

Crockett County Schools

Foundational Literacy Skills Plan

Approved: May 26, 2021

Updated: May 18, 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

Crockett County elementary schools use a foundational skills curriculum, Benchmark Advance, which is grounded in the science of reading and aligned to Tennessee ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (90 minutes daily) for foundational skills instruction in grades K-2. Crockett County elementary schools have literacy blocks that range from 120 – 180 minutes daily in grades K-2 with a 90-minute block designated for foundational skills instruction. Benchmark Advance is the district's curriculum for all elementary schools, which encompasses fluency, vocabulary, phonemic awareness, phonics, comprehension, and writing. Benchmark Advance offers diverse texts, small group texts, and responsive teaching tools to scaffold each student to the next reading level. It provides an explicit and systematic phonics program within each level of instruction. This curriculum, approved by the TDOE, provides reading activities and lesson plans that teachers can easily follow, and has been grounded in solid research, including all of the components of foundational learning. Next year, we plan to offer additional supplemental resources from the Wilson Language program, Foundations for teachers to use in tandem with the Benchmark Advance phonics portion of the instruction. In addition, our district plans to incorporate the early literacy kits provided by the state department after completing the early literacy training this summer.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Benchmark Advance uses an evidence-based approach to continue teaching foundational skills instruction in grades 3-5 but they morph into word study lessons. Instruction is aligned to the TN state standards and includes morphology, grammar, spelling, writing, and fluency. They begin by teaching phonics to support intermediate readers with decoding multisyllabic words, as those are the types of words they encounter in the texts in grades 3-5. These lessons, also, explicitly teach lessons on prefixes and suffixes, Greek and Latin root words, as well as morphology and the six syllable types. Allowing the emphasis to shift to how words work. Students will learn a specific skill and apply it to familiar text from the mini reading lessons. Then they co-construct learning into an anchor chart and spell words using that skill. They then apply that skill to an unseen text, which is a word study read. Independent practice is provided with online games and paper/pencil practice from the phonics and high-frequency words and grammar and spelling activity books. This allows

students to grow and readers and writers. Our curriculum allows for a minimum of 30 minutes of daily foundational instruction and more time spent would depend on students who need additional instruction for reteaching. The daily systematic and explicit instruction includes and supports daily metacognitive, comprehension, vocabulary, fluency, word study, and Grammar/Language minilessons. The curriculum has a review and repetition cycle built in to accelerate students' mastery.

Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

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

AIMSweb Plus

Intervention Structure and Supports

All children receive high-quality grade-level curriculum and instruction in the general education classroom (Tier I) from a Tennessee state-approved curriculum. In addition to strong core instruction in a high expectations environment, as aligned in the RTI² framework, students who qualify for needing extra support are assigned to Tier II or Tier III based on data from universal screeners, data team meetings, and teacher input. The district administers a nationally normed, skills-based universal screener as part of the universal screening process. The universal screener is administered to all students, three times a year, to determine whether students demonstrate the skills necessary to achieve grade-level standards. The district currently uses AimswebPlus to assess students. As a result of universal screenings, students may be identified as needing targeted intervention (Tier II or Tier III) in addition to the high-quality instruction they are receiving in Tier I. Tier II and Tier III will provide progress monitoring in the students' area of deficit. After benchmark testing occurs, data teams meet with grade-level instructors to make student-centered intervention decisions to plan for intervention that meets the needs of students. When students do not make any progress, teams meet to discuss intervention plans and adjust based on the deficit that has been identified. Data teams work through scenarios that include, changing the intervention, changing of placement, and/or consulting with other departments in order to make student-centered decisions. Intervention schedules are aligned with the expectations outlined in the RTI 2 manual. Students who have been identified as needing Tier III intervention receive 45 minutes daily. Students who have been identified as needing Tier II intervention receive 30 minutes daily. Tier III is progress monitored every week and Tier II progress monitors every 2 weeks. Tier III uses the Wilson Language Curriculum for Intervention. This is a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th grade reading levels. Using proven Orton-Gillingham methods, the Wilson Language System (Foundations) is simple, quick to implement and highly effective. Also, built into the Benchmark Advance Curriculum, is daily reteaching lessons for students who are struggling with new learning, this includes EL, special

education students, and students who may or may not receive intervention services. Tier II occurs in the classroom with a grade-level or classroom teacher and Tier III occurs in the RTI classroom with an interventionist. We, also, assign extra staff, as the schedule allows, to work one on one with students in grades K-2. Another resource is that students who need additional support may be enrolled in the after-school intensive learning program.

Parent Notification Plan/Home Literacy Reports

The RTI interventionist notifies parents if their child is “at-risk” for a significant reading deficiency or has a significant reading deficiency based on the universal reading screener. In the fall, parents are notified of the tier intervention via letter. Then progress reports are sent home every 4 ½ weeks, including the benchmark data and progress monitoring reports. If a child demonstrates dyslexia characteristics, there is a separate letter sent home to parents. There are also support team meetings, where face-to-face meetings are held with principal, interventionist, classroom teacher, and parent to discuss skill gaps and deficit areas, with a plan of support and identification of Tier. Prior to covid, literacy and math nights were held, where all students received a literacy and math kit to take home free. This year the event was not held in person, but kits were still sent home to students. Next year, we plan to re-start this program and opportunity for students. The interventionist sends home an intervention and literacy report to parents at least 4 times a year with progress reports. Teachers regularly communicate any changes regarding RTI using Remind, the student planner, and a monthly newsletter. In addition, the district will send home literature on the importance of literacy and host opportunities to train parents on the new literacy law, the importance of reading proficiency in third grade, and the impact it has on students. The district will also host no-cost, family literacy opportunities during open house, tailgating parties, during parent/teacher conferences, and additional events will be scheduled as needed based on stakeholder input. The district will also send important resources and information to parents as they become available.

Professional Development Plan

All K-5 teachers will complete the one-week training, hosted by the state, during the spring or summer of 2022. The Reading 360 Early Literacy Training (Week 1 Online) will be asynchronous and consist of online, self-paced modules. Teachers must pass an assessment with 80% accuracy in order to show mastery. All K-5 teachers will complete the online modules either by June or July 2022. This training will consist of phonological awareness, phonemic awareness, phonics, fluency and vocabulary.