

Cleveland City Schools

Foundational Literacy Skills Plan

Last Updated: October 31, 2023

Approved: June 17, 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

Cleveland City Schools adopted CKLA as our ELA Curriculum, which is aligned to Tennessee State Standards in grades K-5 and provides explicit instruction and student practice in phonemic awareness, phonics, vocabulary, fluency, and comprehension. K-2 students will spend 60 minutes each day engaged in direct systematic foundational skills instruction aligned to CKLA's research-driven scope of system of foundational skills. Each day, students engage in 3-4 "mini lessons" aligned to the systematic scope and sequence of foundational skills in order to allow them adequate time to both learn and practice new skills that ultimately result in fluent reading, comprehension, and writing skills. The CKLA scope and sequence includes direct instruction and aligned student practice in phonics, grammar, spelling, and writing. There are four guiding principles for the CKLA skills strand:

- **Explicit Phonics:** Explicit, systematic phonics instruction is a more effective way to teach decoding than "whole language" or whole word methods
- **Synthetic Phonics:** Synthetic phonics (or linguistic phonics), in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.
- **Repeated Oral Practice:** Repeated oral practice and oral reading are proven methods of improving fluency.
- **Intensive Practice:** Intensive practice with skills-aligned texts is essential in order to build reliability and automaticity in reading

Additionally, CKLA engages students in ongoing reading fluency and comprehension practice with decodable readers aligned to the skills students are learning to make meaning from text and to produce the written word. These readers increase in length and complexity as students develop their reading and spelling skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades 3-5 in the science of reading and aligned to Tennessee ELA standards. Our curriculum materials, Core Knowledge Language Arts (CKLA), 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 minutes of ELA instruction each day. Although the daily schedule is not the same each day, 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. Our adopted 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. A daily lesson sequence in grades 3-5 CKLA may include briefly activating prior knowledge and reading independently and/or aloud in partners or whole group. 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 with both discussion and writing and write a response to an inferential question that requires students to use evidence from the text to support their answer. Students also receive vocabulary instruction where teachers provide explicit support for vocabulary needed to access the complex text. In some lessons, the students may study the root words to understand how they can use parts of words to determine meaning. 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 Information

Cleveland City Schools will continue to focus on at risk students by providing targeted support of deficit areas during the academic day. Instructional coaches will provide additional support to teachers and interventionists focusing on best practices. Teachers will continue to analyze data regularly and adjust support as needed. Individual student instructional plans will be developed and implemented for students that are at risk of not being proficient in third grade. Additional staff members will provide support to our growing ESL population.

Approved Instructional Materials for Grades K-2

Amplify CKLA

Approved Instructional Materials for Grades 3-5

Amplify CKLA

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus)

Additional I-Ready

Intervention Structure and Supports

A universal screener is given three times during the year to identify students which have a significant reading deficiency or are “at-risk.” School-based data teams consisting of grade-level teachers, RTI facilitators, school psychologists, and principals review student data (universal screener results, diagnostic data, other assessment data, teacher observation, attendance, etc.) to recommend appropriate Tier II/III placement.

Students classified as Tier II/III are given a survey level assessment to determine specific deficits. Daily, small-group intervention is then provided for 45 minutes in their area of greatest deficit during a time in the master schedule just for RTI.

The following research-based options for reading intervention are available to our students who are “at-risk” and/or have been identified with a significant reading deficiency.

Phonological Awareness

The PASS (Phonological Awareness Skills Screener) is administered, and instruction is provided in identified areas through the following programs:

- Heggerty Phonemic Awareness (Tier II, III)
- Sounds Sensible (Tier II)
- The Intensive Phonological Program (Tier III)
- Barton Reading and Spelling System (Tier III)

Kindergarten students receive additional support through the CKLA Assessment and Remediation Guide (ARG) lessons that target phonological awareness.

Phonics

The CORE Phonics Survey or 95 Percent Phonics Survey is administered, and instruction is provided in identified areas using the following programs:

- West Virginia Phonics (Tier II)
- Voyager (Tier II)
- Sound Partners (Tier III)
- 95 Percent Group Phonics Lessons (Tier III)
- Barton Reading and Spelling System (Tier III)

Kindergarten students receive additional support through the CKLA ARG lessons that target phonics.

Fluency

The Six Dimensions of Fluency Rubric is used to determine specific areas of need and instruction is provided using the following programs:

- Quick Reads (Tier II)
- Reading A-Z fluency lessons (Tier II)
- The Megabook of Fluency (Tier II, III)

Comprehension

Support in comprehension is provided using the following materials:

- 95 Percent Group Comprehension Kit (Tier II)
- Comprehension Toolkit (Tier III)

Students who demonstrate characteristics of Dyslexia receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Barton Reading and Spelling, a research-based supplemental program, is one intervention used in our district for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia and provides a list of resources for those students.

Students placed in a Tier II/III intervention group have their progress monitored bi-weekly. The aimswebPlus measure(s) used to monitor student progress aligns with the identified deficit area and is at the student's instructional level. Tier III students who are having their progress monitored on out of grade level measures are also monitored monthly on the grade level measure(s) for the purposes of calculating ROI.

Data Teams meet at least once per quarter to determine if a change in the intervention with regards to duration, material, or intensity or the person providing the intervention is warranted. They also consider other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider. Parents receive a written letter to inform them of student progress and if changes to the student's programming are needed.

Parent Notification Plan/Home Literacy Reports

Annually, Cleveland City Schools provides all parents with a brochure explaining the RTI process. Students' screening scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs upon the completion of screening.

Parents of students in grades K-5 receive written notification if their child is "at-risk" for or has a significant reading deficiency immediately after the district's schools complete each of the universal screenings (fall, winter, spring). The parents are informed of 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 and information about promotion pathways. Parents are also provided with a page of no cost activities they can do at home with their child to support the skill gap area.

Parents are subsequently notified of their child's progress, or lack of progress, after each of the quarterly 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 of deficit.

Additionally, the ELA 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.

Professional Development Plan

During the 2023-2024 school year, Cleveland City Schools has partnered with Instruction Partners in coordination for continued professional development focusing on implementation of HQIM. Instruction Partner has provided extensive IPG training to building level administrators and instructional coaches during the 2023-2024 school year. Cleveland City Schools ELA teachers (K-5) participated in IPG walkthroughs led by building level administrators, instructional coaches, CCS District Administrators and supported by Instruction Partner staff. After the walkthroughs, the team reflected on lessons observed and created a plan to continue to support classroom teachers and strengthen CKLA implementation. District level PD was provided once each quarter in grade specific groups with the focus on unit and lesson internalization developed around HQIM. These meetings were facilitated by instructional coaches and teacher leaders. Any teacher (K-5) new to our district that has not completed the "Early Reading Training Course" will complete the course independently during the 2024-2025 school year.