Fayetteville City Schools

Foundational Literacy Skills Plan

Last Updated: June 30, 2023

Approved: June 11, 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

Fayetteville City Schools District uses the Amplify CKLA curriculum as the primary form of instruction for grades K through 2. CKLA is a comprehensive program that includes both knowledge building and foundational skills materials directly aligned to the Tennessee Academic Standards. The CKLA skills strand uses a sounds first evidenced-based method grounded in the science of reading and aligned to the Tennessee ELA standards (approved materials by the state Textbook and Instructional Materials Quality Commission). Ralph Askins teachers have a literacy block that ranges from 130 to 160 minutes per day (45 minutes foundational skills). The foundational literacy instructional time is used to provide and implement activities that build print concepts, phonemic and phonological awareness, phonics (decoding, encoding and word recognition), and fluency skills, in addition to comprehension and vocabulary. The program features evidence-based practices, including explicit and systematic skills instruction, a synthetic phonics approach (instruction is oriented from sound to letter), repeated oral practice and oral reading to improve fluency, and intensive practice with decodable text to build reliability and automaticity in reading. This program is the only skills curriculum to receive all green reviews from edreports.org.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Fayetteville City Schools District uses the Amplify CKLA curriculum as the primary curriculum for grades 3 through 5. This curriculum is grounded in the science of reading and follows the core knowledge approach. It combines rich, diverse content knowledge in history, science, literature, and the arts with systematic research-based foundational skills instruction directly tied to the Tennessee Academic Standards. Foundational skills instruction (30 minutes minimum) includes fluency, grammar, morphology, spelling, and writing that is embedded within the lesson to ensure continuity, cohesion, and connection. Teachers in grades 3 through 5 provide a literacy block that ranges from 105 to 120 minutes of daily instruction. In grades 4 and 5, the 120-minute literacy block is divided into two 60-minute instructional periods. One block integrates grammar, morphology, spelling and written expression into the core curriculum while the other focuses on fluency,

vocabulary-building and reading comprehension into the lessons. Teachers work together to plan lessons to ensure cohesion using the team approach.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts (K-5)

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts (K-5)

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

Tennessee Universal Reading Screener (aimswebPlus): Grades- K, 1st, and 3rd
i-Ready Suite: Grades- 2nd, 4th, and 5th

Intervention Structure and Supports

All students are screened using the universal screener and students who fall below the 40th percentile and/or are identified by the Student Support Team receive additional screening to determine and/or assess risks for deficits that would require interventions. These additional assessments may include phonemic awareness, alphabetical knowledge, and phonological awareness. Screenings for characteristics of dyslexia include Rapid Automatized Naming (K-only), Encoding, and Oral Reading Fluency (ORF). The Intervention Team (administration, classroom teacher, parent, and academic coaches) will meet collectively to review all assessments and student work to determine what level of intervention is needed (Tier II, III, ILP-D, etc). Students who make minimal progress in Tier 2 instruction (30 minutes) may need additional intensive support to learn to read. Tier 3 intervention (45 minutes) provides a high level of intensity, time, and support for children who fail to respond to Tier 1 and 2 instruction. Tiered instruction is closely connected to the core literacy instruction to ensure cohesion using HQIM. PLCs are established to ensure that shared learning is communicated and facilitated amongst the teachers and interventionists. Students may be considered for an ILP-D if they do not meet proficiency levels on two of the three additional assessments (or more than 50%). This Individualized Plan for students with characteristics of Dyslexia ensures that interventions and high-quality materials are specifically designed to address their learning needs.

Tier II: Interventions are outlined in the master schedule to minimize interruptions and ensure that student small group interventions occur daily.

- The West Virginia Phonics Lessons are used for small group Tier II Instruction coupled with multisensory strategies that are aligned with the Orton-Gillingham Approach.

- Heggerty drills are built into the warm-up portion of tier II sessions. These address sound-symbol recognition (word reading/blending and word work portion of the lesson), and decoding/encoding (dictation and wordlist reading portion of the lesson).
- Rewards (middle school) - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.

Tier III: Interventions are outlined in the master schedule to minimize interruptions and ensure that student small group interventions occur daily.

