

Trenton Special School District
Foundational Literacy Skills Plan

Approved: June 1, 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 Benchmark Advance, 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 and has a designated block of time for foundational skills instruction in grades K-2. Trenton Elementary School K-2 classes have literacy blocks that range from 90 to 120 minutes daily with a 60 minute block designated for foundational skills instruction. The foundational skills instruction contains activities and practices that teach the following foundational skills: phonological awareness and phonics. Our improvements for next year will be focused on the transition from lesson planning to lesson internalization. The adoption of the high quality instructional material has changed how teachers prepare for instruction. They are internalizing the quality material and preparing to implement it in their classroom. We will also be receiving professional development from Benchmark Advance on how to implement small group instruction to improve fluency, vocabulary, and comprehension using the curriculum during the literacy block. Many of our teachers have been formally trained in using Orton-Gillingham instructional strategies or received OG training through the Institute for Multi-Sensory Education. These strategies are used to support teaching foundational skills presented in our Benchmark Curriculum. An example of one of these OG strategies would be using the "Vowel Intensive" hands-on method for helping students learn vowel sounds.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Trenton Elementary School has an integrated literacy block for grades three and four grounded in the science of reading aligned to Tennessee ELA standards. The district adopted Benchmark Advance for grades three and four. The curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. Third and fourth grade students participate in a 120 minute literacy block daily where they apply foundational skills with the daily lessons. All daily instruction includes the components of reading: Phonics, Fluency, Vocabulary, and Comprehension. These skills are taught through mini-lessons and are embedded within the daily lesson to ensure continuity, cohesion, and connection. In addition to teaching phonics embedded in our curriculum, our 3rd graders, through Benchmark Advance, spend 21 days at the beginning of the school year reviewing and teaching the 7 syllable types. In 4th grade, all of our teachers provide

instruction using REWARDS Intermediate which allows students to gain competency in decoding and morphology, spelling, fluency, and vocabulary through the systematic application of explicit instruction (I do, We do, You do) and the gradual release of responsibility leading to independent strategy use.

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Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

Additional Information about Instructional Materials

K-4th grade uses Benchmark Advance

5th grade (Trenton Rosenwald Middle School) uses LearnZillion Guidebooks

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

AimswestPlus is our universal screener in grades K-4 for benchmarking and progress monitoring and is on the state approved list. AimswestPlus complies with RTI² and Say Dyslexia requirements. The screener is used to assess reading and math in the fall, winter, and spring for grades Kindergarten through 4th grade. Trenton Rosewald Middle School (5th grade) assess their student using AIMSwest in reading only three times per year.

Intervention Structure and Supports

Trenton Elementary School utilizes several research-based programs (Baron Reading and Spelling System, SPIRE, Sound Sensible, Rewards, and Lexia) for reading intervention in grades K-4 for students either identified at-risk for a significant reading deficiency or identified with a significant

reading deficiency. Universal screening data, prior intervention outcomes (if applicable), and teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Tier III or Tier II. Students who are placed in Tier III receive the most intense intervention daily for at least 45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored weekly. The universal screener determines the specific deficit in which the student will be provided support and progress monitored. Identified students will be provided a focused Tier II or Tier III intervention based on the student's deficit area in Phonological/Phonemic Awareness, Alphabet Knowledge/ Decoding Words, Oral Reading Fluency, and/or Vocabulary/ Reading Comprehension. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

5th grade students' deficiencies are identified by using Aimsweb and iReady Reading Diagnostic. We provide daily Tier II and Tier III interventions on each grade level for at least 30 minutes per day. Our Tier II students receive interventions from a certified and endorsed reading teacher, as well as time on the iReady Reading program. Their Tier II groups are normally 10 or less. Our Tier III students receive intensive interventions from a certified and endorsed reading teacher. Their Tier III groups are normally 4 or less students. All of our intervention groups meet during our "Growl Time", which is an all hands on deck time. All students attend an intervention or enrichment group during this time, from 8:00 - 8:30 daily.

Parent Notification Plan/Home Literacy Reports

Trenton Elementary School notifies parents in grades K-5 if their child is "at-risk" for or has a significant reading deficiency/characteristics of dyslexia (as evidenced by students scoring in the 0-25th percentile) immediately after our school completes the fall universal screening. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade. The school defines how students are assessed and what a "significant reading deficiency/characteristics of dyslexia" means. The notification letter includes links to websites where parents can find more information about significant reading deficiency/characteristics of dyslexia. These links also include resources for no-cost activities that families can use to support learning at home. Kindergarten through 4th grade parents are subsequently notified of their child's progress or lack of progress at the end of each grading period (total of 6 times per year). Fifth grade students only receive this information following the initial benchmark assessment in the fall. In the parent notifications/communication, the data team notes the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening. Parent-Teacher Conferences are held twice per year. Parents of at-risk students are required to attend to discuss the students' progress toward their goals.

Professional Development Plan

This school year, our teachers have received a refresher on OG instructional strategies. Four teachers from our school representing K-2 teachers will participate in the free and optional Reading

360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows: April 2021 – These four K-2 teachers will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June. June 2021 – These four teachers will attend the in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade K-2nd. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics fluency, and vocabulary. July 2021 - These four teachers will provide a summary of their training for their grade level teams. Fall/Winter 2021 - We will use our embedded professional development days to allow all K-4 teachers to complete Week 1 of the Early Literacy Training series. This time will be self-paced but we will ensure that participating educators earn a completion certificate for Week 1 training. In conjunction with the Early Literacy Training series, focused professional development will also be provided by our curriculum vendors: Benchmark Advance and LearnZillion. Training providers from both vendors are experienced with proven track records of supporting districts in understanding and implementing instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. All those in attendance will receive certification of completion. PreK-5th grade teachers will participate in PLCs and Walk-through cycles followed by coaching conversations during the 2021-22 school year. PLCs and Walk-throughs will allow administration to determine the teacher's knowledge and competency of literacy instruction following the trainings they have received. We plan to include 5th grade teachers in the Early Literacy Training during the summer of 2022. All trainings will be free of MSV or cueing strategies.