
Lawrence County School System

English Language Arts Implementation Plan

Lawrence County, Tennessee



Schools and Communities Working Together for Student Success

March 1, 2021



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Executive Summary

This document describes the components of the district English Language Arts Implementation plan, as prepared by the Lawrence County School System (LCSS) administrative staff. There are four phases including Planning Phase and Phases One, Two, and Three. Within these phases, the key stakeholders, District Leaders, School Leaders, Instructional Coaches (Response to Instruction and Intervention, RTI²) and Teachers, will be addressed.

Section 1: Vision Statement

Section 2: Planning Phase

Section 3: Phase One

Section 4: Phase Two

Section 5: Phase Three

Section 6: District Administrative Team Membership

Lawrence County School System is utilizing Tennessee Department of Education (TDOE) Core Office and National Institute for Excellence in Teaching (NIET) Tennessee Rural Acceleration and Innovative Network (TRAIN) support to follow their guide to curriculum implementation. This guide addresses six lessons LCSS plans to put in practice:

1. Focus on leaders first.
2. Create time, structures, and formal roles to support ongoing, school-based collaborative professional learning.
3. Adopt a research-based instructional rubric to guide conversations about teaching and learning with curriculum.
4. Anchor coaching and feedback in the curriculum.
5. Recognize the stages of curriculum implementation and what teachers need to progress to higher stages.
6. Ensure that districts work closely with schools to plan for, communicate, and implement school-based professional learning that blends support for curriculum and instructional practice.



Section 1: LCSS Mission and Vision Statements

LCSS Mission: Schools and Communities Working Together for Student Success

LCSS Vision: The Lawrence County School System envisions an inclusive, welcoming, and safe educational environment in which all students are valued, held to high expectations, and are successful.

Section 2: Planning Phase

LCSS Grades K-5 ELA Adoption

The Lawrence County School System (LCSS) fully embraces the Tennessee Department of Education's (TDOE) Strategic Priority 1: Academic Access, which states, "All Tennessee students will have access to a high-quality education, no matter where they live." Embedded within this priority are Early Literacy Supports that include purchasing high-quality materials and implementation supports. LCSS followed all TDOE guidance, policy, and procedures provided for the ELA adoption process.

An LCSS team participated in all sessions provided by TDOE on identifying and evaluating high-quality ELA materials. Two sessions were provided to all LCSS ELA teachers to re-deliver the content to help ensure our teachers knew how to identify materials that truly met the Tennessee's ELA standards requirement of providing students with instruction and opportunities for regular practice with complex text and academic vocabulary, reading and writing grounded in evidence from literary and informational text, and building knowledge through content-rich literary and information text. The Scoring Guides were included in these training sessions. Previous vital



training that assisted teachers in these areas was provided by our Read to B (R2BR) coaches. Through R2BR, our teachers learned how to identify qualitative and quantitative complex, grade appropriate text. ELA teachers submitted an application to serve on the Expert Review team that included classroom data and an administrative recommendation. The Expert Review Team consisted of a representative panel of all grade levels and all schools and included special education and English Language Learners educators and stakeholders. The TDOE adoption list was narrowed utilizing EdReports and samples were requested from vendors from that narrowed list and housed in the schools for easy access. A full-day Textbook Caravan was hosted with an adjoining district and substitutes were provided allowing our teachers to thoroughly review the resources. The Expert Review team ensured that ELA teachers had the access and knowledge to thoroughly review the adoption options. A survey was sent to all ELA teachers allowing all to participate in the process and to provide thorough reviews. The Expert Review Team met back to evaluate the survey data and make final decisions.

LCSS Grades K-5 ELA Purchase

The final ELA adoption decision made by LCSS for Grades kindergarten through five was Core Knowledge Language Arts (CKLA). CKLA is a comprehensive ELA program for teaching skills in reading, writing, listening, and speaking. It also builds students' knowledge and vocabulary in literature, history, geography, and science. Foundational skills are embedded within the CKLA curriculum. It is rated green on all indicators in EdReports. Through the use of FY20 General Purpose funds and Elementary and Secondary School Emergency Relief (ESSER) funds, LCSS purchased ALL digital and print teacher resources available and ALL digital and print student resources available from CKLA for the full six years of the adoption.



Professional Development was purchased to provide our teachers with a thorough i to all components and to provide on-going support throughout the implementation. This extensive purchase with its hybrid and virtual resources assisted LCSS in providing high quality asynchronous, synchronous, and concurrent instruction to our students during the COVID pandemic and continues with full in-person instruction.

LCSS Use of Grades K-5 ELA Materials

Grades K-2: LCSS has participated in two training series this school year, Implementing High-Quality Instructional Materials provided by TDOE and NIET and Tennessee Rural Acceleration and Innovation Network (TRAIN) with Ayers Institute, NIET, and SCORE. These both had elements that supported us in the implementation of our ELA materials, including the thorough use of and practice with TDOE's Instructional Practice Guide (IPG). LCSS also in recent years partnered with Instruction Partners (IP) and more recently with the South Central Core Office. Both partnerships provided in depth studies of the IPGs as well as empowered our administrators with knowledge and our teachers will better instructional feedback through partner and small group IPG Walkthroughs. These experiences have laid the foundation for our administrators and teachers to have the growth mindset needed to embrace the rigor of these high-quality instructional materials while educating in a pandemic. Additionally, our previous engagement and work in R2BR had prepared our teachers and students with valuable experiences and strategies to manage increased rigor and complex texts. LCSS fully embraced R2BR with a R2BR Coach in every elementary school. These experiences prior to the ELA adoption have made the expectation of full implementation



while completely maintaining the fidelity and integrity of the resource commo
knowledge and practice.

