

**Paris Special School District**  
**Foundational Literacy Skills Plan**

**Approved: May 20, 2021**

**Updated: August 15, 2022**

**Updated: June 30, 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**

Paris Special School District uses Amplify's Core Knowledge Language Arts (CKLA) curriculum for grades K-2. This foundational skills program is grounded in the science of reading and aligned to the TN ELA Standards as approved by the state Textbook and Instructional Quality Commission. This program serves as the primary source for daily skills instruction in grades K-2. This time includes 60 minutes of foundational skills instruction in phonological awareness, phonics, and fluency in addition to comprehension and vocabulary work and 30 minutes using the knowledge building curriculum Wit and Wisdom. Instruction is explicit and systematic.

Students learn from a sounds first approach. The teacher explicitly teaches a sound, students practice saying the specific sound, then teacher models writing the same sound- followed by more student practice. Students practice individual codes/sounds in small groups and independent practice. An example of the sounds first approach can be found in Kindergarten Unit 1. This unit has three main purposes.

- The first purpose is to increase students' awareness of environmental noises and words within sentences.
- The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.).
- The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., right, left, top, bottom, etc.).

In Unit 3, students will begin to read and write and will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English. Beginning in Unit 6, students practice application of the phonics as they read decodable texts aligned with the sounds previously taught in the explicit classroom instruction.

We continue to provide additional professional development to strengthen and support instructional planning for explicit instruction, incorporate additional writing opportunities, and additional work in small group instruction as identified in the assessment and remediation guide that is integrated into the CKLA program. Our continued partnership with the Literacy Implementation Network provides additional support for increasing capacity for teachers and leaders in intellectual prep and instructional strategies that lead to improved student outcomes.

All educators with endorsements that are mandated to meet the TN Literacy Success act requirements will complete a one-week asynchronous TN Early Reading or Secondary Reading training courses by August 2023 and demonstrate knowledge and competency regarding foundational skills instruction by completing an exit exam following the asynchronous training.

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

PSSD has an integrated literacy block for grades three (3) through five (5) grounded in science of reading and aligned to TN ELA Standards. Our ELA materials are approved by TN Textbook and Instructional Materials Quality Commission and include morphology, grammar, spelling, writing, and fluency, as well as vocabulary and comprehension. During the 90-minute ELA block all components for knowledge building (60 minutes) and foundational skills (30 minutes) are included daily and include a holistic approach in integrating foundational skills that are embedded within texts and lessons to ensure continuity, cohesion, and connection as recommended by reading research.

A study of A Great Heart (Grade 4 Module 1) is an example of the integrated instruction in the Wit and Wisdom program. In this module, students explore, challenge, and explain various literal and figurative uses of the word heart and explore the systems of the literal heart through reading the text The Circulatory Story. Followed by the book Love that Dog, where students explore the figurative use of the word heart by examining a boy's broken heart and his change of heart. In this Module, students determine main idea, interpret information and explain how it contributes to understanding of the text. Examples of Standards addressed/integrated including Foundational Skills:

- Explain the structure and meaning of poems.
- Create a focus statement about a famous person, and support it with textual details.
- Demonstrate how punctuation is used with quotations.
- Use a comma before a coordinating conjunction in a compound sentence
- Order a series of adjectives within sentences according to conventional patterns.

## Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts (foundational skills)

Approved waiver for Wit & Wisdom K-2 (knowledge)

## Approved Instructional Materials for Grades 3-5

Wit & Wisdom

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

PSSD currently uses Renaissance Star Early Literacy as the universal screener for Kindergarten and the Star Reading Assessments as the screener for 1st – 8th grade. These assessments are also referenced as a first-stage universal dyslexia screening tool. If the assessment indicates that a student completed the test with fidelity and performed within a specified range (at least 50% or more below in identified subtests), are further screened using a number of survey level dyslexia screeners, including Rapid Automatized Naming (RAN), PWRS: Extension Encoding, and the PASS Phonemic Segmentation.

Beginning in 2023-2024, third grade students will also be assessed in the spring semester, using the AIMS Web reading screener in order to provide data to TN Department of Education regarding third grade retention and options for waiver application as appropriate.

## Intervention Structure and Supports

Students identified as having a reading deficiency and/or have identified skills deficits, receive additional survey level assessments to determine specific deficits and classify as Tier II or Tier III. Students scoring below the 15% PR are administered additional skill-based measures as part of benchmarking and screening for characteristics of dyslexia. Students receive daily small-group instruction in the identified skill deficit area for 30 – 45 minutes in Tier II and Tier III respectively. Students scoring from the 25th – 90th PR receive standards based practice and students above the 10thPR receive enrichment during the RTI<sup>2</sup> instructional period.

K-5 students who are receiving intervention in Tier II and/or Tier III receive intervention from Wilson Reading, Sounds Sensible (Pre-Reading SPIRE), Read Naturally, and intervention support from our newly adopted Amplify CKLA curriculum depending on the identified skill deficit area. The Amplify program contains Assessment and Remediation Guide and a digital Intervention Tool Kit that allows teachers to find specific activities that directly address skill gaps and can be tailored to fit the needs of students who need intervention or scaffolding in the regular classroom on a given skill. Data meetings occur at 4.5 week intervals to determine if progress is being made and whether or not a change in intervention is warranted. Parents receive a progress report with the student's progress reports and any area of change that is deemed necessary during the team meeting.

