

Manchester City Schools

Foundational Literacy Skills Plan

First Approved: June 2, 2021

Approved: June 20, 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

Manchester City Schools adopted Amplify's Core Knowledge Language Arts (CKLA) for our ELA Curriculum. We initially utilized Saxon Phonics for our foundational skills instruction but have since focused on using the foundational skills program provided by CKLA. Our curriculum is directly aligned with the TN State Standards. Any supplemental materials supplied by the district are directly aligned with our adopted HQIM.

Manchester City Elementary schools have literacy blocks that range from 120 to 180 minutes daily in grades K-2 with 45-60 minutes daily designated for foundational skills instruction. CKLA foundational skills focus on the Science of Reading and the 5 Pillars of Literacy known as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Manchester City Schools adopted Amplify's Core Knowledge Language Arts (CKLA) for our ELA Curriculum. We initially utilized Saxon Phonics for our Foundational but have since focused on using the Foundation program provided by CKLA. Our curriculum is directly aligned with the TN State Standards. Any supplemental materials supplied by the district are directly aligned with our adopted HQIM.

Grades 3-5 have 90-120 minutes for ELA. CKLA engages students in work around fluency, vocabulary, and comprehension. Foundational literacy equates to a minimum of 30 minutes per day. Although the daily schedule is not the same each day, 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 includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Our adopted curriculum will also engage 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. All ELA instruction is aligned to TN state standards. Utilizing data from I-Ready, AimsWeb, TNReady, and Common Formative Assessments, our 3-5 teachers will continuously build an ongoing data

notebook for each student in those grade levels. PLCs and professional learning will be built around the data collected.

Additional Supports

Manchester City is dedicated to improving student literacy and supporting students in identified subgroups. Our district began district walkthroughs in ELA. These walkthroughs occur outside regular observations and are focused on improving foundational literacy skills instruction based on HQIM and the Instructional Practice Guide (IPG). This change has already increased our focus on areas that we could improve on based on the IPG in support of identified student subgroups. Our district has already seen improvement. The one area that was a level 2 in 2022, improved to a level 3 in 2023.

In addition, we use I-Ready diagnostic 3 times per year for all of our student population but with a heightened focus on our identified student subgroups. This allows our district to examine data specific to student success with the Tennessee State Standards. I-Ready can disaggregate the data based on specific student populations.

Approved Instructional Materials for Grades K-2

Amplify CKLA

Approved Instructional Materials for Grades 3-5

Amplify CKLA

Supplemental Instructional Materials

At this time, supplemental materials provided by the district are directly related to Amplify products. We currently use resources that are part of the I-Ready suite which are directly aligned to TN State Standards as well.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

In the fall, students are given the first of their 3 benchmarks of the year, using AimsWeb to determine reading deficiencies and determine who might be at risk. The data collected is reviewed by our RTI teachers and the grade-level teachers to determine students who might qualify for additional assistance. Looking at scores, teachers collaborate to determine which students fit into Tier II or Tier III based on the results. If a student is determined to be potentially "at-risk," they are given additional diagnostics to drill down to figure the specific needs. Students in Tiers II and III, receive daily, small-group interventions in the area of their greatest deficits.

During Tier III interventions, the RTI groups utilize the following programs: 6-Minute Solutions, Foundations, Lexia, Wilson Reading, and SPIRE. The same programs are used for Tier 2, but those interventions occur in small groups in the regular classroom. During RTI time at our elementary schools, we have one RTI teacher and two assistants who provide the intervention at each school.

These teachers play a role in the data-team meetings that occur every 4-5 weeks. In those meetings, it is determined how much progress each student is making in their deficit areas by utilizing biweekly, progress monitoring data. A student's intervention can be adjusted based on the results of the progress monitoring and the data team meetings. In addition to regular benchmarking and progress monitoring, those students who exhibit characteristics of dyslexia are identified and additional interventions using research-based programs (for dyslexia), such as SPIRE are implemented to provide that intensive intervention needed.

For reading interventions, every grade level has a 50-minute period for Tier II and Tier III. This is called "extension time" and occurs for each grade level throughout the day. The Tier II students participate with the regular classroom teacher during this RTI "extension time." Tier III is pulled into small groups with the interventionist and RTI assistants. Tier II and Tier III are based on percentile levels from the AimsWeb benchmarks.

Parent Notification Plan/Home Literacy Reports

MCS notifies parents in grades K-5 if their child meets the "at-risk" category or significant reading deficiency category following our fall benchmark through AimsWeb. Student scores are shared in a parent-friendly language that clearly explains the gaps each student has, the depth of those deficiencies, as well as the extent of the specific need(s) of the student. The district identifies and shares the specific interventions the students will receive as well as the amount of time they will receive services. These notifications include the importance of 3rd grade reading proficiency and information on the pathway to 4th grade. No-cost activities for families are also shared. These letters are sent 3 times a year for K-3 and once per year for our 4th and 5th graders.

Other letters and communication go out throughout the school year (following progress monitoring) as needed to notify parents of their child's progress or lack thereof. Those letters note the intervention(s) and any changes necessary due to the progress or lack of progress. We are also adding I-Ready as an additional source of data for us to assist in tracking our students. Although not directly related to RTI, it does have an impact because those students will participate in that data collection as well.

Every teacher in the district (including RTI teachers) will be creating a "data notebook" for each of their students that will include but not limited to, AimsWeb data, Common Formative Assessments (CFAs), TNReady, and I-Ready data. The data notebooks will be a component of parent-teacher conferences. The notebooks will be a basis for communication on the current strengths and needs of their student. In addition to a discussion of the data collected, resources will be made readily available for the parents during conferences especially but also updated regularly on the Manchester City Schools website. No-cost activities for families: MCS provides no-cost reading opportunities by purchasing grade-level read-aloud books for students to study at school but also materials that correspond with the books to encourage literacy at home. In addition, our district has offered family nights, where families of students can attend and receive valuable resources and connections that benefit them at home. Our district also uses Remind, Class Dojo among other programs, to send information and encouragement to parents on the potential activities and their progress. Also, social media and School Messenger have been used to share TDOE Best for All

resources, the free decodables provided, and the grant for free readers for incoming 1st grade. Our district provides a community page on our website that is updated regularly with resources, tips, and ways to contact people for more information.

Professional Development Plan

Our K-5 Teachers in MCS have participated in the free Early Literacy Training Series developed by TDOE. Those who have not completed or those who want to complete again, will do so at the beginning of this school year.

In addition to the Early Literacy training, our teachers will participate in ongoing training in CKLA presented by both CKLA trainers and our district instructional coaches.

All teachers will receive training in I-Ready at the beginning of the school year.

In addition to formal training, PLCs will be focused on continued education on early literacy, the science of reading, and collecting and utilizing data to make informed instructional decisions. Instructional Coaches and administrators will use the HQIM walkthroughs and IPG walkthroughs, along with the normal Project Coach evaluations, to help determine teacher progress.