To prepare our teachers to utilize the ELA curriculum, foundational professional development was held providing our administrators and teachers with an introduction and overview of the CKLA program and a guided exploration of the resources, technology components and the instructional design. Follow-up sessions, including monthly virtual sessions, have and will continue to provide training on integrating the components of the program during implementation, including best practices, critical topics, and useful techniques.

To further support the core ELA curriculum, LCSS is providing all Pre-K through Grade two students and families access to Smarty Ants, an interactive and adaptive program with animated lessons and activities to assist in filling the performance gaps of our students. Utilized within our Response to Instruction and Intervention (RTI²), it addresses the five fundamental components of reading, phonemic awareness, phonics, vocabulary, fluency, and reading comprehension through foundational skill instruction, independent practice and embedded assessments available in English and Spanish.

Grades 3-5: LCSS has participated in two training series this school year, Implementing High-Quality Instructional Materials provided by TDOE and NIET and Tennessee Rural Acceleration and Innovation Network (TRAIN) with Ayers Institute, NIET and SCORE. These both had elements that supported us in the implementation of our ELA materials, including the thorough use of and practice with TDOE's Instructional Practice Guide (IPG). LCSS also in recent years partnered with Instruction



Partners (IP) and more recently with the South Central Core Office. Both provided in depth studies of the IPGs as well as empowered our administrators with knowledge and our teachers will better instructional feedback through partner and small group IPG Walkthroughs. These experiences have laid the foundation for our administrators and teachers to have the growth mindset needed to embrace the rigor of these high-quality instructional materials while educating in a pandemic. Additionally, our previous engagement and work in R2BR had prepared our teachers and students with valuable experiences and strategies to manage increased rigor and complex texts. LCSS fully embraced R2BR with a R2BR Coach in every elementary school. The R2BR Coaches' main focus was on Grades K-3, however, R2BR training and support was provided to all elementary teachers. These experiences prior to the ELA adoption have made the expectation of full implementation while completely maintaining the fidelity and integrity of the resource common knowledge and practice.

To prepare our teachers to utilize the ELA curriculum, foundational professional development was held providing our administrators and teachers with an introduction and overview of the CKLA program and a guided exploration of the resources, technology components, and the instructional design. Follow-up sessions, including monthly virtual sessions, have and will continue to provide training on integrating the components of the program during implementation, including best practices, critical topics, and useful techniques.

To further support the core ELA curriculum, LCSS is providing all Grades three through eight students and families access to Achieve3000 Literacy, a supplemental, interactive and adaptive on-line program listed within What Works Clearinghouse that



provides nonfiction reading content to assist in filling the performance gaps of students. Utilized within our Response to Instruction and Intervention (RTI²), it focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills through grade-level, standards-aligned content available at twelve Lexile levels in English and Spanish.

LCSS Grades 6-12 ELA Adoption

The Lawrence County School System (LCSS) fully embraces the Tennessee Department of Education's (TDOE) Strategic Priority 1: Academic Access, which states, "All Tennessee students will have access to a high-quality education, no matter where they live." Embedded within this priority are Early Literacy Supports that include purchasing high-quality materials and implementation supports. LCSS followed all TDOE guidance, policy, and procedures provided for the ELA adoption process.

An LCSS team participated in all sessions provided by TDOE on identifying and evaluating high-quality ELA materials. Two sessions were provided to all LCSS ELA teachers to re-deliver the content to help ensure our teachers knew how to identify materials that truly met the Tennessee's ELA standards requirement of providing students with instruction and opportunities for regular practice with complex text and academic vocabulary, reading and writing grounded in evidence from literary and informational text, and building knowledge through content-rich literary and information text. The Scoring Guides were included in these training sessions. Our teachers learned how to identify qualitative and quantitative complex, grade appropriate text. ELA teachers submitted an application to serve on the Expert Review team that included classroom data and an administrative recommendation. The Expert Review Team



consisted of a representative panel of all grade levels and all schools and included special education and English Language Learners educators and stakeholders. The TDOE adoption list was narrowed utilizing EdReports and samples were requested from vendors from that narrowed list and housed in the schools for easy access. A full-day Textbook Caravan was hosted with an adjoining district and substitutes were provided allowing our teachers to thoroughly review the resources. The Expert Review team ensured that ELA teachers had the access and knowledge to thoroughly review the adoption options. A survey was sent to all ELA teachers allowing all to participate in the process and to provide thorough reviews. The Expert Review Team met back to evaluate the survey data and make final decisions.

LCSS Grades 6-12 ELA Purchase

Grades 6 – 8: The final ELA adoption decision made by LCSS for Grades six through eight was Amplify ELA. Amplify ELA is a blended curriculum designed specifically for middle school students. It provides challenging, yet interesting, complex texts that are appealing to middle school students. Amplify ELA rated green on all indicators in EdReports. Through the use of FY20 General Purpose funds and Elementary and Secondary School Emergency Relief (ESSER) funds, LCSS purchased ALL digital and print teacher resources available and ALL digital and print student resources available from Amplify ELA for the full six years of the adoption. Professional Development was purchased to provide our teachers with a thorough introduction to all components and to provide on-going support throughout the implementation. This extensive purchase with its hybrid and virtual resources assisted LCSS in providing high



quality asynchronous, synchronous, and concurrent instruction to our students during the COVID pandemic and continues with full in-person instruction.

Grades 9 – 10: The final ELA adoption decision made by LCSS for Grades nine through twelve was myPerspectives by SAVVAS. MyPerspectives is a new language arts curriculum that promotes higher achievement and develops the competencies needed for college and career readiness. It is rated green in EdReports on all indicators. Through the use of FY20 General Purpose funds and Elementary and Secondary School Emergency Relief (ESSER) funds, LCSS purchased ALL digital and print teacher resources available for Grades nine and ten. A class set of textbooks was purchased for each classroom along with ALL digital and print student resources available from SAVVAS for the full six years of the adoption. Professional Development was purchased to provide our teachers with a thorough introduction to all components and to provide on-going support throughout the implementation. This extensive purchase with its hybrid and virtual resources assisted LCSS in providing high quality asynchronous, synchronous, and concurrent instruction to our students during the COVID pandemic and continues with full in-person instruction.

