

Collierville Municipal Schools

Foundational Literacy Skills Plan

Last Updated: December 12, 2023

Approved: June 26, 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

Four years ago, Collierville Schools adopted Amplify CKLA as our Tier I curriculum for grades K-2. This TN State standards-based and aligned curriculum is all encompassing and is built based on a two-strand approach—Skills and Knowledge. The Skills Strand provides comprehensive instruction in foundational reading skills— phonological awareness, phonics, and word recognition. It addresses language skills, including conventions of English, spelling, and grammar. Additionally, this curriculum focuses on reading comprehension and writing instruction. The Knowledge Strand is centered on complex narrative and informational read-alouds. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex texts, as well as speaking and listening. Reading fluency is a component of the foundational literacy block in all grade levels and foundational skills instruction is the primary form of instruction used in all K-5 ELA instruction.

For teachers and students to fully access CKLA and experience success, it is recommended that there be one hundred twenty minutes allocated in the ELA instructional block—sixty minutes (uninterrupted) for the Foundational Skills Strand and sixty minutes for the Knowledge Strand. Our schools are very close to meeting the recommended minutes for both strands; however, there is room for improvement in making sure there are enough minutes to fully implement both strands. Many of our teachers piloted portions of Amplify CKLA throughout the 2020-2021 school year with full implementation beginning the 2021-2022 school year. Through the pilot, teachers in schools with fewer minutes allocated have spoken about the struggles of fitting in the skills and knowledge components as demanded by such a robust curriculum. All elementary administrative teams plan master schedules each school year, as we are committed to all K-2 schedules allowing for 60 instructional minutes for foundational skills. On average, the following two elementary schools have allocated for 142.5 daily instructional minutes for English Language Arts (ELA), allowing for 45 to 60 minutes for daily foundational skills instruction. Below, includes the distribution of total ELA minutes per school, per grade level— grades K-1 (Supporting schedules are attached.) Collierville Elementary— K:130 minutes; 1st: 175 minutes; Tara Oaks Elementary— K: 120 minutes; 1st: 145 minutes.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Four years ago, Collierville Schools adopted Amplify CKLA as our Tier I curriculum for grades 3-5. This TN State standards-based and aligned curriculum is all encompassing as it allows students in grades 3-5 to continue to build off their K-2 experiences with an integrated approach. For grades 3-5 through an integrated strand approach, students will practice reading, writing, speaking, listening, grammar, spelling, and morphology through the lessons within each unit. This curriculum also engages learners in fluency, reading comprehension, and vocabulary. Many of our teachers piloted portions of Amplify CKLA throughout the 2020-2021 school year and fully implemented it beginning the 2021-2022 school year. We have some room for improvement to ensure that all ELA sections are fully supported with enough instructional minutes for successful implementation.

It is recommended that grade 3 have 120 instructional minutes. It is recommended that grade 4 and grade 5 each have 90 ELA instructional minutes. All elementary administrative teams plan master schedules each school year, as we are committed to all grade levels having enough instructional minutes to fully support the curriculum. On average, the following two elementary schools have allocated for 90 minutes of daily instructional minutes for English Language Arts (ELA) with at least 30 minutes of this time dedicated to including foundational skills instruction with an integrated approach. Below, is the distribution of total ELA minutes per school, grade level 4 — (Supporting schedules are attached.). Collierville Elementary— 4th: 90 minutes; Tara Oaks Elementary— 4th: 90 minutes.

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

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

All K-5 schools have 45-60 intervention minutes slated for each grade level (See attached sample schedules.). Each elementary school has an ELA/Math interventionist that specifically supports our most struggling students, those that have been identified as Tier 3. Grade level teachers also support reading interventions during the grade level's specific intervention time for Tier I and Tier 2 students. Reading interventions that are used to support elementary students with specific reading deficits is Lexia Core 5. Students that fall below the 25h percentile in targeted areas within district benchmark are screened for characteristics of dyslexia. The screeners used for this process are

Words Their Way, the RAN (rapid automatized naming), PWRs (Phonics and Word Reading Survey), and the PASS (Phonological Awareness Skills Screener). All schools have Response to Intervention teams that meet at least once a month with most schools meeting once a week or once every two weeks. These teams monitor students' responses to the provided interventions and make data informed decisions using results from progress monitoring results, focused on the student's placement as well as the intervention being provided.

Parent Notification Plan/Home Literacy Reports

Through the Student Response to Intervention teams at each school, ongoing notifications are sent to parents of students who have been identified for reading interventions. An initial notification letter is sent to the parent(s), letting the parent know their child has been identified as one who will benefit from receiving interventions. This notification is in the form of a letter, and it also informs the parent of the child's tier and the content area in which the student will be served. Every 4.5 weeks, parents are notified of students' performance/progress and if there will be a change in tiered placement. Students, K-12, that demonstrate reading deficits in identified, targeted reading areas are screened for characteristics of dyslexia. The screeners used for this process are Words Their Way, the RAN (rapid automatized naming), PWRs (Phonics and Word Reading Survey), and the PASS (Phonological Awareness Skills Screener). If students do not pass any given test, a letter is sent home to parents letting them know their child has been identified as having characteristics of dyslexia and that interventions will be provided. Schools are encouraged to meet with parents prior to sending the letter home. Although Collierville Schools makes parents aware of the assessments and benchmarks their students will participate in throughout the year, as well as their child's participation in interventions and their ongoing progress, we have room for improvement, regarding providing parents literacy reports/assessment results that are derived from each screening period.

Since 2021-2022 school year, three times per year, after the conclusion of each benchmark and assessment, Collierville Schools has provided K-5 parents with their individual student's literacy results in the form of a home literacy report. Collierville Schools has included parent friendly information for families, regarding the importance of being able to read by the end of 3rd grade, information on the pathway to 4th grade, no-cost reading intervention activities for families, and the reading interventions provided by the school that address their child's specific skills gaps. Supporting resources for families will depend on each individual students' progress and deficit areas. Below, see examples of resources that are provided to families:

- Lexia Core5 Reading and Lexia PowerUp Literacy access for students to continue practice at home
- Supplemental remediation and fluency activities provided through CKLA
- Tier I parent engagement supports that are provided throughout the course of the curriculum for making home-school connections.

Professional Development Plan

All Collierville Schools teachers in grades K-5 are offered the opportunity to participate in asynchronous Early Reading Training Course I from TDOE for the past two summers and this summer on <https://teachall.tnedu.gov/learner> or Early Reading Training Course II in-person training for those who have completed Course I TBA by TDOE. This training was also extended to SPED, ESL and PreK teachers to be funded by the district for their stipend, if not covered by state stipends. Secondary Literacy training was also provided and offered to all 5-12 teachers. In addition, the district participated in the Literacy Implementation Network utilizing the IPG literacy model for teacher walkthroughs and feedback provided by TNPT consultants, Instructional Coaches and Administrators with support of District Literacy Staff.