

## **Wayne County Schools**

Foundational Literacy Skills Plan

First Approved: May 22, 2021

Approved: June 18, 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**

TN Foundational Skills Curriculum, developed by the TN Department of Education, will be the foundational literacy skills instruction for PreK-2 this upcoming school year. This program has been approved by the state and is aligned with the Tennessee ELA standards outlined by the state Textbook and Instructional Materials Quality Commission. The curriculum uses foundational skills as the primary form of instruction and comprises 60 minutes of the 120-180 minutes of daily ELA instruction in K-2 classrooms for Tier I instruction. The foundational skills addressed during the sixty minutes include but are not limited to, phonological awareness, phonemic awareness, and phonics, as well as addressing fluency, comprehension, and vocabulary through decodable readers and read-alouds. Students receive explicit instruction from teachers and engage in high-quality group and individual activities geared toward increasing students' awareness and automaticity of sound usage and word recognition. The scope and sequence of the curriculum are based on effective instructional practices that have been researched and found to be successful with struggling readers. The skill sequence follows a routine that promotes mastery of basic sounds and skills before more difficult ones are introduced. Adequate time is allotted for review and practice of skills to increase retention. This program shifts our curriculum from a more integrated, whole language approach to foundational skills acquisition to more explicit, sequential instruction that is subsequently integrated into the reading block. This foundational curriculum will be supplemented with Heggerty Bridge to Reading. This curriculum is nearly a carbon copy of the TN Foundational Skills curriculum. This program brings together phonemic awareness with explicit phonics instruction. It is easy to implement and pairs nicely with TN Foundational Skills.

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

Grades 3-4 use the same reading series as K-2, Houghton Mifflin-Harcourt Into Reading (which is aligned to the TN state standards) and have at least 30 minutes allocated for foundational skill instruction each day. Teachers use a more integrated approach to foundational skills in these grades to increase fluency, vocabulary, and comprehension in content areas. Students are provided ample activities to practice foundational skills within the time frame. Students receive 120-180 minutes of

reading instruction daily during the ELA block. Grade 5 receives 60-120 minutes of daily ELA instruction in a departmentalized setting. The curriculum for Grade 5 is McGraw-Hill Wonders, which is aligned to the TN state standards. Students receive at least 30 minutes of foundational skills instruction integrated into the ELA block, which includes components of grammar, fluency, vocabulary, comprehension, spelling, and writing. Individual skills are not taught in isolation but rather are integrated into the content to ensure a cohesive understanding of the skills being taught in context. For example, non-fiction texts are used to teach science and social studies topics, but spelling, dictionary skills, grammar, and writing are integrated into the lessons as students analyze and respond to texts. Improvements for the upcoming year are rooted in the need to fill gaps in foundational skills that students in upper grades have experienced in younger grades. Teachers will be provided professional development to focus on implementing the program effectively in the classroom.

### **Additional Information**

Both of our middle schools have been designated as ATSI one identified subgroup. We have been working with this group already by providing assistants to target these students who are specified as at-risk for small-group instruction during the spring of 2024. We will continue this as part of our School Improvement Plan in those grades. We have also invested in professional development around our HQIM and the IPG. We will continue to strengthen this training during the coming year.

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

Houghton Mifflin Harcourt Into Reading (K-2)

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

McGraw Hill Wonders (3)

Houghton Mifflin Harcourt Into Reading (4-5)

### **Supplemental Instructional Materials**

Heggerty Bridge to Reading

Tennessee Foundational Skills Curriculum Supplement

### **Universal Reading Screener for Grades K-5**

Tennessee Universal Reading Screener (aimswebPlus) K-5

### **Intervention Structure and Supports**

Students who scored below the 40th percentile are identified as “at risk” and are provided thirty additional, small-group instruction daily. Students who score below the 16th percentile receive 45 extra minutes. Placements are also determined by classroom performance, TCAP results, and teacher observations. Tier II and III intervention groups focus on letter naming, letter sounds, phoneme segmenting, word reading fluency, oral reading fluency, or reading comprehension. RTI

Data Team Meetings occur every 4 ½ weeks to evaluate student progress through evaluation of progress monitoring data, and either continue or change the intervention or change Tier placement. Specific Intervention programs used across the district include Wilson Just Words, Barton, 95% group, SPIRE, Corrective Reading (5th grade), and other research-based programs as appropriate.

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

Each school provides a parent notification letter for all parents, including a message about the importance of reading on grade level by grade three, how the screener works, and a graph that shows the student's scores as they relate to district and national norms. These notification letters are sent out at least three times per year in grades K-5. Additional reports are sent to parents of students who score below the 40th percentile and are considered "at risk," informing them of action to be taken to move them to Tier II or Tier III instruction after benchmark testing, as well as every 4 ½ weeks. Parents are also notified by letter if students are moved from one Tier to another. Letters provide an explanation of the structure and content of instruction in each of the Tiers. Individual schools send home parent information letters about reading intervention activities that can be done at home to increase a student's reading performance. These letters often provide practice activities that parents can engage in with their children. Provided to parents is the website for the TN Foundational Skills curriculum which provides no-cost, parent support activities that support learning at home. If parents have no internet service at home, the LEA will print these activities and provide these printed materials to the families at no cost to the parents. Parent Notification letters are sent home to inform parents about the resources and how to access them. Support is provided by the school if parents need internet access or help finding support activities. We also send a promotion pathways letter separately to parents of third graders. This letter is sent in August and a meeting is held to better inform parents about the pathways to 4th grade.

### **Professional Development Plan**

Our PreK-5 teachers have completed both courses of the Early Literacy Training and a plan is in place for any new teacher to complete this training.

We spent 2022-2024 working with School Kit to create teacher leaders and PLC structures for teachers to hone their strategies. In 2023-2024, we continued our work with PLCs with the support of our South-Central Consultant. We have had deep dives into our HQIM led by district supervisors. We have visited model schools and observed data meetings and plan to continue this authentic professional development.

Specific PD is as follows:

#### **ONGOING –**

- Monthly VPK grade level PLC scheduled by the lead teacher at each school – first week of each month; Quarterly K-12 ELA PLC led by ELA mentors; HQIM online trainings
- District Staff – VPK Directors Collaboration meetings monthly; Supervisor of Instruction monthly meetings with South Central ELA Consultant, Quarterly meetings with K-12 ELA Mentors, Attending Community of Practice sessions both online and in-person.
- Assistant PLC scheduled by the Early Literacy Coordinator quarterly

SCHEDULED – Summer 2024

- Grades 6-8 ELA Study Sync Deep-Dive; Grades K-12 ELA Unit and Lesson Prep PLC
- C4L Adaptations V: Connect4Learning in a Multi-Age Classroom Serving 3- to 5-Year-Olds (teachers and assistants, district staff)
- Grades 6-8 ELA Study Sync Deep-Dive; Grades K-12 ELA Unit and Lesson Prep PLC