

Anderson County Schools
Foundational Literacy Skills Plan

Approved: May 28, 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 a foundational skills curriculum grounded in reading science 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. Our Kindergarten through second grade students spend approximately 150 minutes in ELA instruction daily. We teach Foundational Skills (Tennessee Foundational Skills Curriculum Supplement and support materials from Amplify) 60 minutes daily that focuses on phonics and phonemic awareness. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual).

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our third through fifth grade students spend approximately 150 minutes in ELA instruction daily. We use Wit and Wisdom curriculum which uses an integrated approach to meet the foundational skills at this grade band. Our students daily participate in a 90 minute lesson covering Reading and Writing Standards that also integrates foundational literacy standards FL.PWR.3 (Phonics and Word Recognition), FL.WC.4 Word Comprehension), FL.F.5 (Fluency), FL.SC.6 (Word Composition), FL.VA.7a (Vocabulary Acquisition). The 90 minute lesson has a 75 minute main lesson that integrates foundational literacy skills/standards and then an additional 15 minute lesson that dives deeper into foundational standards/skills using texts from the main lesson. This deep dive portion of the Wit and Wisdom lesson includes lessons on morphology, grammar, and spelling. In addition to the 90 minute Wit and Wisdom Lesson, a block of time for independent reading and evidence based method small group reading is set aside to work on fluency and decoding skills on each student’s level.

We do not plan to make any changes.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Great Minds - 3-5 Wit and Wisdom

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

Anderson County students are administered the Easy CBM Universal Screener three times per year (Fall, Winter, and Spring). Administrators, Academic Coaches, and Teachers will analyze the data from each of the screeners immediately following each of the testing windows. Any students who fall below the 25th percentile on any of the screeners will be discussed at the RTI meeting. At that time, if the RTI team decides to place a student in RTI, the protocol will be followed for the appropriate tier.

Intervention Structure and Supports

Anderson County students are administered the Easy CBM Universal Screener three times per year (Fall, Winter, and Spring) to determine which students have a significant reading deficiency or are "high risk". The RTI team, consisting of the RTI chairperson, principal, academic coach, classroom teacher, SPED teacher, and interventionist, will review the screener results to determine which students score between the 0-25th percentile.

Students that are deemed "at risk" during the RTI meeting, will be placed into a Tier II or Tier III intervention group, based on the team decision. This small group intervention will be given daily and work to narrow students' individual skill gaps.

Anderson County has several research-based options for reading intervention support available to be used during intervention groups. Our list of approved Tier II and Tier III interventions include: Small group reading targeted to a specific skill in area of deficit, Reading Recovery, Emergent Language Literacy (CIM), Guided Reading Plus, Comprehension Focus Group, The Comprehension Toolkit by: Harvey, Words Their Way, TN Foundational Skills Supplemental Remediation, and LLI Kit by: Fountas and Pinnell.

Teachers and interventionists can adapt these approved interventions to meet the needs of their RTI group of students. Data teams use progress monitoring data to inform decisions about duration, material and intensity changes when a student is not showing progress. Our RTI team meets every 4.5 weeks to determine if a change in the intervention or the person providing the intervention is needed.

For students who are in the RTI process, the team will insure that the students complete the probes on the instructional level. The interval of probing will be consistent with each student's tier. In addition to the regular instructional probes, there needs to be a grade level probe completed once every 4.5 weeks. This will allow enough data to be collected to prove that there is a gap in that student's learning which will require a more intensive intervention. That could be a move from tier 2

to tier 3 or a move from tier 3 to special education. This is needed to correctly complete the rate of improvement and gap analysis worksheets.

If a student shows signs or characteristics of having dyslexia, they are referred to the RTI team. Not all students who have difficulties with skills have dyslexia; therefore, formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia. The academic coaches, reading recovery teachers, and/or CIM teachers/interventionists screen suspected students based on the RTI team decision. Each school has a spreadsheet to report dyslexia screenings to the county RTI Chairperson once completed. Families are notified with dyslexia screener results and a plan for supporting that student.

Parent Notification Plan/Home Literacy Reports

The home school relationship is crucial to the success of students. Once a child is identified as being “at risk” for significant reading deficiency or has a significant reading deficiency based on the universal reading screener results, parents are notified with a letter three times a year for grades K-3 and at least annually 4-5. The letter states the importance of being able to read by the end of third grade, offers suggestions for activities at home and the reading intervention provided by Anderson County Schools. The letter also provides a clear explanation of skill gaps and depth and extent of student need. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis via written communication. Parents are encouraged to contact their child’s teacher at any point with questions or concerns. Classroom Teacher(s) ensure parent contact is made and progress monitoring is sent home. If students do not make adequate progress, a referral is made to Special Education. Parents are notified and dates of notification are made on the referral form. Parents are encouraged to participate in all parent engagement activities offered at each school.

Professional Development Plan

Classroom teachers have previously participated in the Achieve the Core Foundational Skills mini course. Upon completion of a module, teachers answered questions regarding the content and reflected on their own practice. Academic coaches provided feedback on all submissions. For the 2021-22 school year, new teachers hired into the district will also complete this mini course as a part of their involvement in the New Teacher Institute with Anderson County Schools. This mini course will address phonological awareness, phonemic awareness, phonics, and fluency. Also, during the week prior to teachers returning to school, new teachers will be required to attend training on classroom curriculum including a day on the Tennessee Foundational Skills Curriculum. This training will be done by an academic coach with the support of classroom teachers. Special Education teachers and new hires will receive training from Great Minds on “Launch Wit & Wisdom” (a curriculum on the Tennessee 2019 curriculum adoption list). This training will benefit 3-5 teachers on the areas of fluency and vocabulary. New kindergarten teachers will participate in year long training assessing students’ knowledge of sounds in words, high frequency words, and writing composition. These new teachers will also learn to use these assessments to guide their instruction in small group foundational skills lessons. The training will be provided by the district’s kindergarten

coach. She has received training through Georgia State University on early childhood literacy. K-5 teachers and interventionists will receive training on the nuts and bolts of foundational literacy skills through a series of Zoom sessions conducted by KFFLiteracy founder, Kate Franz. Ms. Franz will also train academic coaches in the elementary schools on coaching around foundational literacy skills lesson within their respective buildings. Ms. Franz has done extensive research and training on and with the Anderson County School system for the past five years. Her analysis from her research has help guide improvements made to district curriculum and coaching of faculty. Ms. Franz's credentials can be found on the KFFLiteracy website: www.kffliteracy.com Prior to training, all k-5 teachers and interventionists will complete a Google Form assessment on their knowledge of foundational skills as a pre-test. Once training is complete, all K-5 teachers and interventionists will retake the assessment to measure for mastery. If any gaps appear, additional training will be provided for those who require it.

Additional Information about this Foundational Literacy Skills Plan

We also have a parent brochure, progress monitoring letter, and referral form form RTI to Special Education we would be happy to share if needed.