

## **Compass Community Schools**

### **Foundational Literacy Skills Plan**

**Approved: May 18, 2021**

**Updated: July 14, 2023**

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**

We use CKLA to teach skills in grades K-2. CKLA is grounded in the science of reading and aligned to the Tennessee ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. Every day teachers spend 60 minutes explicitly teaching foundational skills by following the systematic scope and sequence provided by the curriculum. The instructional time includes a focus on phonemic awareness, phonics practice, fluency, vocabulary, and word work. Comprehension is focused on during the knowledge portion of the curriculum. The following information from our state-adopted curriculum outlines how we approach teaching foundational skills and knowledge and our primary form of instruction. "CKLA's two-strand approach to reading instruction is based on the premise that students cannot critically examine a text if they cannot decode its words. Meanwhile, if mental energy is devoted to decoding (as is the case in the earliest grades), it is difficult to simultaneously evaluate the meaning of the text. CKLA features decodable readers in the Skills Strand and complex text through Read-Alouds in the Knowledge Strand. Content Knowledge acquisition. Decoding alone is not enough to fully understand a text. Students must have a web of knowledge and vocabulary to draw upon to learn about new ideas and concepts. The CKLA Knowledge Strand provides this through Read-Aloud texts covering a variety of domains. Over time, this gives students the best possible preparation to encounter and analyze new texts."

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

During CKLA in grades 3-5 students are exposed to grade-level language standards. CKLA is grounded in the science of reading and aligned to the Tennessee ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. Each lesson in grades 3-5 contains a focus on writing, spelling, grammar, fluency, and morphology. There is a minimum of 30 minutes each day devoted to foundational skills instruction. Grammar instruction, including both morphology and syntax, is taught explicitly in Grades 3-5. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences; and adding appropriate details, including adjectives and adverbs. Punctuation, capitalization, and spelling are also taught explicitly. By Grade 3, CKLA has taught all of the basic and advanced coding skills. Students will continue to apply these skills daily, in decoding words and reading with accuracy and fluency. Students have also been exposed to a broad base of Tier 2 and Tier 3 vocabulary and taught the core rules and mechanisms of standard and academic English.

Instruction in Grades 3–5 builds on this base to give students an ever broader and deeper vocabulary and a more sophisticated understanding of grammar and morphology. In Grade 3, students in CKLA are exposed to above grade-level Read-Alouds daily. The Read Alouds allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. Much of this vocabulary is then encountered in written text in the Grade 3 Readers. By Grades 4 and 5, students gain most of their vocabulary through reading complex texts. Again, they encounter new academic and domain-specific vocabulary in context through knowledge-rich, engaging texts. Reading Comprehension is a core element of daily instruction in CKLA from Kindergarten through Grade 5. This section explains how comprehension is woven into reading, writing, and speaking, and listening in CKLA Grades 3–5. In Grades 3–5, students read a progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities.

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

Amplify - K-5 Core Knowledge Language Arts

### **Approved Instructional Materials for Grades 3-5**

Amplify - K-5 Core Knowledge Language Arts

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

Compass Community Schools uses Dibels, 8th edition (Amplify mClass Assessment) as our universal screener in K-5.

### **Intervention Structure and Supports**

All students are screened during the month of August. The assessment determines students who are identified as “at-risk” for significant reading deficiency. The Dean of Academics reviews this data during a data team meeting which includes the ELL teacher, a classroom teacher, the principal and interventionist. The students who score between the 0-25th percentile are targeted for intervention. At Compass, we have started adding students who are below the 30th percentile. We also tier the students who are above the 30th percentile into groups called Tier 1A, Tier 1B and Tier 1C. This gives more intention and purpose to the students who are not required to receive RTI<sup>2</sup> during this time of day because we believe all students have work that they can do during this flexible hour. Students who are classified as Tier 2 and Tier 3 are given additional intervention assessments in Dibels/ mClass to probe deeper into their needs and ensure they are getting the targeted skills necessary from the Burst Reading Intervention. Burst takes the data from the intervention assessments and puts students in groups based on this data. It provides 9 days of lessons for the students to complete with the interventionist before they are progress monitored again. All Tier 3 students are progress monitored weekly while tier 2 students are progress monitored biweekly using the progress monitoring tools in Dibels/mClass. Students receive daily intervention for at least 45 minutes in their greatest deficit. The data team meets monthly to review the progress monitoring data and determine what additional support or adjustments are needed to the intervention plan. All students are screened for dyslexia annually using the Dibels/mClass assessment. When a student is

flagged for dyslexia we use an additional word level assessment to determine if they meet the criteria for dyslexia intervention. Compass uses Really Great Reading as our dyslexia intervention. If a student needs this level of support, we notify parents and ensure that we have permission to provide this support. Really Great Reading allows the interventionist to focus on the area of need with the student in a systematic way that teaches explicit phonics. There are 33 weeks of lessons that target phonemic awareness, phonics, syllable types and fluency and each lesson is about twenty minutes. The remaining time in the session is used for practice. There are also progress monitoring tools that are included in the program.

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

Compass Community Schools sends home a letter and score reports for each child after the beginning of the year, middle of the year, and end of the year assessment in Dibels/mClass. If a student scores between the 0-25th percentile, we notify parents that they are eligible for RTI and “at-risk” for having a significant reading deficiency. We also request a Student Review Team meeting to discuss the intervention plan, the amount of time the intervention will occur each day, and how we can work together to support the child academically. The letter also provides resources, at no-cost to the family, to support literacy learning at home. We also include the importance of reading proficiency by the end of 3rd grade. The intervention plan is focused on the lowest skill area such as phonemic awareness, letter sounds, phonics, fluency, vocabulary, or comprehension. Compass Community Schools uses the terminology of well below, below, at, or above benchmark when sharing results from the Dibels/mClass assessment. The reports are provided in English and Spanish to families who prefer to use Spanish at home. Students who are well below or below benchmark are considered “at-risk” and in need of support. We progress monitor students who are well below benchmark weekly and biweekly for students who are below benchmark. Parents receive an update on the student’s progress monthly after the school-level data team meeting. If a student is not making progress then we reconvene the SRT meeting to revise the intervention plan. Parents are also given the opportunity to request a meeting at any point in time to ask for help or provide input to the plan. Finally, teachers send home weekly communication with the areas of focus for the week in each subject area including the foundational skills and knowledge domains for reading language arts.

### **Professional Development Plan**

Every year we provide all teachers with professional development on foundational skills that starts in summer training, continues through weekly PLCs, coaching, and quarterly professional development days. This year all teachers will participate in the optional Reading 360 Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is below: All K-5 teachers will complete the Week 1 of the Early Literacy Training series asynchronously. This training will focus on foundational reading development and phonics. We will ensure all educators receive a certificate of completion. In July we will also have two teachers participate in the week 2 in-person training of the Early Literacy series. These participating teachers will bring the key learning back to all teachers during summer training. The training will emphasize the application of strong instruction in phonological awareness, phonemic awareness, phonics, fluency and vocabulary.