

Stewart County Schools

Foundational Literacy Skills Plan

Last Updated: June 27, 2022

Approved: May 15, 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

Kindergarten through second grade students devote sixty minutes daily to foundational skills instruction. All foundational skills instruction is grounded in reading science and aligned to the Tennessee state ELA standards. Foundational skills instruction is the primary form of instruction. Our ELA instructional materials for this grade span are Expeditionary Learning. Additionally, Kindergarten and first grade use the Heggerty curriculum to teach phonological and phonemic awareness skills including rhyming, onset/rime, blending/segmenting syllables, blending/segmenting phonemes, and manipulating phonemes. We also use Foundations by Wilson Language for foundational skills instruction in phonics, fluency, vocabulary, and comprehension. Foundational skills lessons are approximately forty-five minutes daily and are based on Orton-Gillingham principles. Foundations is an evidence-based curriculum founded in reading science that follows a systematic scope and sequence of foundational skills. All foundational skills are taught explicitly using a sounds-first, multi-sensory approach, followed by modeling, practice, and dictation/encoding. Foundational skills instruction across K-2 is supplemented as appropriate with the TN Foundational Skills Curriculum Supplement materials.

The full literacy block in kindergarten-second grade is one hundred twenty minutes long. Instruction for the strands addressing literature and informational text is focused on knowledge-building texts aligned to the science and social studies standards for each grade level. These texts are explored through reading, writing, speaking, and listening to build vocabulary, comprehension, and thinking skills. Additionally, students build knowledge while practicing current foundational skills by reading decodable texts. These decodables are an evidence-based approach supported by reading science. Continuous improvements are maintained through support provided by the LEA's partnership with TNTP, support from the collaboration of our district and TDOE. Our teachers have completed the Reading 360 foundational skills training and/or the Reading 360 Advanced Literacy training to strengthen knowledge around the science of reading and best practices in the literacy classroom. All new teachers are required to complete this training when hired.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district uses an integrated literacy block in grades 3-5 with instruction that is grounded in reading science and aligned to the TN state standards for ELA.

Foundational skills lessons are at least thirty minutes daily through an evidence-based curriculum founded in reading science that follows a systematic scope and sequence of foundational skills. Skills are taught explicitly using a sounds-first, multi-sensory approach, followed by modeling, practice, and dictation/encoding. Grades three through five adopted Guidebooks as the curriculum for their integrated ELA block. These materials were selected from those approved by the state Textbook and Instructional Materials Quality Commission.

Foundational skills are taught alongside standards from all literacy strands using high quality texts, questioning, and writing tasks. In third grade, students receive 120 minutes of daily literacy instruction, and fourth and fifth grade students 90 minutes of daily literacy instruction. All daily instruction integrates foundational skills such as word composition, sentence composition, morphology, spelling, writing, fluency, grammar, vocabulary, and comprehension via reading and writing tasks. Vocabulary, fluency, and comprehension strategies are explicitly taught and modeled. Teachers use a gradual release to move from explicit instruction to student practice. Foundational skills are reinforced through small group instruction in both Tier 1 and Response to Intervention time.

Continuous improvements are maintained through support provided by the Literacy Implementation Network and TNTP. Teachers have completed the Reading 360 foundational skills training and/or the Reading 360 Secondary training to strengthen knowledge around the science of reading and best practices in the literacy classroom. All new teachers are required to complete the Reading 360 training when hired.

Additional Supports

The LEA is working to strengthen tier 1 literacy instruction and support school and subgroup literacy growth and achievement. Our plans include collaborating closely with our vendor to support teachers in implementing strong student literacy support within our HQIM. This will be monitored throughout the LEA with increased walkthroughs and student-work analysis to ensure Tier 1 literacy instruction is aligned to TN State Standards. Vendor support will be prioritized to schools not at or above expectations.

Additionally, the LEA plans to purchase and implement SPIRE reading intervention program to support schools and student subgroups not at or above expectations. Three paraprofessionals will be hired to assist with intervention and tutoring for students identified as at-risk and needing additional literacy support. A full 1-hour RTI block will provide student-support via RTI or tutoring.

