

Perry County Schools

Foundational Literacy Skills Plan

Approved: May 16, 2021

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

K-2

Our district uses a research-based foundational skills curriculum that's grounded in reading science and aligned to the Tennessee ELA Standards as approved by the state Textbook and Instructional Materials Quality Commission. Wonders is a flexible program that focuses on foundational skills, developing close reading skills, differentiating instruction with scaffolded support, engaging students digitally, and informing instruction through assessment. Wonders uses foundational skills as the primary form of instruction and has a designated block of time (75-85 minutes daily) for embedded foundational skills instruction in grades K-2. During instructional time teachers use activities that build phonological and phonemic awareness, phonics practice, and fluency practice in addition to comprehension, writing, and vocabulary or word work. All consonants, short and long vowel sounds are taught and practiced in kindergarten. In grades 1 and 2, the lessons are linked to target sounds with phonemic awareness, sound-spelling relationships, and handwriting. Additional reading practice is also incorporated in 20 to 30 minutes literacy block where Science connections are made. The decodable readers reinforce phonics instruction and offer opportunities for students to practice fluency independently in school and home.

Our district partners with the Governor's Early Literacy Foundation K-3 so our students receive free books throughout the year, and Ready4K (PreK-3rd) which is part of TDOE literacy initiative. It's aligned to Tennessee's academic standards and focuses on key areas like language and literacy, math and science, social and emotional learning, physical development, and health and safety.

Heggerty's Phonemic Awareness is used in Kindergarten as supplemental instruction for Tier I, and First and Second grades use Wilson's Foundations. It's a scientifically based program that aligns with Orton-Gillingham principles.

Our improvements for next year will include adding isolated foundational skills practice using Heggerty's Phonemic Awareness in grades first and second. We are planning on purchasing Souday System E., as a supplement to reading instruction for grades K-2 Tier I. It's a series of whole group Orton-Gillingham lessons that use multisensory methodology to teach phonics in a direct, explicit and systemic way to the whole class. Our district wants to emphasize the importance of meeting the Third Grade Guarantee because literacy is the basis for all content learning. Effective literacy

instruction in the early grades is critical. Our district has 100% participation in the Reading 360 TN Early Reading Training for week one in PreK-2nd grade.

Daily Foundational Literacy Skills Instruction in Grades 3-5

3rd-5th plan

Our 3rd-5th grade classes are departmentalized, and also use Wonders from McGraw-Hill. Materials in reading, writing, speaking, listening, and language are targeted to support foundational reading development and are aligned to the Tennessee ELA Standards, and is approved by the Textbook and Instructional Materials Quality Commission. Students receive 90 minutes of ELA instruction and are engaged in fluency, vocabulary, grammar, spelling, writing, and comprehension during this block.

In grades 3rd and up, a weekly phonics lesson helps students decode multisyllabic words and is integrated with reading instruction. Teachers' model the writing process and keep a running record of each child's progress. Materials require students to analyze texts in order to make meaning and build understanding and to analyze the knowledge and ideas across the texts. Tasks support students ability to complete culminating tasks to demonstrate knowledge of a topic. Students apply their learning in decodable readers, practice building and blending words with the target skill, and work with spelling words containing the target-sound spelling. The lessons include components for knowledge-building through comprehension of complex texts. Students listen, read, write, think, and speak about the texts. The lessons also include foundational skills instruction that includes fluency, vocabulary, and comprehension skills that are embedded within the lesson to ensure continuity, cohesion, and connection.

Additional reading practice is also incorporated in the 90 minutes of Science and Social Studies each day. The teachers make connections between the disciplines when possible as an important transition takes place in 3rd grade. Students transition from learning to read in kindergarten through 2nd grade, to reading to learn in 3rd grade. Being at or above grade level in 3rd grade is a significant predictor of high school graduation, college, and career readiness.

Our improvements for next year include possibly adding the Sonday System E., to Tier I. Essentials, is a series of whole group Orton-Gillingham lessons that use multisensory methodology to teach phonics in a direct, explicit and systematic way.

In our district, 3rd-5th grade teachers we have 80% participation in the Reading 360 Early Literacy Training.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Additional Information about Instructional Materials

Our district did adopt an approved curriculum for ELA instruction; however, we have chosen to supplement (Heggerty's Phonemic Awareness & Sonday System E.) to address concerns with deficits in foundational skills.

