

Fentress County Schools

Foundational Literacy Skills Plan

Last Updated: July 5, 2022

Approved: June 28, 2024

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

Fentress County Schools uses Amplify's Core Knowledge Language Arts Foundational Skills Curriculum for daily foundational skills instruction, a curriculum grounded in the science of reading and aligned to TN ELA standards. Each elementary school has 180 minutes dedicated to ELA instruction for K-2. During the 180 minutes, 60 minutes are dedicated to the foundational skills curriculum as prescribed by CKLA. The curriculum, as evidenced by research, utilizes methods of teaching students to read that include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instructional materials utilize a synthetic approach to phonics and include a scope and sequence that clearly outlines an intentional sequence in which both phonological and phonics skills are taught. Letter identification and formation are explicitly taught as well as general concepts of print. Fentress County will continue to implement CKLA while developing teacher knowledge and pedagogy. Teachers will utilize PLCs for lesson and unit preparation using the high-quality curriculum.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Fentress County Schools uses Amplify's Core Knowledge Language Arts Curriculum for integrated daily instruction, a curriculum grounded in the science of reading and aligned to TN ELA standards. Each elementary school has 85 to 90 minutes dedicated to ELA instruction. All daily instruction uses an evidence-based approach that includes components of knowledge building to improve the learners' ability to comprehend complex texts and apply that knowledge for about 60 minutes per day and foundational skills (fluency, morphology, spelling, writing, and grammar) for about 30 minutes daily. Our adopted curriculum also engages students in work around vocabulary, fluency, and comprehension, which is embedded within the lessons and not taught in isolation. As Fentress County continues to implement CKLA, a high-quality instructional material, the system will continue to support teachers in preparation of the units and lessons while developing teacher pedagogy by utilizing extended encore. The instructional coaches will be leading the PLC's. School administrators will engage in the unit and lesson preparation throughout the school year.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Intervention Structure and Supports

Fentress County Schools utilizes universal screening data as well as student classroom performance, TCAP results, and teacher observation data to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier III receive the most intense intervention daily for 45-60 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Basic Reading, Reading Comprehension or Reading Fluency. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

Parent Notification Plan/Home Literacy Reports

Fentress County Schools notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency. Teachers use aimswebPLUS scores below the 40th percentile, classroom data, and survey level assessments collected after district schools complete the fall universal screening. Students’ scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. The importance of students being able to read proficiently by the end of 3rd grade is communicated with parents as well as information on the pathway to 4th grade. The district defines for families how students are assessed, and parents are notified of their child’s progress, or lack of progress, after the first 4 ½ week data team meetings. In the parent notifications/communication, data teams note the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended free activities that will support students in the area of deficit. These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Professional Development Plan

All K-5th grade teachers, as well as SPED, Instructional Coaches and Administrators will be participating in aimswebPLUS benchmarking and progress monitoring training. Continuous on-demand learning for teachers using this data to drive planning and instruction will occur during PLCs. On-demand learning will also be available online. During the 2024-2025 school year, Fentress County Schools will provide job-embedded professional development focusing on foundational skills instruction while using the IPG-Foundational Skills tool as guidance. Utilizing TIER to its greatest potential by close tracking of skill mastery that will drive instruction and guide planning for ALL TIER groups is a focus area for 2024-2025 school year. Fentress County will have an intentional focus to improve communication across the TIERS to improve intervention, reteaching, and enrichment opportunities for students by implementing “huddles.” Discussing students’ progress, reviewing a new routine embedded into an upcoming lesson, and adjusting plans based on students’ progress will be the talking points/purpose of the huddles.

District Leaders will continue to provide IPG training to newly hired teachers and building level administrators during the 2024-2025 school year. Fentress County Schools will continue walkthroughs led by School & District Administrators and Instructional Coaches, using the IPG for 2024-2025. After the walkthroughs, the team reflects on lessons observed and crafts feedback centering around CORE ACTIONS, with a district focus on student engagement and ownership. A plan to continue to support classroom teachers and strengthen CKLA implementation will be developed based on walkthrough data and feedback. School and District-wide grade level meetings focusing on lesson and unit preparation will continue to occur during the school year during extended encore. These meetings will be led by instructional coaches and school leaders. In addition, Fentress County teachers have completed the Early Reading Training and there is a plan in place for any new teacher to our district to complete the training.