

Richard City Special School District

Foundational Literacy Skills Plan

First Approved: October 27, 2021

Approved: June 24, 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

Richard City SSD uses Amplify's CKLA as the foundational skills curriculum which is aligned to Tennessee ELA standards and 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 (60 minutes daily) for foundational skills instruction in grades K-2. Richard City's elementary school educators utilize 150-minute literacy blocks daily in grades K-2 with the 60 minute daily designated block for foundational skills instruction. The foundational skills instruction materials address the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, segment, and count phonemes, segment compound words, isolate individual and phonemes) and phonics (identify individual letter sounds, decode regular words, 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, strengthen vocabulary and overall reading fluency). The scope and sequence of the CKLA curriculum is based on research of effective instruction for struggling readers. The mapping 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 skills starting from easiest to more complex, focus on strategies and information likely to be confused, introduce new information by providing ample time to digest and comprehend content, and provide adequate practice and review.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Richard City SSD will be integrating a literacy block for grades three through five using Amplify's CKLA materials which are aligned to Tennessee ELA standards. The curriculum materials have been approved by the state Textbook and instructional Materials Quality Commission. During the scheduled ELA block, an evidence-based approach is used to apply foundational skills within each

daily lesson. Students receive a total of 120 minutes in third- fifth grade of ELA instruction. All daily instruction includes components of knowledge-building 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. The CKLA curriculum also provides student instruction and practice around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection.

Additional Information

RCSSD's 4th grade was a level 2 in 2022 but improved to a level 3 in 2023. Our data and curriculum and instruction leader will continue to work closely with the 4th grade ELA teacher to monitor how the curriculum is being used, as well as data meetings to go over how the students are mastering the TN State Standards. The teacher will have a checklist of standards to continuously update how students are doing on each ELA standard.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

Richard City uses Reading Mastery 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 as determined by AimsWeb benchmarking. Benchmarking occurs three times annually, during the fall, winter, and spring. Universal screening data as well as student classroom performance, TCAP results, 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 placed in Tier III will receive the most intense intervention daily for at least 45 minutes and are progress monitored biweekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. All Special Education students are progress-monitored biweekly regardless of tier placement to ensure the most current goals to be used when developing IEPs. 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 in their deficit area on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. 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 Tier placement.

Parent Notification Plan/Home Literacy Reports

The LEA RTI team notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency. These notification letters are distributed after the RTI team completes the fall universal screening. Students’ Tier level placement are communicated to parents and provides a clear explanation of student skill gaps and the depth and extent of student needs. Parents are informed of the importance of reading proficiency by grade 3 and are given additional materials, if needed, to support their child's reading fluency. We also provide information on the pathway to 4th grade and share no cost activities families can do at home to support their child's literacy improvement. In this letter, the parents are also told what intervention their student will receive and the amount of time each day the student will receive services. The contact information for the RTI director is provided for parents if further clarification is needed.

Parents also receive a copy of their child’s progress monitoring reports every 4.5 weeks. In the parent notifications/communication, the RTI team notes the intervention(s) and any changes being made. Parents are notified if their child is moving from one tier to another due to progress being made or lack of progress. All student's benchmark reports are sent home three times a year, after the fall, winter, and spring benchmarks.

Professional Development Plan

Teachers in the Richard City Special School District have and will continue to participate in the Reading 360 Early Literacy Training. Teachers will also be participating in PLCs during the school year that will focus on student data, literacy, and curriculum planning.

June-July 2024

- All new teachers are encouraged to complete Professional Learning Calendar Proposal Reading 360 Early Literacy Training (Week 1 Online) Online self-paced modules before the beginning of the school year. If not completed by the end of July, they will be completed in August.

August 2024, January 2025, 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 and/or who will be recommended to attend Summer Camp.

September/October 2024

- PLCs- Teacher collaboration for unit and lesson level prep, teachers will collaborate to prepare at the unit and lesson level.

November 2024

- Training with MasteryConnect on how to use the data from the assessments with the program. Data will be used to determine which TN State Standards need to be reviewed before state testing.

February/March 2025

- PLCs- Teacher collaboration for unit and lesson level prep, teachers will collaborate to prepare at the unit and lesson level.