

Lexington City Schools

Foundational Literacy Skills Plan

Last Updated: August 10, 2021

Approved: June 6, 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

Grades K-1

Instructional time includes 90 minutes of foundational skills instruction grounded in reading science and aligned to the TN State ELA standards. Our K-1 uses CKLA (selected from the state-approved list provided by the Textbook and Instructional Materials Quality Commission) and the TN Foundational Skills Curriculum Supplement to ensure that our students are receiving instruction and are engaged in activities that build on the five components of a strong literacy program- phonemic awareness, systematic phonics, vocabulary, comprehension, and fluency.

Foundational skills instruction is demonstrated as the primary form of instruction conducted in both whole group and small group settings, with students receiving explicit and direct instruction that is multi-sensory and differentiated. For example, teachers will 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).

Grade 2

Instructional time includes a minimum of 90 minutes of foundational skills instruction grounded in reading science and aligned to the TN State ELA standards. Our 2nd grade uses CKLA (selected from the state-approved list provided by the Textbook and Instructional Materials Quality Commission) and the TN Foundational Skills Curriculum Supplement to ensure that our students are receiving instruction and engaged in activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary building work.

Foundational skills instruction is provided as the primary form of instruction, for example students will work on phonics skills with an emphasis on vowel sounds, two-syllable words, contractions, recognizing high-frequency “tricky words,” and learning grammar applications for effective complex fluency practices. Students focus on how multiple letters can create single sounds and practice applying this concept with complex vowel patterns, separated diagraphs, /oo/, and /u/ vowel + /r/

combinations. Teachers continue to use chaining, dictation, decodables, and strategies such as word walls.

Our future improvements will continue to be based on providing a designated time for teachers to collaborate, plan, and problem solve to ensure that lesson prep and planning include the best practices that grow students' foundational skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Integrated literacy block for grades 3-5 are grounded in reading science and aligned to the TN ELA standards. Our ELA curriculum, Imagine Learning (Learnzillion) 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 total of 80 to 85 minutes of ELA instruction. Instructional time includes a minimum of 30 minutes of foundational skills instruction (isolated or embedded) which includes fluency, grammar, morphology, spelling, and writing.

For approximately 45 minutes per day, students work on fluency, comprehension, and vocabulary using the Imagine Learning (formerly Learnzillion) curriculum while also identifying those foundational skills that are embedded within the current read-aloud or decodable text. In the domain entitled, *Stories that Julian Tells*, the 3rd grade students will be reading both literary and informational texts to gain understanding of how characters learn lessons through their experiences with one another and by writing their own story based on illustrations. After the daily reading session, the students may conduct a gallery walk outlining new vocabulary and respond to an inferential question that requires students to identify evidence within the text to support their understanding. Students will then complete a writing assignment in which they can tell their own story. Writing is another way to identify deficits in foundational literacy skills.

An evidence-based approach is used to teach foundational skills within these daily lessons. The foundational skills are embedded in such a way that a teacher can provide explicit support for vocabulary needed to access the complex text. For example, the students study the suffix -ful, helpful, colorful, cheerful, etc. Students identify the root word in each word. Students make a list of other words with -ful. They search in their current book for words that have -ful that could be added to their list. Students use this knowledge as they navigate through their class book studies and writing lessons.

Reading and writing are also emphasized in Science and Social Studies through reading complex text with an emphasis on knowledge building and vocabulary.

Our future improvements will include providing guidance/training on effective lesson prep in order to strengthen teachers' knowledge of foundational literacy skills, to improve imbedding skills during reading and writing instruction, effective feedback to promote understanding of these skills, and reading opportunities for student responsiveness, stamina, and confidence in ELA.

Approved Instructional Materials for Grades K-2

Amplify CKLA

Approved Instructional Materials for Grades 3-5

Imagine Learning (formerly LearnZillion Guidebooks)

Supplemental Instructional Materials

Tennessee Foundational Skills Curriculum Supplement (K-2)

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

Tennessee Universal Reading Screener, aimsWebPlus, in Grades K-3

STAR 360 Reading Assessment 4-5

Supplemental Screeners

STAR 360 Reading Assessment is given in grades 1-3 in addition to aimsWebPlus as an additional diagnostic.

STAR CBM is given to identify and target deficit skills.

