

Humboldt City Schools

Foundational Literacy Skills Plan

Approved: May 30, 2021

Updated: June 30, 2022

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

HCS district uses a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Currently, HCS students in grade K – 2 spend 90 minutes in literacy instruction.

This curriculum uses foundational skills, such as building phonological awareness, phonics practice, phonemic awareness and fluency practice in addition to comprehension and vocabulary work as the primary form of instruction. This curriculum has a designated block of 60 minutes daily for instruction in grades K-2. Literacy centers and additional supplements are used to enhance skills.

Improvements for 2022 - 2023:

Focus 1 – Integrate the instructional plan using the unit-level focus points through daily lesson plan preparations.

Focus 2 – Require teachers to use annotated daily plans to adjust learning for all students.

Focus 3 - Daily phonological and phonemic awareness practice will give students an approach to reading and writing with the necessary skills for decoding.

Focus 4 - Create and develop small grouping for center and individual work.

Focus 5 - Students will engage in learning through discussion and writing activities.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades 3 – 5 supported by the Tennessee ELA standards.

During the integrated ELA block an evidence-based approach to applying foundational skills within daily lessons is used. Grades 3 through 5 receive a total of 90 minutes of ELA instruction of which foundational skills are embedded and supported in the work of the standard.

All daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and

speak) for about 60 minutes per day as well as foundational skills instruction that includes but is not limited to morphology, syllable structure, grammar, spelling, writing, and fluency for at least 30 minutes per day. Explicit supports for fluency, vocabulary, and comprehension are included in the instructional time.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt, Into Reading, Tennessee grades K-2

Approved Instructional Materials for Grades 3-5

McGraw Hill, Wonders grade 3

Houghton Mifflin Harcourt, Into Reading, Tennessee grades 4-5

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

AIMSweb is our K-5 universal reading screener. AIMSweb complies with RTI² and Say Dyslexia requirements.

Scoring results from this screener allows teachers and instructional coaches to group students who are performing below grade level and place in them into the appropriate RTI² group. HCS also uses the Pearson Dyslexia Screening Test Secondary and Junior version. Intervention for students who demonstrate characteristics of dyslexia receive additional instructional services to strengthen the deficit area. Families of students who demonstrate characteristics of dyslexia are notified through the Special Education Department. Students with dyslexia characteristics use 95 Percent as it is specific-skill, phonics-based instruction.

Intervention Structure and Supports

The RTI Framework will be used to guide the District RTI² Manual. Students were given the universal screener, AIMSweb, to determine which students have a reading deficiency. Students who scored between the 0-25th percentile will be targeted for Tier II or Tier III instruction depending on the severity of scores. Further testing will be done to determine specific deficits to appropriately assign student groupings and to narrow skills gaps. Students will receive daily, small-group interventions (in their greatest area of deficit) for at least 45 minutes .

The district recently adopted an ELA curriculum that contains an assessment and remediation guide in which grade-level groups can find the activities that directly address the needs of the students. If interventions are not proving to be effective, more comprehensive, strategic interventions including but not limited to IXL and 95 Percent become an option. Data teams will meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is necessary. Attendance and engagement will also be considered by the data teams prior to making any changes to the program or the delivery of the program.

Additional survey level assessments, for dyslexia, are used to screen our students who received Tier II or Tier III support. Students who demonstrate these characteristics will receive additional intensive intervention as required by the Say Dyslexia Law.

HCS students who are identified as "at-risk" for a significant reading deficiency or students identified with a significant reading deficiency on the universal screener in grades kindergarten through three (K-3) will receive intervention daily, Monday through Friday, for 45 to 50 minutes in the deficit area of the specific reading skill.

Once students' scores are analyzed by the Data Team, students will be grouped within their grade level by the area of greatest deficit. Within each grade level, each teacher will be assigned to a specific area of deficit foundational literacy instruction to provide direct instructional support to a group of students not more than 8. Educational assistants will also be used under the guidance of a grade level teacher to provide support.

Student groupings are fluid and will include students identified as having a significant reading deficiency. Student grouping will change as student performance improve from skill to skill. Reading interventions are directly aligned to students' areas of need and designed to improve a student's foundational literacy skills.

Intervention structures as outlined in Tennessee's Response to Instruction and Intervention (RTI²) framework manuals are followed closely and monitored by building leaders and instructional coaches.

Parent Notification Plan/Home Literacy Reports

HCS notifies parents in grades K-5 if their child has a score between the 0-25th percentile, which according to the RTI Framework represents a significant reading deficiency. Student scores are communicated in parent-friendly language that will clearly explain the gaps in skill, and the depth and extent of the student needs. Shared with parents are the interventions their child will receive and the amount of time each day their child will receive services. After the 4 ½ week data meetings, parents are notified of their child's progress or lack of progress. Parents of students in grades K-3 will be sent a notification of literacy progress three times annually. Parents of students in grades 4 through 5 receive communication annually. In the parent notification, data teams note any changes being made to personnel or program, any further testing required, or change in the specific intervention. The adopted ELA curriculum contains parent letters in the lower grades that outline foundational skills and knowledge domains to support parents with reinforcing skills such as comprehension and vocabulary study at home.

Parents are provided the following information which includes but is not limited to:

1. Statistical data that explains the importance of a student being able to read proficiently at the end of the 3rd grade level;
2. Reading intervention activities that the parent can use with their student at home to improve reading proficiency such as internet games, Starfall, ABC Mouse, and IXL; which has been purchased by the district for student use.
3. Information about the specific reading interventions and academic supports for individual student pursuant to Tennessee's RTI² framework manual.

Note:

For students identified with the characteristics of dyslexia, parent notification should also include information and resources regarding dyslexia.

HCS will also choose to use the state's Home Literacy Report system that will provide all required reports in the spring of 2022.

Professional Development Plan

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

Our plan for providing PD for all K-5 teachers is as follows:

June 2021 - All teachers of grades in grades Pre-K through five will engage in Week 1 of the Early Literacy Training series, asynchronously. Secondary teachers will engage in the new Secondary literacy training

This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. Humboldt City Schools will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June 2021.

The participating teachers will also include interventionists, special education teachers, and elementary instructional coaches. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.