

Oneida Special Schools

Foundational Literacy Skills Plan

Last Updated: October 25, 2023

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

In grades K-2, students spend 60 minutes daily in foundational skills instruction. Teachers utilize an Orton-Gillingham methodology in the instruction of grades K-2 foundational literacy skills. The Tennessee Academic foundational literacy standards are taught utilizing the TN Foundational Skills Curriculum Supplement. As a supplement, we also use the University of Florida Literacy Institute manual and the Heggerty Phonemic Awareness drill manual.

During the foundational skills instruction allotted time, students are taught phonemic awareness, phonics, fluency, vocabulary, and comprehension through a series of routines utilizing the Orton-Gillingham methodology to teach the Tennessee Academic Foundational literacy standards. Amplify Core Knowledge Language Arts is our state board approved curriculum.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 3-5, students spend 30 minutes daily in foundational skills instruction. Teachers will utilize a support to their curriculum, Guidebooks, titled FIRE. Foundational Instruction for Reading Excellence. During FIRE, the lessons begin with an attention getter, followed by explicit instruction, guided practice, and then student application. During each unit of study, there are two checkpoints for foundational skills in which students' progress are assessed. The Tennessee Academic foundational standards are taught through a series of morphology, grammar, and spelling lessons during the foundational skills instruction. During the spelling foundational skills lessons, students are given instruction in the advanced phonetic code. These spellings include irregular as well as uncommon sound/spelling correspondences as well as common foreign spellings that are used in English words. FIRE uses multisensory strategies for spelling words that promote orthographic mapping and fluent retrieval of words. The grammar lessons provide instruction in the organization of language, including the use of syntax and appropriate punctuation. Morphology lessons give instruction on prefixes, suffixes, and the meaning of root words. A focus during morphology is on how students can use knowledge of different word parts to help determine the meaning of unknown words. Fluency is built into the lessons found within each unit of EL Guidebooks. For

example, students are often asked to choral read, echo read, or partner read. Additionally, optional activities are given to support teachers throughout guidebooks. Writing is taught throughout guidebooks utilizing The Writing Revolution Curriculum that is embedded within. The Writing Revolution utilizes the Hochman Methodology of writing. The Hochman Methodology has 6 guiding principles. First, students need explicit instruction in writing. Sentences are the building blocks of all writing. When writing is embedded within the curriculum, it can be a very powerful teaching tool. The content of the curriculum will drive the rigor of the writing activities. Grammar is best taught within the context of the student writing. Last, the two most important parts of the writing process are planning and revising. Students are supported each day in fluency, vocabulary, and comprehension using all the above tools.

Additional Supports

Our district is dedicated to improving student literacy and has implemented several initiatives to help overcome specific subgroup TVAAS data at a score level of a 1 or 2. First, Oneida has partnered with the National Institute for Excellence in Teaching. The institute works with district and school leaders to develop systems to support the implementation of high-quality instructional materials. District and school level leaders both participate in instructional leadership team meetings with an instructional focus determined by the group. Through the Literacy Implementation Network, focused support has been given to grades 3-5 and their work with high quality instructional materials. Extensive support has been given weekly to grade levels in the planning of knowledge-building units using a school-level unit prep protocol. Small group intervention has always been a priority for our system; however, we now plan to implement small group, research-based instruction for all students, including intervention students, approaching students, on-level students, and mastered students.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Imagine Learning Guidebooks (formerly LearnZillion)

Supplemental Instructional Materials

In grades K-2, teachers utilize Heggerty Phonemic Awareness Curriculum. These short lessons provide students with daily practice in phonemic awareness. This curriculum focuses on eight phonemic awareness skills and two additional activities that help develop letter and sound recognition and language awareness. UFLI Foundations curriculum is explicit as well as systematic approach to the teaching of foundational skills. This program has a very carefully planned scope and sequence that ensures each student acquires and applies each skill to automaticity. These lessons can be used to support students in individual or small group instruction and intervention groupings. These lessons have an eight-step routine that include phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected text. The first three

steps are a review of previously taught concepts followed by step 5 in which explicit introduction to a new concept. Steps 6 through 8 are opportunities for the students to apply the concepts through reading and writing at the word and text level. These programs follow a sounds first methodology to instruction that support the state of Tennessee Academic Standards.