Our plan also includes analyzing quantitative data collected via MasteryConnect benchmark data and aimswebPlus data to identify at-risk students, monitor all student growth (with additional focus on specific subgroups and schools), and adjust instruction when needed. All students are given a universal screener and benchmark assessment three times annually. Screening data will be used to

determine the skills needed to assist students with gaining access to the Tier 1 literacy curriculum and grade-level standards.

Approved Instructional Materials for Grades K-2

Imagine Learning EL Education (formerly LearnZillion Expeditionary Learning)

Approved Instructional Materials for Grades 3-5

Imagine Learning Guidebooks (formerly LearnZillion Guidebooks)

Supplemental Instructional Materials

We also use the following supplemental materials:

- K-1 Heggerty
- K-2 TNFSCS- Tennessee Foundational Skills Curriculum Supplement
- K-3 Foundations

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

We administer the Tennessee Universal Reading Screener, aimswebPlus, to our K-5 students.

Intervention Structure and Supports

Students who are identified as at-risk of a significant reading deficiency per the universal screener are further assessed to determine areas of deficit using assessments including Aimsweb, Nessy dyslexia screener, PWRs (phonics screener), and PASS (phonological awareness screener). Based on the area of deficit and other variables such as classroom performance, attendance, or engagement an intervention plan is determined that provides more intensive instruction in the areas of phonological awareness, phonics, fluency, vocabulary, or comprehension. SPIRE is used for students in K-5 and Read Naturally for students 3-5 for additional fluency support. The curriculum resources are based on Orton Gillingham principles and founded in the science of reading. They are explicit, systematic, multi-sensory, and cumulative.

For K-2, decodable texts are used to provide student practice around specific phonics skills. Our ELA curriculum contains student supports where teachers can find activities that directly address skill gaps. If that intervention is not effective, more comprehensive, strategic interventions become an option like SPIRE. Comprehension strategies are taught explicitly and modeled using texts from our HQIM. Students at Tier 2 are provided with 30 minutes of intervention in groups of 3-5 students daily, and students at Tier 3 are provided with 60 minutes of intervention in groups of 1-3 students daily.

Students are progress monitored bi-weekly using Aimsweb probes aligned to the area of deficit and intervention. Data teams meet every 4.5 weeks to determine a change in the intervention or the person providing the invention is warranted. Our intervention structures and supports are aligned to the updated TN RTI² Manual.

Parent Notification Plan/Home Literacy Reports

A parent letter is sent home with all K-5 students informing parents of their child's performance on their most recent universal screener (three times each year) along with their child's tier placement. Parents are given information about the importance of reading well by third grade, the pathway to fourth grade, and an explanation of universal screening, a description of the RTI framework, and the intervention plan. In addition, the letter provides clear explanation of skill gaps and the depth and extent of student need and information about how gaps will be addressed during intervention. We also provide no-cost activities for families to support learning at home. These letters are sent to parents after each universal screening window to inform and update parents of their child's RTI placement. Progress monitoring data is shared with parents throughout the year in the form of printed reports, phone conferences, and in-person conferences for students not making adequate progress.

Our Tier 1 curriculum also provides general parent letters with information and recommended activities to support students' reading development. Each school hosts a literacy night annually that provides free resources and modeling of how parents can support literacy development.

In addition to the parent letters, we provide detailed score reports from the universal screener and parent guides to understanding those reports. Parents of struggling readers are also provided with digital tools with more information about learning resources, characteristics of dyslexia, and other resources specific to their child's area of deficit.

Professional Development Plan

All K-5 literacy teachers, interventionists, and SPED teachers have participated in the Reading 360 Literacy Training series developed by the TDOE, including Early Reading, Secondary Literacy, and Advanced Literacy. As new teachers are hired, they are required to complete the Reading 360 Literacy Training.

Best practices from the Reading 360 Literacy Training are reinforced in our district's work in LIN and Early Literacy partnership with TNTP through ongoing professional development sessions. Based on data gathered through walkthroughs and student work analysis, professional development will be offered on providing student supports within our HQIM.

Each July, our K-2 teachers attend early literacy professional development provided by TNTP. This training supports the on-going literacy learning initially provided in TDOE's Early Reading Training. Additional training by TNTP for 3-5 and SPED teachers is provided each July.