Campbell County Schools

Foundational Literacy Skills Plan

Previous Update: June 4, 2025

Approved: June 16, 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

Campbell County Schools have adopted Benchmark Advance as the primary reading curriculum approved by the state Textbook and Instructional Materials Quality Commission and rated green by EdReports.org. Benchmark Advance is rooted in the Science of Reading research, emphasizing the importance of explicit and systematic phonics instruction for developing proficient readers and is aligned to Tennessee State Standards. Foundational skills instruction is the primary form of instruction and includes a purposeful scope and sequences.

The K-2 Comprehensive Literacy Block is 150 minutes and includes 45 minutes of foundational skills instruction with explicit & systematic student practice in phonological awareness, phonemic awareness, phonics & word recognition, word composition, print concepts, fluency, vocabulary, sentence composition, and comprehension. The rest of the literacy block includes shared reading & whole group reading (65 minutes), read aloud mini-lesson, small group instruction, whole group writing/grammar (40 minutes), writing/grammar mini-lessons, and small group differentiated writing instruction. 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 fiction and non-fiction texts aligned to the skills being taught.

Looking forward to next year, we will continue to provide teachers with opportunities in PLCs to dig deeper into the reading program to provide students in grades K-2 with the best foundation possible to grow as readers, thinkers, and writers through unit and lesson preparation cycles.

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 and rated green by EdReports.org. 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 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 (60 minutes) Foundational skills instruction (30-45 minutes): 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 (30-40 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 in PLCs to dig deeper into the reading program to provide students in grades K-2 with the best foundation possible to grow as readers, thinkers, and writers through unit and lesson preparation cycles.

Additional Supports

Campbell County is dedicated to improving student literacy across our district. Our focus will be on the schools with the lowest TVAAS and achievement scores. The following actions will be implemented during the 2026-27 school year:

- Additional site visits to identified schools from district teams to assist school teams with data analysis to identify specific student subgroups.

- District coaches will train teachers on evidence-based instructional strategies to support these students and subgroups and will complete unit and lesson prep with K-2 teachers focusing on foundational learning progressions.
- Principals, coaches, and district leaders will complete classroom walkthroughs using the IPG tools provided by TDOE to monitor implementation and improvements.
- We will continue to partner with the CORE ELA personnel for additional support.
- During the summer of 2026, staffing will be re-evaluated and may be changed at target schools.
- Continue implementation of PLCs for unit and lesson preparation cycles.
- Continue to provide tutoring before, during, and/or after school to targeted student groups as well as continuing our implementation of RTI^2.

Approved Instructional Materials for Grades K-2

Benchmark Advance

Approved Instructional Materials for Grades 3-5

Benchmark Advance

Supplemental Instructional Materials

TNFSCS provided by TDOE and Heggerty Phonics and Phonemic Awareness for Pre K - 2

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

CCS prioritizes intervention, as early as possible, to prevent reading difficulty in later years. Our district RTI coordinator, along with the RTI school team meet after every benchmark screener to determine students in need of intervention services.

Intervention schedules and evidence-based supports are aligned with the expectations outlined in the RTI^2 manual. School intervention schedules are reviewed by the district and monitored to ensure the tiered interventions correspond to the students' areas of deficit to address the specific skill gaps identified through the universal screener and additional diagnostics. These interventions address specific students' skills gaps and allow for progress monitoring of those gaps to track student improvement.

Intervention materials may include, but are not limited to:

- Benchmark Advance: Start Up, Build Up, Spiral Up: Phonic Skills
- Benchmark Advance: Steps to Advance
- Benchmark Advance: Phonics Intervention
- SPIRE & Sound Sensible

- Heggerty Phonics and Phonemic Awareness

The RTI^2 teams at each school meet to review each student's data and class performance to determine the best intervention for each student. They continue to meet every 4 1⁄2 weeks throughout the school year to review progress monitoring data and class performance to make recommendations about the duration, material, and intensity of the students' intervention plans. The district RTI^2 coordinator works with the school's data team to review individual student data and to structure programming that is responsive to student needs.

Students who do not demonstrate proficiency on the 3rd or 4th grade ELA portion of the TCAP assessment may receive intervention and academic supports: High-dosage, low-ratio tutoring throughout the entirety of the 4th or 5th grade academic year; and/or Learning Loss Bridge Camp before the upcoming school year.

Parent Notification Plan/Home Literacy Reports

CCS will send the parent report from iReady upon completion of each benchmark (fall, winter, and spring). Parents whose children will be potentially served in RTI² will be contacted by the RTI² 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 also 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
- 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 a clear plan to communicate with parents three times a year in grades K-3 and annually in grades 4 and 5

Within this report, the team will identify specific areas of concern and tailor interventions to meet the students' needs. The student's progress will be monitored weekly or biweekly. The parents will receive a progress report 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 conferences as needed and at parent visitation meetings held throughout the school year.

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 HQIM (Benchmark Advance) and conduct unit/lesson prep protocols introduced in literacy training. Principals and academic coaches have participated in the HQIM series by TDOE. 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 instructional materials.

An overview of our district literacy focused professional development is outlined below:

- Ongoing with emphasis during onboarding new teachers (June-August): Reading 360 Early Literacy Training on BFAC
- August: ELA district goals and updated pacing guides will be shared. Teachers will begin their unit/lesson prep cycle
- September-March: PLCs will continue unit/lesson prep cycles, data analysis, evidence-based teaching strategies, and other goals set by the district and school administrators. Coaching cycles will be implemented with struggling teachers through district math and ELA coaches

Campbell County Schools

- Jacksboro Elementary School
- Caryville Elementary School
- Valley View Elementary School
- LaFollette Elementary School
- Wynn Elementary School
- White Oak Elementary School
- Jellico Elementary School
- Elk Valley Elementary School