

## **Elizabethton City Schools**

### **Foundational Literacy Skills Plan**

**Approved: May 12, 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**

Elizabethton City Schools grades Kindergarten through Second grade spend on average 102 minutes a day on Foundational Skills instruction. Tennessee State Standards are the framework of all instruction in each classroom. High-Quality Instructional Materials/Benchmark Advanced was adopted for grades K-2 in 2020 and were implemented during the 2020-2021 School Year. A daily ELA block in K-2 includes explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components of reading are delivered through a daily routine of 1) Read-Aloud; 2) Metacognitive, Comprehension, Vocabulary, Shared Reading & Phonics Mini-Lessons; 3) Small-Group Reading and Independent Reading & Conferring; 4) Writing and Language Mini-Lessons; 5) Independent Writing & Conferring. Elizabethton City Schools elementary teachers will be participating in the Tennessee Early Reading Foundational Skills training this summer. We anticipate our Foundational Skills instruction will change in response to align with what we will learn from the training. Elizabethton City Schools has been awarded the Early Literacy Networks Grant. This opportunity will shape our learning of Foundational Skill instruction and will lead to additional changes.

#### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Elizabethton City Schools grades Third through Fifth grade spend on average 64 minutes a day on Foundational Skills instruction. Tennessee State Standards are the framework of all instruction in each classroom. High-Quality Instructional Materials/Benchmark Advanced was adopted for grades 3-5 in 2020 and were implemented during the 2020-2021 School Year. A daily ELA block in 3-5 includes explicit instruction and student practice in morphology, fluency, grammar, spelling, vocabulary, writing, and comprehension. These components of reading are delivered through a daily routine of 1) Read-Aloud; 2) Metacognitive, Comprehension, Vocabulary, Word Study, Grammar & Language Mini-Lessons; 3) Small-Group Reading and Independent Reading & Conferring; 4) Writing Mini-Lessons; 5) Independent Writing & Conferring. Elizabethton City Schools elementary teachers will be participating in the Tennessee Early Reading Foundational Skills training this summer. We anticipate our Foundational Skills instruction will change in response to align with what we will learn from the training.

## **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 RTI<sup>2</sup> and Say Dyslexia requirements.**

Aimsweb Plus

### **Intervention Structure and Supports**

- Students in grades K-5 are Universally Screened three times a year.
- The first Universal Screener (AimswebPlus) is conducted within the first few weeks of school, the second Universal Screener is scheduled in December before the winter break, and the third Universal Screener is scheduled after TCAPs.
- All three elementary schools have at least two interventionists; one for ELA and one for math.
- The interventionists collect the data on students and identify students who score below the 25th percentile.
- Students who score below the 25th percentile on the Universal Screening tools will be administered a skills level assessment (Spelling Inventory, PASS, PWRS, S.P.I.R.E, WADE) to identify reading deficiencies and determine appropriate interventions. Students' progress with identified skills will be progress monitored at least every two weeks to once a week dependent upon level of intervention.
- Data teams, which include the student's teacher(s), interventionist, school counselor, and administrator, are held for each student who scored below the 25th percentile. This team analyzes all student data to identify the need for intervention and determine what intervention level and intervention program is needed.
- Students are scheduled for TIERed intervention and receive intervention daily. Other services and school activities are not scheduled during this time to protect the intervention process. Administrators monitor the interventionists and interventions in place for fidelity.
- TIER II intervention is provided by classroom teachers and/or TIER II Interventionist in a small group setting for all students who score below the 25th percentile.
- TIER III intervention is provided by the interventionists for all students who score below the 10th percentile.
- Intervention Programs utilized: S.P.I.R.E; Wilson Reading System; Words Their Way, Sidewalks, West VA Phonics Program
- Progress monitoring is conducted weekly in grades K-5

- Fidelity checks are completed each semester by building level administrators.
- At the four and half week period the data teams convene to analyze progress monitoring data and determine if intervention needs to continue, change the Tier of the student, end intervention services, or if a referral to special education is needed.
- Communication with parents is provided at each four and half week check and after each Universal Screening check.

### **Parent Notification Plan/Home Literacy Reports**

Elizabethton City Schools has piloted the ESGI in grades PreK and Kindergarten in 2020-2021. The ESGI provides a detailed report of students' mastery of standard aligned skills. The ESGI report is sent home with each quarterly report card.

School Administrators and teachers stress the importance of reading proficiency by third grade at their PTO events, school events, Parent Involvement events, and teacher conferences. Reading assessments and their purposes are explained in each elementary schools' handbook.

Elizabethton City Schools administers Universal Screeners (AIMSweb Plus) three times a year in grades K-5. After each administration of the Universal Screener parents are notified of their child's progress. Students who score at and/or below the 25th percentile in Early Literacy Assessments, Maze and Oral Reading Fluency are considered at-risk for a significant reading deficiency. Parents are notified through written communication of their child's scores and are also provided a screening report with detailed subtest results. Parents are also provided a RTI2 Brochure that helps explain Response to Intervention supports.

Students who score at/below the 25th percentile are provided TIERed intervention based upon their skill deficient. Progress monitoring is conducted weekly. Parents receive notification of their child's progress monitoring every 4 ½ weeks. This notification is provided through written communication through a parent letter and a progress monitoring report. Our interventionists also provide parent conferencing to share students' progress with reading skills.

Elizabethton City Schools offer no-cost reading activities to families that support students at home. We have partnered with the Governor's Early Literacy on several activities that have supported our early reading partnership with our families. Some of the partnerships with Governor's Early Literacy include Ready Rosie, our Betsy Book Bus, Summer 2020 K-3 Reading Pilot which provided books to our students during the summer. Each of our elementary schools also provide Parent Involvement Activities that are focused on Literacy. Samples of these activities include: Make-it, Take-it Workshops that provides parents with supplies, materials, and instructions on how to work with their child at home on reading; Book and Treat Night that provides students free books and a treat; Winter Survival Guide where books and instructions on how to support students at home activities are sent home. Each elementary school promotes at home reading: parents reading with their child and children reading independently.

### **Professional Development Plan**

During the summer of 2020, Elizabethton City Schools' K-5 teachers participated in Benchmark Advanced virtual training modules to prepared for the implementation of our new Benchmark Advanced curriculum. Our PreK – 5th grade teachers will participate in the TDOE Reading 360 Early Literacy Training. Teachers will be provided three days (May 10th, May 26th, and May 27) to complete Week 1 modules. We have requested to host three cohorts for Week 2 training to be scheduled the week of July 26th. We also have a teacher who has been hired by SCORE to facilitate this training across the state. Our hope is to utilize this teacher to help sustain the training with any new teachers that are hired in coming years. She will also help ensuring we implement what we learned from the training with fidelity. Elizabethton City Schools has also been awarded the Early Literacy Network Grant. We will utilize this grant to focus on helping teachers effectively focus on foundational skills instruction and knowledge building instruction during Prek-2 instruction, provide teacher support structures, and build our principals knowledge base on foundational skills.