

Kingsport City Schools

Foundational Literacy Skills Plan

Last Updated: August 16, 2023

Approved: May 21, 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

Foundational Literacy Skills Instruction in Grades K-2 at Kingsport City Schools (KCS) begins with Houghton Mifflin Harcourt's Into Reading, a comprehensive literacy curriculum aligned with Tennessee ELA standards and approved by the state Textbook and Instructional Materials Quality Commission. The Literacy Block in KCS spans 120 minutes per day for grades K-2, with at least 45 minutes dedicated to foundational skills instruction. The teaching of foundational skills is the primary form of instruction. Teachers utilize the approved curriculum by Houghton Mifflin Harcourt, Into Reading, which employs an evidence-based, systematic approach to phonics instruction, focusing on phonological and phonemic awareness, phonics, vocabulary, and fluency to ensure reading comprehension. Students receive 50-60 minutes of foundational skills instruction, along with additional differentiated instructional supports for mastery. Teachers provide explicit, systematic instruction and practice in phonics, fluency, vocabulary, and comprehension over time to unlock the reading code for students. Weekly assessments are integrated into the program to provide checkpoints for students, supplemented by ongoing teacher assessments during foundational skills instruction. For instance, students may work on digraphs, blend or manipulate phonemes, and review consonant digraphs like "ch," "sh," "th," and "st." Articulation videos within the program provide clear models of sounds for accuracy. Additional resources for foundational skills practice, including decodable readers and the digital phonics program iRead, further support student progress.

Students engage in consistent vocabulary and "word work" in every lesson, building knowledge through text sets and practicing vocabulary application, such as working with words with suffixes like "-er" and "-est," and using context clues to determine word meanings. Vocabulary routines are outlined at every grade level, employing the "I do, we do, you do" system to practice and apply vocabulary words in speech and writing. During classroom walkthroughs last year, clear instruction in foundational skills using approved materials was observed. Teachers utilize foundational skills videos, hosted in a shared Google Drive accessible to all district teachers, to support students at home, providing an additional opportunity for professional development and knowledge sharing among teachers.

Daily Foundational Literacy Skills Instruction in Grades 3-5

The literacy block for students in grades 3-5 consists of a minimum of 90 minutes, with at least 30 minutes dedicated to foundational skills instruction daily. Teachers utilize the Into Reading Curriculum by HMH, providing systematic foundational skills support. Charts and lesson plans offer explicit instruction and additional practice, ensuring mastery. Vocabulary support is integrated throughout every module, with additional resources for English Learners and teacher notes on directing students. Students are supported in decoding, morphology, grammar, spelling, writing, and fluency, with additional resources for differentiated support. Academic vocabulary lessons provide clear instruction, guided practice, and application in speech and text, including practice with generative vocabulary and Greek and Latin roots. Examples of skills covered include decoding and spelling with long "a" and long "e," followed by fluency practice with grade-level appropriate texts. This includes explicit supports for fluency, vocabulary, and comprehension.

In addition to foundational skills support, the program includes complex texts and tasks. Teachers provide instruction through text sets, progressively building in complexity. Each text is evaluated for complexity and sequenced to build towards standards. Modules begin with an essential question, with students reading texts and completing writing tasks that progress throughout the module, exploring aspects like the author's purpose and theme development. Students complete writing tasks weekly, building around essential questions, leading to comprehensive performance tasks every three weeks, mirroring TCAP tasks and addressing standards. A writer's workshop model, studying mentor texts and completing the writing process, is employed throughout each module to enhance writing skills.

Houghton Mifflin Harcourt (HMH) Into Reading for Grades K-5. Kingsport submitted a waiver to the Tennessee Department of Education (TDOE), which included provisions for supplemental materials to meet the Textbook and Instructional Materials Quality Commission's criteria for approval of HMH 3rd grade for KCS in May 2020. This approval ensures a consistent and systematic literacy experience for students from kindergarten through 5th grade aligned to Tennessee State Standards.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt Into Reading

Approved Instructional Materials for Grades 3-5

Houghton Mifflin Harcourt Into Reading

Approved waiver for grade 3 Houghton Mifflin Harcourt Into Reading

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

KCS continues to use EasyCBM reading and math for universal screening in all grades K-8, with the exception of 3rd grade for progress monitoring three times a year. AimsWeb+ is used as the universal screener for 3rd graders, allowing seamless integration with TDOE's adequate progress calculations. Data from each administration is examined to monitor academic successes and skill

needs among 3rd graders. KCS complies with the dyslexia screening requirements established in T.C.A. 4901-229.

Intervention Structure and Supports

Kingsport City Schools use materials from HMH for Tier 1 support and employ additional data points, including benchmark assessments, quarterly assessments, TCAP results, and the Developmental Reading Assessment (DRA), to identify students at-risk for significant reading deficiencies. Students who score below the 15th percentile (significant reading deficiency) or are at risk for a significant reading deficiency (scoring between the 16th and 40th percentile) undergo additional screening and detailed assessments. These follow-up measures are designed to pinpoint the specific skills that need targeted intervention. To determine these areas, the Phonics and Word Reading Survey (PWRS) is employed. This tool helps to identify specific difficulties and characteristics of dyslexia across various domains, including phonemic awareness, phonological awareness, sound-symbol correspondence, alphabet knowledge, decoding, encoding, and rapid naming.

