

**Jackson County Schools**  
**Foundational Literacy Skills Plan**

**Approved: May 12, 2021**

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 the TN Foundational Skills Curriculum and the Wit & Wisdom Knowledge Building curriculum. Both are grounded in reading science and aligned to Tennessee standards, as approved by the State Textbook and Instructional Materials Quality Commission. Specifically, the Tennessee Foundational Skills is our primary form of instruction and has a designated block of time ( 60 minutes daily). This time includes activities that build phonological awareness, phonics practice, fluency practice that includes comprehension, and word work opportunities. In addition, our Wit & Wisdom Knowledge Building curriculum also provides some foundational skill development opportunities in some of the deep dive lessons. During instruction, teachers explicitly teach sounds and students practice sounds and apply them. Students have a variety of opportunities to apply the sound work in and out of the text.

Tennessee Foundational Skills program provides assessment opportunities to track student progress. For example in 2nd grade, students are given a spelling assessment every 5th lesson. In addition, there are assessments at the end of each unit. At the end of each unit, there is an additional remediation support guide to provide remediation opportunities for students. An example of the in-depth instruction is Second Grade, Unit 4, which focuses on alternative spellings for vowel sounds and three “tricky” spellings. This unit focuses on the following alternative spellings: /er/, /i/, /ie/, /oe/, /ee/, and /aw/. This unit has an additional remediation support guide, “Using Chunking to Decode Multisyllabic Words.”

Improvements for next year are grounded in our data needs from IPG Walks this year. Specifically, we will continue lessons and unit internalization but also put emphasis on small group instruction and formative data collection. Another area we will focus on is reviewing proper articulation. PLC’s will be focused more on the collection of data, including anecdotal notes of students’ needs and how those are being addressed in small group instruction or RTI. In addition, coaches will be modeling small group lessons and with emphasis on managing the other independent groups. A Pacing/ PLC calendar will be created over the summer that will identify specific assessment weeks and data-focused PLC’s following those assessments to identify student needs and provide differentiated instruction in those small groups.

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

Our district has an integrated literacy block for grades 3-5 grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. In grade 3 we use Wit & Wisdom for Knowledge Building and support foundational skills through the deep dive. In grades 4-8 we use Expeditionary Learning, which also has fluency, morphology, spelling, grammar, and writing for at least 30 minutes a day. During our integrated block, that meets the evidenced-based requirement, students receive on an average 90-110 minutes in their ELA BLOCK. All fluency, vocabulary, grammar, and comprehension is embedded with the lesson using the text and not taught in isolation. For example, in Unit 3 our fourth-grade students synthesize their research on the Revolutionary War from Unit 1 and their analysis of perspectives from Unit 2 to write an opinion piece from the Patriot perspective, outlining reasons colonists should join the Patriot cause, in the form of a broadside. The individual lessons provide opportunities for students to summarize content, unpack vocabulary, write responses, and support responses with evidence. Therefore foundational skills instruction is embedded in all aspects of this 90-minute block and focuses on the holistic literacy approach.

Our improvements for next year are grounded in our data needs from IPG Walks this year. We will continue lesson and unit internalization but also place some emphasis on the pacing of individual lessons. Specifically, we will be looking at Core Action 2 and Core Action 3. Using our internalization to ensure we are not over scaffolding nor under scaffolding but having prepared scaffolded questions for students who struggle. In addition, pacing has been a challenge. A pacing guide will be developed over the summer to help identify lessons that require additional time or lessons that will require additional teacher instructional decisions, including questioning and tasks. In addition, year 2 will focus more on the deep dive or ALL BLOCK and how this time will be protected to ensure students have these foundational opportunities. Due to pacing issues this year, this part of the lessons was often simplified or left out. Administrators are currently looking at schedules to improve upon how this time can be protected to ensure it happens to fidelity.

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

Approved waiver for other materials

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

Open Up - K-5 Expeditionary Learning

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

We supplement our Wit & Wisdom Curriculum in K-3 with Tennessee Foundational Skills Curriculum for Foundational Skills Instruction.

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

Jackson County currently uses Aimsweb as our universal reading screener in grades K-5. This is given to all students at the beginning of the year, after Christmas break, and in late March or early

April. Based on the screener and teacher input, students are identified for RTI instruction. We plan to use the Tennessee Universal Screener this summer in summer school and anticipate using it in the 2021-2022 school year.