Grades 11: The final ELA adoption decision made by LCSS for Grades nine through twelve was myPerspectives by SAVVAS. MyPerspectives is a new language arts curriculum that promotes higher achievement and develops the competencies needed for college and career readiness. It is rated green in EdReports on all indicators. As all students in eleventh grade in LCSS schools are either participating in a Dual Credit English course or State-Dual Credit and following the curriculum



guidelines provided in those programs, LCSS did not purchase the SAVVAS myPerspective program for English III.

Grades 12: The final ELA adoption decision made by LCSS for Grades nine through twelve was myPerspectives by SAVVAS. MyPerspectives is a new language arts curriculum that promotes higher achievement and develops the competencies needed for college and career readiness. It is rated green in EdReports on all indicators. LCSS has a very robust Dual Credit population steaming from our English III Early Postsecondary Opportunity (EPSO) initiative and the ease of dual enrollment with one of Columbia State Community College's campuses housed on one of our high school campuses. As we have a large number of our students opting for an English Dual Enrollment course in the place of English IV, LCSS did not purchase the SAVVAS myPerspective program for English IV.

LCSS Use of Grades 6-12 ELA Materials

Grades 6–8: LCSS has participated in two training series this school year, Implementing High-Quality Instructional Materials provided by TDOE and NIET and Tennessee Rural Acceleration and Innovation Network (TRAIN) with Ayers Institute, NIET and SCORE. These both had elements that supported us in the implementation of our ELA materials, including the thorough use of and practice with TDOE's Instructional Practice Guide (IPG). LCSS also in recent years partnered with Instruction Partners (IP) and more recently with the South Central Core Office. Both partnerships provided in depth studies of the IPGs as well as empowered our administrators with knowledge and our teachers will better instructional feedback through partner and small group IPG Walkthroughs. These experiences have laid the foundation for our



administrators and teachers to have the growth mindset needed to embrace these high-quality instructional materials while educating in a pandemic. Additionally, our previous move two years ago to the Open Resource, UnboundEd, has helped prepare our teachers and students with valuable experiences and strategies to manage increased rigor and complex texts. These experiences prior to the ELA adoption have made the expectation of full implementation while completely maintaining the fidelity and integrity of the resource common knowledge and practice.

To prepare our teachers to utilize the ELA curriculum, foundational professional development was held providing our administrators and teachers with an introduction and overview of the Amplify ELA program and a guided exploration of the resources, technology components, and the instructional design. Follow-up sessions have and will continue to provide training on integrating the components of the program during implementation, including best practices, critical topics, and useful techniques.

To further support the core ELA curriculum, LCSS is providing all Grades three through eight students and families access to Achieve3000 Literacy, a supplemental, interactive and adaptive on-line program listed within What Works Clearinghouse that provides nonfiction reading content to assist in filling the performance gaps of our students. Utilized within our Response to Instruction and Intervention (RTI²), it focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills through grade-level, standards-aligned content available at twelve Lexile levels in English and Spanish.

Grades 9–10: LCSS has participated in two training series this school year, Implementing High-Quality Instructional Materials provided by TDOE and NIET and



Tennessee Rural Acceleration and Innovation Network (TRAIN) with Ayers Ir NIET and SCORE. These both had elements that supported us in the implementation of our ELA materials, including the thorough use of and practice with TDOE's Instructional Practice Guide (IPG). LCSS also in recent years partnered with Instruction Partners (IP) and more recently with the South Central Core Office. Both partnerships provided in depth studies of the IPGs as well as empowered our administrators with knowledge and our teachers will better instructional feedback through partner and small group IPG Walkthroughs. These experiences have laid the foundation for our administrators and teachers to have the growth mindset needed to embrace the rigor of these high-quality instructional materials while educating in a pandemic. Additionally, our previous move two years ago to the Open Resource, Louisiana Guidebooks, has helped prepare our teachers and students with valuable experiences and strategies to manage increased rigor and complex texts. These experiences prior to the ELA adoption have made the expectation of full implementation while completely maintaining the fidelity and integrity of the resource common knowledge and practice.

To prepare our teachers to utilize the ELA curriculum, foundational professional development was held providing our administrators and teachers with an introduction and overview of the SAVVAS program, myPerspectives, and a guided exploration of the resources, technology components, and the instructional design. Follow-up sessions have and will continue to provide training on integrating the components of the program during implementation, including best practices, critical topics, and useful techniques.

To further support the core ELA curriculum, LCSS is providing identified students in Grades nine through twelve access to Achieve3000 Literacy, a supplemental,



interactive and adaptive on-line program listed within What Works Clearinghouse provides nonfiction reading content to assist in filling the performance gaps of our students. Utilized within our Response to Instruction and Intervention (RTI²), it focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills through grade-level, standards-aligned content available at twelve Lexile levels in English and Spanish.

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To further support the core ELA curriculum, LCSS is providing identified students in Grades nine through twelve access to Achieve3000 Literacy, a supplemental,



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As all students in eleventh grade in LCSS schools are either participating in a Dual Credit English course or State-Dual Credit and following the curriculum guidelines provided in those programs, LCSS did not purchase the SAVVAS myPerspective program for English III.

