

Paris Special School District
Foundational Literacy Skills Plan

(August 2021-May 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

Paris Special School District uses Amplify's Core Knowledge Language Arts (CKLA) curriculum for grades K-2. This foundational skills program is grounded in the science of reading and aligned to the TN ELA Standards as approved by the state Textbook and Instructional Quality Commission. This program serves as the primary source for daily skills instruction in grades K-2. This time includes 60 minutes of foundational skills instruction in phonological awareness, phonics, and fluency in addition to comprehension and vocabulary work and 30 minutes using the knowledge building curriculum Wit and Wisdom. Instruction is explicit and systematic. Students learn from a sounds first approach. The teacher explicitly teaches a sound, students practice saying the specific sound, then teacher models writing the same sound- followed by more student practice. Students practice individual codes/sounds in small groups and independent practice. An example of the sounds first approach can be found in Kindergarten Unit 1. This unit has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., right, left, top, bottom, etc.). In Unit 3, students will begin to read and write. In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English. Beginning in Unit 6 students practice application of the phonics as they read decodable texts aligned with the sounds previously taught in the explicit classroom instruction. Our Year-two plan for improvements involves additional professional development to strengthen and support instructional planning for explicit instruction, incorporate additional writing opportunities, and additional work in small group instruction as identified in the assessment and remediation guide that is integrated in to the CKLA program. All K-5 certified staff will complete a one-week asynchronous TN Early Reading Training by August 2023 and demonstrate knowledge and competency regarding foundational skills instruction by completing an exit exam following the asynchronous training. K-5 teachers also have the option to participate in a second week of in-person training this summer with an approved vendor that will include phonemic awareness, phonics, fluency, and vocabulary.

Daily Foundational Literacy Skills Instruction in Grades 3-5

PSSD has an integrated literacy block for grades three (3) through five (5) grounded in science of reading and aligned to TN ELA Standards. Our ELA materials are approved by TN Textbook and Instructional Materials Quality Commission on and include morphology, grammar, spelling, writing, and fluency, as well as vocabulary and comprehension. During the 90- minute ELA block all components for knowledge building (60 minutes) and foundational skills (30 minutes) are included daily and include a holistic approach in integrating foundational skills that are embedded within texts and lessons to ensure continuity, cohesion, and connection as recommended by reading research. A study of A Great Heart (Grade 4 Module 1) is an example of the integrated instruction in the Wit and Wisdom program. In this module, students explore, challenge, and explain various literal and figurative uses of the word heart and explore the systems of the literal heart through reading the text The Circulatory Story. Followed by the book Love that Dog, where students explore the figurative use of the word heart by examining a boy's broken heart and his change of heart. In this Module, students determine main idea, interpret information and explain how it contributes to understanding of the text. Examples of Standards addressed/integrated including Foundational Skills

- Explain the structure and meaning of poems
- Create a focus statement about a famous person, and support it with textual details
- Demonstrate how punctuation is used with quotations.
- Use a comma before a coordinating conjunction in a compound sentence
- Order a series of adjectives within sentences according to conventional patterns.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

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

PSSD currently uses Renaissance Star Early Literacy as the universal screener for Kindergarten and the Star Reading Assessments as the screener for 1st – 8th grade. These assessments are also referenced as a first-stage universal dyslexia screening tool. If the assessment indicates that a student completed the test with fidelity and performed within a specified range, students are further screened using a number of survey level dyslexia screeners, including Rapid Automated Naming (RAN), PWRS: Extension Encoding, and the PASS Phonemic Segmentation.

Intervention Structure and Supports

Students identified as having a reading deficiency and/or have identified skills deficits, receive additional survey level assessments to determine specific deficits and classify as Tier II or Tier III. Students scoring below the 15% PR are administered additional skill-based measures as part of benchmarking and screening for characteristics of dyslexia. Students receive daily small-group instruction in the identified skill deficit area for 30 – 45 minutes in Tier II and Tier III respectively. Students scoring from the 25th – 90th PR receive standards based practice and students above the 90thPR receive enrichment during the RTI2 instructional period.

K-5 students who are receiving intervention in Tier II and/or Tier III receive intervention from Wilson Reading, Sounds Sensible (Pre-Reading SPIRE), Read Naturally, and intervention support from our newly adopted Amplify CKLA curriculum depending on the identified skill deficit area. The Amplify program contains Assessment and Remediation Guide and a digital Intervention Tool Kit that allows teachers to find specific activities that directly address skill gaps and can be tailored to fit the needs of students who need intervention or scaffolding in the regular classroom on a given skill. Data meetings occur at 4.5 week intervals to determine if progress is being made and whether or not a change in intervention is warranted. Parents receive a progress report with the student's progress reports and any area of change that is deemed necessary during the team meeting.

K-2 students who are identified as having dyslexic characteristics or tendencies receive intervention as outlined in the Say Dyslexia Law using research-based materials specific for dyslexia intervention. Families are notified of students who are identified as having dyslexic tendencies and/or characteristics and receive additional information on the Say Dyslexia Law and other resources available to support parents and caregivers.

