

Overton County Schools

Foundational Literacy Skills Plan

Last Updated: May 12, 2021

Approved: May 9, 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

Overton County schools use CKLA curriculum, which is grounded in the science of reading and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. CKLA curriculum uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers 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).

For example, students will learn and know how to decode separated digraphs and vowel digraphs. In addition, students will be able to learn and use the most common spellings for each sound. Students can practice these acquired skills when using decodable texts aligned with the sounds taught in explicit instruction.

Our improvements for next year are grounded in the continued designated time for teachers to collaborate as they solve problems of practice. They will have a chance to refine the opportunities to develop and practice writing skills as they internalize the instructional plan through unit-level and lesson-level preparation. We will continue to support them with this along with TNTP.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Overton County School district has an integrated literacy block for grades three through five grounded in the science of reading and aligned to Tennessee ELA standards. OCS uses CKLA materials in grades 3-5 which were 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 minimum of 90 minutes for ELA instruction. 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 that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. CKLA curriculum also engages 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.

OC students will begin each lesson by briefly activating prior knowledge and reading independently and/or aloud. After the daily read-aloud (or independent reading in on-grade level, complex text), the students may summarize the content (through a think-pair-share model), unpack the most essential vocabulary (“word work”), respond to a series of scaffolded questions, and write a response to an inferential question that requires students to use evidence from the text to support their answer.

Additionally, during vocabulary lessons teachers provide explicit support for vocabulary needed to access the complex text. In one lesson, the students study the root words and affixes. Students use their word knowledge as they engage in group discussion and writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students’ holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

Additional Supports

Overton County Schools is dedicated to improving student literacy growth and achievement. Our focused plan includes:

- Ensuring HQIM are implemented correctly through district supervisor and school administration check-ins and monitoring.
- School administrators and teachers will continue to collaborate with TNTP on ELA learning walks. Timely feedback is provided to improve literacy instruction.
- School administration and teachers will continue to collaborate with TNTP on lesson internalization and intellectual preparation.
- Tutoring is offered through a partnership with TN ALL Corps with a ratio of 1 teacher to 3 students.
- We hired an interventionist to work specifically with students and tutors.
- New school administrators were put into place. Teaching assignments/grade levels for teachers were changed to best meet the needs of the students.
- Our district will continue to monitor schools/subgroups and adjust as needed to ensure we see student literacy progress.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials

Overton County School district adopted CKLA in grades K-5, which is an approved curriculum for ELA instruction. OCS district will use the Tennessee Foundational Skills Curriculum Supplement to address foundational skills in daily instruction. This supplement will allow us to focus more deeply on the phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. OCS encourages teachers and families to access the Best for All Central website for additional resources to use in the classroom or at home.

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

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in grades K-5.

Intervention Structure and Supports

Overton County students K-8 are given a universal screener (AimswebPlus) three times per year to measure academic skills (for grades 9-12 we utilize the PCG's EWS along with AimswebPlus survey level testing). The universal screener scores are utilized to identify students that have a significant reading deficiency or are "at-risk". Data team meetings are held at each school and grade level teachers and principals determine which students score below the 40th percentile. Students demonstrating skill deficits are classified as needing Tier II or Tier III instruction. Students receive daily, small-group intervention for at least 45 minutes daily in their area of academic need.

We have several research-based options for reading intervention support to our students who are classified as in need of Tier II or Tier III instruction. Our ELA curriculum (CKLA) contains an assessment and remediation guide that teachers can utilize to address skill gaps. The remediation guide can be tailored to meet the needs of RTI students. If the remediation guide is not proving effective, more comprehensive interventions (such as SPIRE, Lexia, SRA, etc.) become an option. Data teams meet every 4 ½ weeks to review student progress to determine if a change in intervention is warranted. The data teams consider many variables (attendance, time-of-day of intervention, engagement, etc.) as part of the decision to make a change in intervention.

Overton County students receive explicit instruction in their area of skill deficit in small groups using researched/evidenced based materials and strategies. These students are also screened using additional survey level assessments including (PASS/PWRS) to determine if they have dyslexia characteristics. Students who demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law. Our district notifies families of students who demonstrate characteristics of dyslexia, and the families are provided additional information about dyslexia and strategies they can use at home.

RTI is built into each school's master schedule and is provided daily. Within this block of time, students are provided instruction to strengthen academic skills.

Parent Notification Plan/Home Literacy Reports

Overton County Schools notifies parents in grades K-8 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 the

district's schools complete the universal screenings (three times per year). Students' scores are shared with parents in parent friendly language and provide a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade. Along with this information, parents receive information about 3rd grade retention, the pathways, and where their child falls after each benchmark and assessment. We also conduct many parent meetings with 3rd grade parents keeping them informed of 3rd grade retention updates.

Research shows that our key programs support positive impacts on a child's vocabulary development, school readiness and reading skills into 3rd grade. Our vision is a Tennessee where all children have access to the resources, guidance and support they need to become lifelong learners.

The district defines how students are assessed and what a "significant reading deficiency" means for families. Parents are subsequently notified of their child's progress, or lack of progress, after the 4 1/2-week data team meetings. In the parent notifications/communication, data teams note 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 do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child but tailored by skill deficit generally). These communications go out to parents with students in grades K-8 three times annually.

Additionally, the ELA (CKLA) curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

Parents get letters throughout the school year with information on their child's current data from Aimsweb benchmarks and Mastery Connect assessments for all grades.

Professional Development Plan

Teachers in our district will participate in intensive PD on foundational literacy skills for PK-2. We will also provide additional refresher training throughout the school year during PLCs.

Summer 2024-Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. In addition, The Early Reading 360 Literacy Training Course II is available in person beginning in the summer of 2024. We have sent information and encouraged teachers to attend this beneficial course.

June 2024- PK-2 Foundational Literacy Skills Training -TNTP/District

June 2024- 3-5 Literacy Training – TNTP/District

July 2024- CKLA Training K-5/ Pacing refresh



August–September 2024- Analysis of district universal screener data teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI groups.

October–November–December 2024–Teacher collaboration for unit- and lesson-level prep using protocols developed in partnership with TNTP, teachers will collaborate to prepare at the unit- and lesson-level through PLCs.

January 2025–Analysis of district universal screener data teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI² groups.

January–February–March 2025–Teacher collaboration for unit and lesson preparation using protocols developed in partnership with TNTP, teachers will collaborate to prepare at the unit and lesson level through PLCs.

February 2025- K-5 ELA teachers will participate in a mandated literacy training to delve deeper into adopted curriculum. Provided by TNTP Brittany Ferrell and OCS District.

April- May 2025–Analysis of district universal screener data teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI² groups.

May 2025–Refresh/Repeat any training needed for teachers.