

Grundy County Schools

Foundational Literacy Skills Plan

First Approved: May 27, 2021

Approved: June 14, 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

Grundy County uses Amplify's Core Knowledge Language Arts which is a foundational skills curriculum grounded in the science of reading and aligned to the Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. K-2 ELA classes in Grundy County range from 120-150 minutes. Amplify skills strand fulfills the requirement of 60 minutes of daily foundational skills instruction.

Phonics and phonological awareness activities and practices are components of the instruction for the foundational skills in Amplify. According to the CKLA Design Principles: Skills Strand, CKLA begins phonics instruction by starting with the sounds first then attaching those sounds to spellings. CKLA's synthetic phonics approach begins by teaching the most common or least ambiguous spelling for a sound (basic code spelling); later it teaches spelling alternatives for sounds that can be spelled in different ways. The system is kept simple at first and complexity is added bit-by-bit as students gain confidence and automatize their reading and writing skills. In CKLA, all 150 spellings for the 44 sounds in English will be taught in an intentionally sequenced progression from Kindergarten through Grade 2. After the initial instruction, CKLA reinforces code-related skills to build automaticity. CKLA directly instructs blending & segmenting that underlie and parallel reading and writing skills. In addition to the skills strand which explicitly teaches phonemic awareness, phonics, and fluency, CKLA contains a knowledge strand which supports the building of comprehension and vocabulary skills. CKLA's two-strand approach, based on reading research, ensures that students are both building skills and building the background knowledge in content and vocabulary necessary to comprehend what they read. (CKLA Design Principles: Skills Strand)

Daily Foundational Literacy Skills Instruction in Grades 3-5

Grundy County uses Amplify's Core Knowledge Language Arts which is a foundational skills curriculum grounded in the science of reading and aligned to the Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. 3-5 ELA classes in Grundy County range from 120-150 minutes. CKLA 3-5 curriculum embeds foundational skills instruction within the daily lesson structure to fulfill the 30-minute requirement. According to the

CKLA Design Principles, Grade level requirements emphasize the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts. In daily reading instruction students are asked, both in discussion and through short and long written responses, to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. CKLA offers explicit language instruction within the units in Grades 3–5 with full coverage of the standards. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing. In Grade 3, foundational skills continue to be reinforced, with a new emphasis on word morphology. This practice continues throughout all grades in the Amplify curriculum. Strong explicit instruction and targeted practice increase students' fluency and comprehension.

Additional Supports

Grundy County School System is dedicated to improving student literacy and aligns all tier instruction and interventions to the State Response to Instruction and Intervention Manual. After analyzing TVAAS data from 2022 and 2023, our district has identified a school and subgroups that will need additional support in the upcoming year to show literacy growth.

- The first level of support by the district is having a strong District RTI Coordinator to support the schools/subgroups. Last year and continuing this year, an experienced educator was assigned to this position. This change has prompted a new focus on data and interventions for our district and schools which will help us drill down to know better which students we need to provide targeted support.
- Changes were also made in school leadership positions including adjustments to the roles of principal and instructional coach.
- Our district will continue to work with our Core ELA Consultant to prepare professional development for teachers and administrators based on results from walkthroughs using the IPG for Foundational Skill and also Knowledge.
- All Core Tutoring will continue to be provided to students who are at risk.
- Each school will hire one employee who will provide tutoring to all students who are required to participate. This change will allow schools to better schedule tutoring sessions during regular school hours.

During the year, as school and student data is collected and analyzed from various sources and meetings, additional supports may become necessary to help our identified school and student subgroups be successful. Any updates will be submitted for review and approval.