Parent Notification Plan/Home Literacy Reports

Parents of K-5 students are notified if their child is identified as “at risk” for or has a significant reading deficiency, as evidenced by scoring 0-25th PR on universal screenings and further survey level assessments as needed. Scores are communicated with clear explanation of students' skill gaps and deficits as well as the depth and extent of the student need, including information regarding Dyslexia, if applicable- as well as the amount of intervention time the student will receive in addition to Tier 1. Parents also receive information regarding the importance of reading on grade level by third grade, after-school tutoring opportunities provided at no cost, Parent ELA Help Events (afternoons and evenings) that provide support on helping struggling readers at home. We also provide Tech Showcase(s) to provide information and support on tech programs available at no-cost to support learning to read at home and provide opportunity to practice accessing the programs outside of school hours. Parents are encouraged to take advantage of the free decodable readers provided through the Reading 360 Initiative on TN Literacy website. The readers provide families with sounds-supports to connect school and home-practice to reinforce newly learned phonics and spelling patterns from daily lessons. Parents receive communication three times annually prior to universal screening. Those whose child will receive Tier II or Tier III interventions receive progress reports from classroom teachers and interventionists at 4.5 week intervals. Progress reports include current Tier of support, specific areas of need, data based decisions regarding referral to next level of intervention, continuation of current intervention, and/or a decrease to lower level of support and data graph of current progress monitoring. Families also receive family letters that are included with our current HQIM that provide parents with information on current skills or modules and ideas on how to support their student(s) through reading practice and/or questioning around texts.

Professional Development Plan

All K-2 PSSD All PreK-2 teachers will participate in year-two professional development with the CKLA Amplify PD team in July of 2021. The Amplify CKLA PD team provides professional learning and pedagogical support based on science of reading. The expert Amplify trainers include research, podcasts with experts, and a science of reading handbook with additional support. The year-two PD

will focus on Strengthening Planning and Practice, Writing in CKLA, and Small Group Instruction with a focus on areas of phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Specific trainings scheduled for PreK-2 include CKLA – Enhanced Planning and Practice with Amplify CKLA Professional Development team. Focus on year-two further developing teacher capacity and expertise in knowledge and delivery of high-quality CKLA foundational materials. CKLA – Enhanced Planning and Practice with Amplify CKLA Professional Development team. Focus on year-two further developing teacher capacity and expertise in knowledge and delivery of high-quality CKLA foundational materials. CKLA – Strengthening Writing – Amplify CKLA PD team. Strengthen knowledge and delivery of text-based approach to writing specific to foundational and knowledge building programs (CKLA/ Wit Wisdom) CKLA – Small group instruction – Amplify CKLA PD team. Utilize an outcome-driven model to identify and plan for instructional supports (during Small Group instruction). • Examine how basic early literacy skills contribute to comprehension. • Explore how explicit instruction in the code can “fill” students’ early literacy gaps and support comprehension. • Analyze assessment data to identify key areas of strengths and opportunities for improvement, and CKLA follow-up collaborative team • Explore how explicit instruction in the code can “fill” students’ early literacy gaps and support comprehension. • Analyze assessment data to identify key areas of strengths and opportunities for improvement. Develop instructional plans for Tier 2 intervention groups using the Assessment and Remediation Guide. All K-5 certified staff will complete a one-week asynchronous TN Early Reading Training by August 2023 and demonstrate knowledge and competency regarding foundational skills instruction by completing an exit exam following the asynchronous training. K-5 teachers also have the option to participate in a second week of in-person training this summer with an approved vendor that will include phonemic awareness, phonics, fluency, and vocabulary. PSSD teachers in third grade (3rd) through fifth (5th) grade will receive Wit and Wisdom PD led by experts from the publisher, Great Minds. The experts on the PD team have first-hand experience and success in teaching Wit and Wisdom and testify to the impact the curriculum and instruction has on students. Great Minds has received praise and recognition from the Louisiana Department of Education, praised for its evaluation of curricula. The training will include further developing teacher capacity to engage students in reading complex texts to build knowledge and further develop essential foundational skills of reading, writing, speaking, listening, and grammar. Emphasis will be placed on using texts to instruct and further support fluency, morphology, spelling, and writing. An additional session on testing and information on research and how to effectively approach testing in the Wit and Wisdom program through focus on alignment of TN ELA Standards and the ELA shifts. Additional PD will be provided by the TN Early Reading Training provided through the TN Early Literacy Grant (LIN) and the Reading 360 Initiative. PSSD will participate in the Literacy Implementation Network and receive support from a mentor district and a chosen vendor provided for in the LIN Grant.

Over the previous year (School Year 2021-2022) Paris School District participated in the Early Literacy Network and the Literacy Implementation Network with The New Teacher Project (TNTP) and TN Department of Transportation. Leaders at district and school level worked with TNTP and other districts in our cohort to build leader capacity and literacy instruction grounded in high-quality instructional materials and refine our practices for PLC work and planning. We will continue to refine the internalization structure and consistently work to build teacher capacity through internalization trainings and team collaboration with leader support.