

## **Roane County Schools**

### Foundational Literacy Skills Plan

Last Updated: November 11, 2023

Approved: June 5, 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**

Students in grades K-2 spend 45 minutes of daily instruction in early foundational skills. Using Amplify CKLA, students are taught an explicit, systematic approach to phonics and foundational skills. They learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. Students practice decoding and comprehension with decodable text and chapter-books, text-based questions, and written response activities. Instruction in grades K-2 is aligned to the TN state standards with foundational skills instruction being the primary form of instruction. Wilson Foundations and the Amplify skills block provide students with at least 45 minutes of foundational skills instruction. Teachers use pacing guides correlated to Amplify CKLA with the TN state standards segmented into four nine-week grading periods. In addition to phonemic awareness, phonics, fluency, and comprehension students are taught vocabulary through the knowledge strand of our state-adopted curriculum.

### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Students in grades 3-5 are scheduled to receive 30 minutes of foundational skills instruction daily. 3-5 foundational skills instruction is a continuation of the complex patterns taught in previous grades. For example, 3rd grade students continue to expand their foundational skills knowledge through explicit and systematic instruction in r-controlled vowels, digraphs, diphthongs, high-frequency words, and spelling alternatives. In addition, grades 4-5 receive integrated foundational skills instruction in multi-syllabic words, affixes, and root words within the knowledge strand of Amplify CKLA. Instruction in grades 3-5 is aligned to the TN state standards. Teachers use pacing guides to plan and teach morphology, grammar, spelling, writing, comprehension, and fluency. Amplify CKLA for grades 3-5 continues the foundational literacy skills instruction by lessons aimed at further developing complex patterns, r-controlled vowels, and multi-syllabic words. Amplify CKLA lessons continue to scaffold necessary supports around fluency, comprehension, and vocabulary.

Although the daily schedule for 4th-5th grade students is not the same at each school, all schedules include components for 30 minutes of embedded foundational skills instruction that include fluency, grammar, morphology, spelling, and writing.

### **Approved Instructional Materials for Grades K-2**

Amplify Core Knowledge Language Arts (K-5)

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### **Supplemental Instructional Materials**

In grades K-2, Wilson Foundations materials are used to supplement instruction in phonics, phonemic awareness, and high-frequency words.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI2 and Say Dyslexia requirements.**

Roane County uses i-Ready Reading Diagnostic Assessments as the universal screeners for students in grades K-5. Our district also administers the TN Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (i-Ready) to determine which students have a significant reading deficiency or are "at-risk". Grade-level teachers and our data team review the universal screening data to determine which students are "at-risk". Depending on academic risk and multiple sources of data, students are placed in Tier II or Tier III. Students receive daily instruction and intervention in Tier II (30 minutes) and Tier III (45-60 minutes). Intervention plans are made based on specific deficits in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Student progress through Amplify CKLA remediation activities and iReady online instruction lessons specific to areas of deficiency prescriptive to their most recent universal screener. Students showing lack of progress in Tier II through aimswebPlus progress monitoring assessments will be placed in Tier III. In Tier III, students receive more comprehensive, strategic interventions (such as Wilson Foundations). Data teams consist of classroom teachers, interventionists, school psychologists, special education teachers, and administration. Data teams meet monthly to analyze the interventions provided and data (progress monitoring data, classroom data, summative data). Each child is discussed, their data trends on the aimswebPlus platform are examined. If students do not show adequate progress, the interventions or the interventionists can be changed and/or the students can be moved to the next tier for additional support.

### **Parent Notification Plan/Home Literacy Reports**

Students are screened in the fall, winter, and spring. Following each benchmark administration, literacy reports are sent home with every child. Each school communicates with parents of all students' ways to implement home activities to help move students towards proficiency. Benchmark

results are analyzed, and parents are notified if their child is at-risk for a significant reading deficiency as soon as the fall universal screening is completed. Our parent-friendly notification letter informs our families of the plan to provide small group intervention in the area(s) of deficiency and the depth and extent of student need.

This literacy letter is sent to parents of students in grades K-5 who are below the 40th percentile on the fall universal reading screener. This letter states the importance of being able to read proficiently by the end of 3rd grade and includes no cost reading intervention activities that the parent may use at home, along with specific reading interventions and supports provided by the school. We also share information on 3rd grade promotion.

In addition to parents being notified if their child is "at-risk" for a significant reading deficiency after the fall, winter, and spring universal screeners, our parents will be provided with literacy resources throughout the school year. Classroom newsletters and school flyers will be sent with links and free resources for parents to use to support their child at home. Updates from the Tennessee Department of Education Best for All Central website will be communicated through family engagement events, newsletters, flyers, web pages, and school marquees. Free take-home materials are always available to our families.

Additional screeners are conducted for students who show characteristics of dyslexia. Notices are sent if a student qualifies for and is receiving a dyslexia-specific intervention. A student intervention plan lists the research-based intervention to be used, specific skill deficits, the interventionist, and frequency of the intervention.

Special letters are also sent home to all third-grade students clearly explaining the 3rd grade promotion pathways. Parent meetings are held at every elementary school highlighting the promotion pathways for third grade families. Parents receive literature on the various pathways and can have their questions answered by school administrators and the Roane County School Elementary Supervisor.

### **Professional Development Plan**

K-5 teachers continue to have the opportunity to participate in the Reading 360 literacy training modules as well as the in-person cohort-style training during the summer of 2024. In addition, Roane County Schools will utilize K-5 level literacy coaches to provide on-going, on-site literacy professional development. Our district-level ELA Learning Loss Coordinator will be involved in PD with our instructional coaches, teachers, assistants, and administrators by providing training and support around the science of reading and literacy interventions. School-level PLC meetings will occur throughout the year at all of our schools which will provide opportunities for collaborative planning and the analysis of student data.

### **Additional Information about this Foundational Literacy Skills Plan**

Strengthening the awareness of best practices around the science of reading and specifically foundational literacy is a priority for Roane County Schools. In addition to teachers, training is provided to our administrators and literacy coaches so that our district can move forward by having



united goals and the tools needed to meet them. We will continue to place the literacy needs of our students at the forefront of every decision we make and welcome your input and support throughout this endeavor.