

## **Compass Community Schools**

Foundational Literacy Skills Plan

Last Updated: July 14, 2023

Approved: May 7, 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**

Grades K-2 spend 135 minutes in foundational skills instruction daily. Students have a 75-minute foundational skills block, a 45-minute knowledge block, and a 15 minute phonological awareness block.

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 75 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, comprehension, and word work. Additional comprehension and vocabulary instruction is focused on during the knowledge portion of the curriculum. In addition to the 75 minutes of foundational skills instruction through the CKLA block, grades K-2 have a 15-minute phonological awareness block utilizing the Heggerty curriculum to support early foundational literacy.

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. CKLA supports 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.

Next year, we plan to enhance the knowledge block by dedicating time to connected writing. During this connected writing block, teachers will explicitly teach and model writing beginning in kindergarten.

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

Grade 3 requires a 120-minute block of uninterrupted instruction daily. Grades 4 and 5 have 90 minutes of ELA instruction, and a 15-minute reading fluency block.

During ELA instruction in grades 3-5 students are exposed to grade level language standards. Both of our reading curricula, CKLA and Wit & Wisdom, are 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 evidence-based 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 from Kindergarten through Grade 5. In Grades 3–5, students read progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities.

## **Additional Supports**

We've designed a multifaceted approach to support schools with a TVAAS of 1 or 2, ensuring every student receives the highest quality education.

Firstly, we introduce Data Dig Days where educators delve deep into assessment results, identifying student strengths and areas for growth. Through collaborative analysis, teachers pinpoint specific instructional needs, fostering targeted interventions. Remediation plans are created, and teachers have time to pull resources to support student learning.

Simultaneously, we provide comprehensive training on the science of reading, equipping educators with evidence-based strategies to enhance literacy instruction. This empowers teachers to address individualized learning needs, promoting literacy proficiency across all grade levels.

Furthermore, our initiative incorporates intensive coaching support, focusing on curriculum internalization and evidence-based teaching practices. Through one-on-one guidance, educators refine instructional practices, aligning curriculum with student needs and optimizing learning outcomes.

We are working to cultivate a dynamic learning environment where every teacher possesses the tools and expertise to nurture student success. Through strategic data utilization, informed pedagogy, and personalized support, we foster a culture of continuous improvement, propelling schools toward sustained academic growth and achievement.

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

Amplify Core Knowledge Language Arts

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

Amplify Core Knowledge Language Arts (Grades 3-4)

Great Minds Wit and Wisdom (Grade 5)

### **Supplemental Instructional Materials**

Supplemental foundational skills instructional materials include Heggerty, UFLI, iReady Reading Toolbox for 3rd-5th grade, and Magnetic Reading.

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

Compass Community Schools uses Dibels, 8th edition (Amplify mClass Assessment) as our universal screener in K-3 and iReady for grades 4-5. We also administer the Tennessee Universal Reading Screener, aimswebPlus, to students in third grade for the spring benchmark.

### **Intervention Structure and Supports**

All intervention supports and schedules are aligned with the RTI2 Manual. Students are screened during the month of August as well as in the winter and spring using mClass or iReady. The assessment determines students who are identified as “at-risk” for a significant reading deficiency. Additional assessments will be given to students who are flagged for characteristics of Dyslexia. These additional assessments are administered and scored by our Reading Coordinators. The Dean of Academics reviews this data during a data team meeting which includes the MLL teacher, a classroom teacher, the Reading Coordinator, and interventionist. The students who score between the 0-25th percentile are targeted for intervention. 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 RTI2 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 mClass and Amplify Reading to probe deeper into their specific skill gaps needs to 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 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. For students who need additional practice opportunities and explicit instruction, we use UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

All students are screened for dyslexia annually using the mClass assessment. When a student is flagged in mClass for dyslexia we use additional assessments 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. Individual Learning Plans for Dyslexia are created for each student. 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 mClass or iReady. If a student scores between the 0-15th percentile (significant reading deficiency) or between the 16-40<sup>th</sup> percentile (at risk for a significant reading deficiency) we notify parents that they are eligible for RTI. 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. Each parent letter provides a clear explanation of skills gaps and the depth of student need along with how the gaps will be addressed during intervention. We also include the importance of reading proficiency by the end of 3rd grade and information on the pathway to 4th grade and no-cost activities for families to do at home to support learning. 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 mClass assessment. The parent-friendly score 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.

### **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. All topics for professional development connect with Scarborough's Reading Rope or Structured Literacy Principles.

Teachers in our district have participated in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education and a plan is in place for any new teachers to complete this training.

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

July 2024: New teachers will participate in introductory sessions to foundational skills instruction and overview training of the curriculum. All teachers will complete unit internalizations and receive training on mClass administration.

Ongoing Throughout the Year:

- Teachers will attend 6 PLC days that focus on unit internalizations and enhancing teacher content knowledge.
- Teachers will participate in Data Dig Days 6 times per year. The purpose of Data Dig Days is for teachers to have time to thoroughly understand and analyze recent data sets from students and prepare remediation or enrichment opportunities. Data Digs focus on benchmark assessments, curriculum-based assessments, and normed TCAP predictive assessments.