

Campbell County Schools

Foundational Literacy Skills Plan

Approved: May 21, 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

Campbell County Schools have adopted Benchmark Advance as the primary reading curriculum which has been approved by the state Textbook and Instructional Materials Quality Commission. This program is grounded in reading science and aligned to Tennessee State Standards. The foundational piece is explicit and systematic with a purposeful scope and sequence that allows students to build their reading abilities to meet Tennessee's academic standards. Each activity within this portion of the literacy block is designed to build students' phonological awareness, phonics skills and fluency while also working on comprehension and vocabulary. A variety of instructional strategies and tools are used to drive a sounds first approach in teaching foundational skills such as using Elkonin Boxes to identify the number of sounds in words, digital pocket charts to build words, and other activities. The program also allows for students to be exposed to material multiple times throughout the year due to the spiral design of the curriculum. In addition, students are given many opportunities when reading and writing (within whole group, small group and independently) to apply what they are learning in the classroom while working within appropriate texts aligned to the skills being taught. (Grade 1- Unit 5 Scope and Sequence & Comprehensive Literacy Planner attached.)

Grades K-2 (Master Schedule Attached)

Comprehensive Literacy Program- 150 minutes

Foundational Skills Instruction/ Shared Read (45 minutes)

Explicit & Systematic Foundational Skills Instruction focused on phonological awareness, phonemic awareness, phonics & word recognition, word composition, print concepts, fluency, vocabulary, and Sentence Composition.

Shared Read

Whole Group Reading (65 minutes)

Read Aloud

Reading Mini-Lesson

Small Group Instruction/ Conferring-differentiated reading instruction in small group based on student need.

Whole Group Writing/ Grammar (40 minutes)

Writing/ Grammar Mini-Lessons

Small Group Instruction/ Conferring-differentiated writing instruction in small group reading based on student need.

Looking forward to next year, we will continue to provide teachers with opportunities to collaboratively dig deeper into our new reading program in order to provide students in Grades K-2 the best foundation possible to grow as readers and writers. We will also continue to offer the supports needed to aid teachers in the unit planning process.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Campbell County Schools have adopted Benchmark Advance as the primary reading curriculum which has been approved by the state Textbook and Instructional Materials Quality Commission. This program is grounded in reading science and aligned to Tennessee State Standards. Due to the spiral design of the curriculum, students will revisit key standards several times throughout the units of study. During the 90 minute integrated literacy block, students are engaged in various types of daily activities that allow them to grow as readers and writers and meet the rigor of the Tennessee State Standards. Much of the foundational skills work in Grades 3-5 is embedded in all aspects of the literacy block as students become independent readers and writers. There are a variety of instructional strategies and methods that are used to develop students' foundational literacy such as the using various graphic organizers, such as the Frayer Model, to determine, clarify and analyze word meaning and structures, digital pocket charts to study word parts while building and making new words, and concept webs. Daily instruction is designed to build and improve students' ability to comprehend complex texts and apply what they are learning when they are speaking, listening, reading and writing while engaging in close reading. In addition, students are also engaged in building fluency and vocabulary, word exploration (spelling, morphology) and grammar. Students are also exposed to multiple texts on the same topic to build knowledge, which in turn builds a web of related vocabulary knowledge and supports fluency. (Grade 5- Unit 5 Scope and Sequence & Comprehensive Literacy Planner attached)

Grades 3-5 (Master Schedule Attached)

Comprehensive Literacy Program- 90 minutes

Whole Group Reading and Word Study (50 minutes)

Word Study (Isolated and Embedded) with a focus on phonics and word recognition, word composition, fluency, vocabulary, and sentence composition.

Reading Mini-lesson

Small Group Instruction/ Conferring-differentiated reading instruction in small group based on student need.

Whole Group Writing/ Grammar (40 minutes)

Writing/ Grammar Mini-Lessons

Small Group Instruction/ Conferring-differentiated writing instruction in small group reading based on student need.

Looking forward to next year, we will continue to provide teachers with opportunities to collaboratively dig deeper into our new reading program in order to provide students in Grades 3-5 impactful learning experiences. We will also continue to offer the supports needed to aid teachers in the unit planning process.

Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

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

NWEA MAP Growth

Current Dyslexia Process

- Give the Universal Screener (NWEA MAP)
- Identify students that are below the 25th percentile
- Provide tier 2 for students between 10th and 25th percentile.
- Provide tier 2 and 3 for students below the 10th percentile.
- A Dyslexia screener (Easy CBM) is given to all students identified through this process.
- As Dyslexia is under the reading umbrella; students will be served in the RTI intervention process if they show dyslexic characteristics.
- We notify the parents of the Dyslexia results once the screener is completed.
- A meeting is scheduled to discuss this in more detail with parents.
- Once a student receives 20 data points and is under the 10th percentile the student will be referred to special education.
- Dyslexia is considered under SLD is special education.
- If the psychologists find the students meets eligibility requirements, then the student will be served in special education.

Intervention Structure and Supports

In fall, students take the NWEA MAP Growth assessment as our district universal screener. After reviewing the assessment data, students are placed in intervention tiers. RTI² serves as a three-tiered approach that supports a systematic and data-based framework through the implementation of scientific, research-based instruction, evidence-based practices and intervention that is aligned to students' individual needs and skill deficits.

Tier II will be designed for students when focused instruction within Tier I does not enable them to meet grade-level expectations above the 25th percentile as measured by a skills-based assessment. Tier II interventions will be provided to students who score at or below the 25th percentile on the NWEA MAP Growth Universal Screener and are struggling academically as determined by evidence provided to the RTI² School Level Support Team (RTI² SLS Team). Students served in Tier II interventions will receive no less than 30 minutes of daily intensive small group instruction focusing on identified skill areas of difficulty in addition to the core academic instruction (Tier I).

Tier III will be designed for students who experience considerable difficulty in acquiring necessary skills and are performing below grade level. Tier III interventions will be provided for students who score at or below the 10th percentile on the NWEA MAP Growth Universal benchmark screening and are struggling academically as determined by evidence presented to the RTI² SLS Team. Instruction in Tier III will utilize evidence-based interventions during an additional 45 minutes of intensive, small group instruction per day. Interventions will be provided to students within their specific skills area of deficit.

Our new ELA curriculum, Benchmark Advance has built in assessments and remediation/intervention lessons in which teachers can differentiate their targeted small group instruction. If that is not effective in closing their gaps, a more comprehensive and strategic intervention (such as SPIRE or Sounds Sensible) will be implemented.

Data teams meet every 4 ½ weeks to review student progress, data points, and make any needed changes to the students' program. SIPADS are also updated, parent notifications are sent home, and students making sufficient progress are discontinued from intervention while other students may be added or may require a change of program/teacher/or time.

Intervention takes place daily and is part of our school and district's master daily schedule.

Parent Notification Plan/Home Literacy Reports

Parent contact will be an essential component of RTI². A variety of means to inform parents will be implemented, including: phone calls, e-mail, and other written communications.

Parents whose children will be potentially served by the RTI² model will be contacted by the RTI² SLS Team before initiating, changing or discontinuing each tiered level. For students receiving tiered interventions, a monthly progress report will be provided to parents. A clear explanation of the student's skill gaps will be discussed with parents using the MAP Student Profile Report. Within this report, the team will identify specific areas of concern and tailor intervention to meet the student's needs. The student will then be progressed monitored weekly/ biweekly to monitor progress. At this

point, the parent will then receive a detailed graph of the student's growth in the specific deficit area.

Additionally, dates and duration of universal screening benchmarks are posted on the district website. Parents of students that are in Tier III will be notified and invited to a School Support Team meeting if evidence supports a referral to special education. Progress will also be communicated to parents during scheduled conferencing and as needed.

Professional Development Plan

Campbell County School District will use the TDOE Early Literacy Training Series to provide foundational skills professional development for all Pre-K through 5th grade teachers, special education teachers, interventionists, and academic coaches. We anticipate 85% of personnel will complete this training during the spring and summer of 2021 reaching 100% of personnel trained by 2023. Week 1 of training will occur during April of 2021 through asynchronous learning management system. Week 2 of training will occur the week of June 28th or the week of July 26th. Although week 1 is sufficient, our district is encouraging all teachers to attend week two.

Our academic coaches also conduct regular PLC meetings specifically focused on our new HQIM (Benchmark Advance) and conduct lesson prep protocols that were introduced in the literacy training.

Our principals and academic coaches participated in the HQIM series by TDOE this year and some are registered to attend the summer training as well. The knowledge they have gained from those training series has been evident in their PLC meetings, evaluation cycles, and in conversations around sound foundational literacy instruction and high-quality materials.