Grade 12: LCSS has participated in two training series this school year, Implementing High-Quality Instructional Materials provided by TDOE and NIET and Tennessee Rural Acceleration and Innovation Network (TRAIN) with Ayers Institute, NIET and SCORE. These both had elements that supported us in the implementation of our ELA materials, including the thorough use of and practice with TDOE's Instructional Practice Guide (IPG). LCSS also in recent years partnered with Instruction Partners (IP) and more recently with the South Central Core Office. Both partnerships provided in depth studies of the IPGs as well as empowered our administrators with knowledge and our teachers will better instructional feedback through partner and small group IPG Walkthroughs. These experiences have laid the foundation for our administrators and teachers to have the growth mindset needed to embrace the rigor of high-quality instructional materials while educating in a pandemic. Additionally, our previous move two years ago to the Open Resource, Louisiana Guidebooks, has helped



prepare our teachers and students with valuable experiences and strategies increased rigor and complex texts.

To further support the core ELA curriculum, LCSS is providing identified students in Grades nine through twelve access to Achieve3000 Literacy, a supplemental, interactive and adaptive on-line program listed within What Works Clearinghouse that provides nonfiction reading content to assist in filling the performance gaps of our students. Utilized within our Response to Instruction and Intervention (RTI²), it focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills through grade-level, standards-aligned content available at twelve Lexile levels in English and Spanish.

Twelfth grade students enrolled in English IV in LCSS continue to utilize the Open Resources, Louisiana Guidebooks and UnboundED. Due to the large number of students who opt for Dual Enrollment for senior English, LCSS did not purchase the SAVVAS myPerspective program for English IV.

LCSS Grade Band HQIM Rationale for Selection

Grade Band K-4: The Lawrence County School System adopted Amplify Core Knowledge Language Arts (CKLA) for Grades Kindergarten through five. Our rationale for adopting this curriculum is multifaceted. CKLA received very high green (Meets Expectations) ratings in all indicators based on text quality, building knowledge, and usability in EdReports. CKLA is grounded in the Science of Reading. CKLA sequences deep content knowledge with research-based foundational skills. It is a knowledge-based curriculum filled with history, science, literature, and the arts. This background knowledge will provide our students with the knowledge base to access and



unpack complex text, allowing students to fully comprehend. It provides systematic research-based foundational skills instruction on 100% of the foundational skills standards.

CKLA provides regular practice in reading, writing, and speaking with complex literary and informational texts and its academic vocabulary. It is providing our teachers with tools to effectively engage our students in standards-aligned questions and tasks.

Adopting CKLA provided LCSS with the resources needed to assist our teachers in providing asynchronous, synchronous, and concurrent instruction. When utilizing our training and tools to evaluate and review all the adoption possibilities, CKLA stood out and above the rest to our Expert Review Team and our teachers in meeting our expectations for a rigorous, comprehensive K-5 ELA program.

Grade Band 5-8: The Lawrence County School System adopted Amplify Core Knowledge Language Arts (CKLA) for Grade five. Please see our rationale for adopting this curriculum provided in the section above under Grades K-4.

The Lawrence County School System adopted Amplify ELA for Grades six through eight. Our rationale for adopting this curriculum is multifaceted. Amplify received perfect, green (Meets Expectations) ratings in all indicators in EdReports in Text Quality and Complexity (36/36), Building Knowledge (32/32), and Usability Rating (34/34) for all three grades.

Amplify ELA is designed specifically for Grades 6-8. It is based on research into learning, cognition, and how students develop literacy skills. The program takes into account the specific developmental needs and motivations of students in this age group



as it challenges them to work critically with rigorous, complex text. It is built on the following research-based pillars: 1.) A focus on middle grade engagement; 2.) Text at the center; 3.) High expectations and strong supports; 4.) Active, multimodal, and collaborative learning; and 5.) Timely feedback and ongoing assessment.

Amplify ELA provides regular practice in reading, writing, and speaking with complex literary and informational texts and its academic vocabulary. It is providing our teachers with tools to effectively engage our students in standards-aligned questions and tasks.

Adopting Amplify ELA provided LCSS with the resources needed to assist our teachers in providing asynchronous, synchronous, and concurrent instruction. When utilizing our training and tools to evaluate and review all the adoption possibilities, Amplify ELA stood out and above the rest to our Expert Review Team and our teachers in meeting our expectations for a rigorous, comprehensive Grade 6-8 ELA program. Adopting this program connected our learning and provided consistency we wanted from Kindergarten through eighth grade.

Grade Band 9-12: The Lawrence County School System adopted myPerspectives by SAVVAS for Grades nine through twelve. Our rationale for adopting this curriculum is multifaceted. It is a new language arts curriculum that promotes higher achievement and develops the competencies needed for college and career readiness. MyPerspectives received perfect, green (Meets Expectations) ratings in all indicators in EdReports in Text Quality (32/32), Building Knowledge (32/32), and Usability Rating (34/34) for all four grades.

MyPerspectives is a 'next gen' learning experience for our older students. Its focus on higher achievement and competencies development is needed for our



students to be college and career ready. It provides regular practice in reading and speaking with complex literary and informational texts and its academic vocabulary. It is providing our teachers with tools to effectively engage our students in standards-aligned questions and purposeful performance tasks.

Adopting MyPerspectives provided LCSS with the resources needed to assist our teachers in providing asynchronous, synchronous, and concurrent instruction.

However, when utilizing our training and tools to evaluate and review all the adoption possibilities, no curriculum clearly stood out and above the rest to our Expert Review Team or our teachers in meeting our expectations for a rigorous, comprehensive Grade 9-12 ELA program. MyPerspectives was more 'familiar' to our teachers, and they felt more 'comfortable' with it. It also fully integrates with Google Classroom, and the team and teachers decided that it was a better fit for LCSS than the other choices.

