

## **Newport City Schools**

### Foundational Literacy Skills Plan

Last Updated: June 1, 2021

Approved: June 3, 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**

Newport City School District requires a minimum of 60 minutes of foundational literacy instruction in grades K-2, using our adopted materials--McGraw-Hill Wonders, which are approved by the TN Textbook and Instructional Materials Quality Commission. McGraw-Hill Wonders is a flexible literacy program that aligns with TN ELA standards and focuses heavily on foundational skills instruction to build phonological and phonemic awareness provide phonics and fluency practice strengthen vocabulary, comprehension, and writing skills.

All K-2 foundational literacy instruction aligns with TN standards and is the basis for all reading, writing, and speaking during the foundational literacy class period. Direct and explicit instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension occurs by means of a variety of strategies such as teacher modeling, interactive practices, linking decoding to encoding, and inferential language instruction.

In an example of foundational literacy instruction, a K-2 teacher may instruct a sound by first modeling it authentically as she reads passages that repeat the specific sound, and then she may narrow the instructional focus to teach the sound explicitly. Next, she may ask students to practice the sound aloud using a variety of methods such as echoing teacher reading, choral recitation of the specific sound alone, and asking students to produce words that contain the specific sound.

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

Newport City School District requires a minimum of 60 minutes of foundational literacy instruction for students in grades 3-5 using our adopted reading program--McGraw-Hill Wonders, which is approved by the TN Textbook and Instructional Materials Quality Commission. McGraw-Hill Wonders is a flexible literacy program that aligns with TN ELA standards and focuses heavily on foundational skills instruction to build phonological and morphological awareness, provide decoding and fluency practice, strengthen vocabulary, comprehension, and writing skills.

All 3-5 literacy instruction aligns with TN standards and is the basis for all reading, writing, and speaking.

Newport City School District's students in grades 3-5 receive a total of 60 minutes of foundational literacy instruction, which may be embedded within daily ELA curriculum and instruction or taught in isolation as necessary for student success. All daily instruction includes work in strengthening students' ability to comprehend complex texts and apply such knowledge as they listen, read, write, think, and speak. Fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection to prior learning. Foundational skills including morphology, grammar, spelling, and writing are embedded as well as taught in isolation when deemed necessary for student success.

All foundational literacy instruction occurs by means of evidence-based approaches using a variety of strategies such as teacher modeling, interactive practices, linking decoding to encoding, and inferential language instruction. One example that demonstrates how Newport's 3-5 ELA teachers provide access to a variety of complex texts, as well as provide ample opportunities for students to apply new learning, occurs when students participate in daily activities such as independent reading and then journaling in response to their reading. For such activities, teachers may assign reading passages, certain criteria, or specific genres, but other times students are permitted to choose texts on their own, which promotes a love of reading and encourages an exposure to a broader variety of texts. Such an activity links decoding to encoding, strengthens vocabulary knowledge, improves comprehension skills, and provides teachers evidence to indicate when differentiated or isolated instruction should be provided.

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

McGraw Hill Wonders

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

McGraw Hill Wonders

### **Supplemental Instructional Materials**

All supplemental materials are aligned with Tennessee Academic Standards and have a focus on a sounds-first instructional approach. Some supplemental instructional materials Newport City Schools use include:

- ABC Bootcamp, a rigorous introduction to all 26 letters & sounds
- Rooted in Reading, a curriculum created to enhance foundational literacy instruction in 1st, 2nd, and 3rd-grade classrooms.
- Reading Plus, an adaptive literacy program that develops the fluency, comprehension, and motivation students in grades 3-5 need to be successful readers.

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

Tennessee Universal Reading Screener (aimswebPlus) Grades K-5

## **Intervention Structure and Supports**

School level data teams, (consisting of classroom teachers, interventionists, the RTI<sup>2</sup> coordinator, school psychologist, SPED teachers, ESL teachers, and administrators), review and analyze the universal screening results (after each administration (three times each year) to inform decisions regarding the duration, material, and intensity of the instruction and intervention needed to address students' specific skills gaps.

Data teams meet immediately following each universal screening and then again at about every 4.5 weeks thereafter. Using other relevant information such as other assessment scores, classroom work, attendance, social-emotional factors, and engagement in conjunction with aimswebPlus universal screening and progress-monitoring data, teams determine individual intervention plans for students deemed in need of additional reading support during the daily RTI<sup>2</sup> class period.

Intervention plans for students in Tiers II and III indicate the type and intensity level of small-group instruction and intervention; specify interventions that address individual students' specific skill gaps; stipulate a progress monitoring type and schedule; and ensure that students receive RTI<sup>2</sup> services for 30 minutes (tier 2) or 45 minutes (tier 3) daily.

About every 4.5 weeks, data teams review and analyze progress monitoring data along with other relevant information to determine the need for any changes in intervention, intensity, or tier levels based upon the individual student progress monitoring.

