

Smith County Schools
Foundational Literacy Skills Plan

Approved: May 14, 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

In grades K-2, Smith County uses Amplify's CKLA curriculum including both the skills and knowledge strands. There are 60 minutes devoted to the skills strand and 60 minutes for the knowledge strand of CKLA. The CKLA curriculum is aligned to the TN literacy standards in all areas of the curriculum. The foundational skills strand in CKLA is the primary focus in grades K-2. This includes explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. In addition, the TN foundational skills supplement along with the Heggerty's materials are provided for additional support.

There are no additional changes at this time to our scheduling. We hope that through our involvement in the Literacy Implementation Network - Upper Cumberland West our understanding of foundational skills will be strengthened.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Smith County uses the Wit and Wisdom curriculum in ELA for grades 3-5. This curriculum is aligned to the TN standards and contains an embedded, evidence based approach to teach foundational skills. The Wit and Wisdom lessons span over 90 minutes each day with the foundational skills embedded through the deep dives, the writing tasks, and vocabulary discussions. Wit and Wisdom takes an integrated approach to literacy, as the works students do with reading, thinking, speaking, listening, writing, vocabulary and grammar all tie into the module's topic or essential question. Wit and Wisdom uses a specific portion of each lesson to provide a deep study of pertinent vocabulary or standards aligned style and conventions connected to the core lesson.

There are no additional changes at this time to our scheduling. We hope that through our involvement in the Literacy Implementation Network - Upper Cumberland West our understanding of foundational skills will be strengthened.

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

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

Aims Web Plus

Intervention Structure and Supports

Our RTI2 framework is a three-tier model (TDOE) that provides an ongoing process of instruction and interventions that allow students to make progress at all levels, particularly those students who are struggling or advancing. When our Tier I (core) instruction is functioning well, 80-85 percent of the student population are successful. Tier II would represent 10-15 percent of the student population while only 3-5 percent should need Tier III interventions. The majority of our tier II and III interventions are closely tied to foundational skills.

In Tier I, all students receive research-based, high quality, general education instruction on grade level standards that incorporates ongoing universal screening and ongoing assessment to inform instruction. In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills. In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

Our schools conduct universal screenings three times each school year using Aims Web Plus as our universal screener. As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn. Wonder Works, FCRR, My Sidewalks, Read Well, West Virginia Phonics, Read Naturally, Touch Phonics, Moby Max, and Corrective Reading are examples of our intervention support programs. 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. When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given a more intensive intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

School Level Support Teams use progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments. Teams use universal screening

benchmark assessment and progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments to, from, and between tiers.

Parent Notification Plan/Home Literacy Reports

Upon completion of our district's universal screener for students in grades K-8 that is administered three times per year, we identify students that are in need of remediation based on scoring below their current grade level. Students are placed in intervention groups based on their percentile rank that falls below the grade level achievement. Students that fall below the 10th percentile are referred to Tier III interventions that are provided for one hour each school day using a research based intervention program. Students that fall below the 25th percentile are referred to Tier II interventions that are provided for thirty minutes each day using a research based intervention program. Parents are told which tier their child will be served in and how long the services will be provided each day in the parent letter.

When communicating with parents/guardians our district provides information about the importance of being able to read by the end of 3rd grade through monthly newsletters, website and Facebook notifications, the local media outlets, and district remind notifications. The district plans to send out initial information to all stakeholders then with follow up information each four and a half weeks to parents through individualized student letters. Our initial communication will include information addressing the new 3rd Grade Reading Proficiency Law. We plan to provide parents with a facts for families newsletter on "What is the Read by Grade 3 Law?" Our schools will include this information in all school handbooks and have parent information meetings throughout the school year.

Information about individual areas of need (letter naming, letter sounds, word parts, decoding, etc.) will be included in the student letters. Also, provided are no-cost ways in which parents can support literacy skills at home through a variety of resources.

Professional Development Plan

Smith County has begun the Reading 360 early literacy training provided by the TDOE during the month of April. The majority of our PreK-5 teachers have begun the online self paced modules. They will complete this online training prior to our district hosting a cohort training where teachers will be applying the theoretical knowledge gained in the online portion to the foundational skills curriculum. In early fall, teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI2 groups. During district PLC meetings which will occur in October, teachers will collaborate on how to use the unit- and lesson-level prep protocols to prepare materials for student instruction. In January, teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice and to build and meet the needs of RTI2 groups. During the second set of district PLC meetings which will occur in February, teachers will collaborate to finish their unit- and



lesson-level prep. Beginning in April and May of 2022 the process will be repeated for the next school year.

Additional Information about this Foundational Literacy Skills Plan

We are looking forward to focusing on improving our instruction in the area of foundational literacy through the TDOE provided professional development and the literacy implementation network.