

## **Hancock County Schools**

Foundational Literacy Skills Plan

First Approved: May 27, 2021

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**

Our district uses a foundational skills curriculum 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. Our district requires 60 minutes daily of foundational skills instruction in grades K-2. Foundational skills instruction includes practice such as phonological awareness, phonics, word recognition, language skills, spelling, vocabulary, grammar along with fluency and comprehension skills.

Teachers are using an explicit, systematic approach when teaching foundational skills. During instruction, teachers will explicitly teach sounds, students practice saying the sound, teachers model writing the sound, and students apply the skill during independent practice. Students practice sounds in and out of context. For example, in the second nine weeks of kindergarten, students will be able to decode regularly spelled cvc words. Students will then have the opportunity to use their word analysis skills when using decodable text that are aligned with the sounds taught during explicit instruction. Our improvements for next year will include data-driven collaboration to help refine instruction that takes place inside the classrooms. We will have a focus on delivering effective foundational skills instruction. Professional learning communities will take place to allow teachers to collaborate and refine their teaching practices. Teachers will improve their practices by participating in coaching sessions that focus on strategies for foundational skills.

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

Our district has an integrated literacy block for grades 3-5 that is grounded in the Science of Reading and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Teachers use the 90-minute ELA block to embed morphology, grammar, spelling, writing, and fluency strategies into comprehension skills. The 90-minute block of instruction consists of an evidence-based approach that applies foundational skills within the daily lessons. All daily instruction includes components of knowledge-building for 60 minutes per day and 30 minutes of foundational skills practice which includes morphology, grammar, spelling, writing, and fluency. Very few skills are taught in isolation in grades three through five. Most skills are

introduced and embedded within the lesson to ensure continuity, cohesion, and connection. Explicit support is provided for fluency, vocabulary, and comprehension. For example, students will use their word analysis skills to decode multi-syllabic words when reading text. The foundational skills that are gained will help increase fluency and comprehension skills. Our improvements for next year will include data-driven collaboration to help refine instruction that takes place inside the classrooms. We will have a focus on delivering effective foundational skills instruction. Professional learning communities will take place to allow teachers to collaborate and refine their teaching practices. Teachers will improve their practices by participating in coaching sessions that focus on strategies for foundational skills.

### **Additional Information**

Our district will provide additional support in the upcoming school year with the implementation of Access for All (AALN) in grades 3-5. Leaders will continue to use the IPG as a tool when completing walkthroughs and providing feedback to educators. Grades 3-5 will continue to use CER as a resource and collaborate with coaches and other educators on best practices. Project On-Track will continue as a tutoring program for our students.

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

McGraw Hill Wonders

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

McGraw Hill Wonders

### **Supplemental Instructional Materials**

K-2 Tennessee Foundational Skills Curriculum Supplement- Sounds First -Reading 360

### **Universal Reading Screener for Grades K-5**

Tennessee Universal Reading Screener (aimswebPlus) K-5

### **Intervention Structure and Supports**

In the fall, students are given the Tennessee Universal Screener, (aimswebPlus), to determine which students have a significant reading deficiency or are "at risk" for having a significant reading deficiency. Our principal, along with grade-level teachers and the RTI school-level coordinator review the universal screener data to determine which students score between the 0-15th percentile (Tier III) and 16-40th percentile (Tier II). Students (0-40th percentile) are given a diagnostic assessment to determine specific skill deficits. These tiered students receive 45 minutes daily explicit instruction in their area of deficit in small groups using research-based materials and strategies. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive instruction during Tier II using the SPIRE program. Tier III instruction may include more decoding strategies and sound sense from SPIRE. If a student scores below the 25th percentile on the composite score then the students will be given grade appropriate subtests identified by the states minimum universal screening matrix, which can

include the following areas: decoding skills, rapid naming, encoding, phonological awareness, phonemic awareness, sound/symbol recognition, and alphabetic knowledge. Students who demonstrate those characteristics receive intervention with a comprehensive, strategic intervention, which at our school is SPIRE. The data team meets every 4.5 weeks and reviews progress monitoring to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the SPIRE curriculum is used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students.

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

All parents, K-5, receive a parent-friendly report that explains what their child scored on the universal screener. These home literacy reports identify reading deficiencies the student may have. Parents who have students in grades K-5 who have been identified as “at-risk” after completing the universal screener are given this written notice immediately after the fall universal screener. This notice will inform the parents of the importance of third grade reading proficiency. We also identify “at-risk” students in grades 4-5 and communicate the deficiency with the parents after each universal screener. Specific strategies that parents can complete at home for intervention are suggested. Strategies that are recommended are activities that can be completed at home without any cost to the parent or guardian. The parents are given details on what action steps of intervention the school will be providing for the student based on the skill gaps and student needs that were identified on the universal screener. We communicate the importance of reading proficiency and grade promotion pathways with parents. These reports go home three times each year for K-3 and annually for 4-5.

Our school also holds a meeting in early spring for third grade parents to discuss TCAP and promotion pathways in depth. Continuous communication is in place for students who are not showing adequate progress. Parents are also communicated with three times a year after each benchmark and twice a year during parent-teacher conferences. Several parents may be communicated with more often depending on individual student needs. Communication between parents and the classroom teacher takes place through classroom newsletters, communications apps, and phone calls. Specific academic skills are communicated on a weekly basis.

### **Professional Development Plan**

Our plan for providing PD for all K-5 teachers is as follows:

July and August 2024- Teachers in our district will complete a repeat cycle of the Reading 360 Early Literacy Training to refresh foundational skills instructional strategies. New teachers will complete asynchronous courses of week 1 and 2 of the Reading 360 Early Literacy Training.

September 2024- Analysis of universal screener data to drive instruction and meet the individual needs of the students.



October through December 2024- In partnership with Access for All, teachers and coaches will collaborate to refine unit/lesson plans. Best practices will be implemented and monitored in the classrooms.

January 2025- Analysis of universal screener data to drive instruction and meet the individual needs of the students.

February through March 2025- In partnership with Access for All, teachers and coaches will collaborate to refine unit/lesson plans. Best practices will be implemented and monitored in the classrooms.