

**Pickett 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**

Our district uses a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards. This curriculum uses foundational skills as the primary form of instruction and has a designated block of 60 minutes for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work. During that instruction, teachers explicitly teach a sound the students practice the sound aloud, 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.

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

Our district uses a foundational skills curriculum aligned to Tennessee ELA standards in grades 3-5. Our district has an integrated literacy block for grades 3 through 5 grounded in the science of reading. Our students in grades 3 through 5 receive a total of 90 minutes of evidence-based instruction applying foundational skills within daily lessons. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building and foundational skills instruction that includes fluency, grammar, morphology, spelling and writing. The fluency, vocabulary and comprehension skills are embedded within the lesson to ensure continuity, cohesion and connection.

Our improvements for next year include continued designated time for teachers to collaborate as they solve instructional problems and participate in unit-level and lesson-level preparation.

**Approved Instructional Materials for Grades K-2**

Amplify - K-5 Core Knowledge Language Arts

**Approved Instructional Materials for Grades 3-5**

Amplify - K-5 Core Knowledge Language Arts

### **Additional Information about Instructional Materials**

In 2020, Pickett County schools adopted Core Knowledge Language Arts 2nd Edition instructional materials from the state approved adoption list for use in Kindergarten through 5th grade. These materials are the primary materials used for foundational literacy instruction in grades K-3. The CKLA materials are also used for literacy vocabulary and comprehension in grade K-5.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

Our district uses the Aimsweb universal screener to meet state dyslexia screening requirements. We will use the state adopted screener in the 2021-22 school year. In early fall, students are given the universal screener (Aimsweb) to determine which students have a significant reading deficiency or are "at risk". All K-5 students are screened and reassessed each winter and spring by a team which consist of a reading interventionist, principal and teachers.

### **Intervention Structure and Supports**

In the fall, all students are given the Aimsweb, upon receiving the results of that screener results are reviewed by the reading interventionist, principal and grade level teachers. Those students demonstrating significant reading deficiency are placed in Tier II or Tier III instruction classes. Those students are given a diagnostic assessment to determine specific needs in order to best assign students to small groups with an intervention that will help narrow skill gaps. Students receive daily, small-group intervention for 45 minutes in their area of greatest deficit. Students in Tier 2 instruction will have progress monitoring every 10 days. Student in Tier 3 will have progress monitoring weekly. Fidelity checks of interventions will occur every 30-40 days. Parents are subsequently notified of their child's progress after the data team meetings. We have research-based options for reading intervention support available to our students who are "at risk" and or who have been identified with a significant reading deficiency. Our ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as SPERE) become an option. Data teams meet every 4 ½ weeks to determine if a change in the intervention is warranted. The data team also looks at other variables like attendance as part of the decision-making process before a change is made to the program. Our students receive explicit instruction in their area of deficit in small groups using researched-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the SPIRE curriculum is used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics based instruction and is considered a strong support for those students.

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

The K-8 school sends notification to parents of students identified as having characteristics of dyslexia. The notification includes information about dyslexia and resources that are available for parent use. There is also information about dyslexia available on our district website.

The district will communicate with parents three times each year in grades kindergarten through 3rd grade and twice each year in grades 4 and 5 with literacy reports after students complete Aimsweb screening. These reports are in a parent-friendly language that provides parents information about their child's skill gaps, reading intervention activities for families as well as the importance of being able to read proficiently by the end of 3rd grade.

Resources and ideas for supporting literacy learning at home will also be provided to families at no cost. A few examples include: You can also help your child with these skills at home! Here are a few suggestions for ways to support your child's literacy skills at home: • Read a book together every day • Practice sounding out words and talking about letters and sounds • Practice reading the same words and stories over and over to build fluency • Check out these videos that target foundational skills for students in grade Pre-K - 2 <https://bestforall.tnedu.gov/course/foundational-skills> Tennessee families with students in Kindergarten, first, or second grade have free access to the At-Home Decodable Reading series at the following link: [tn.gov/education/decodables](https://tn.gov/education/decodables)

## **Professional Development Plan**

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

Our plan for providing PD for all K-5 teachers is as follows:

April 2021- All ELA teachers of grades PreK -5 will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. Participating educators, including interventionist, special education teachers and the principal must earn a completion certificate prior to starting week 2 in July. Pickett County will host the second week of in-person Early Literacy Training in July. All Pickett County Reading/ELA teachers in PreK through grade 5 are enrolled in the 2- week literacy program.

August 21-May 22-Pickett County K-8 will participate in the PreK-12 Literacy Implementation Network that is a part of the Reading 360 Initiative. The partnership will support implementation of our high-quality ELA instructional materials with a focus on grades K-2.