

## **Smithson Craighead Academy**

### Foundational Literacy Skills Plan

Last Updated: June 30, 2022

Approved: June 14, 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**

Our reading block is 120 min daily. All instruction is based on TN State Standards and includes at least 45 minutes of foundational skills instruction daily as the primary form of instruction. An evidence-based approach is used in all instruction as provided through our phonics, phonemic awareness and spelling curriculum, Heggerty's. Additionally, vocabulary, comprehension, and fluency are addressed through research-based methods from our Reading Wonders curriculum. Foundational skills are taught explicitly and are also embedded throughout the majority of the lessons in ELA.

Students will receive 30 minutes of phonemic and phonological awareness, and fluency, through Heggerty Programs and 40 minutes on direct foundational skills instruction based on the TN standards (I Do), 20 minutes on Whole Group Practice (We Do), 30 minutes independent practice based on the standard (You Do). During Centers/skill-based small groups, students will receive 30 minutes of fluency, vocabulary, and comprehension support.

Students will be provided with TN standards-based instruction, according to their need, either as Individualized, in small group, or whole class instruction within the skill area. Instruction may include, but is not limited to:

- Reading Groups,
- Reading Wonders- Spelling patterns, Sight Words, Vocabulary, Comprehension
- Heggerty programs
- ELL Services
- SPED Services Daily
- Journal Writing/Writing Projects
- Daily Read Alouds
- Daily Language Grammar
- Spiral Review
- Read connected text daily

- Phonological Awareness: -Daily sound/symbol correspondence, blending -Teach how to read words in isolation and in text. -Teach Word parts -Sound/symbol correspondence
- Reading Comprehension
- Choral Reads
- Communicate lesson goals to students and focus on how we can reach the student through engaging and relative topics.
- Teacher modeling with plenty of classroom practice with the focus on a gradual release of responsibility.
- Evaluate, support, check for understanding by asking questions
- Provide feedback both positive and constructive improvements,
- During Narrative and Info Text provide examples of real life examples when teaching.
- Using AIMS Web benchmark assessments to ascertain the needs of all students and Lexia Core 5 to provide ongoing practice and identification of deficits which allows teachers to adjust lessons accordingly.
- Daily Writing with progression towards sentence structure to paragraphs using topics that are of interest to students.
- Fluency practice
- Word work phonics/phonemic awareness (Heggerty Programs) Sentence development (daily writing practice)

For the 2024-2025 school year, our school has added a literacy coach and literacy tutors to the staff. All students will be assessed using AIMS Web as the benchmark and Universal Reading Screener. Additionally, we plan to incorporate Heggerty writing. There will also be increased opportunities for teachers to participate in professional development.

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

All 3-5 instruction is aligned with the TN State Standards and includes instruction in morphology, spelling, grammar, writing and fluency. Evidence based methods of instruction are used as outlined in Heggerty Programs, our phonics/phonemic awareness, and spelling program and Reading Wonders, our primary ELA curriculum for fluency, comprehension, and vocabulary.

Students receive 30 minutes of fluency, phonological, and phonemic awareness instruction in addition to spelling through Heggerty Programs. Students receive grammar/writing/ instruction 20 minutes a day through Reading Wonders. During small groups, students receive an additional 20 minutes of foundational skills through spelling and decoding words based on specific vowel and consonant patterns, high-frequency word fluency, vocabulary instruction and comprehension support. Foundational skills are not taught in isolation but are also embedded through the majority of the lessons in ELA.

- Heggerty Programs for fluency,
- Reading Wonders-Spelling patterns, vocabulary, comprehension, and Grammar taught in conjunction with writing,
- Lexia Core 5 to promote skill mastery and identify deficits in all foundational skill areas.

For the 2024-2025 school year, our school has added a literacy coach and literacy tutors to the staff. All students will be assessed using AIMS Web as the benchmark and Universal Reading Screener. Additionally, we plan to incorporate Heggerty writing. There will also be increased opportunities for teachers to participate in professional development.

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

McGraw Hill Wonders K-5

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

McGraw Hill Wonders K-5

### **Supplemental Instructional Materials**

Heggerty's Programs, AIMS Web benchmark assessment, Lexia Core 5, Tennessee's Reading 360 materials

### **Universal Reading Screener for Grades K-5**

Tennessee Universal Reading Screener (aimswebPlus) K-5

### **Supplemental Screener**

I Ready Universal Reading Screeners were used in the spring of 2024 but will be discontinued for the 2024-2025 school year.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener, AIMS Web Plus, to determine which students have a significant reading deficiency or are at-risk. Our grade-level teachers and principals review universal screener data and any other available student data to determine students whose scores identify them as needing support. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. 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 45 minutes in their areas of greatest deficit. Students classified as Tier II or Tier III receive reading intervention in small groups 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.

We use the Reading Wonders curriculum, as well as the Lexia Core 5 program which monitors skill gaps of groupings of students as well as 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 Lexia Core 5 lessons,

one-on-one intervention) become an option. 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 bimonthly student assessment data and determine changes in groupings, materials, or interventions.

Our 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 demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses the Aimsweb 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.

Intervention takes place daily during a grade-level time in the master schedule designated just for RTI for 45 minutes. When students are in their RIT groups, they work on activities and assignments that make them stronger in that skill. See examples below:

- Deficit: Phonological Awareness Specifics: Has difficulty in identifying Rhyming Words /initial consonant and difficulty in identifying letters and the sounds they make
- Intervention: Tier III instruction provided using Lexia Core 5, Heggerty Programs phonics lessons, Reading Wonders High Frequency Words Identifying words like A, I, to, us, me, you.

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

Our charter school notifies parents in grades K-5 if their child is "at-risk" or has a significant reading deficiency immediately completing our fall universal 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 and information on the pathway to 4<sup>th</sup> grade 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.

We follow TDOE guidelines (TN RTI Manual) in determining how students are assessed and what a "significant reading deficiency" means. 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.

## **Professional Development Plan**

Strong professional development is critical to our plan for continued improvement.

We offer

- AIMS Web Train the trainer for administrators and ongoing training throughout the year for teachers.
- Reading 360 professional development materials and trainers are provided by TDOE.
- Heggerty Programs
- Reading Wonders K-5 Curriculum PD addresses foundational skills instruction.

Our teachers have also completed the Early Reading Training and new teachers will complete this training in foundational literacy skills instruction.