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

Aimsweb Plus Our District has used Aimsweb Plus for the past 6 years for K-5. We are planning on considering the state universal screener when it's released.

Intervention Structure and Supports

Aimsweb Plus is our universal screener that we use to test students K-5, three times a year to determine which students have a significant reading deficiency or which students are "at risk".

We will examine the state universal screener, when it's released, and consider which program would be most beneficial for next year. Our Testing Team and RTI Team reviews the universal screener data to determine which students are "at risk" with scores below the 26th percentile. Those students are classified at risk and need Tier II or Tier III intervention. The students scoring 0-10th percentile are placed in Tier III intervention groups and the students scoring 11-25th percentile are placed in Tier II intervention groups. The intervention teachers then administer the PASS to identify specific deficits. An intervention program is then chosen from our list of approved interventions by the interventionist to best address skill deficits. "At risk" students receive small group intervention each day for 45 minutes. If an intervention is proving not to be effective for a student after 4 data points, the interventionist will document a change in intervention for that student. The classroom teachers meet every 4 ½ weeks in PLCs to review data and discuss concerns to refer to the RTI Team. The RTI Team meets every

4½ weeks to review data on the concerns from the PLC meetings.

Tier II and III students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. This information is then communicated to the parents. To Say Dyslexia Law information is also sent home to parents and interventionists use programs that meet the law's requirements.

We currently have the following interventions that are on the state approved list: Foundations, My Sidewalks, Wilson, FCRR, Heggerty, Moby Max, and SRA Reading Mastery. We also hope to purchase Lailo and Wonderworks for next year.

Parent Notification Plan/Home Literacy Reports

Our teachers notify parents in grades K-5 if their child is "at risk" (0-25 percentile) in reading, math, or written expression following fall, winter, and spring universal screening. Scores are communicated in parent-friendly language. (well above average, above average, average, below average, or well below average) We currently do not notify the parents of the intervention being used, but we plan to include that in next year's notifications. We notify the parents of what Tier their

child is placed in and the amount of time each day the student will receive intervention. Progress reports are sent home every 4½

weeks to be signed and returned, we keep a parent communication log, Parent-teacher conferences are held twice a year, once in the fall and once in the spring. Notification is given to parents if any changes are being made to the child's intervention plan.

Interventionist request an in- person meeting with parents if their child isn't making progress. The parent is shown their child's scores, explained what the scores mean and ways they can help their child at home. Packets are given to each parent so they can provide home support. Wonders and Wonderworks provides decodable readers which can be used at home to reinforce skills.

We will add a narrative to our parent letter explaining the importance of being able to read on grade level by the end of 3rd grade. Our district will post why it's important to be reading on grade level by 3rd grade in our local newspaper, website, and our schools' Facebook page. We will also post and send home notes about the "At-Home Reading Series Book Packs" for PK-3rd grade families at no charge from TDOE.

Currently our interventions include Wilson Foundations, My Sidewalks, FCRR, Heggerty's Phonemic Awareness for Kindergarten, MobyMax, and SRA Reading Mastery and Laboratory Kits, Storyworks, and Language!Live!. Our district is planning to purchase Wonderworks and Heggerty's Phonemic Awareness for 1st & 2nd grades, Sounding Systems E., for Tier I (K-5).

Professional Development Plan

In our district all K-2 reading teachers and all but 1 3-5 reading teachers will participate in week 1 of the Reading 360 Early Literacy Training developed by TDOE. (at this time, we have not filled a 3rd grade reading teacher position for next year) The training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. 54% of our K-5 teachers will complete week 2 of the Reading 360 Early Literacy Training in-person. Week 2 will emphasize practical classroom application of research findings around strong instruction in phonological and phonemic awareness, phonics, fluency, and vocabulary. Teachers that complete the week 2 training will receive a foundational skills kit to be used in their classroom.

Professional development will be provided for our new programs Sounding Systems E., Wonderworks from McGraw Hill, and in-person training of our Wonders Curriculum from McGraw Hill is in progress since we only received zoom training last year due to COVID.

Our district will be providing a staff development day in July through the National Institute for Excellence in Teaching on PLCs. This will be very helpful to our schools when collaborating about implementing foundational skills.

Additional Information about this Foundational Literacy Skills Plan

Our district started using sounds first with our VPK classrooms this year. We have purchased Heggerty's Phonemic Awareness for our PreK, also. We use Ready4k and the Governor's Literacy Plan to incorporate literacy into our homes.