

Rogersville City Schools

Foundational Literacy Skills Plan

Last Updated: June 12, 2024

Approved: June 24, 2025

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

Grades K-2 at Rogersville City School schedules 60 minutes of foundational skills instruction daily. The daily foundational skills are aligned with TN standards and will be the primary form of instruction. Reading will include explicit instruction for student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. K-2 uses the HMH Into Reading Series that builds and reinforces students' foundational skills through explicit instruction of sounds, letters, and words including direct instruction in vocabulary strategies.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Students in Grades 3-5 use the Wit and Wisdom curriculum as their reading basal. Thirty minutes of foundational skills are embedded daily into the curriculum which includes explicit supports for fluency, vocabulary, and comprehension. Wit and Wisdom takes an integrated approach to literacy. Each module includes morphology, fluency, reading, thinking, speaking, listening, writing, vocabulary, spelling, and grammar which ties to an essential question. Teachers leverage content knowledge through the texts to support students with developing academic conversations or writing meaningfully and purposefully. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills while scaffolding understanding of specific module texts. For example, Wit and Wisdom modules build fluency through an explicit introduction to fluency in Module 1 (Grades 3-5) including anchor charts. The primary TN Standard that is connected to Fluency work is the FL.f.5: Read with sufficient accuracy and fluency to support comprehension. It is the Reading Foundational Skills Standard that Wit and Wisdom curriculum addresses directly because attention to fluency aids students' comprehension of complex texts and scaffolds knowledge. Vocabulary is taught both implicitly and explicitly using words in the core and supplementary texts. Vocabulary building is the key to understanding any complex text and to learning as a whole. The vocabulary instruction includes content specific vocabulary, academic vocabulary, and text-critical vocabulary.

Additional Supports

Rogersville City School System is dedicated to improving student literacy. To support specific subgroups of students, we plan to do the following:

- Continue to facilitate Professional Learning Communities (PLCs) focused on student literacy and addressing specific subgroups. PLCs are conducted at regular intervals.
- Student literacy data is analyzed as a grade-level for trends and to guide classroom practices. Subgroups will be monitored for progress.
- Utilize data walls that contain individual student performance (subgroups) and rate of improvement for certain subjects.
- Provide ELA tutoring to support student literacy improvement for all students in need.
- We collaborate with the Niswonger Foundation for tutoring specific to subgroups but also for any students in need of additional support.
- We plan to offer tutoring during and after school. Scheduling has been modified to support these offerings.
- We have reworked our master schedules to have RTI Intervention time focused on one grade level at a time. This allows us to address specific student needs.

Teachers can utilize these combined resources to plan and collaborate. Additionally, our instructional coaches will participate in these meetings and identify needs for professional development concerning textbook adoptions, skill, and standards-based trends.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt Into Reading

Approved Instructional Materials for Grades 3-5

Great Minds Wit and Wisdom

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

Tennessee Universal Reading Screener (aimswebPlus) for grades K-5

Intervention Structure and Supports

Each student at Rogersville City School is benchmarked three times a year in reading using the universal reading screener. A collaborative team of grade level teachers and principals will review student data. Percentiles will be utilized as a guide (40 +/- percentile points). Other sources of information will be reviewed, as well. Students are then classified as needing Tier II or Tier III instruction/intervention. During data meetings, the team determines the best group placement for the student based on specific skill deficits. Students receive daily, small-group intervention for 45 minutes in his/her greatest area of deficit. Students in Tiers II and III will be progress monitored every two weeks to check progress. If gains are being made, no changes will be made to groupings. If a student shows no progress or regresses based on data, the team will discuss an alternative group placement for the child, or an alternative intervention.

We have research-based options for reading intervention support available to our students who are "at-risk" and/or who have been identified as having a significant reading deficiency. If an intervention is not proving to be effective, an alternative intensive intervention will be an option.

