



BEST FOR ALL

We will set all students on a path to success.

Foundational Literacy Skills Plans
Informational Webinar
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BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE TO BECOME AND REMAIN
A TEACHER AND LEADER FOR ALL

Tennessee Literacy Success Act



- Passed at the legislature's Extraordinary Session on Education
- "Foundational literacy skills instruction": an evidence-based method of teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension that enables students to develop the reading skills required to meet Tennessee's academic standards.
- Must be the charter school's primary form of instructional programming in English language arts
- Requires each public charter school to submit a Foundational Literacy Skills Plan for any of the grade levels (K-5) that you serve

Foundational Literacy Skills Plan

1. The amount of time devoted to foundational literacy skills instruction and a description of how that time is used
2. The adopted foundational skills instructional materials
3. The universal reading screener selected
4. Interventions and support available to students
5. A parent notification plan
6. A professional development plan focused on foundational skills for K-5 teachers.



Daily Foundational Skills Instructional Time

- How much time do your K-2 students spend in foundational skills instruction daily?
- What evidenced-based method is used to teach foundational skills in K-2?
- Note any changes or improvements for next year
- Attach grades K-2 master schedules representing daily instruction.
- Reviewers look for:
 - Aligned with TN standards
 - A minimum of 45 minutes of foundational skills instruction daily
 - Primary form of instruction
 - Includes explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension



Daily Foundational Skills Instructional Time

- How much time do your students in grades 3-5 spend in foundational skills instruction daily?
- What evidenced-based method is used to teach foundational skills in grades 3-5?
- Note any changes or improvements for next year
- Attach grades 3-5 master schedules representing daily instruction.
- Reviewers look for:
 - Aligned with TN standards (including morphology, grammar, spelling, writing, and fluency)
 - A minimum of 30 minutes of foundational skills instruction daily (can be embedded or isolated)
 - Evidence-based approach
 - Includes explicit supports for fluency, vocabulary, and comprehension



Adopted Foundational Skills Instructional Materials

- Use the drop-down menu to select your approved instructional materials (either on the 2019 ELA adoption list or waiver) used for foundational skills instruction for both K-2 and 3-5
- If applicable, include your waiver.
- Reviewers look for:
 - Instructional materials are on State Board of Education approved list and include complete alignment to foundational skills standards
 - Instructional materials not on the approved list have an approved waiver
 - Any supplemental foundational skills resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness



Universal Reading Screener

- List the program you use for your universal reading screener in K-5
- Identify if you will use the state universal screening option
- Reviewers look for:
 - Selected screener complies with the dyslexia screening requirements established in § 49-1-229
 - Selected screener complies with the universal screening requirements established in Tennessee's RTI² framework manual
 - Selected screener allows for three screening assessments yearly



Universal Reading Screener

- Aligns the universal screener requirements of RTI² with the Tennessee Literacy Success Act and the Say Dyslexia Act to ensure coherence.
- Can use the free Tennessee universal reading screener (to be released by the end of May), or a locally adopted universal screener that is approved by the state board of education
- Must submit screener results to TDOE (while observing privacy laws)
- Screener results may not be used to assign accountability determinations



RTI² Reading Intervention Structure

- Describe the reading intervention & supports available for students identified as “at-risk” for or identified as having a significant reading deficiency.
- Include any information regarding Tier II, Tier III, RTI² supports and/or additional supports
- Include your school-based intervention schedule
- Reviewers look for:
 - Intervention schedules are aligned with expectations outlined in the RTI² manual
 - Interventions are evidenced-based and differentiated by Tier II and III as required by the RTI²
 - Framework
 - Interventions address specific students’ skill gaps and progress monitor student improvement
 - Data teams use progress monitoring data to inform decisions about duration, material and intensity changes when a student is not showing progress



Significant Reading Deficiency

- K-3 student who demonstrates a lack of significant progress and/or skills significantly below grade level based on universal screening data
- 4-5 student who scores at “approaching” or “below” on the ELA portion of TCAP
- “At risk”: K-3 student who has demonstrated limited progress in foundational literacy skills and/ or significantly less progress in comparison to his or her peers.
- Specific scores will be determined through an equating process



Parent Notification

- Describe how you will notify parents of students in grades K-5 if their child is “at-risk” for a significant reading deficiency or has a significant reading deficiency based on the universal reading screener results.
- Describe how you currently (or plan to) implement home literacy reports that will provide information on:
 1. The importance of being able to read by the end of 3rd grade,
 2. Reading intervention activities for families, and
 3. The reading interventions provided by the school.
- Include the frequency of parent notification and engagement.
- Include sample letters for parents of K-3 students and parents of 4-5 students.