### **Intervention Structure and Supports**

In the fall, students are given AIMSWEB (our universal screener) to determine which students are considered at risk (< 25%tile). Data from the screener and teacher input is used to determine placement for students in RTI. Students are classified in Tier I enrichment/on, Tier II, or Tier III. All students are assigned an RTI time either for intervention or enrichment. Students who receive intervention are given additional diagnostic assessments to determine their skills gaps. Students receive 45 minutes of RTI instruction daily. When students are in their RTI groups, they work on activities designed to eliminate their specific skill gap(s). Data Teams meet every 4 ½ weeks to determine if a change in intervention or if the time or intensity needs to be adjusted. Data teams also look at variables like attendance, engagement, and fidelity checks before a change is made to the program or provider.

We have research-based options for reading intervention support available for students who are “at-risk”. In grades K-2, our TN Foundational Skills curriculum provides an assessment and remediation guide where teachers can find activities that directly address skills gaps in foundational skills and monitor the progress of students. In addition, we have SPIRE, 95%, and Waterford that provide intensive strategic intervention. These interventions are designed to address and progress monitor specific skill gaps for students. Additional survey level assessment may be used to determine if students have characteristics of dyslexia. Currently, students who demonstrate these characteristics are placed in a program such as Wilson Reading that follows the Orton-Gillingham approach. Our district notifies families of identified students. We continually communicate the support provided and progress made throughout the year.

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

Our district notifies parents of students in grades K-5 if their child is “at-risk” based on our Aimsweb results with teacher input three times per year. Currently, all parents with students in Tier II or Tier III receive a letter stating their student’s reading deficiency and supports that will be provided. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. In addition, after every 4 ½ week data meeting, teachers send a progress note and a copy of the graph with progress monitoring Aimsweb data noted. Moving forward we plan to update our letters with more specific information about the importance of 3rd-grade reading proficiency. We will also be adding some additional activities that can be completed at home.

### **Professional Development Plan**

100% of our PD is built around the Science of Reading. We have provided intensive PD on foundational skills for Pre-K- 2 teachers. Last Summer, we had 3 days of training specific to TN foundational skills. During those 3 days, we covered the sounds first approach and the Science of

Reading.. One day was spent previewing materials and understanding specific protocols from the program. One day was spent on sound articulation and lesson and unit internalization. Throughout the year, weekly PLCs have been conducted for K-5 ELA teachers. This year PLCs focused both on Foundational Skills and Knowledge Building curriculum in K-3. After Christmas, the focus on PLCs was around TN Foundational Data from Unit Assessments and how to use the ARG guide to plan for small group instruction to meet students' needs.

All K-5 teachers will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

April 2021- All teachers of grades in K through 5 will engage in Week 1 of the Early Literacy Training series, asynchronously. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work.

May/June 2021- Our district is registered to attend in-person training offered in May and June in Trousdale and Macon County Cohorts. The teachers will include interventionists, SPED teachers, reading coaches, and K-2 teachers. We plan to add Pre-K and grades 3-5 teachers as cohort spots open up this summer or summer 2022.

After state training, all teachers are expected to demonstrate proficiency via the state mandate course test.

There will be an additional Foundational Skills curriculum Pacing day this summer for planning next year. This year grades 3-5 PLCs were focused on Expeditionary Learning and Wit And Wisdom with Lesson and Module Internalization. Moving forward next year, we will continue intensive support around foundational skills in grades K-2 and we will build in some PLCs in grades 3-5 around Language Deep-Dives focused on foundational skills. In addition, we will have a PLC schedule that highlights all the weeks Foundational Unit Assessments will be given and the next week's data meeting focused on the data in order to plan small group instruction using the ARG guide.

In addition, PD is provided by the CORE or experienced providers with a track record of supporting districts.

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

Our district has been selected for The TN Model Foundational Skills Implementation Grant. This grant will allow us to capture classroom instruction, coaching sessions, and other best practices of our Foundational Skills Implementation. In addition, we are currently assigned with Putnam County with Literacy Implementation Network. We partnered with Instructional Partners this school year for Foundational Support. Through that partnership, we used a Foundational Skills IPG and also used Foundational Skills End of Unit Data spreadsheets to capture progress throughout the year. Our district has placed a strong emphasis on Implementing the TN Foundational Skills Curriculum to improve foundational literacy.