explicit instruction. Weekly sight words are pulled from short reading passages across all content areas.

Grade 2 engages students in work around fluency, vocabulary, and comprehension. These skills are embedded within the lesson to ensure continuity, cohesion, and connection. Students respond to literature, both verbally and through written expression using trade books and gradually progressing to short chapter books. Narrative and opinion writing samples are taken throughout the year. Weekly reading stories are introduced to allow for skill practice. The stories contain unfamiliar words that allow the students to practice the use of context clues for vocabulary extension and foundational skills instruction that includes phonemic awareness, phonics, grammar, morphology, spelling, and writing. Spelling words progress from basic vowel sounds to understanding the morphemes of words. Daily edits of sentences afford students spiral review of grammar skills which allows for application of grammar practices.

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

Lakeland School System utilizes McGraw Hill Reading Wonders 2020 for grades 3rd - 5th, as it is a comprehensive, reading program aligned to TN ELA academic standards that combines research-based instruction with robust tools to meet today's instructional challenges. Our high-quality curriculum materials are selected from the approved state list created by the Textbook and Instructional Materials Quality Commission. During our integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive

90 minutes of ELA instruction. Lakeland students are in cohorts and although the daily schedule allows for flexibility in structure each day, based on student need, 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 a minimum of 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Reading Wonders also engages students in work around fluency, vocabulary, and comprehension. Our fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection.

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

McGraw Hill Wonders

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

McGraw Hill Wonders

### **Supplemental Instructional Materials**

iReady

Saxon Phonics

Scholastic

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

Tennessee Universal Reading Screener (aimswebPlus) for grades K-5

### **Intervention Structure and Supports**

LSS will administer the aimswebPlus universal screener three times per year to identify students with a significant reading deficiency or those “at-risk” for a significant reading deficiency. The school data team meets to analyze the universal screener data to identify students scoring below the 40th percentile. Students demonstrating reading deficiencies or “at risk” are referred for further data analysis to develop a data-driven intervention plan. Additional survey level/drill down assessments are given to identify reading deficits and determine if a student exhibits characteristics of dyslexia.

The school data team meets to analyze the screener data (and /or additional drill down assessments), attendance data, behavior/RTI<sup>2</sup>B data and teacher input to develop student intervention plans. Interventions are aligned to the students' deficits and skills are taught explicitly using a multi-sensory approach. Students receive daily, small-group intervention for a minimum of 45 minutes in their area of greatest deficit. Programs and strategies utilized for tiered intervention include SPIRE, Making Connections, Bridges, Great Leaps, and Reading Wonders Remediation. Strategies include repeated reading, nonsense words, and multi-sensory activities. Students who demonstrate characteristics of dyslexia receive intensive intervention using programs in accordance with the Say Dyslexia Law requirements. LSS notifies families of specific characteristics the student is exhibiting and the characteristics of dyslexia. The parent letters include links to information and

resources for dyslexia, along with home support and instructional strategies for making the school to home connection around foundational literacy skills, such as phonemic awareness, phonics, etc. An ILP-D is created for these students in coordination with the school support team and parents.

The district will utilize aimswebPlus to monitor progress of tiered interventions. All students participating in RTI<sup>2</sup> are progress monitored weekly or bi-weekly depending upon the tier of instruction outlined in the intervention plan. The district level RTI team meets and communicates with teachers and school staff regularly. School level data teams meet every 4.5 weeks to evaluate the intervention plans. During data team meetings, student attendance data, RTI<sup>2</sup>/behavior data, fidelity monitoring data, and progress monitoring data is reviewed and a rate of improvement, ROI, is calculated. If a student is making sufficient progress and is “closing the gap” in the area of identified skill deficit, the team may decide to continue the intervention plan or progress a student to the next skill. For students who are making insufficient progress when comparing the ROI to a typical student, the team will consider changing the intervention materials, provider, and/or the frequency of the interventions prior to changing the tier placement. The data team will continue to employ systematic data analysis to target skill deficits. If high quality Tier III interventions are ineffective, the team will evaluate exclusionary factors that may contribute to the skill deficits and insufficient response to Tier III interventions prior to recommending the student for special education services. The team also gathers teacher input, parent input, and multiple sources of student data including student work samples.

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

Lakeland School System notifies parents in grades K-8 if their child is “at-risk” for or has a significant reading deficiency, evidenced by students scoring below the 40th percentile on the district’s universal screener. Initial notification letters are sent three times annually following the administration of the universal screener and are preceded by direct communication with parents by phone or in-person meetings. Students’ scores and areas of skill deficit are communicated in parent friendly language that provides a clear explanation of student needs including the details of an evidenced-based reading intervention plan to systematically close student skill gaps. Parent communication letters include the evidence-based reading intervention strategies that will be implemented and the amount of time each day the student will receive services. Parent communication letters include the process for administering the district’s universal screener and the criteria used to identify a significant reading deficiency. Parents receive subsequent notifications of their child’s progress in the identified area of need following data team meetings held every 4 ½ weeks. Parent notifications include 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 are easy to implement and will support students in the identified area of deficit. The district will update current letters with input from school leaders and interventionists to include additional information regarding the importance of being able to read by the end of 3<sup>rd</sup> grade, 4<sup>th</sup> grade promotion pathways, and links to resources to support reading intervention goals at home at no cost to the family.

## **Professional Development Plan**

Prior to August 2023, Lakeland School System (LSS) required all K-5 teachers to complete and demonstrate competency in the TN Early Reading Training developed through TN DOE, Reading 360.

All LSS teachers have received training in ELA TN State Standards and training and support in providing instruction, using high quality instructional materials, specifically Reading Wonders, 2020. In 2020, all K and 1 ELA teachers received a deeper dive into the Reading Wonders curriculum, specifically for teaching phonics, phonemic awareness, etc.

Intervention teachers have received Orton-Gillingham and SPIRE training. In the summer of 2021, all special education teachers, English Learner teachers and interventionists had the opportunity to receive the week-long training in Orton Gillingham, an evidence based instructional tool to add to their toolbox.

The district will provide ongoing support in PLCs and professional development opportunities for all teachers to support the effective use of data to target instruction to meet the needs of all students in ELA.

The district provides support in effective data analysis and instructional design practices to positively impact foundational literacy skills instruction for all K-5 teachers. Teachers and school leaders will conduct a deep dive of universal screener data to identify district-wide trends to inform daily instruction and needs of RTI<sup>2</sup> groups. Cooperative planning teams will specifically focus on data from the MVPA benchmarks to identify these skill deficits.

Our PLCs focus on data analysis and collaborative planning support in response to data while our professional development aims to provide models of best practices as well as effective assessment strategies to use when teaching foundational literacy skills.

### July-August

- District staff identifies faculty in need of literacy training to meet licensure requirements.
- LSS teachers and administrators are given the opportunity to earn flexible professional development hours to complete the TN Early Reading and/or Secondary Literacy training.

### September -November

- The district will provide support in effective data analysis to positively impact foundational literacy skills instruction for all elementary and secondary students.
- With district support, teachers and school leaders will conduct a deep dive of universal screener data and benchmark assessment data to identify district-wide trends and to inform daily instruction and needs of RTI<sup>2</sup> groups.

### January-March

- Professional development for modeling and assessment strategies of foundational literacy skills including whole group and small group instruction.