All students who are identified as having dyslexic characteristics or tendencies receive intervention as outlined in the Say Dyslexia Law using research-based materials specific for dyslexia intervention. Families are notified of students who are identified as having dyslexic tendencies and/or characteristics and receive additional information on the Say Dyslexia Law and other resources available to support parents and caregivers.

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

Parents of students are notified if their child is identified as "at risk" for or has a significant reading deficiency, as evidenced by scoring 0-24th PR on universal screenings and further survey level assessments as needed. Scores are communicated with clear explanation of students' skill gaps and deficits as well as the depth and extent of the student need, including information regarding Dyslexia, if applicable- as well as the amount of intervention time the student will receive in addition to Tier 1. Parents also receive information regarding the importance of reading on grade level by third grade, after-school tutoring opportunities provided at no cost. In year 2023-2024 PSSD will provide more formal individualized learning plans for Dyslexia (ILP-D) targeting students identified as having Characteristics of Dyslexia (CoD) that require parent signature, to be supported in TN Pulse.

Parent ELA Help Events (afternoons and evenings) that provide support on helping struggling readers at home. We also provide Tech Showcase(s) to provide information and support on tech programs available at no-cost to support learning to read at home and provide opportunity to practice accessing the programs outside of school hours.

Parents are encouraged to take advantage of the free decodable readers provided through the Reading 360 Initiative on TN Literacy website. The readers provide families with sounds-supports to connect school and home-practice to reinforce newly learned phonics and spelling patterns from daily lessons.

Parents receive communication three times annually prior to universal screening. Those whose child will receive Tier II or Tier III interventions receive progress reports from classroom teachers and interventionists at 4.5 week intervals. Progress reports include current Tier of support, specific areas of need, data based decisions regarding referral to next level of intervention, continuation of current intervention, and/or a decrease to lower level of support and data graph of current progress monitoring.

Families also receive family letters that are included with our current HQIM that provide parents with information on current skills or modules and ideas on how to support their student(s) through reading practice activities and/or questioning around texts.

## Professional Development Plan

- All K-2 PSSD All PreK-2 have participated in professional development with the CKLA Amplify PD team yearly since July of 2021. The Amplify CKLA PD team provides professional learning and pedagogical support based on science of reading. The expert Amplify trainers include research, podcasts with experts, and a science of reading handbook with additional support. Year three PD will focus on strengthening intellectual prep vs planning, increasing capacity to ensure that all students have access to complex text, small group Instruction, with a focus on areas of phonological awareness, phonemic awareness, phonics, fluency, and vocabulary, and planning for student misconceptions.
- Specific PD in the 2023-2024 also includes learning and practice with the TN Instructional Practice Guide for Foundational Skills and Knowledge as well. Grades 3-5 have had opportunities over the previous two year to practice and engage in walk-throughs with the IPG and develop capacity, expertise, knowledge, and delivery of high-quality materials with Wit and Wisdom; however, we are extending the training to the K-2 staff as well in the coming year, including practice, and intellectual prep with both IPG's and a focus on Foundational Skills in the current year.
- Examine how basic early literacy skills contribute to comprehension. • Explore how explicit instruction in the code can “fill” students’ early literacy gaps and support comprehension. • Analyze assessment data to identify key areas of strengths and opportunities for improvement, and CKLA follow-up • Explore how explicit instruction in the code can “fill” students’ early literacy gaps and support comprehension. • Analyze assessment data to identify key areas of strengths and opportunities for improvement. Develop instructional plans for Tier 2/3 intervention groups using the Assessment and Remediation Guide.
- All licensed educators required by the TN Literacy Success Act (TLSA) will complete a one-week asynchronous TN Early Reading Training by August 2023 and demonstrate knowledge and competency regarding foundational skills instruction by completing an exit exam following the asynchronous training.
- PSSD teachers in third grade (3rd) through fifth (5th) grade have received Wit and Wisdom PD led by experts from the publisher, Great Minds over the previous three years. The experts on the PD team have first-hand experience and success in teaching Wit and Wisdom and testify to the impact the curriculum and instruction has on students. Great Minds has received praise and recognition from the Louisiana Department of Education, praised for its evaluation of curricula. The training will include further developing teacher capacity to engage students in reading complex texts to build knowledge and further develop essential foundational skills of reading, writing, speaking, listening, and grammar. Emphasis will be placed on using texts to instruct and further support fluency, morphology, spelling, and writing. An additional session on testing and information on research and how to effectively approach testing in the Wit and Wisdom program through focus on alignment of TN ELA Standards and the ELA shifts.
- PSSD continues to provide additional PD in collaboration with the TN Early Reading 360 provided through the TN Literacy Grant (LIN) and the Reading 360 Initiative. PSSD will participate in the Literacy Implementation Network and receive support from a mentor district and a chosen vendor provided for in the LIN Grant.
- Paris School District participated in the Early Literacy Network and the Literacy Implementation Network with The New Teacher Project (TNTP) and TN Department of Education. Leaders at district and school level worked with TNTP and other districts in our cohort to build leader capacity and literacy instruction grounded in high-quality instructional materials and refine our practices for PLC work and planning. We will continue to refine the internalization structure and consistently work to build teacher capacity through internalization trainings and team collaboration with leader support. Over the previous year (School Year 2021-2022) Paris School District participated in the Early Literacy Network and the Literacy Implementation Network with The New Teacher Project (TNTP) and TN Department of Education. Leaders at district and school level worked with TNTP and other districts in our cohort to build leader capacity and literacy instruction grounded in high-quality instructional materials and refine our practices for PLC work and planning. We will continue to refine the internalization structure and consistently work to build teacher capacity through internalization trainings and team collaboration with leader support.