

## **Campbell County Schools**

Foundational Literacy Skills Plan

Last Updated: November 2, 2023

Approved: June 14, 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**

Campbell County Schools have adopted Benchmark Advance as the primary reading curriculum approved by the state Textbook and Instructional Materials Quality Commission. This program is grounded in reading science and aligned to Tennessee State Standards. The foundational skills instruction is the primary form of instruction. It is aligned with the TN State ELA Standards and is explicit and systematic with a purposeful scope and sequence that allows students to build and practice their reading abilities to meet the state standards. Each activity within this portion of the literacy block is designed to build students' phonological and phonemic awareness, phonics skills and fluency while also building their comprehension and vocabulary.

A variety of instructional strategies and tools are used to drive a sounds first approach in teaching foundational skills such as using Elkonin Boxes to identify the number of sounds in words, digital pocket charts to build words, and other activities. The program also allows students to be exposed to material multiple times throughout the year due to the curriculum's spiral design. In addition, students are given many opportunities when reading and writing (within whole group, small group and independently) to apply what they are learning in the classroom while working within appropriate texts aligned to the skills being taught. Grades K-2 Comprehensive Literacy Program- 150 minutes Foundational Skills Instruction (45 minutes) Explicit & Systematic Foundational Skills Instruction focused on phonological awareness, phonemic awareness, phonics & word recognition, word composition, print concepts, fluency, vocabulary, and Sentence Composition. Shared Read Whole Group Reading (65 minutes) Read Aloud Reading Mini-Lesson Small Group Instruction/ Conferring-differentiated reading instruction in small group based on student need. Whole Group Writing/ Grammar (40 minutes) Writing/ Grammar Mini-Lessons Small Group Instruction/ Conferring-differentiated writing instruction in small group reading based on student need.

Looking forward to next year, we will continue to provide teachers with opportunities to collaboratively dig deeper into our new reading program in order to provide students in Grades K-2 the best foundation possible to grow as readers and writers. We will also continue to offer the supports needed to aid teachers in the unit planning process.

### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Campbell County Schools have adopted Benchmark Advance as the primary reading curriculum approved by the state Textbook and Instructional Materials Quality Commission. This program is grounded in reading science and aligned to Tennessee State Standards. Due to the curriculum's spiral design, students will revisit key standards several times throughout the units of study. During the 90–120-minute integrated literacy block, students are engaged in various types of daily activities that allow them to grow as readers and writers and meet the rigor of the Tennessee State Standards. Much of the foundational skills work in Grades 3-5 is embedded in all aspects of the literacy block as students become independent readers and writers. There are a variety of evidenced based instructional strategies and methods that are used to develop students' foundational literacy skills such as the using various graphic organizers, like the Frayer Model, to determine, clarify and analyze word meaning and structures, digital pocket charts to study word parts while building and making new words, and concept webs. Daily instruction is designed to build and improve students' ability to comprehend complex texts and apply what they are learning when they are speaking, listening, reading, and writing while engaging in close reading. In addition, students are also engaged in building fluency and vocabulary, word exploration (spelling, morphology) and grammar. Students are also exposed to multiple texts on the same topic to build knowledge, which in turn builds a web of related vocabulary knowledge and supports fluency. (Grade 5- Unit 5 Scope and Sequence & Comprehensive Literacy Planner attached)

Grades 3-5 Comprehensive Literacy Program- 90-120 minutes Whole Group Reading and Word Study (50 minutes) Foundational skills instruction: Word Study (Isolated and Embedded) with a focus on phonics and word recognition, word composition, fluency, vocabulary, and sentence composition. Reading Mini-lesson Small Group Instruction/ Conferring-differentiated reading instruction in small group based on student need. Whole Group Writing/ Grammar (40 minutes) Writing/ Grammar Mini-Lessons Small Group Instruction/ Conferring-differentiated writing instruction in small group reading based on student need. Looking forward to next year, we will continue to provide teachers with opportunities to collaboratively dig deeper into our new reading program to provide students in Grades 3-5 impactful learning experiences. We will also continue to offer the support needed to aid teachers in the unit and lesson prep planning process.

### **Additional Supports**

Campbell County is dedicated to improving student literacy. Our district will support student subgroups with TVAAS levels of 1 or 2 by:

- Providing additional site visits to our schools from district teams to assist school teams with data analysis specific to the identified subgroups, evidence based instructional strategies to support these students and to complete classroom walkthroughs using the IPG tools provided by TDOE.
- These visits will provide insight into each school's needs for additional instructional coaching from our district coach and individualized coaching by the school level academic coach.
- We will meet with the CORE ELA personnel for additional support.

