

Jackson-Madison County Schools

Foundational Literacy Skills Plan

First Approved: August 12, 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

Foundational Literacy Skills Instruction in Grades K-2 Jackson-Madison County Schools use Core Knowledge Language Arts (CKLA) as its primary form of foundational literacy instruction. CKLA is a comprehensive language-to-literacy curriculum approved by the Tennessee State Board of Education and grounded in the most current science of reading practices using evidence-based methods of instruction. CKLA is comprised of two strands, (1) the Foundational Literacy Skills Strand and (2) the Knowledge Strand. Its content aligns with Tennessee ELA standards and provides students with explicit, systematic instruction with ample practice opportunities in phonemic awareness, phonics, fluency, vocabulary, and comprehension. CKLA's Foundational Literacy Skills (FLS) Strand's scope and sequence offer an explicit, standards-aligned instructional map, ensuring that our teachers can deliver, with intentionality, effective foundational literacy skill lessons to our students. These FLS lessons closely follow a structured literacy approach which integrates the domains of language as they are related to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition). FLS lessons provide learning related to phonemic awareness, sound-letter patterns (or spelling patterns), decoding (both in explicit lessons and with engaging decodable texts), writing mechanics, and writing structure and processes, for 60 minutes daily.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Foundational Literacy Skills Instruction in Grades 3-5 Grounded in the science of reading and aligned to Tennessee Standards, Expeditionary Learning is our district's choice from the state approved list for delivering an integrated literacy block for grades four through five, while Amplify is used for grade three. However, we have some schools that have chosen to use Expeditionary Learning in grade three rather than Amplify.

During the 90-minute integrated ELA block students will experience:

- Knowledge building text sets to enhance comprehension
- Integrated vocabulary instruction (explicit and implicit)
- Fluency building routines.

- Mini lessons on grammar and morphology (ALL Block resource)
- Explicit writing instruction based on unit tasks (Narrative, Informative, and Argumentative)

Daily instruction includes knowledge-building and foundational skills instruction embedded throughout the 90-minute block and integrated within students' text reading. Fluency, grammar, morphology, and spelling are addressed 30 minutes per day. To ensure continuity, cohesion, and connection, they are embedded within the lesson and are not taught in isolation. Including ALL-Block lessons provides additional explicit grammar and morphology lessons that are aligned to our TN standards.

Additional Information

Professional development plans, instructional systems and school leadership are three core areas to leverage change. Curriculum alignment and additional resources, along with embedded tutoring, are other key areas of focus.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts – grade 3

**Some of our schools use Amplify in grade three while others use Expeditionary Learning in grade three.*

Imagine Learning EL Education (formerly LearnZillion Expeditionary Learning) 4-5

Supplemental Instructional Materials

iReady is another supplemental material used in Jackson-Madison Schools.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

In Jackson-Madison County Schools, Aims Web Plus is used as the Universal Reading Screener to identify individual student strengths and areas of need. All students will participate in a universal screening process three times a year. The Aims Web Plus matrix outlines assessments to be administered at each grade level and in skill areas developmentally appropriate for the assigned grade level. After administering the URS and additional survey level assessments as needed, the school-level data team will determine which students require additional instructional supports using multiple sources of data to provide school level teams with the most accurate information for making informed decisions about core instruction, skills-specific interventions, "at-risk" students, and enrichment for each student. The School Level Teams are comprised of, but not limited to, the principal or designee, RTI² lead, classroom teachers, literacy/math coaches, school psychologists,

school counselors, interventionists, ESL teachers, SPED teachers, Speech/Language therapists, Occupational/Physical therapists, and other staff, as necessary.

Once deficits are determined, students are provided with intervention aligned to their area/s of need and provided with explicit direct instruction in the area/s identified. Students are progress monitored weekly or biweekly in the specific deficit area to be sure that the intervention is appropriate, and the student is making progress towards their goal. Tier II students receive 45 minutes of intervention and Tier III students receive 60 minutes of intervention daily with the aligned RTI materials for the identified deficit area. The school level data teams will meet quarterly at minimum and following the close of each universal screening window to review attendance logs, behavior information, and progress monitoring data to inform decisions on instructional supports for students. After these meetings, parent letters are sent home so that all stakeholders are informed of students' intervention and/or instructional support. JMCSS use the following materials for reading intervention:

- 95% group
- CKLA Assessment and Remediation Guide
- iReady Teacher Toolbox

Parent Notification Plan/Home Literacy Reports

As the universal screening process for fall, spring, and winter is completed, the RTI School Level Team at each of our schools is responsible for notifying parents in grades K-5 of their child's scores. If their child is "at-risk" or has a significant reading deficiency, parents are informed of the intervention placement and skill deficit through a home literacy report. These Family Notification Letters, with a copy of the parent report from Aims Web Plus, are sent home. Student results are communicated to parents in simple terms that provide a clear explanation of student skill deficits and the extent of student needs. The letter informs parents of the intervention chosen for their child and explains how the deficit will be addressed. The letter also includes information about the importance of third grade reading proficiency and the promotional pathways. Additionally, families are provided with a list of no cost reading activities that can be utilized at home to support their students.

Professional Development Plan

Professional Development Plan Teachers entering our district will participate in Tennessee's free and optional Reading 360 Early Literacy Training series if they have not already done so.

Our District Literacy Coordinators provide continual professional development throughout the school year including:

- Leadership Conference (initial teacher in-service training)
- Professional Days throughout the school year
- PLCs, Faculty Meetings, and after school trainings at principals' discretion
- ELA Summer Camp