LCSS Literacy Vision

Lawrence County School System (LCSS) seeks to improve literacy skills - reading, writing, speaking, and listening - to set our students up for future success. We believe that ALL students should be proficient readers and experience the joy of reading. In our literacy classrooms, we strive to provide literacy instruction to prepare our students to meet the future demands of college and career, ultimately becoming productive citizens. Our goal is to have ALL students reading on grade level by the end of third grade and maintain grade level expectations throughout their school experiences.

Excellent literacy instruction in our classrooms is to build a Culture of Learning, providing Environmental Readiness to include the following daily:

- High-Quality text as the center of literacy instruction;



- Effective use of questions and tasks; and
- Opportunities for student engagement.

Excellent literacy instruction begins with classrooms grounded in with a culture of learning. Positive relationships are evident and a joy for learning is visible in teachers and students. Behavioral expectations are evident as students are engaged in the lesson from start to finish, completing tasks, volunteering responses and asking questions.

Excellent literacy instruction has high-quality, complex information or literary texts as the center of the literacy block with students reading, writing, and/or speaking as they build academic knowledge and vocabulary. Our expectation is that the majority of the lesson be grounded in a complex text utilized to develop knowledge.

Effective use of questions and tasks is another component of excellent literacy instruction. The questions and tasks are sequenced to build knowledge and require students to demonstrate understanding and support their ideas with evidence from the text. Our expectation is that teachers use questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards to build academic vocabulary and knowledge.

Excellent literacy instruction also provided opportunities for student engagement. Students are expected to do the majority of the work by engaging in the opportunities provided by teachers via speaking, listening, reading, and/or writing. The teachers expect evidence and precision from students, cultivates reasoning and meaning by allowing productive struggle, creates conditions for student conversations and checks



for understanding throughout the lesson and adapts according to students' needs. The expectation is that students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge both orally and written.

This emphasis on literacy instruction has been and will continue to be communicated through the Director of School "State of the Schools" address to stakeholders. The literacy vision is a component of both district and school plans as a goal with strategies and action steps for implementation. To monitor our progress toward our vision, Literacy Learning Walks are an embedded instructional practice. Promising practices and areas to grow are identified within grade levels, schools, and the district as trends are determined through peers, school administrator, district administrators, Core Office supports, and other partners and teams conduct frequent Literacy Learning Walks.

Section 3: Phase I (6 Months)

LCSS Goals Aligned to Vision

LCSS set the Instructional Goal to align with our Mission Statement and District and Literacy Vision Statements.

LCSS will leverage district resources to ensure standard-aligned instruction in Tier I across grade levels and content areas, as well as targeted supports and research-based interventions for students who need additional support in Tier II and Tier III or exceed grade-level expectations.

LCSS has the belief, grounded in Richard Elmore's definition of the Instructional Core, that there are three ways to improve student learning:



1. Raise the level of content that students are taught.
2. Increase the teachers' skills & knowledge that they bring to the teaching of that content.
3. Increase the level of students' active learning (engagement) of the content.

The level of content, skill, and knowledge of teachers and level of student engagement define the instructional core. To improve student achievement and growth, LCSS must address each of the areas in the Instructional Core philosophy. LCSS believes high-quality instructional materials and high-quality and engaging instruction in all grade levels and subjects are what is needed to ensure students are college and career-ready upon graduation.

To support this goal, LCSS is implementing the strategy to strengthen data-driven standard aligned high-quality and engaging core instruction for all students. LCSS will support this strategy by ensuring the effective implementation of high-quality instructional materials in every classroom. The Opportunity Myth (TNTP, 2018) research tells us the four key resources students need to be successful are:

1. Consistent opportunities to work on grade-appropriate assignments.
2. Strong instruction that lets students do most of the thinking in the lesson.
3. A sense of deep engagement in what they're learning.
4. Teachers who hold high expectations for students and truly believe they can meet grade-level standards.

Opportunity Myth, 2018

LCSS believes in this research and will follow best practices in supporting daily high-quality material implementation for students across grade levels and subjects and continues to align the budgeting process such that materials will be a priority for investment, specifically around implementation of the newly adopted ELA Curricula.

Those who support classroom instruction, District Leaders, School Leaders,



Instructional Coaches, and Lead Teachers will continue training in providing i feedback and support for the HQIM implementation through the observation and evaluation process, including Literacy Learning Walks. (The Project Coach, CLASS, IPG, etc.)

LCSS will provide opportunities for growth in teaching practices and strategies, content knowledge and pedagogy, and HQIM implementation through professional development and instructional leadership focused on improving student outcomes throughout the school year. Professional development will address job embedded needs of the instructional staff, as identified by teacher evaluation, walk-throughs, formative assessments and state assessment results. LCSS will continue to partner with Tennessee Department of Education (TDOE) Core Office and Tennessee Rural Acceleration and Innovation Network (TRAIN) to help provide data driven professional development implementing and supporting high-quality instructional materials in the classroom.

LCSS will continue to build instructional leadership by providing ongoing professional learning for those in the role of supporting instruction centered on Literacy Learning Walks. TDOE Core Office and TRAIN has and will continue to assist in increasing knowledge, experience, and expertise in observation and feedback to support teachers in high-quality, standard-aligned, data driven and engaging instruction. LCSS will continue norming IPG data and trends quarterly and providing high-quality feedback to empower actions toward instructional improvement.

LCSS will utilize data from Literacy Learning Walks utilizing the Instructional Practice Guide (IPG), The Project Coach, and Classroom Assessment Scoring System



(CLASS) for a benchmark indicator. Positive shifts in Literacy Learning Walks indicate that teachers are using the high-quality instructional material with fidelity and that the students are engaged and learning what is being taught. Data points will be collected through administrative walkthrough data three times per year (fall, winter, and spring). LCSS will see a 50% increase from Fall to Winter in “Does Not Meet/ Partially Meets” to “Mostly Meets/Fully Meets” and a 75% increase from Fall to Spring. The data collected will be utilized for personalized coaching conversations and professional development as needed.