Newport City Schools align intervention and supports with the TN RTI<sup>2</sup> Framework. The RTI<sup>2</sup> Framework is a multi-tiered system of support. Each tier provides differing levels of instruction and intensity:

- In Tier I all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- Tier II intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. Tier II students are progress monitored weekly or every other week using aimswebPlus, which is sensitive to measuring changes in the student's individual skills.
- Tier III offers more intensive intervention and instruction of basic reading skills to students who show significant deficiencies in reading. Tier III students are progress monitored weekly or every other week using aimswebPlus, which is sensitive to measuring changes in the student's individual skills.

Strategic reading interventions used in the Newport City District to support students in Tier II and III reading include SPIRE, Sounds Sensible, ReadingPlus, Read Naturally, Soliday System, Focused Reading, and Wilson. These interventions offer targeted strategies and techniques to address skill deficits in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

While these materials are used during the daily, small-group intervention time, our regular ELA curriculum contains leveled materials that can be used to differentiate Tier I instruction for "at-risk" students as well.

Universal screening data and progress monitoring results help identify students who may need additional screening with survey level and diagnostic assessments to determine if students exhibit characteristics of dyslexia. Examples of such additional assessments used by our district include the PASS and PWRS. Students who exhibit characteristics of dyslexia receive SPIRE interventions since the reading program is explicit, systematic and cumulative, multisensory, language-based, and aligned to individual student needs - as outlined in the state's "Say Dyslexia" law. Additionally, the information ascertained through these additional assessments in conjunction with aimswebPlus data help determine if a student may be eligible for an Individual Learning Plan for Dyslexia (ILP-D).

All Tier II and III reading interventions occur daily during a grade-level specific time designated in the school's master schedule. This time is used to strengthen individual students' skill deficits with one of the intervention programs and to conduct progress monitoring.

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

Newport City School District provides individual universal screening results to the families of all K-5 students at least three times a year included in a home literacy report. Along with aimswebPlus results, families of K-5 students are notified that their child has demonstrated a significant reading deficiency when the student's universal reading screener composite reading score is 15% or below.

The home literacy report, a written notification, explains how the reading deficiency was identified through the universal screener aimswebPlus. Additionally, the notification explains how the skill gaps will be addressed, including whether Tier II or III services will be provided and the amount of time each day the student will spend on tiered intervention. Additionally, the home literacy report offers suggestions for no-cost activities that families can do to support their child's reading at home and explains the importance of reading on grade level by the end of third grade. We also provide information on the pathway to 4<sup>th</sup> grade.

After each data team meeting, families of students in Tier II or III receive information about their students' progress. This regular communication, which is sent out approximately every 4.5 weeks, includes progress monitoring results, along with easy-to-read graphs and data team decisions for each student. Families are informed of their students' progress and whether the current intervention plan will continue with or without modification.

Separate notification is sent to families of students that exhibit characteristics of dyslexia. This written notification identifies the areas of reading deficits and explains that their child is or will be receiving dyslexia specific reading intervention. Families are provided with current information and resources related to dyslexia. Additionally, some families may be notified regarding the option of an individualized learning plan for dyslexia (ILP-D) if the school team determines one is warranted for their students following drill-down testing and survey-level assessments such as the PWRS and PASS. Families are made aware that they have the option to decline an ILP-D or meet with school personnel for additional information.

All communication with families regarding tiered interventions and characteristics of dyslexia aims to be family-friendly and written in a way that is easy to comprehend. Families are encouraged to reach out to their child's teacher or to the RTI2 coordinator with any questions or concerns.

## Professional Development Plan

Newport City Schools provides a broad range of professional development spanning at least five days a year starting July 31- August 3, 2023. Additional in-service opportunities for foundational literacy instruction are available throughout the year including asynchronous courses found on the TeachALL Learning Platform <https://teachall.tnedu.gov> which may allow teachers to earn professional development points or meet the TN Literacy Success Act requirement. These trainings include Early Reading Training Course 1 and Secondary Literacy Training Course 1. Course 2 is also recommended.

The keynote presenter for Newport City School District's Back-to-School Inservice 2023-2024 was Dr. Donyall Dickey. For a decade, Dr. Dickey has been tracking data on the impact of the content of his resources and professional learning on student outcomes in urban, suburban, and rural districts across the nation. His website offers data as proof of his vetting and to support the value of his instructional resources and correlating professional learning. His data indicates that elementary, middle, and high schools are impacted similarly by the resources and professional development, and the data is aligned to the required ESSA Tier 2 guidelines.

Dr. Dickey provided a deep training to teachers in grades K-5 as well as 6-8 on foundational skills instruction grounded in a phonics-based approach. His presentation included training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

Ongoing professional development is also a part of our district plan. Teachers are required to demonstrate knowledge and competency of foundational literacy skills instruction during frequent observations and evaluations by administrators and mentors. In addition, student assessment scores on benchmarks, universal screeners, and other normed and non-normed assessments provide feedback on the effectiveness of teachers' foundational literacy skills instruction.