

**Greene County Schools**  
**Foundational Literacy Skills Plan**

**Approved: May 28, 2021**

**Updated: June 1, 2022**

**Updated: July 3, 2023**

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**

The K-2 Literacy blocks in Greene County Schools are deeply rooted in foundational skills instruction. We have adopted and implemented Wilson Foundations as a foundational skills curriculum grounded in research based materials and strategies essential to providing explicit and systematic instruction to our K-2 classrooms as well as many using the Tennessee Foundational Skills Curriculum Supplement (TNFSCS) as well. This curriculum, approved by the state, uses foundational skills as the primary form of instruction with a designated 45 daily minutes. This instructional time includes activities for phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Wilson Foundations follows an explicit and sequential scope and sequence; it is tightly aligned with Tennessee State Foundational Skill Standards. Our district is also doing extensive work in implementing the TNFSCS in our K-2 classrooms.

After two years of Foundations and TNFSCS implementation, our improvements for next year include a designated time to collaborate through PLC's to solve problems of practice and gain confidence in execution of lessons, as well as expand the use of Foundations to 3rd grade to continue closing gaps in learning and strengthening our literacy skills in 3rd graders across the district. Next year we plan to devote professional development opportunities and professional learning communities centered around the state early literacy series to increase teacher knowledge of foundational skills research and instruction. We also plan to continue a focus on teacher collaboration around lesson planning, unit development, and review of student work samples to refine our craft.

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

Wilson Foundations has been purchased for 3rd grade. Wilson Foundations went through a rigorous review process. It is tightly aligned with the expectations of 3rd grade students, aligned with TN academic standards for foundational literacy, and allows for ample practice time in the skills. This curriculum is research based and provides explicit and systematic instruction which includes activities for phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. At least 30 minutes a day is dedicated to foundational skills including morphology, grammar, spelling, and writing with opportunities to apply new learning rooted in the expectations of the TN Academic Standards for Foundational Skills. Foundations for Level 3 progresses further into word structure and morphology. Fluency is supported through accuracy, phrasing, expression and rate. Comprehension

as well as grammar is practiced through both listening and written strategies. Writing skills and conventions are developed, practiced, and supported through multiple opportunities daily. PD was provided on May 19, 2021 for teachers. Throughout the 2021-22 school year, teachers will collaborate in PLC's to solve problems of practice and gain confidence in execution of lessons.

For the 2023-2024 school year, 4th and 5th grade will use the state provided curriculum along the Tennessee Foundational Literacy Standards to explicitly teach foundational literacy standards. These skills include decoding isolated words in connected text, encoding words, fluency to support comprehension, and conventions of standard English grammar and usage. At least 30 minutes a day is dedicated to foundational skills including morphology, grammar, spelling, and writing with opportunities to apply new learning. Students participate daily in activities such as word work both in and out of text that supports students' ability to access complex text. This will focus on word knowledge and vocabulary development. Continuing, vocabulary and comprehension are developed through listening/read aloud opportunities following our knowledge building curriculum. Small group instruction provides opportunities for the teacher to differentiate reading and writing for student needs along with assessing to guide instruction tailored to meet specific student deficits. Professional learning communities will be centered around the state early literacy series to increase teacher knowledge of foundational skills research and instruction.

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

Approved waiver for other materials. Greene County Schools submitted a waiver request for ELA instructional materials. Based on the district's rationale in the waiver application, the waiver for Wit and Wisdom, Grades K-2 was approved.

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

Great Minds - 3-5 Wit and Wisdom

### **Additional Information about Instructional Materials**

Greene County Schools uses Wilson Foundations.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

Our district uses iReady reading and math for our standards based screener. We will also use AimsWeb, as our skills based screening tool to further identify students with greater needs. Students are screened for Dyslexic characteristics using iReady state probes as well as other tools such as the Mississippi and/or Arkansas Dyslexia Screener, and further survey level assessments are administered as well such as RAN, PWRS, and PASS.

### **Intervention Structure and Supports**

K-8 students are screened 3 times per year using our standards based and skills based screening tool. Students identified as performing below grade level receive interventions for 30-45 minutes daily in their greatest area of need. Progress monitoring is administered every 11th day of instruction. We have an interventions menu available to our interventionists and teachers with a plethora of research based options for reading and math interventions. Examples include SPIRE, Sound Sensible, Teacher Created Materials Reading and Math Interventions as well as LLI, SRA Reading and Math. Reading Specialists in each building lead the RTI<sup>2</sup> team meetings every 4.5 weeks

to discuss student progress and make adjustments, provide additional resources to use during intervention time. If at this time, it is determined the current intervention is not working the team makes the necessary changes and re-evaluate at a later time.

Our students receive explicit instruction in their area of deficiency, in small groups, using research based materials and strategies. These students are also screened using Dyslexia Screeners and survey level assessments to determine if they have characteristics of Dyslexia. Students who demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. We notify our families of their child who demonstrates characteristics of dyslexia and they are notified that their child is receiving interventions that meet the requirements stated in the Say Dyslexia Law.

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

Our district notifies guardians in grades K-5 if their child is identified as "at risk" for or shows evidence of having a significant reading deficiency. At risk is defined as students who score at or below the 25% on the districts' universal screening tool and/or identified by classroom teachers. Parents are notified at this time what area the students are displaying struggles in and that they will receive RTI2 services during the school day, giving detailed descriptions of what this entails. This is coupled with a description of the importance of being able to read by the end of third grade.

The district defines how students are assessed and explains, in parent friendly language, what a significant reading deficit means for their child. Parents are notified monthly of students progress, scores included, after the RTI2 team meets to discuss the level of progress. If any changes are made, parents are notified of exactly the changes and why we are making those changes for their child. These communications go out monthly. It is our plan to begin consistently offering additional activities parents can work on at home with their children to assist in closing the achievement gap, as well as to provide an intervention website for parents to access with their children as well.

### **Professional Development Plan**

Teachers in Prek-5, Special Education teachers, Reading Specialists, Instructional Coaches, any teacher holding the licenses listed by TDOE, and ESL teachers will, or have, participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. All mentioned teachers will complete Week 1 of the Early Literacy Training series focused on foundational reading development and instruction and grounded in a phonics-based approach. Those that complete this training will be awarded a certificate prior to beginning week 2.

For the summer of 2023, our district registered for a cohort-based, in person training of the Early Literacy series for all teachers listed above. This will be an extension of week 1 focusing on classroom application of the foundational reading development research findings.

### **Additional Information about this Foundational Literacy Skills Plan**

Greene County Schools has enrolled 50-100 participants in grades K-8 including special education teachers and reading specialists for the week 1 and 2 READ 360 Early Reading Training or Secondary Literacy Training provided by TDOE this summer.

