

Rogersville City Schools

Foundational Literacy Skills Plan

Previous Update: June 24, 2025

Approved: June 25, 2026

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.
- Calendared collaborative planning between special education teachers, ESL teachers, and general education teachers to review adverse impact statements, accommodations, and supports.
- *Read Ready* will be utilized as a supplement to *Wit and Wisdom* in grades 3-5.
- *Pathways* formative assessment suite will be utilized to assess learning and provide information concerning areas that have not been mastered.

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

Supplemental Instructional Materials

Ready Reading

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. Students who are flagged using the Shaywitz Screener are given a secondary screener. Students in K and 1 are given the RAN Objects screener. Students in Grade 2 are given the RAN Objects and the RAN Colors and Shapes screener. Students in Grades 3-8 are screened using the AimsWeb Spelling Screener. If needed, the PASS screener will be utilized. 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 with clear explanation of students' skills gaps and the depth and extent of student need. The letter will also provide information about how skill gaps will be addressed during intervention along with no cost activities for families to help support their children at home. This information is communicated to parents three times a year in grades K-3 and annually in grades four and five. The letter will strongly explain the importance of reading proficiency by the end of 3rd grade and 4th grade requirements based upon the promotion pathway.

Professional Development Plan

Rogersville City School System's Professional Learning Calendar for the 2026–2027 school year is designed to support continuous improvement in instruction, assessment, intervention practices, and student achievement. Professional learning opportunities are aligned with district goals, state requirements, and identified student needs through ongoing data analysis and collaboration.

Teachers in grades K-5, ESL, and Special Education are required to take the five-day online Early Foundational Skills Professional Development provided by the state. This professional development provides deep training to teachers on Foundational Skills instruction, grounded in a phonics phonics-based approach.

Throughout the school year, faculty members will participate in training on the district's new assessment and resource platform, Pathways, to strengthen instructional planning and standards-based assessment practices. Staff will also receive professional development in Mindful and Behavioral Interventions, as well as De-escalation and Restraint Training, to ensure safe, supportive, and responsive learning environments for all students.

Professional Learning Communities (PLCs) will meet regularly throughout the year. During these meetings, teachers and instructional coaches will analyze multiple data sources, including AimsWeb and Pathways, to identify grade-level trends, monitor student progress, and inform instructional decision-making. PLC discussions will support collaborative planning and provide opportunities to identify professional learning needs related to curriculum resources, textbook adoptions, and standards-based instructional practices.

The district will continue its partnership with the Special Education CORE Consultant through monthly meetings focused on ACCESS for ALL goals and collaborative planning. Particular emphasis will be placed on strengthening elementary literacy instruction within inclusive classroom settings. Additionally, quarterly meetings with CORE ELA and Mathematics consultants will provide ongoing support for instructional improvement and curriculum implementation.

Parent engagement remains a priority within the district's professional learning framework. During three scheduled parent engagement events, information regarding third-grade reading proficiency requirements and fourth-grade promotion pathways will be shared. Teachers will receive training and resources to effectively communicate these requirements to families and support student success.

During July and August 2026, educators will participate in several foundational training sessions. VPK and 619 staff members will receive renewed training on the CLASS assessment, including expectations and implementation procedures. All educators serving English Learners will participate in annual ESL/ELD professional development through district, TN PULSE, or regional training opportunities. Individual Learning Plans (ILPs) will be reviewed and discussed to ensure appropriate support for English Learners. Teachers will also receive training on the purpose and process of literacy and mathematics learning walks, including the associated observation rubric. Additionally, TCAP data will be analyzed, and targeted Instructional Practice Guide (IPG) training will be provided in both English Language Arts and Mathematics. Professional development on unpacking and breaking down Tennessee academic standards will further support instructional planning.

In September 2026, January 2027, and April–May 2027, grade-level teams will conduct comprehensive analyses of Universal Reading Screener (URS) data to establish and refine RTI intervention groups and guide instructional practices. During these same periods, Pathways screening data will be examined to identify student strengths and areas for growth related to



Tennessee State Standards. These data review cycles will support timely interventions, targeted instruction, and ongoing monitoring of student achievement throughout the academic year.

Collectively, these professional learning opportunities provide a comprehensive framework for building educator capacity, strengthening instructional practices, supporting student achievement, and fostering collaboration among teachers, administrators, specialists, and families during the 2026–2027 school year.