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

Easy CBM K-5

Tennessee Universal Reading Screener for grade 3

Intervention Structure and Supports

Grundy County Schools follows the recommendations outlined in the TN RTI Manual. We administer a universal screener three times each year. For students needing support, we provide intervention. We utilize research-based SRA Reading Mastery for Tier 2 students and Sonday Phonics/Essentials for Tier 3 students in K-5 who exhibit characteristics of Dyslexia or are at risk for a reading deficiency. If those interventions do not prove to be effective, more comprehensive, strategic interventions, such as SPIRE, become an option. Universal Screener, teacher observation, and student classroom performance are used by the RTI Team to determine student's level of intervention needed based on the students' skill gap. Students identified as tiers 2 or 3 receive an additional 45 minutes of daily intervention. Intervention students are progress monitored every two weeks using EasyCBM, and scores are recorded to track the student's progress. The data team meets monthly to monitor student's data. If a student is not showing progress, the team will determine if a new placement, program, or delivery is needed.

Any student who tests at a score below the 25th percentile on our state-approved universal reading screener is then given survey level tests to see if characteristics of dyslexia are exhibited. The Dyslexia Team meets to discuss the data. Those students who the team determines are eligible for an ILP-D are given letters to take home to parents. Meetings are scheduled by each school's Instructional Coach with our District RTI Coordinator and parents to discuss the student's results and accommodations that may be provided. When parents agree either in person at the meeting or by written communication, an ILP-D is then written for the student. This process continues each time the Universal Screener is given. If a teacher or parent asks for Characteristics of Dyslexia testing, the testing will be throughout the school year.

Parent Notification Plan/Home Literacy Reports

Grundy County communicates information to parents/guardians regarding results of the universal screener after it is given in the fall, winter, and spring in parent friendly language. A Home Literacy Report is sent home with students alongside the Universal Screening scores. The parents are told what intervention the student will receive, his/her skill gaps, and level of reading deficiency ("at-risk" or significant reading deficiency as evidenced in scoring 0-40th percentile on universal screener). This letter also includes the importance of reading on grade level by third grade, information on the pathway to 4th grade, no cost reading intervention activities for families, and the reading intervention provided by the school. Parents are subsequently notified after school level RTI² team meetings if progress is not being made or a change of placement is required.

Parents of third grade students receive more communication starting the first week of school presenting the current approved pathways for their child to be promoted to 4th grade. During Parent Teacher Conferences in the fall and spring, schools provide informational sessions to parents on how to interpret the Universal Screener reports and answer any questions that parents may have about their child's results. An individual session is held for third grade parents to address the Promotion and Retention law, pathways for promotion, and answer questions that they may have.

The District RTI Coordinator sends families of students that exhibit characteristics of dyslexia based on the Universal Screener a separate notification. This written notification identifies the areas of reading deficits and explains the reading intervention that the child will be receiving. Parents are provided with current information and resources related to dyslexia. Parents will be notified regarding the option of an ILP-D. Parents are informed that they may decline an ILP-D or meet with the RTI Coordinator and team to develop a plan and accommodations.

Professional Development Plan

New teachers in our district and those who have not completed Early Reading Training Course 1 will complete the course found on the TeachALL Learning Platform <https://teachall.tnedu.gov> which allows teachers to earn professional development points and meet the TN Literacy Success Act requirement. The training focuses on foundational reading development and instruction and is grounded in a phonics-based approach.

In conjunction with the Early Literacy Training series, K-5 teachers will receive the following literacy professional development: Focused Professional Development from district personnel on using IPG for foundational skills, PLCs to focus on student assessment scores on benchmark/universal screeners, and coaching cycles. District administrators along with the ELA Core Consultant will complete walkthroughs and evaluations using the IPG to provide constructive feedback on the effectiveness of a teacher's foundational literacy skills instruction. Instructional Coaches at each school will also provide individual support to teachers on planning and delivery of foundational skills lessons.

Additional Comments

In July, district administrators will be collaborating at our annual retreat to review last year's forms, data, and professional development offerings in order to strengthen and plan for the upcoming year. Any changes that need to be updated on our Foundational Literacy Plan will take place once they are developed. There will be days scheduled with our Core Consultant that will be added to the professional development calendar. Walkthrough schedules using the IPG Foundational Skills will also be scheduled at a later date.