Instructional Shifts

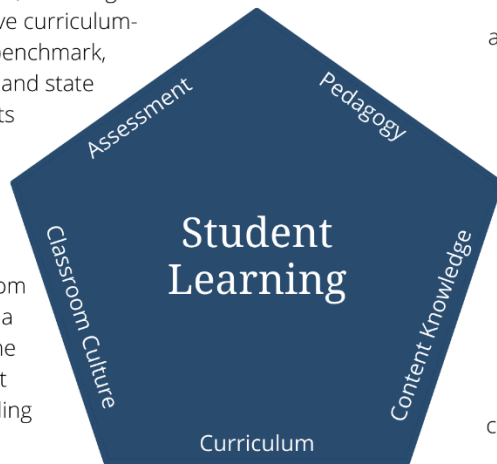
LCSS Literacy Instruction Delivery: The framework for LCSS’s ELA Literacy instruction is built upon the belief that all students should be proficient readers and experience the joy of reading to learn. To accomplish this, there are five guiding principles for teachers, built around the areas of classroom culture, content knowledge, curriculum, pedagogy, and assessment, which all have significant impact on student learning. The Framework for ELA Literacy Instruction in LCSS can be seen in the following illustration:



Framework for English Language Arts Literacy Instruction

use multiple data points to monitor progress and outcomes, including: formative and summative curriculum-embedded, district benchmark, universal screener, and state assessments

be grounded in methods ensuring students are accessing and supported in reading and writing about grade-level text



supported by a classroom culture permeated by a growth mindset and the unwavering belief that everyone can learn reading and writing

purposefully build knowledge about the world and the ability to communicate ideas orally and in writing

be based in content-rich, standards-aligned curriculum that integrates the elements of reading and writing in order to build student's knowledge through a comprehensive scope and sequence; develop students' foundational skills using systematic and explicit instruction

Shifts in LCSS Literacy Practice Aligned to Research & Resources and

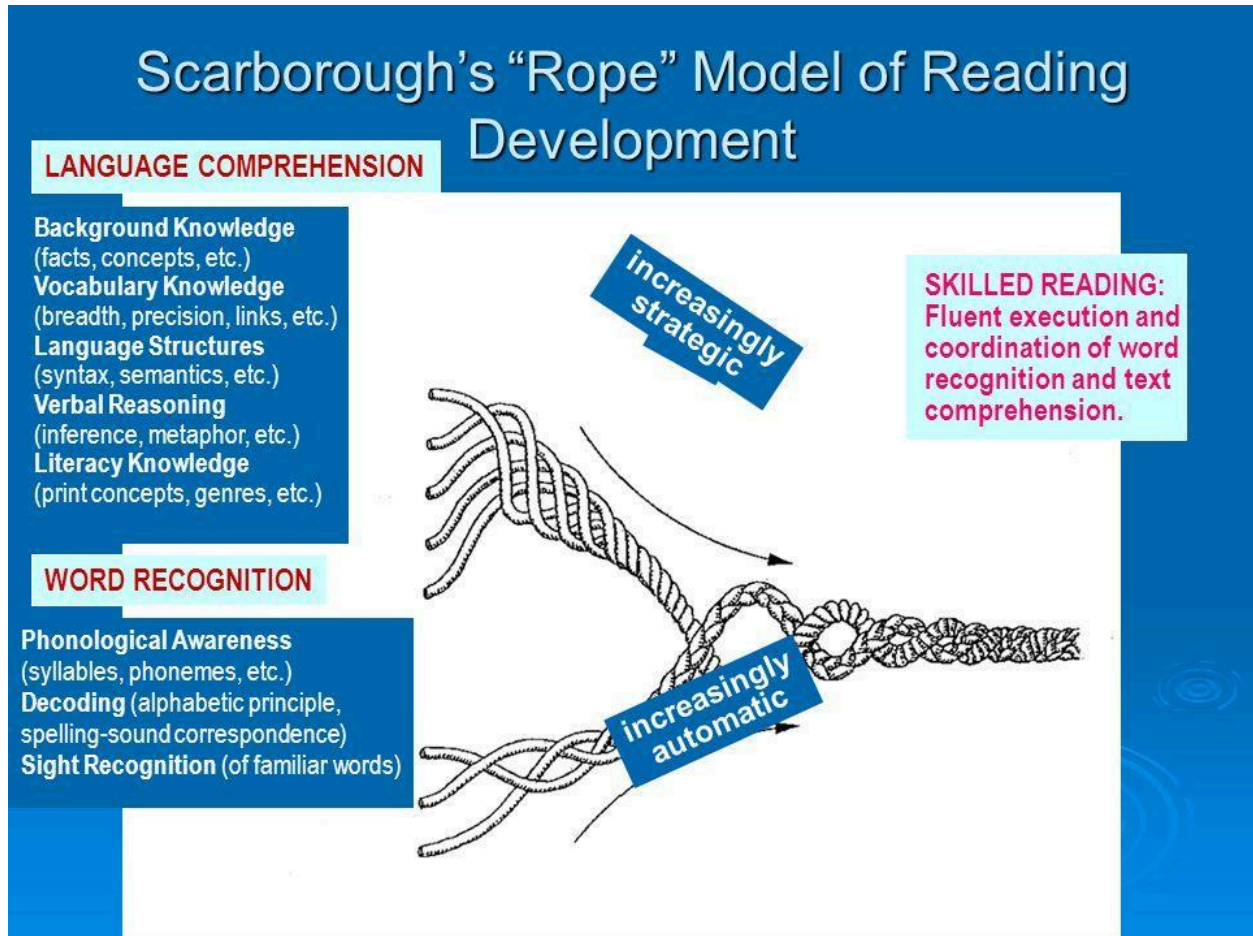
Tools: LCSS teachers have embraced the TDOE ELA standards with the knowledge that the standards reinforce the three ELA Instructional shifts: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content-rich literary and information text.

