

Manchester City Schools

Foundational Literacy Skills Plan

Approved: June 2, 2021

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

Manchester City Schools (MCS) adopted Amplify's Core Knowledge Languages Arts (CKLA) for our ELA curriculum for K-5. We initially purchased the curriculum for our 2nd and 3rd-grade population and for 2021-22, we are purchasing for the rest of our K-5 population. In addition, our K-2 currently uses Saxon Phonics as a supplement to our current resources. CKLA has a foundation program (Phonics) as part of the curriculum and it is our expectation that we will partially use Saxon Phonics until CKLA is fully implemented this school year.

Manchester City elementary schools have literacy blocks that range from 120 to 180 minutes daily in grades K-2 with 45-60 minutes daily designated for foundational skills instruction. CKLA foundational skills along with Saxon Phonics focus on the "5 Pillars of Literacy" known as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

In 2019-20, MCS teachers met in grade-level teams, led by our district instructional coaches, to analyze the standards and determine the appropriate scope and sequence for their grade level. In addition, the grade-level leads collaborated with connected grade levels to determine those prior-year standards necessary for student success in their upcoming year. This collaboration is ongoing and visited each year. Our plan for 21-22 is to continue the collaborative process utilizing data from I-Ready, AimsWeb, Common Formative Assessments, and TNReady to analyze and adjust the scope and sequence as necessary. All instruction in ELA is aligned with the TN state standards.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Manchester City Schools (MCS) adopted Amplify's Core Knowledge Languages Arts (CKLA) for our ELA curriculum for K-5. We initially purchased the curriculum for our 2nd and 3rd-grade population and for 2021-22, we are purchasing for the rest of our K-5 population. Currently, 3-5 has 90-120 minutes for ELA. CKLA engages students in work around fluency, vocabulary, and comprehension. Foundational literacy equates to a minimum of 30 mins per day. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Our adopted curriculum will also engage 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.

Currently, our 4th and 5th grades are not using CKLA but our district will be purchasing that curriculum for those grade levels. Prior to adopting CKLA, our 4th and 5th grade included the major components of reading and writing but we feel this adoption and utilization of High Quality Instructional Materials (HQIM) will make a big difference. All ELA instruction is aligned to TN state standards. Utilizing data from I-Ready, AimsWeb, TNReady, and Common Formative Assessments, our 3-5 teachers will continuously build an ongoing data notebook for each student in those grade levels. PLCs and professional learning will be built around the data collected.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

Additional Information about Instructional Materials

Our K-2 currently uses Saxon Phonics in addition to CKLA.

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

AimsWeb is our universal screener in grades K-5 for benchmarking and progress monitoring and is on the state-approved list. AimsWeb complies with RTI² and Say Dyslexia requirements. The screener is used to assess reading and math in the fall, winter, and spring for grades K through 5th.

Intervention Structure and Supports

In the fall, students are given the first of their 3 benchmarks of the year, using AimsWeb to determine reading deficiencies and determine who might be at risk. The data collected is reviewed by our RTI teachers as well as the grade-level teachers to determine students who might qualify for additional assistance. Looking at scores between the 0-25th percentile, teachers collaborate to determine which students fit into Tier II or Tier III based on the results. If a student is determined to be potentially "at-risk," they are given additional diagnostics to drill down to figure the specific needs. Students in Tiers II and III, receive daily, small-group interventions in the area of their greatest deficits. During Tier 3 interventions, the RTI groups utilize the following programs: 6-minute solutions, foundations, Saxon Phonics, Wilson Reading, SPIRE. The same programs are used for Tier 2 but those interventions occur in small groups in the regular classroom. During RTI time at our elementary schools, we have one RTI teacher and two assistants who provide the intervention at each school. These teachers play a role in the data-team meetings that occur every 4-5 weeks. In those meetings, it is determined how much progress each student is making in their deficit areas by utilizing biweekly, progress monitoring data. A student's intervention can be adjusted based on the results of the progress monitoring and the data team meetings. In addition to regular benchmarking and progress monitoring, those students who exhibit characteristics of dyslexia are identified and

additional interventions using research-based programs (for dyslexia), such as SPIRE are implemented to provide that intensive intervention needed.