- We will review our model for continuous improvement to include a focus on supporting the specific subgroups of students in ELA. Meetings have been set for July 2024 and will continue throughout the school year.

### **Approved Instructional Materials for Grades K-2**

Benchmark Advance

### **Approved Instructional Materials for Grades 3-5**

Benchmark Advance

### **Supplemental Instructional Materials**

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

iReady Suite K-5

Tennessee Universal Reading Screener, aimswebPlus, grade 3 in spring

### **Intervention Structure and Supports**

In fall, students take the iReady assessment as our district universal screener. After reviewing the assessment data, students are placed in intervention tiers. RTI<sup>2</sup> serves as a three-tiered approach that supports a systematic and data-based framework through the implementation of scientific, research-based instruction, evidence-based practices and intervention that is aligned to students' individual needs and skill deficits. Tier II will be designed for students when focused instruction within Tier I does not enable them to meet grade-level expectations above the 40th percentile as measured by a skills-based assessment. Tier II interventions will be provided to students who score at or below the 40th percentile on the Universal Screener and are struggling academically as determined by evidence provided to the RTI<sup>2</sup> School Level Support Team (RTI<sup>2</sup> SLS Team). Students served in Tier II interventions will receive at least 30 minutes of daily intensive small group instruction focusing on identified skill areas of difficulty and the core academic instruction (Tier I). Tier III will be designed for students who experience considerable difficulty in acquiring necessary skills and are performing below grade level. Tier III interventions will be provided for students who score at or below the 15th percentile on the Universal Screener and are struggling academically as determined by evidence presented to the RTI<sup>2</sup> SLS Team. Instruction in Tier III will utilize evidence-based interventions during an additional 45 minutes of intensive, small group instruction per day. Interventions will be provided to students within their specific skills area of deficit.

Our new ELA curriculum, Benchmark Advance, has built in assessments and remediation/intervention lessons in which teachers can differentiate their targeted small group instruction. If that is not effective in closing their gaps, a more comprehensive and strategic intervention (such as SPIRE or Sounds Sensible) will be implemented. Data teams meet every 4 ½ weeks to review student progress, data points, and make any needed changes to the students' program. SIPADS are also updated, parent notifications are sent home, and students making sufficient progress are discontinued from intervention while other students may be added or may require a change of

program/teacher/or time. Intervention takes place daily and is part of our school and district's master daily schedule.

### **Parent Notification Plan/Home Literacy Reports**

Parent contact will be an essential component of RTI<sup>2</sup>. A variety of means to inform parents will be implemented, including phone calls, e-mail, and other written communications. Parents whose children will be potentially served by the RTI<sup>2</sup> model will be contacted by the RTI<sup>2</sup> SLS Team before initiating, changing, or discontinuing each tiered level. For students receiving tiered interventions, a monthly progress report will be provided to parents.

A Home Literacy Report will be sent with K-5 students who have been identified as having a significant reading deficiency. Our parent notification plan details student scores in parent-friendly language that includes the following:

- Provides clear explanation of skill gaps and the depth and extent of student need
- Provides information about how those gaps will be addressed during intervention
- Plan includes no-cost activities for families to support learning at home
- Provides information on the importance of 3rd grade reading proficiency and 4th grade promotion pathways
- Includes clear plan to communicate with parents three times a year in grades K-3 and annually in grades 4 and 5 a clear explanation of the student's skill gaps will be discussed with parents along with student skills gap information provided from Universal Screener Student Report.

Within this report, the team will identify specific areas of concern and tailor intervention to meet the student's needs. The student will then be progress monitored weekly/ biweekly to monitor progress. At this point, the parent will then receive a detailed graph of the student's growth in the specific deficit area. Additionally, dates and duration of universal screening benchmarks are posted on the district website. Parents of students that are in Tier III will be notified and invited to a School Support Team meeting if evidence supports a referral to special education. Progress will also be communicated to parents during scheduled conferencing and as needed.

### **Professional Development Plan**

Campbell County School District will use the TDOE Early Literacy Training Series to provide foundational skills professional development for all Pre-K through 5th grade teachers, special education teachers, interventionists, and academic coaches.

Our academic coaches also conduct regular PLC meetings focused on our new HQIM (Benchmark Advance) and conduct lesson prep protocols introduced in the literacy training. Principals and academic coaches were invited to participate in the HQIM series by TDOE this year, and some are registered to attend the summer trainings too. The knowledge they have gained from those training series has been evident in their PLC meetings, evaluation cycles, and in conversations around sound foundational literacy instruction and high-quality materials.