The Science of Reading (Score, 2020) discusses the complex set of mental processes required to read. Literacy instruction in Lawrence County will consist of



instruction in both foundational reading and skill and knowledge-based comp

As illustrated in Scarborough’s Reading Rope illustrated below, attention must be given to both skill competencies to develop our students into skilled readers. Amplify CKLA, adopted by LCSS, is grounded in this research.



Planning for Instruction

The table below provides what LCSS believes students need to know, what it looks like and the research to support these beliefs. It also provides the tools that LCSS administrators, both central and building, and teachers will utilize to gather the data necessary for planning supports needed for growth and celebration.



Research Says	Students Need	What This Looks Like	Look-fors
Explicit teaching in foundational skills (phonological awareness, phonics, oral reading fluency, spelling) provides students with a clear reading advantage. ¹	To have a strong foundation in phonemic awareness, phonics, words, and fluency.	Ensure every student receives explicit and systematic foundational skills instruction.	Attention to: Skill development <i>(TDOE K-2 Foundational Skills Instructional Practice Guide (IPG) & NIET K-2 Foundational Skills Tool)</i>
Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not. ²	To learn how to understand meaning in complex texts.	Utilize grade-level texts that engage students and build the foundation for mastery of reading, writing, speaking, listening, grammar, and vocabulary skills.	Attention to: Focus Questioning Student Work <i>(TDOE Instructional Practice Guide (IPG), NIET ELA look-for tool and Tennessee Instructional Practice Guide K-12 Knowledge Building Lessons Checklist)</i>
Students need to have multiple experiences working in meaningful contexts over extended periods of time in order to flexibly apply a literacy skill such as determining main ideas or organizing a coherent writing assignment. ³	To have vocabulary and knowledge-rich experiences to develop skills and build upon them to understand new contexts.	Focus on literacy topics that are of high-interest to students and cross various subjects, such as science, social studies/history, literature, or the arts.	

¹ Moats, AFT report, 2020.

² ACT, 2006

³ National Research Council, 2000



<p>Successful readers develop a “standard for coherence” where they expect to understand each aspect of a text, from unique word choices by the author to a</p>	<p>To develop a process for reading, understanding, and analyzing complex texts.</p>	<p>Create a process for skill development that follows a coherent sequence of ELA standards aligned to curriculum text. Students use skills to understand each text, while building mastery</p>	
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structure that is not familiar. ⁴		of a smaller number of focus	
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⁴ Pearson and Liben, 2013

Model of K-5 LCSS Literacy Instruction

Grades K-2 Sample Daily Literacy Schedule:

Phonics	15 minutes
Vocabulary	10 Minutes
Read-Aloud	30 Minutes
Independent Reading	20 Minutes
Writing	30 Minutes
Grammar	15 Minutes
Total Skill & Knowledge 120 Minutes (RTI ² Additional Time)	

Grades 3-5 Sample Daily Literacy Schedule:

Phonics	15 minutes
Vocabulary	10 Minutes
Read-Aloud	30 Minutes
Independent Reading	20 Minutes
Writing	30 Minutes
Grammar	15 Minutes
Total Integrated Strand 3 rd -120 Minutes; 4 th & 5 th - 90 Minutes (RTI ² Additional Time)	

Grades 6-8 Sample Daily Literacy Schedule:

Grades 9-12 Sample Daily Literacy Schedule:



Teacher Support Plan

The role of LCSS in supporting the ELA Literacy framework and model is to ensure they are fully supported and monitored. This includes establishing dedicated personnel in the district office to ensure accountability of curriculum rollout and ongoing implementation. LCSS needs clearly develop benchmarks to identify leading indicators of success and opportunities for improvement based on implementation progress and the integrity of implementation. In the first two years of implementation, LCSS's benchmarks will focus on wide scale use of the curriculum with fidelity to expectations. LCSS will set benchmarks in years two and three that focus on changes in teacher practice and student attitudes, as well as growth in identified data points.

LCSS Literacy Curriculum Implementation Progress Timeline

Expected Progress and Outcomes	Year
LCSS year one goals focus almost exclusively on fidelity of implementation.	1
Principals and school leaders should monitor the following: <ul style="list-style-type: none">● Are all teachers participating in training and ongoing professional learning?● Can teachers share why the curriculum and lessons are organized as they are?● Are teachers involved in lesson planning, lesson study, and growing in their understanding of the modules?● Are teachers using materials as designed and staying true to lesson sequence, questioning, student work expectations, etc.?● After Literacy Learning Walks, can teachers engage in coaching conversations?● Are students actively engaged?	



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All year one LCSS goals will continue. An additional goal will be developed related to growth in student outcomes in curriculum-embedded assessments as the year progresses.

Teachers should be more comfortable and confident with the curriculum, and should accept and embrace new instructional strategies. Teachers should also demonstrate progress toward mastery of content and fully implement according to the curriculum guide. This should all be reflected in flow of lessons and understanding of modules. Teachers should report improved student outcomes in curriculum-embedded assessments as the year progresses.

3

Year three LCSS goals will focus on incremental gains on formative and summative district and state assessments. Curriculum-embedded assessments should continue to show evidence of student growth and achievement.

Teachers should be acclimated to the new curriculum and able to be more comfortable in their instruction. Students, as well, will be more comfortable with lesson format, goals, and expectations.