Intervention Structure and Supports

LCSS's intervention structure will begin with the universal screeners, AimsWeb Plus and STAR 360, which comply with RTI² and Say Dyslexia Law. All LCSS students in grades K-3 will take the universal reading screener (AimsWeb Plus) at the beginning of the year, in the winter, and again in the spring. Principals, academic coaches, interventionists, and teachers will meet to analyze the resulting data to identify students who need more intense support. Students scoring at the 25th percentile or below will be given additional diagnostic screeners to identify deficit skill areas. Students who fall between the 15th percentile and the 40th percentile will be discussed at a District Data Team meeting, where other sources of data, such as academic grades and teacher reports, will be considered. If it is determined the student could benefit from intervention, the student will then be placed in a Tier 2 group (30 minutes), where they receive small group/individual support on their specific skills gaps using researched based programs and strategies proven to be effective in improving students' foundational reading skills, such as Reading Eggs, Study Island, and the intervention component of their high-quality reading materials. Those students falling below the 15th percentile will be placed into a Tier 3 group (45 minutes), where they will receive more intensive low ratio-high dosage tutoring/intervention, also using researched based programs and strategies, such as 95 Percent Group, Reading Eggs, and the intervention component of the HQIM. In addition to all these, Tier III will also use components of the state-provided Sounds First early foundational literacy curriculum.

AimsWeb Plus and STAR CBM have a battery of assessments that meet the requirements of the Say Dyslexia Law to help identify characteristics of dyslexia. We follow the guidance for identifying these characteristics in order to complete the referral process through the ILP-D component in TN Pulse. Students who do demonstrate those characteristics receive intensive intervention as outlined in the

law using programs that meet the law's requirements. Notification is sent to parents and they must agree for their child to receive an ILP-D. Intervention is provided through RTI even if families do not sign the ILP-D agreement.

LCSS will designate intervention times (identified in the Master Schedule) daily for all Tier 2 (30 minutes) and Tier 3 (45 minutes) students according to the RTI framework. The principals will work closely with the intervention supervisor to ensure that intervention time is protected and occurs consistently throughout the year. All RTI teachers will be required to keep a daily log for each student marking the attendance and activities of each. Fidelity checks will be carried out periodically by building principals, academic coaches, the intervention coordinator, and the Special Education director to ensure that RTI students receive quality, research-based instruction during intervention time.

Grade-level PLCs are conducted to discuss current RTI students' progress. Also during these meetings, teachers will share concerns about students who are not yet in RTI but may benefit from intervention. Teachers will fill out an RTI Referral Form for students who may need to move into or out of RTI, or who may need to move within the tiers. The principals will forward these referrals to the intervention coordinator, who will pull student data and add the names of concerns to the agenda for the next District Data Team meeting.

The District Data Team will meet every 4 ½ weeks. This data team consists of the intervention coordinator, the building principals, the school psychologist, the academic coaches, the supervisor of instruction, and the Special Education supervisor. Student referrals will be discussed along with current data for each referral such as student progress monitoring results. Data teams use this progress monitoring data along with the other sources of data to inform decisions about duration, material, and intensity changes when a student is not showing progress.

Parent Notification Plan/Home Literacy Reports

The district has a clear plan to communicate with parents if their child is "at-risk" for a significant reading deficiency in grades K-5 (as evidenced by students scoring between the 16th and 40th percentile) or exhibits a significant reading deficiency (as evidenced by students scoring below the 15th percentile) following the Universal Screenings (3 times each school year). The literacy letter includes a clear explanation (in parent-friendly language) of student skills gaps, the depth and extent of the student's needs, and how these gaps will be addressed during intervention. If the student has been identified with characteristics of dyslexia, the parent letter will also include information and resources regarding dyslexia. The plan includes no-cost activities for families to support learning at home and provides information on the importance of 3rd grade reading proficiency and how it affects learning across all content areas and in future grade levels. We also share information on 3rd and 4th-grade promotion pathways.

To further inform the parents, progress monitoring reports are sent home every 4 1/2 weeks. These reports can include a student's performance relative to norms (national and local), rate of improvement, growth percentile, Lexile score, goal score, number of errors, and projected trendline for meeting the goal. The parents may also receive a list of resources and activities that will

continue supporting their child at home. These will be no prep or low prep activities as well as computer programs that promote reading and literacy.

Professional Development Plan

All current ELA teachers have completed and passed the Early Reading Training Weeks 1 and 2. All newly hired teachers, who have not received the training will be asked to complete the Week 1 training and then participate in the 2025 summer training.

We have two ELA Academic Coaches supporting our teachers-one with emphasis on PK-3 and the other with the emphasis on 4-8. They work together to train staff in the areas of lesson prep/planning, pacing, progression of skills, SOR, and best practices in ELA. These trainings occur during PLC meetings, faculty meetings, and staff development/PD days.

Additional PD sessions:

- August 2024-ELA goal setting with a focus on foundational skills for PK-2 and analyzing the new ELA IFDs in grades 3-5
- Continued training on Access for all Learners; IPGs, and IFDs with our ELA CORE Consultant throughout the 2024-2025 school year.
- September 2024-Research based reading strategies-4-8 ELA teachers
- September, January, and March-Data Desegregation at the district, school, and classroom levels to determine deficits in individual student results and develop goals to meet the students' needs. Determine RTI groups and changes.
- PLCs conducted monthly with admin and every 4 1/2 weeks with RTI Coordinator and Coaches