For reading interventions, every grade level has a 50 minute period for Tier 2 and Tier 3. This is called "extension time and occurs for each grade level throughout the day. The Tier 2 students participate with the regular classroom teacher during this RTI "extension" time. Tier 3 is pulled into small groups with the interventionist and RTI assistants. Tier 2 and Tier 3 are based on percentile levels from the AimsWeb benchmarks.

Parent Notification Plan/Home Literacy Reports

MCS notifies parents in grades K-5 if their child meets the "at-risk" category (0-25th percentile) following our fall benchmark through AimsWeb. Student scores are shared in a parent-friendly language that clearly explains the gaps each student has, the depth of those deficiencies, as well as the extent of the specific need(s) of the student. The district identifies the specific interventions the students will receive as well as the amount of time they will receive services. Typically parent letters go out after the first benchmark and the last benchmark to our students who qualify for Tier 2 and Tier 3. Other letters and communication go out throughout the school year (following progress monitoring) as needed to notify parents of their child's progress or lack thereof. Those letters note the intervention(s) and any changes necessary due to the progress or lack of progress. These include the importance of 3rd grade reading proficiency and occur a minimum of 3 times a year for K-3 and once per year for our 4th and 5th graders. In the 21-22 school year, we are also adding I-Ready as an additional source of data for us to assist in tracking our students. Although not directly related to RTI, it does have an impact because those students will participate in that data collection as well. Every teacher in the district (including RTI teachers) will be creating a "data notebook" for each of their students that will include but not limited to, AimsWeb data, Common Formative Assessments (CFAs), TNReady, and I-Ready data. The data notebooks will be a component of parent-teacher conferences. The notebooks will be a basis for communication on the current strengths and needs of their student. In addition to a discussion of the data collected, resources will be made readily available for the parents during conferences especially but also updated regularly on the Manchester City Schools website.

No-cost activities for families: MCS provides no-cost reading opportunities by purchasing grade-level read-aloud books for students to study at school but also materials that correspond with the books to encourage literacy at home. In addition, our district has offered family nights, where families of students can attend and receive valuable resources and connections that benefit them at home. Our district also utilizes remind, Class Dojo among other programs, to send information and encouragement to parents on the potential activities as well as the progress of those activities. Also, social media and School Messenger have been used to share TDOE Best for All resources, the free decodables provided, and the grant for free readers for incoming 1st grade. Our district provides a community page on our website that is updated regularly with resources, tips and ways to contact people for more information. Through our collaboration with TDOE, we are in the process of uploading our ESSER implementation plan and updating our CLP to include the language of the new bill that requires retention for our current 1st graders after their 3rd-grade year. This will be ongoing with the parents of our elementary students to prepare them for the implementation of that law.

Professional Development Plan

K-5 Teachers in MCS will be participating in the free Early Literacy Training Series developed by TDOE. Starting in May of 2021, our K-5 teachers will have the opportunity to complete the asynchronous portion of the Early Literacy Training. Later in the summer of 2021 (date to be determined), our K-5 teachers will complete the second week of the Early Literacy Training. In addition to the Early Literacy training, our teachers will participate in ongoing training in CKLA presented by both CKLA trainers as well as our district instructional coaches. All teachers will receive training in I-Ready at the beginning of the school year. In addition to formal training, PLCs will be focused on continued education on early literacy, the science of reading, and collecting and utilizing data to make informed instructional decisions. Instructional Coaches and administrators will use a combination of the HQIM walkthroughs and IPG walkthroughs along with the normal TEAM evaluations to help determine teacher progress.

Additional Information about this Foundational Literacy Skills Plan

Our district began the process of focusing on Early Literacy pre-Covid. Although we still emphasized literacy as a core component of our district strategic plan, much of this past year was a juggle between online, hybrid, and face-to-face instruction. The instructional team is already in the process of "revisiting" our plan from 2020-21 and revamping it to fit the needs of the current times. The instructional team is developing a "literacy and learning" handbook to assist teachers, administration, and parents in focusing on the importance of literacy for all students. Our professional development will directly align with improving literacy and also directly aligns with our district's strategic plan.