Observation Plan: All teachers will participate in the initial training provided by the curriculum developer regardless of the students they teach. Additional curriculum developer sessions will be available to ELA teachers by grade bands and subjects as needed and/or requested. Newly hired teachers and those new to grade levels or subjects in Year Two will participate in curriculum developer training prior to the start of the school year. Ongoing support and professional learning will be provided through school-based professional learning communities (PLCs), district academic administrators, building administrators, and literacy coaches (RTI² Coordinators) and teachers leaders. The district will assess progress with implementation on a regular basis and make changes to instructional support processes, if needed.



The intent of the initial training followed the guidance provided in “Instructional Materials Implementation Guidebooks” (SCORE & TNTP, 2019). Training components include: 1) Rationale for new materials, 2) Understanding of resources design, 3) Tactical information, including materials organization, access to paper copies vs. digital copies, etc., and 4) building a vision for implementation, such as seeing a model lesson and the start of unit planning (P. 27).

Unit & Lesson Planning: LCSS has common planning time within the master schedule for the majority of our teachers. Teachers within elementary and middle schools are at or near 100% with common planning times. LCSS continues to strive to increase the common planning time within the three high schools by being creative with scheduling to allow times for common planning.

Unit Preparation and Daily Lesson Protocol (TNTP) has begun in Phase I of the Implementation plan but work is still needed within these two areas. As lesson preparation protocols provide a structured way to internalize the lesson and the unit preparation protocol helps teachers focus on the knowledge that should be developed throughout the unit, both are needed for teachers to fully understand the arc of learning. In Phase II, LCSS will thoroughly delve into both of these protocols and hope to grow this work within our district with the help of vendor and mentor district support.

Observational (Instructional) Feedback: LCSS believes clear and consistent feedback partnered with high-quality instructional materials is vital to improving student learning. In “High-Quality Curriculum Implementation” NIET makes the recommendation to “anchor coaching and feedback in the curriculum” (2020, P. 32).



They stress the importance of providing feedback and specific recommendations for improvement grounded in the curriculum and student work.

As provided with the Vision and Goals Alignment section of the Implementation Guide, LCSS will continue to build instructional leadership by providing ongoing professional learning for those in the role of supporting instruction centered on Literacy Learning Walks. TDOE Core Office and TRAIN have and will continue to assist in increasing knowledge, experience, and expertise in observation and feedback to support teachers in high-quality, standard-aligned, data driven and engaging instruction. District and Centralized support will continue to focus on growing knowledge and skills in providing exemplary feedback to assist teachers with implementation. LCSS will continue the utilization of rubrics, such as the one provided by NIET (2020) with exemplary academic feedback identified as 1) being academically focused, frequent, and high-quality; 2) frequently given during guided practice and homework review; 3) teacher prompts student thinking, assesses students' progress, and provides individual feedback; 4) regularly used to monitor and adjust instruction; 5) guiding students to give specific and high-quality feedback to one another regular. LCSS will also continue norming IPG data and trends quarterly and providing high-quality feedback to empower actions toward identified instructional improvements.

Across all grade bands, PK-4, Grades 5-8, and Grades 9-12, LCSS will utilize data from Literacy Learning Walks obtained with the Instructional Practice Guide (IPG), The Project Coach, and Classroom Assessment Scoring System (CLASS) for a benchmark indicator. Positive shifts in Literacy Learning Walks will indicate that teachers are using the high-quality instructional material with fidelity and that the students are engaged and learning what is being taught. Data points will be collected



through administrative walkthrough data three times per year (fall, winter, and spring). LCSS will see a 50% increase from Fall to Winter in “Does Not Meet/ Partially Meets” to “Mostly Meets/Fully Meets” and a 75% increase from Fall to Spring. The data collected will be utilized for personalized coaching conversations and professional development as needed.

Student-aligned Work: LCSS student work is vital for teachers to be able to diagnose areas of growth needed for students to learn and for teachers to create or modify plans for re-teaching and reinforcing content. Evaluating students work samples will provide our teachers with valuable data on the quality of the tasks assigned and students’ performance on assignments. LCSS has worked with Instruction Partners, Core Office, and TRAIN to begin this work. Student work samples were gathered to accompany Literacy Learning Walks and evaluated to determine relevance to standards and end tasks. This is an area still needed growth and will be a focus in Phase II. LCSS hopes to grow this work with vendor and mentor district support.

Teacher Support Plan Tools and Sources Cited

- [Tennessee Instructional Practice Guide \(IPG\)](#)
- [TNTP \(2019\) Student Work Analysis Protocol](#)
- [NIET Look-For ELA Tool](#)
- [TNTP Unit Preparation Guide & Lesson Preparation Protocol](#)
- [NIET \(2020\) High-Quality Curriculum Implementation](#)
- [LIFT \(2019\) Instructional Materials Implementation Guidebook](#)
- [SCORE \(2020\) Science of Reading](#)



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- [TNTP \(2018\) The Opportunity Myth](#)
 - [Instruction Partners \(2021\) Amplify CKLA Curriculum Support Guide, Phase I](#)
 - [Instruction Partners \(2021\) Amplify CKLA Curriculum Support Guide, Phase II](#)
 - [Moats \(2020\) Teaching Reading is Rocket Science](#)
 - [National Reading Panel \(2000\) Teaching Children to Read](#)
 - [Pearson & Liben \(2013\) Understanding Text Complexity](#)

Section 4: Phase II (6 – 18 Months)

As LCSS moves into Phase III of our Implementation Plan, we are very hopeful to have the opportunity to work closely with Vendor and Mentor District Support to plan and prepare this phase of our plan. We realize that Phase II will bring great opportunity for reflection, refocus, and growth for Lawrence County.

Section 5: Phase III (Year 2 & 3)

As LCSS moves toward Phase IV, we are very hopeful to have the opportunity to work closely with Vendor and Mentor District Support to plan and prepare this phase of



		standards that are relevant to texts.	
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our plan. We realize that Phase III will bring great opportunity for reflection, refocus, and growth for Lawrence County.