Data teams meet every 4 ½ weeks to review student progress data and determine if a change in the intervention or a change of the interventionist is warranted. The team also considers other variables (such as attendance and engagement) before a change is made to the program or provider.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. All students who are flagged for dyslexia are screened using the Shaywitz Dyslexia Screener and the PASS. Students who are considered "at-risk" for dyslexia receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that an intervention that meets state guidelines will be utilized to support these students and is considered a strong dyslexic specific curriculum. RCS will use Individualized Learning Plans for Dyslexia (ILP-D). Intervention takes place daily during a specific grade-level time in the master schedule. In RTI groups, students work daily on strengthening skill deficits. The intervention utilized is tailored to student needs.

Parent Notification Plan/Home Literacy Reports

Rogersville City notifies parents if their students in Grades K-5 are at risk for a significant reading deficiency or have a significant reading deficiency. This letter will be sent home with a detailed report explaining scores in parent-friendly language. The letter will also provide information about how skill gaps will be addressed during intervention along with no cost activities to families to help support their children at home. The letter will strongly explain the importance of reading proficiency by the end of 3rd grade and 4th grade requirements based upon promotion pathway.

Home literacy reports are sent to K-5 parents after each URS, which is three times each year. These reports discuss student performance. Additionally, *The Third Grade Promotion Student Record* is explained at the beginning of each year (see attached) and provided after TCAP scores are available. Parent letters that denote the need for a 4th grade promotion plan or that the student made adequate progress and will be promoted to the 4th or 5th grade.

Professional Development Plan

Teachers in grades K-5, ESL, and Special Ed. are required to take the five-day online Foundational Skills Professional Development provided by the state. This professional development provides deep training to teachers on Foundational Skills instruction, grounded in a phonics-based approach. The training will focus on phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. At the end of the five-day online training teachers will be required to demonstrate knowledge and competency.

August 2025 – June 2026

- PLCs are conducted at regular intervals. Data (AimsWeb and iReady) is analyzed as a grade-level for trends and to guide classroom practices. Teachers are able to utilize these combined resources to plan and collaborate. Instructional coaches participate in these

meetings and identify needs for professional development concerning textbook adoptions, skill and standards-based trends.

- Monthly meetings with Special Education CORE consultant regarding ACCESS for ALL goals and planning. Our focus is elementary literacy in an inclusion setting with support from special education.
- Quarterly meetings with CORE ELA and Math consultants. Resources provided will be given to teachers.
- Training on a new Tier III reading intervention (Sunday).
- During our three parent engagement events, the 3rd reading proficiency and 4th grade promotion pathways will be discussed and information will be provided to 3rd and 4th grade teachers, as well as parent information and resources to be shared.

July - August 2025

- Redeliver training for CLASS assessment. Expectations and methodology will be communicated to the VPK and 619 staff.
- Training on a new Tier III reading intervention (Sunday).
- Training on working with ELs in the classroom. Annual ESL/ELD training for all EL serving teachers (via LEA, TN PULSE, or regional PD events). ILPs will be delivered and reviewed.
- Literacy and Math 'learning walks' intent and method will be delivered to teachers. The rubric will be shared.
- TCAP Data will be shared. IPG training will be provided in targeted groups for ELA and Math.
- Breaking down standards training.

September 2025

- Analysis of URS data is conducted for each individual grade-level to build RTI groups and to guide classroom practices. Additionally, Rogersville City School System utilizes iReady screening to identify strengths and weaknesses of student performance on Tennessee State Standards.

January 2026

- Analysis of URS data is conducted for each individual grade-level to build RTI groups and to guide classroom practices. Additionally, Rogersville City School System utilizes iReady screening to identify strengths and weaknesses of student performance on Tennessee State Standards.

April - May 2026

- Analysis of URS data is conducted for each individual grade-level to build RTI groups and to guide classroom practices. Additionally, Rogersville City School System utilizes iReady screening to identify strengths and weaknesses of student performance on Tennessee State Standards.