- Sonday Systems by Winsor Learning- multisensory instruction which addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding and rapid names. It is systematic, cumulative, explicit, and aligned to deficit and is language based. Each lesson uses proven Orton-Gillingham methods to provide effective intervention in a small group setting.
- Wylie Blevins Phonics - addresses phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, and rapid naming. It is systematic, cumulative, explicit, multi-sensory, aligned to deficit, and language based.
- Read Naturally (middle school)- supports the five (5) components of reading identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Wilson intervention addresses alphabet knowledge, sound-symbol recognition, decoding/encoding and rapid naming.
- Kirkpatrick's Phonemic/phonological awareness quick drills have been added.
- SPIRE Intervention Program- a comprehensive, multisensory, and systematic reading and language arts program designed for struggling readers.

Parent Notification Plan/Home Literacy Reports

It is important that parents take an active role in their student's learning, therefore, we maintain ongoing communication through various platforms to include, phone calls, face-to-face conferences, SST meetings, ILP-D Meetings, certified letters, parent nights and informational sessions/trainings. After each benchmark screening (3 times each year), we send a home literacy report to K-5 families in parent friendly language. This letter outlines student skill gaps and the depth and extent of their literacy needs and describes the intervention plan for their child. No-cost activities families can do at home to support learning are shared in this letter along with information about the 3rd grade promotion/retention and the pathways to 4^{th} grade. The retention law has also led to increased parent contacts throughout the year through informational meetings and individual conferencing. Parents are provided multiple opportunities to attend trainings and/or conferences related to reading proficiency and the 3rd and 4th grade promotion pathways (see attached).

If a student is identified as having characteristics of dyslexia, parents will also be notified and receive a list of resources. The home literacy letter also explains the Literacy in Tennessee Act and the importance of foundational reading proficiency by third grade. Response to Intervention is outlined

as well as the "Say Dyslexia" legislation so parents can better understand how these structures support students' success and growth. Parents are encouraged to meet with the teachers to go over the data as well as the strategies. This also gives parents a time to ask questions in a more intimate setting. If a student qualifies for an ILP-D, parents will receive an additional letter.

PLC meetings are conducted each month and the HQIM assessment data is reviewed and students who are underperforming are discussed, and instructional strategies and classroom best practices are shared and implemented. Then, assessment data is shared with parents through face-to-face meetings to discuss student deficits. If screening data reflects that growth is not being made, additional assessments will be given, and students will begin receiving interventions.

The Intervention Team considers all data before decisions are made to create an ILP-D. Parents play an integral role in understanding the criteria and guidelines of the individual plan. Parents are provided with a Parent Notification Letter form and given the opportunity to meet with the Intervention Team to go over data and explain the ILP-D Process. The Parent Letter refers to the most recent data based on the URS and additional screening, the purpose of the ILP-D and how this is intended to help the student, the areas of characteristics of dyslexia to be addressed, and a place for parents to provide permission. This same process is applied to ILPs and IEPs. As mentioned in previous explanations of student groups, data reports and home literacy reports go home regularly with students in both English and Spanish as requested. Follow-up conference, emails, or phone calls are provided for those parents who do not respond.

Progress Monitoring Reports are provided to parents every 4 weeks as well. A fall and Spring face-to-face conference is requested with all students to go over all assessment data. Parent nights also provide content area trainings for parents to support their students' learning.

Professional Development Plan

All faculty and staff are encouraged to participate in professional development throughout the year, specifically PD aimed at increasing rigor with innovative, effective instruction. We provide required system wide PD before each school year. There is an additional new teacher training for all new hires. With the implementation of the Stronger Connections Grant, an emphasis has been placed on professional development focused improving students' mental health and creating a positive school culture. The Social Workers work collectively to provide training on Social and Emotional Learning as well as strategies for including students in Community Circles and Advisory Teams.

All teachers were trained in the WIDA Standards in August; this will happen annually and as needed. We have conducted professional development to help teachers better understand and serve students and their families living in poverty as well as those dealing with emotional poverty. System wide, Brian Mendler presented Motivating and Managing Hard to Reach, Unmotivated Students. We have also sent many of our teachers to the Ron Clark Academy to bring back some of the positive aspects to use in our school community. We have conducted professional development for AimsWeb Plus, Study Island, Tapping with Tiles, The Science of Reading, the PreK Sounds First curriculum, I-Ready, Schoolnet, Edmentum Courseware, Exact Path, and the Case assessment. Based

on classroom observation, topics were selected for embedded professional development through a lunch and learn strategy.

Fayetteville City's teachers have completed Early Reading Training. We also ensure any new teacher completes the training. We will continue to encourage teachers to revisit the training to refresh their learning.