

Henderson County Schools

Foundational Literacy Skills Plan

First Approved: May 12, 2021

Approved: May 2, 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

Henderson County uses a foundational skills curriculum, CKLA Amplify, which is aligned to Tennessee Academic Standards. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (minimum of 45 minutes daily) for foundational skills instruction in grades K-2. CKLA is our primary form of instruction. This instructional time includes explicit instruction and student practice in each of the following--fluency, vocabulary, phonemic awareness, phonics, and comprehension.

Teachers display extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. Teachers consistently implement a variety of instructional strategies to enhance the students' content knowledge. During foundational skills instruction, teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, the students practice writing the sound, then students apply the skill in independent practice (small group or individual). Our improvements for next year include designated times for grade level collaboration to solve problems of practice as they plan and prepare for individual lessons and whole units.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Henderson County uses a foundational skills curriculum, CKLA Amplify, which is aligned to Tennessee Academic Standards. CKLA includes an evidence-based approach to teaching foundational skills, which includes instruction in each of the following--morphology, grammar, spelling, writing, and fluency. We require a minimum of 30 minutes of dedicated foundational skills instruction (can be embedded or isolated), which includes explicit support for each of the following--fluency, vocabulary, and comprehension.

Our curriculum, CKLA, was selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 90 minutes of ELA instruction. CKLA also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but

are embedded within the lesson to ensure continuity, cohesion, and connection. Within CKLA, daily lessons begin by briefly activating prior knowledge and reading independently and/or aloud.

After the daily read-aloud (or independent reading in on-grade level, complex text), the students may summarize the content (through a think-pair-share model), unpacking the most essential vocabulary, responding to a series of scaffolded questions, and writing a response to an inferential question that requires students to use evidence from the text to support their answer. Students use their word knowledge as they engage in group discussion and writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

Additional Supports

Henderson County is gearing up for an exciting year ahead, filled with approaches to support literacy across all schools and student subgroups. We will focus on the Tennessee Academic Standards, and foundational literacy skills. We will provide support for our K-5 ELA teachers from the district office. We will also facilitate grade level meetings that will be led by level 4 and 5 teachers.

We have one school that requires additional support. There, we will have a change in leadership beginning next school year. The school will not only have a new principal but will also gain an assistant principal for the first time to support the teachers and students as they work to improve their literacy skills. We are excited to see how this staff adjustment and increase will support their overall growth.

Our district is committed to fostering a community where every student succeeds, and every teacher grows.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials/Additional Information about Instructional Materials

In addition to using Amplify-CKLA for grades K-5, the district uses Heggerty to support instruction in phonemic awareness in K-2.

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

In grades K-5, the universal screener (Aimswest) is administered three times a year: at the beginning (fall), middle (winter), and end (spring) of the school year. We also administer the STAR reading tests to learn more about student literacy needs.

Additionally, during the first semester, all K-2 students are screened using the PASS (Phonological Awareness Skills Screener) and 3-5 students are screened using the PWRS (Phonics and Word

Reading Survey) to make important determinations about dyslexia-specific accommodations and interventions.

Intervention Structure and Supports

Henderson County's intervention schedules are aligned with expectations outlined in the Updated RTI2 Manual. The interventions are evidence-based and differentiated by Tier II and III as required by the RTI2 framework. The interventions address specific students' skill gaps and progress monitor specific gaps for student improvement. Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress. In grades K-5, a record review may also provide important information such as grades, attendance, and behavioral concerns that may provide early warning signs for intervention.

In addition to Aimsweb for grades K-3, the Henderson County School District begins with Renaissance STAR reading tests in August for grades 4-5. "At-risk" students are those students who score at the 40th percentile or lower. Then using Aimsweb, these students are drilled down to determine specific skill deficits. Intervention groups are started right away using research-based intervention tools. Daily intervention (Tier II-30 minutes, Tier III-45 minutes) is provided to address specific skill gaps as indicated by student data. Students are progress monitored weekly or biweekly to monitor the effectiveness of the intervention as well as determine the student's rate of improvement. This is accomplished through progress monitoring probes that are aligned with the Tennessee Universal Reading Screener, Aimsweb. Data teams consisting of the academic coach, teachers, and principal meet every 4.5 weeks to analyze progress monitoring data and make instructional decisions. A change in intervention for students not showing adequate progress may include increasing frequency of intervention sessions, changing interventions, changing intervention providers, and/or changing time of day intervention is delivered.

Interventionists provide specific support in early literacy and reading to help struggling students. In early literacy, this includes auditory vocabulary, initial sounds, letter naming fluency, letter word sounds fluency, oral reading fluency, print concepts, phoneme segmentation, and word reading fluency. In reading, supports include: oral reading fluency, silent reading fluency, reading comprehension, and vocabulary.

Parent Notification Plan/Home Literacy Reports

Following the fall, winter, and spring universal screening of each student, the reading intervention teacher analyzes literacy report data for at-risk students and sends home a parent letter indicating student skill gap(s), recommended intervention, and timelines for both progress monitoring and additional parent notification of student progress. (Parents are notified every 4.5 weeks of their child's progress during intervention). The K-3 parent letter explains the importance of third grade reading proficiency, and its effect on learning across all content areas. We also provide information on pathways to 4th grade. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. At a minimum, letters are sent home three times a year for K-3 students and annually for grades 4-5.

In addition to the parent letter, the reading interventionist may include the following Aimsweb reports, Individual Benchmark report: shows performance relative to norms (national and local), student's rate of improvement, student growth percentile, Lexile score Individual Monitoring report: shows the goal score, number of errors, weekly progress monitoring scores, projected trendline for meeting the performance goal by the goal date. Scores snapshot report shows student performance at-a-glance by individual measure, provides a brief narrative description of performance, and includes a recommendation regarding the intensity of instructional need. Attached to the parent letter and Aimsweb literacy reports is a list of no-cost resources and activities parents can use to support their child at home. This includes no prep and low prep activities as well as computer resources, such as videos and learning games, that promote reading and literacy.

Based on Tennessee law, T.C.A. 49-6-3115, passed in 2021, third-grade students who do not have a score of proficiency on the English Language Arts (ELA) section of the Tennessee Comprehensive Program (TCAP) may have requirements related to summer school and/or tutoring to be promoted to fourth grade. That means current Henderson County's third-grade students who score Below Expectations or Approaching Expectations on TCAP may be required to participate in summer school and/or tutoring to move to the next grade. Students that are promoted to fourth grade as part of the required tutoring pathway will be required to show adequate growth on the ELA section of the fourth grade TCAP before being promoted to fifth grade.

Professional Development Plan

Most K-5 ELA teachers have participated in Early Literacy Training series Week 1 and Week 2. We have hosted ELT and SLT training in the past, but we will not be hosting this year. Our teachers will have the opportunity to go to a location TBD to participate in the week 2 training. Reading 360 Early Literacy Week 1 training is open now for any new teachers. Week 1 modules include training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers are required to demonstrate knowledge and competency through the completion of modules and an exit exam. Week 2 training, provided by trainers with a proven track record of supporting districts, is scheduled at various locations throughout the summer of 2024. Week 2 will be a deep dive into the mentioned foundational literacy skills. CKLA professional development will be provided for K-5 teachers in the summer of 2024 and Heggerty training will be provided for K-2 teachers in the summer of 2024. Both of these trainings focus on Sounds First Foundational Skills Instruction. K-8 teachers will also participate in professional development with their content area specialist throughout the 24-25 school year. They will focus on analyzing data from the universal screener, teacher collaboration on foundational reading and math skills, CASE benchmark assessment data, and any additional literacy components.