

Moore County Schools

Foundational Literacy Skills Plan

Last Updated: June 9, 2023

Approved: June 12, 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 CKLA Amplify, 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. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (at least 60 minutes daily) for foundational skills instruction in grades K-2. Lynchburg Elementary School has literacy blocks that range from 120 to 150 minutes daily in grades K-2 with at least 60 minutes daily designated block for foundational skills instruction.

The foundational skills instruction contains activities and practices that teach the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, blend and segment onset-rime, blend, segment, and count phonemes, segment compound words, and isolate individual phonemes) and phonics (identify individual letter sounds, decode regular words, decode words with common rime families, identify sounds for letter combinations, decode one-syllable words with letter combinations, identify common spellings for long and short vowel sounds, know and apply final -e conventions, read words with r-controlled vowels, read words with l-controlled vowels, read words with inflected endings, read words with prefixes and suffixes, read two syllable words with various syllable types, read multi-syllable words, and apply grade-level phonics and word analysis in text) fluency, vocabulary, and comprehension.

The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. The guidelines for the sequencing of skills is: teach pre-skills before the new skill or strategy is presented, introduce high-utility skills before less useful ones, introduce easy skills before more difficult ones, separate strategies and information likely to be confused, introduce new information at a realistic rate, and provide adequate practice and review. For example, students learn basic letter-sound correspondences for consonants and vowels and the VCe rule before they are required to decode words with the VCe pattern. Our improvements for next year are grounded in the transition from lesson planning to lesson internalization. The adoption of high-quality instructional material has changed how teachers prepare for instruction. Teachers no longer have to

gather resources; they internalize the quality material and prepare to implement it in their classrooms.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three through five that is grounded in reading science and is aligned to Tennessee ELA standards. The district adopted Amplify's Core Knowledge Language Arts for Grades 3-5. The curriculum materials are 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 90 in third grade, 75 minutes in fourth grade, and at least 70 minutes in fifth grade of ELA instruction. All daily instruction includes components of knowledge-building for about 45 minutes per day and foundational skills instruction that provides for fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. Fluency, vocabulary, and comprehension skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection. Our improvements for next year are grounded in implementing high-quality materials and integrating literacy skills and knowledge. Teachers will be provided with professional development focused on integrated literacy instruction.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts (K-5)

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts (K-5)

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

Tennessee Universal Reading Screener (aimswebPlus): Grades K-3
EasyCBM: Grades 4-5

Intervention Structure and Supports

Lynchburg Elementary School utilizes CKLA intervention toolkits, SPIRE, Wilson, Voyager Sopris Intensive Literacy Intervention for reading intervention in grades K-5 for students either identified at-risk for a significant reading deficiency or identified with a significant reading deficiency. Universal screening data as well as student classroom performance, progress monitoring, TCAP results, Study Island and SchoolNet data, prior intervention outcomes (if applicable), and teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment.

Students who are identified and placed within Tier II receive intense intervention daily for at least 30 minutes a day while Tier III receives intervention for 45 minutes each day and are progress monitored every two weeks. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension and Vocabulary.

RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change the Tier placement. The RTI team, school psychologist, district supervisor of curriculum and instruction, classroom teacher, and principals are all included on the school level team. The RTI team is responsible for monitoring and gathering data. The head RTI teacher is responsible for creating the ILP-D. The head RTI teacher and district supervisor are responsible for monitoring of the ILP-Ds in TNPULSE.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-40th percentile) immediately after each universal screening is complete. This occurs three times a year. Parents are notified of their students' need for additional services.

Parents are provided additional information in the home literacy report including the student scores and a detailed explanation of student skill gaps and the depth of student needs. We will provide a list of no-cost activities for families to use at home to support literacy learning. Additionally, parents will be given information concerning what intervention their student will receive and the amount of time those services will be provided. This will be coupled with notification of state law that mandates students be able to read proficiently by the end of third grade, TCA - Section 49-6-3115 - Promotion of students from third grade.

Parents are also notified of their child's progress after each benchmark period for grades K-5, which equates to three times per year. These same parents are also informed of 4th grade promotion pathways throughout the 3rd grade school year.

Professional Development Plan

Lynchburg Elementary School teachers will continue to participate in CKLA webinars throughout the 2024-2025 school year when needed to increase early literacy knowledge and support in K-5th grade.

The department developed two professional development courses on foundational literacy skills instruction that are available, at no cost, to teachers in grades K-12 and may be used by teachers to earn professional development points and/or meet the TLSA requirement: Early Reading Course & Secondary Literacy Course. These asynchronous courses may be found on the TeachALL Learning Platform. Our teachers have completed at least one of these trainings and any new teacher to our district will also complete the early reading training.



During the 2023-2024 school year, K-5 teachers went through in-person professional development provided by CKLA Amplify Curriculum. In the upcoming school year, we will continue to support with possible in-house hands-on training to implement the program with fidelity.

Our teachers will use free available resources from the 360 Early Literacy Training series as part of their continuous learning and professionalism domain. Our teachers grade K-5, along with interventionists, Special Education teachers, and instructional leaders plan to participate.