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Intervention Structure and Supports

At Oneida, students are placed in Tier II or Tier III intervention after being assessed for their specific area of need, phonemic awareness, phonics, fluency, vocabulary, or reading comprehension. Tier II intervention is 30 minutes in duration, and Tier III intervention is 45 minutes in duration. In addition, interventions are differentiated by the intensity of the program and are evidence-based. Students receive support in their area of greatest deficit and are progress monitored weekly in the specific student skill area. The data team meets regularly to examine the students' rate of improvement as compared to the rate of improvement of a typical peer. During these data team meetings, the students' intervention, duration, and intensity of program are all considered before a change is made.

Parent Notification Plan/Home Literacy Reports

Oneida Schools administers a Universal Reading Screener for Grades K-5. In grades K-3, additional screeners included in the state's minimum matrix are given to identify students with characteristics of dyslexia. All students in Oneida Special School Districts Grades K-5 receive a Home Literacy Report. The Home Literacy Report identifies students as "not at risk," "at risk," and "significantly at risk." Students not at risk have scores above the 40th percentile on the Universal Reading Screener. Students shown "at risk" are below the 40% and at or above the 16%. Students deemed "significantly at risk" fell below the 16% on the Universal Reading Screener.

The Home Literacy Report includes information in parent friendly language, providing a clear explanation of skill gaps and the depth and extent of student need. The letter also provides information about how the gaps will be addressed during intervention. No cost activities families can do at home to support literacy are included as well as information on the importance of reading on grade level by the end of third grade. Fourth grade pathway information is also included. The parent letter goes home with K-5 students three times per year, immediately following each Universal Reading Screener Benchmarking Window.

For those students who are deemed "at risk" or "significantly at risk", their child's plan of action is identified within the letter. These programs include Tennessee All Corp small group tutoring and student intervention plans. The plans includes the frequency of tutoring or the intervention and the number of minutes.

Students who fall below the 25 percentile will also complete the state required minimum matrix for dyslexia identification. After these two screeners have been given to students below the 25 percentiles, students are administered survey level assessments as provided in the Say Dyslexia Bill that include the areas of Phonological and Phonemic Awareness, Alphabet Knowledge, Sound Symbol Recognition, Decoding, Encoding, Vocabulary, Reading Comprehension, and Rapid Naming. Using these data sources, the support team meets and determines the intervention plan. Each student is given a placement test into the intervention chosen before beginning instruction. Parents receive notification of the student's need for intervention. The parents are sent a letter that identifies their child's areas of difficulties in reading that can be attributed to characteristics that are associated with dyslexia. These skill areas are targeted in the student's intervention class. The parents are given the time or intensity of the intervention (Tier II or III and 30 minutes or 45 minutes). Every 4.5 weeks progress is reported to parents after the meeting of the school-based support team. Parents receive a progress monitoring letter. This letter again lists the skill deficit the student is currently working on, the child's tiered level of support, and the number of minutes of intervention service. The letter is accompanied each time by the child's Rate of Improvement compared to a child's typical rate of improvement. The letter also states whether the child is making adequate progress and if the team plans to make any changes to the intervention plan. The dyslexia screener results are shared with parents via a letter accompanied by resources on how to obtain parent education and recommendations for their child. The dyslexia letter explicitly states the following, "For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Dyslexia Resource Guide at: https://www.tn.gov/assets/entities/education/attachments/dyslexia_resource_guide.pdf or you may request a printed copy." Parents are given an opportunity to set up a meeting to discuss their child's plan. This meeting is set up with the school guidance counselor, the reading director, and the child's classroom teacher.

Professional Development Plan

Teachers in PreK-5 have completed foundational skills training via the state's Read 360 Foundational Skills Literacy course titled: Tennessee Early Reading Training Course 1. New teachers to the district must complete course 1. In addition to the requirement of Reading Course 1, the district suggests that all teachers finish Reading Course II.

The district follows a monthly cadence throughout the school year that proceeds as follows:

- Week 1: Unit Prep and Lesson Prep with grade level teams as well as administrative support.
- Week 2: Literacy Learning Walks utilizing the Instructional Practice Guide (both foundational skills and knowledge build utilized) and individualized feedback
- Week 3: Literacy Learning Walks utilizing Instructional Practice Guide (targeted to feedback) as a follow up to feedback from Week 2 and individual meetings with teachers to follow.
- Week 4: Review of data (if it is benchmark season, review benchmark data, data from classrooms) Teachers and support teams will also examine student work for next steps within reading units of study. In addition, monthly PLCs are held based on school and teacher team needs.

Master teachers from each grade band, instructional teacher leaders and coaches on the instructional leadership team, all work with teams of teachers in embedded professional development throughout the school year. Through learning walks and using the feedback given, teachers refine instructional practices and foster a culture of continuous improvement. A monthly cadence of professional development has been established to drive instruction on an as needed and on-going basis.