

Dayton City Schools

Foundational Literacy Skills Plan

Last Updated: November 2, 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

Dayton City School uses McGraw-Hill Wonders in grades K-3 which was approved by the state Textbook and Instructional Materials Quality Commission. The curriculum embeds foundation skill instruction into daily lessons and is aligned to the TN state standards. Dayton City School has literacy blocks that are a minimum of 120-150 minutes daily in grades K-3 including a 45-60-minute block of time specific to foundational skills instruction. The curriculum uses research-proven instruction and best practices to help students grow as readers, writers, and critical thinkers. The foundational skills instruction includes:

- phonological awareness (words, syllables, rhymes, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes)
- phonemic awareness (phoneme blending into words, segmenting words into sounds, and manipulating a phoneme by deleting and changing sounds in spoken words)
- Phonics (letter/sound relationships, decoding and encoding)
- Fluency
- Vocabulary
- Comprehension

The scope and sequence of the curriculum provides guidelines for embedding foundational skills into daily lessons. The lessons in grades K and 1 begin with word work to build skills in phonological/phonemic awareness, phonics, High-frequency words, and letter/word automaticity before being exposed to the reading comprehension for the lessons. The phonics skills begin with more simple skills and build to more complex skills. K-2 teachers will also use TN Foundational Skills Curriculum Supplement Sounds First to support instruction.

Looking forward to next year, teachers will continue to build on the information they gleaned from the Early Literacy Training series and incorporate that into their instruction during purposeful phonics time built into the instructional day. Our curriculum provides all the resources that teachers need to teach foundational skills effectively.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Dayton City School uses McGraw-Hill Wonders and Wit and Wisdom in grades 3-5 which was approved by the state Textbook and Instructional Materials Quality Commission. The curriculum embeds foundation skill instruction into daily lessons and is aligned to the TN state standards. Dayton City School has literacy blocks that are a minimum of 120-150 minutes daily in grades 3-5 include a 45-60-minute block of time specific to foundational skills instruction in 3rd and an embedded 30 minutes in 4-5. The curriculum uses research-proven instruction and best practices to help students grow as readers, writers, and critical thinkers. The foundational skills instruction includes morphology, grammar, spelling, writing, fluency, vocabulary, and comprehension.

Looking forward to next year, teachers will continue to build on the information they gleaned from the Early Literacy Training series and incorporate that into their instruction during purposeful phonics time built into the instructional day. Our curriculum provides all the resources that teachers need to teach foundational skills effectively.

Additional Supports

We identified specific subgroups within our student body, recognizing that each group required unique strategies for literacy growth. Among these subgroups were English Learners (ELs), Students with Learning Disabilities (SLDs), and those from low-income backgrounds.

For ELs, the school will implement immersive language experiences integrated into every aspect of the curriculum. Targeted language instruction will provide scaffolded support, gradually building students' confidence and proficiency in English reading and writing. Bilingual resources will be made available, as well as providing a welcoming language rich classroom environment and culture.

To address the needs of SLDs, the school has embraced a differentiated instruction model. Specialized interventions, such as small-group sessions with trained interventionists, will be tailored to each student's unique challenges and strengths. Assistive technologies, like text-to-speech software and graphic organizers are examples of implementations that will be seamlessly integrated to provide additional support and enhance comprehension.

Recognizing the impact of socioeconomic factors on literacy development, the school will foster a culture of equity and inclusion. Through partnerships with community organizations, we have and will continue to participate in a lending library program (The Book Bus), ensuring that every child has access to high-quality books at home. Furthermore, we will implement a mentorship initiative, pairing students with caring adults who served as literacy role models and provided personalized encouragement.

In conjunction with these targeted interventions, the school will prioritize professional development for teachers, equipping them with the latest research-based strategies for literacy instruction. Collaborative planning sessions will facilitate the sharing of best practices and ensure alignment across grade levels, fostering a cohesive approach to literacy education.

Approved Instructional Materials for Grades K-2

McGraw Hill Wonders: Grades K-2

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders: Grade 3

Great Minds Wit and Wisdom: Grades 4-5

Supplemental Instructional Materials

TN Foundational Skills Curriculum Supplement

Universal Reading Screener for Grades K-5

i-Ready Suite: Grades K-5

aimswebPlus: Grade 3 (Spring Benchmark)

Intervention Structure and Supports

Dayton City School uses iReady for reading intervention in grades K-5 for students identified as at-risk for a significant reading deficiency or identified with a significant reading deficiency. Universal screening data as well as student classroom performance, TCAP results, prior intervention outcomes, and teacher observation data is used during RTI Data Team Meetings to determine placement and level of students into Tier III, Tier II, or Remediation. Students who are placed in Tier III receive the most intense interventions for at least 45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener and diagnostic assessment will be used to identify students who require targeted acceleration intervention based on specific needs. Interventionists will use evidence-based practices and interventions that align with grade level academic standards. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and to continue the intervention, change the intervention, or change Tiers.

*RTI times are listed as "IV" in our master schedule

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 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 completing the fall universal screening. Students' scores are communicated in a parent-friendly language that provides 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 how much time the support will receive services each day.

The district defines how students are assessed and what a "significant reading deficiency" means. Parents are subsequently notified of their child's progress or lack of progress for each semester. In the parent notifications/communication, RTI data teams note the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data. Parents are notified of the importance of 3rd-grade reading proficiency, and information about the pathways to 4th grade. We explain that reading is the most crucial

academic skill because it is the foundation for learning. Children who lack a solid reading foundation often fall behind, making it challenging for them to catch up.

Professional Development Plan

All teachers at Dayton City School have participated in the Reading 360 Early Literacy Training developed by the Tennessee Department of Education, and all newly hired teachers will complete this training as soon as possible when available after being hired.

To date, 100% of K-3 teachers have received the Early Literacy Training on Foundational Skills provided by TDOE. Training started in the summer of 2021 and has taken place in summer 2022 and 2023. Teachers asynchronously engaged in week 1 of the series. The training focused on foundational reading development and instruction and focused on the Sounds-First approach to phonics. Participants completed week 1 training before the in-person summer training. In the summer of 2023, all newly hired teachers participated in this training.

We have hosted cohort-based in-person training for all K-3 teachers the last three summers to ensure that our teachers who help young children learn how to read will have access to the latest research, implications for instruction, and practical tools to show them how to apply new learning.

All of our Pre-K and Kindergarten teachers completed the Foundational Skills Curriculum Supplement modules throughout the school year to help ensure that our youngest learners are supported with strong instruction in phonics, phonological awareness, phonemic awareness, fluency, and vocabulary.

In addition to the Early Literacy Training Series, Dayton City School was approved to participate in the High-Quality Instructional Materials (HQIM) Literacy Implementation Network (3-8) to support our implementation of adopted high-quality English Language Arts materials.

Our teachers will also be supported with literacy implementation through Professional Learning Communities (PLCs), coaching cycles, local professional development, vendor partners, and walkthroughs using TDOE's Instructional Practice Guide (IPG).