Parent Notification

Reviewers look for:

- Explains student scores in parent-friendly language
- Provides clear explanation of student skill gaps and the depth and extent of student need
- Provides information about how skill gaps will be addressed during intervention
- Provides no-cost reading activities to families to support their child at home
- Includes a clear plan to communicate with parents three times a year in grades K-3 and annually in grades 4 and 5
- Explains the importance of reading proficiency by the end of 3rd grade



PD Plan for Teachers

- Describe how you will provide (or have provided) all K-5 teachers with professional development on foundational skills
- Include a sample professional development calendar
- Reviewers look for:
 - Professional development provides deep training to teachers on foundational skills instruction grounded in a phonics-based approach
 - Equivalent of one week
 - Include phonological awareness, phonemic awareness, phonics, fluency, and vocabulary
 - Requires teachers to demonstrate knowledge and competency
 - Providers are experienced, deeply trained in the materials, and have a proven track record of supporting schools in foundational skills instruction
 - Should be absent of cueing or MSV strategies



PD Requirements for Teachers



- By August 1, 2023, K-5 teachers must complete at least one professional development course on foundational literacy skills approved by TDOE.
- TDOE will develop at least one free professional development course, the Early Reading TN Training, as one week of asynchronous learning.
- Week one and week two Early Reading TN Training series coursework within Reading 360 equals 2 courses of foundational literacy skills.

Timeline



April 1: Application opens for FLSP submissions

May 14: All FLSPs must be submitted for initial review

May 17-21: Approvals sent & feedback provided to charter schools needing to revise and resubmit plans

May 24: Revisions submitted for second review

May 24-28: Second review of FLSPs with approvals or feedback provided

June 1: All charters have approved, submitted FLSPs

Within 10 business days of approval: FLSPs are posted to the charter school's website as well as TDOE's website

Resubmission of FLSP

- Once every 3 years unless the school demonstrates strong growth
- More frequently if either:
 - 4th grade TVAAS data is “significantly below expectations” immediately preceding the due date OR
 - District-wide 4th grade ELA TVAAS data for individual student subgroups, as defined by Tennessee’s ESSA plan, is “below expectations” or “significantly below expectations” immediately preceding the due date
- Not required to submit a revised plan if both:
 - District-wide student growth data for 4th grade ELA for 2 TCAP test administrations immediately preceding the due date is “above expectations” or “significantly above expectations”; and
 - School’s student growth data for each individual student subgroup, as defined by Tennessee’s ESSA plan, for 4th grade ELA for 2 TCAP test administrations immediately preceding the due date is “above expectations” or “significantly above expectations.”

Submission Form

- [FLSP Submission Form](#)
- To access, an Orion Single Sign On is required ([Single Sign On \(SSO\) Frequently Asked Questions](#))
- If you have difficulties, try the following:
 - First, log out & click on <https://forms.office.com/r/gUhn2NnFvE> and try to log in again using your tneducation.net account.
 - Second, try opening the application in an incognito or private window by pressing ctrl+shift+n, pasting this link into the window <https://forms.office.com/r/gUhn2NnFvE>, and logging in using your tneducation.net credentials.
 - If those options do not work, reach out to the department's help desk by calling 800-495-4154 or by emailing dt.support@tn.gov.



Resources

- [Foundational Literacy Skills Plan Toolkit](#)
 - Sample responses
 - Grades K-2 Master Schedule
 - Grades 3-5 Master Schedule
 - Intervention Schedule
 - Sample Parent Notification Letter for Grades K-3
 - Sample Professional Development Calendar
- Email questions to: Rachael.L.Ross@tn.gov
- [2021 Special Session Legislation](#)



Questions

