

Smithson Craighead Academy

Foundational Literacy Skills Plan

Approved: June 7, 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

June 2020, all Smithson Craighead Academy teachers were trained in the LIPS program, which we used as our foundational skills curriculum supplement for grades K-2. In the summer of 2021, as well as upcoming in 2022, all teachers at SCA will be trained and incorporate the TN Foundational Skills Supplement (Reading 360) in grades K-2 to teach foundational literacy skills to students. Both programs focus on the ability to teach print concepts, phonological awareness, phonics, and word recognition, word composition/spelling, fluency, and sentence composition.

SCA uses the Reading Wonders curriculum, which focuses on student-centered learning, small group instruction, and minilessons with embedded support for English language learners, gifted and talented students, SPED students, and students in need of Tier 2 support. We have a designated block of 120 minutes dedicated to ELA. During this block of time, students will receive 45 minutes of foundational skills instruction in phonemic awareness, phonics, structural analysis, high-frequency words, vocabulary, fluency, and grammar. 40 minutes of direct instruction is based on the TN standards. Reading Wonders integrates spelling and grammar in daily writing practice, with progression towards sentence structure to paragraphs. During instruction, teachers set the stage for learning by communicating lesson goals to students, modeling with the focus on a gradual release of responsibility and checking for understanding along with providing immediate feedback. Students will engage in 20 minutes of independent practice based on the standards. Small group instruction will consist of 30 minutes of fluency, vocabulary, and comprehension support.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Smithson Craighead Academy uses instruction aligned with the TN State Standards. SCA also uses evidence-based methods of instruction as outlined in the TN Foundational Skills Curriculum Supplement (Reading 360) and LiPS to teach phonics and phonemic awareness to students in grades 3-5. Morphology, spelling, writing, comprehension, vocabulary, and fluency are delivered through our primary ELA curriculum Reading Wonders.

SCA has an integrated reading block. Reading Wonders was selected for the 2021-2022 school year from the approved list of curriculums by the State Textbook and Instructional Materials Quality Commission. During the reading block, students will receive 30 minutes of fluency, phonics, and phonemic awareness. 40 minutes of direct instruction and 20 minutes of the block will be dedicated to grammar and writing instruction. During small groups, students will receive an additional 30 minutes of foundational skills through spelling and decoding words based on specific spelling patterns, high-frequency word fluency, vocabulary instruction, and comprehension support. Foundational skills are taught in isolation and are also embedded through our Reading Wonders curriculum. Additionally, I-Ready will be used to instruct grammar and writing. Next year we plan to improve support to teachers and students by increasing the amount of time devoted to 3-5 foundational skills instruction from 30 to 45 minutes.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Additional Information about Instructional Materials

We also use the Tennessee Foundational Skills Curriculum Supplement and LiPs Phonics.

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

I-Ready Suite

Intervention Structure and Supports

In the fall, students are given a universal reading screener, I-Ready, to determine which students have a significant reading deficiency or are at-risk. Our grade-level teachers and principals review the universal screener data. Those students demonstrating need are classified as in need of Tier II or Tier III instructions. Diagnostic data is used to determine specific skill deficits in order to best assign students to small groups with an intervention that will narrow skill gaps. Students receive daily, small-group instruction for 60 minutes in their areas of greatest deficit. Students classified as Tier II or Tier III receive reading intervention in small groups (ranging in size from 6-12 students) which are taught by two certified teachers. We have research-based options for reading intervention support available to our students who are "at-risk" and/or who have been identified with a significant reading deficiency. SCA uses the Reading Wonders curriculum, Lexia Core 5, as well as the I Ready reading program which monitors skill gaps in groupings of

students and provides lessons and activities that directly address skill gaps. If interventions are not proving to be effective, more comprehensive strategic interventions (small group instruction through centers, targeted skill remediation, specific I Ready lessons, one-on-one intervention, and Lexia Core 5) become an option. Students are also assessed in the winter and spring of the school year.

Students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. SCA uses I Ready's dyslexia screener and notifies families of students who demonstrate characteristics of dyslexia. As required by the "Say Dyslexia" law (T.C.A. § 49-1-229), these survey-level assessments for reading explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. The intervention takes place daily during a grade-level time in the master schedule designated just for RTI. When students are in their RIT groups, they work on activities and assignments that make them stronger in that skill. See examples below: Deficit Specifics Intervention Phonological Awareness Has difficulty in identifying Rhyming Words /initial consonant Tier III Instruction provided using LiPS to address rhyming words and initial consonant Phonemic Awareness Difficulty in identifying letters and the sounds they make Tier III instruction provided using LiPS phonics, the TN Foundational Skills Curriculum Supplement (Reading 360), IReady phonics lessons High-Frequency Words Identifying words like A, I, to, us, me, you " " and Reading Wonders.

Grade-level data teams meet every two weeks to determine if a change in the intervention or the person providing the intervention is warranted. During this time, teams review bi-monthly student assessment data and determine changes in groupings or interventions.

Parent Notification Plan/Home Literacy Reports

Smithson Craighead Academy notifies parents in grades K-5 if their child is "at-risk" or has a significant reading deficiency immediately completing our fall universal reading screening. 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 (see sample parent letter in attachments).

Parents are told what intervention their student will receive and the amount of time each day (60 minutes) the students will receive services. This is coupled with a description of the importance of being able to read proficiently by the end of 3rd grade.

Parents are subsequently notified of their child's progress every 4 ½ weeks via progress reports or report cards. In the parent notifications/ communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (free, no-cost resources provided by TDOE and Reading 360 initiative) that will support students in the area of deficit. These communications go out to parents with students in grades K-5 at least quarterly.

Finally, SCA engages our parents in supporting reading interventions at home. We host a Literacy Night during the fall semester to inform and educate our parents on how to read reports, check the I Ready portal, and introduce parents to free reading resources. Parents have access to I Ready reports that identify domains of strength and weakness. So, for example, parents receive notification of the 1) deficit (e.g., phonological awareness), 2) specific skill deficit (e.g., has difficulty identifying rhyming words), and 3) intervention. Parents have access to bimonthly I Ready assessment data, to understand how their students are progressing overall and on specific skill deficits. In addition, teachers communicate with parents regularly on reading skill progress including via emails, phone calls, and Class Dojo messaging and updates.

Professional Development Plan

During the Summer of 2021, Smithson Craighead Academy Educators had the opportunity to participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. About half of our teachers participated in the Early Literacy Training during the Summer of 2021. The Reading 360 Literacy Training Course 1 provides educators with the critical content knowledge about phonological awareness, phonemic awareness, phonics, fluency and vocabulary. The professional learning was developed by TNTP, experienced training providers with a proven track record of supporting districts with foundational skills. The training requires teachers to demonstrate their knowledge and competency with the content through an assessment taken at the end of the course. Throughout the school year, teachers had the opportunity to review the refresher Reading 360 video playlist. Educators who did not take the Early Literacy Training Course the Summer of 2021, will take the training during the Summer of 2022, including the new teachers at SCA.

