

Crockett County Schools

Foundational Literacy Skills Plan

Last Updated: May 18, 2022

Approved: May 31, 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

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 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.

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 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 as 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 mini lessons. The curriculum has a review and repetition cycle built in to accelerate students' mastery.

Approved Instructional Materials for Grades K-2

Benchmark Advance

Approved Instructional Materials for Grades 3-5

Benchmark Advance

Supplemental Instructional Materials

Next year, we plan to offer supplemental resources from the Wilson Language program, Foundations, for teachers to use in tandem with the Benchmark Advance phonics portion of the instruction.

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

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in grades K-5.

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 based on their skills gap. 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 placement, and/or consulting with other departments 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 struggling with new learning, including EL, special education students, and students who 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 results. In the fall, parents are notified of the tier intervention by receiving a home literacy report. Literacy reports are written in parent friendly language and provide a clear explanation of the students’ skills gaps and the depth and extent of student need. The letter provides information about how the gaps will be addressed during intervention, no-cost activities for families to support learning at home, and information on the importance of reading proficiently by 3rd grade as well as 4th grade promotion pathways information. These letters are sent home three times each school year to K-5. 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. These events are no longer 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 reading proficiently by third grade and information on the pathway to 4th grade as well as 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 who teach reading and support students learning to read have completed the one-week training, hosted by the state. The Reading 360 Early Literacy Training (Week 1 Online) is asynchronous and consists of online, self-paced modules. Teachers must pass an assessment with 80% accuracy in order to show mastery. All K-5 teachers have completed the online modules and will attend the in-person training in either June or July. This training will consist of phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

Additional PD for our district is as follows:

June/July	Literacy PD with Benchmark Advance and Grade Level/ Subject Area Common Planning
August-May	<ul style="list-style-type: none"> *Teacher collaboration for unit- and lesson-level preparation, weekly in common planning *Monthly grade level meetings *Partner with Northwest Core for ELA consulting, as provided by the State
September January May	Analysis of district universal screener data. Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI2 groups.
May	Reading 360 Early Literacy Training for K-5 teachers for those that still need it.