All interventions and schedules are aligned with expectations outlined in the RTI² manual. The interventions are evidence-based and are differentiated based by Tier 2 and 3. Each intervention addresses specific skill gaps. Benchmark Intervention serves as the primary evidence-based resource to address skill gaps, while Benchmark Phonics is employed for certain students requiring specific support. Students receive at least 45 minutes of intervention each day. Data Teams regularly convene to determine student placement and appropriate interventions, deciding on whether students need Tier 2, Tier 3, remediation/tutoring, or extension services. These teams utilize progress monitoring data of specific skill gaps to make informed decisions on adjustments to the duration, materials, and intensity of interventions when a student is not making expected progress.

Parent Notification Plan/Home Literacy Reports

Regular communication with parents/guardians is crucial for garnering support and understanding of the MTSS process. A culture of collaboration involving educators, families, and communities is fostered through the following:

- Providing parent maps and ideas for ways to support student learning at home at no cost to families.
- Sending home parent letters for students identified as having a significant reading deficiency scoring below the 15th percentile or are “at-risk,” scoring between the 16th and 40th percentile as soon as assessments are analyzed.
- Ensuring parent letters are concise and easily understandable, avoiding acronyms that may not be familiar to all parties.
- KCS Parent letters offer a clear explanation of their child's skill gaps and an intervention plan outlining the depth of their child's needs. In addition, KCS provides families with information regarding how those gaps will be addressed during intervention.

- Offering both print-based and online intervention programs in reading, writing, comprehension, and fluency. In math, we utilize Do The Math modules to address knowledge gaps.
- Including information in parent letters about the importance of proficient reading by the end of 3rd grade. 3rd and 4th grade promotion pathways are also shared with parents meeting TCA 4906-3115 (a) through parent letters three times a year in K-5, in-person meetings, and parent teacher conferences (K-5 three times a year).
- Providing parent materials in the language spoken by the parent. KCS has a partnership with a local chemical company (Eastman) to provide translation services. Also on staff is an onsite translator for Spanish-speaking families.
- Notifying parents when their child is placed in or removed from Tier 2 and/or Tier 3.
- Sending progress monitoring reports from the school data team to parents every 4-5 weeks, detailing their child's growth in reading and/or math, along with recommendations to either continue with the current services, change the intervention, or adjust the time/intensity.
- Inviting parents to the school to discuss with the data team if a referral for special education services is being considered.

Professional Development Plan

Professional development is vital for the successful implementation of high-quality educational materials. To support teachers in effectively implementing the Into Reading Materials, Kingsport City Schools (KCS) has developed a comprehensive plan.

- In May 2024, we conducted a thorough review of the curriculum, involving at least one teacher per school, per grade level, to revise and update curriculum maps and pacing guides. Additionally, two teachers per grade level were selected as Teacher Leaders, who meet monthly with the District Literacy Coordinator to preview materials and complete tasks as learners.
- Virtual curriculum collaboratives are held monthly for all teachers by grade level, providing updates on curriculum implementation and fostering collaboration.
- Grade level teachers have common planning times each week to meet with instructional coaches and delve into weekly instructional plans.
- A plan is in place for any new teachers to Kingsport City Schools to complete course 1 of the Early Reading Training prior to teaching.

KCS has also invested in professional development initiatives.

- In the 2019-2020 school year, KCS teachers participated in the K-5 Reading Course offered by the Tennessee Department of Education (TDOE).
- Furthermore, our District Literacy Coordinator underwent training by Sopris Learning, becoming one of two educators in our region certified as a trainer.
- We provide annual training in the Science of Reading, including the Simple View of Reading and Scarborough's Rope, to ensure consistency and support for teachers. This includes

training on phonological awareness, phonemic awareness, phonics, fluency, and vocabulary (absent of cueing or MSV strategies).

- KCS also participated in the Reading 360 Early Literacy Training series by TDOE during the summers of 2021 and 2022.
- Additionally, we partnered with TDOE in Early Literacy Networks to provide further learning opportunities.
- During the 2022-2023 school year, all teachers whose licenses requires it for renewal, participated in Course 1 of the Foundational Literacy Course. This initiative was extended to many secondary teachers and those whose licenses didn't require the course. A plan is in place for any new teachers to Kingsport City to complete course 1 prior to teaching.

As we move forward with the implementation of High-Quality Instructional Materials (HQIM), we continuously monitor and support teachers.

- We annually update curriculum maps and pacing guides, provide ongoing curriculum collaboratives led by teacher leaders, and deliver district-wide training by the Literacy Coordinator.
- We also offer job-embedded professional learning days for teachers to focus on foundational skills instruction and grade level support for implementation of HQIM.
- Administrator Academies are provided for principals throughout the year to ensure all educators work toward the same goal of student learning.
- Additionally, walkthroughs and classroom visits are conducted quarterly to ensure accurate implementation and consistency.

We also analyze trends and provide professional learning opportunities based on teacher needs.

- Instructional coaches work with teachers through coaching cycles to ensure quality instruction.

A complete calendar of professional learning opportunities is made available for teachers during the summer, containing learning opportunities throughout the school year.