

Greene County Schools

Foundational Literacy Skills Plan

Last Updated: July 3, 2023

Approved: June 21, 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

The K-2 Literacy blocks in Greene County Schools are deeply rooted in foundational skills instruction. We have adopted Wit and Wisdom (approved waiver) and implemented Wilson Foundations as a supplemental foundational skills curriculum grounded in research-based materials and strategies essential to providing explicit and systematic instruction to our K-2 classrooms, as well as using the Tennessee Foundational Skills Curriculum Supplement. This curriculum, approved by the state, uses foundational skills as the primary form of instruction with a designated 45 daily minutes. This instructional time includes activities for phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

Wilson Foundations follows an explicit and sequential scope and sequence; it is tightly aligned with Tennessee State Foundational Skill Standards. Our district is also doing extensive work in implementing the Tennessee Foundational Skills Supplemental Materials in our K-2 classrooms.

Our improvements for next year include a designated time to collaborate through PLCs to solve problems of practice and gain confidence in execution of lessons, as well in learning and strengthening our literacy skills in 3rd graders across the district. Next year we plan to devote professional development opportunities and professional learning communities centered around the state early literacy series to increase teacher knowledge of foundational skills research and instruction. We also plan to continue a focus on teacher collaboration around lesson planning, unit development, and review of student work samples to refine our craft.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Daily Foundational Literacy Skills Instruction in Grades 3-5 Wilson Foundations has been purchased for 3rd grade as a supplemental foundational skills curriculum. Wilson Foundations went through a rigorous review process. It is tightly aligned with the expectations of 3rd grade students, aligned with TN academic standards for foundational literacy, and allows for ample practice time in the skills. This curriculum is research based and provides explicit and systematic instruction which includes activities for phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. At least 30 minutes a day is

dedicated to foundational skills including morphology, grammar, spelling, and writing with opportunities to apply new learning rooted in the expectations of the TN Academic Standards for Foundational Skills.

Foundations for Level 3 progresses further into word structure and morphology. Fluency is supported through accuracy, phrasing, expression and rate. Comprehension as well as grammar is practiced through both listening and written strategies. Writing skills and conventions are developed, practiced, and supported through multiple opportunities daily.

Throughout the 2024-2025 school year, teachers will collaborate in PLC's to solve problems of practice and gain confidence in execution of lessons. For the 2024-2025 school year, 4th and 5th grade will use the state provided curriculum along the Tennessee Foundational Literacy Standards to explicitly teach foundational literacy standards. These skills include decoding isolated words in connected text, encoding words, fluency to support comprehension, and conventions of standard English grammar and usage. At least 30 minutes a day is dedicated to foundational skills including morphology, grammar, spelling, and writing with opportunities to apply new learning. Students participate daily in activities such as word work both in and out of text that supports students' ability to access complex text. This will focus on word knowledge and vocabulary development. Continuing, vocabulary and comprehension are developed through listening/read aloud opportunities following our knowledge building curriculum. Small group instruction provides opportunities for the teacher to differentiate reading and writing for student needs along with assessing to guide instruction tailored to meet specific student deficits. Professional learning communities will be centered around the state early literacy series to increase teacher knowledge of foundational skills research and instruction.

Additional Supports

Greene County is dedicated to improving student literacy by supporting identified subgroups. During the 2024-2025 school year, we will improve the PK-12 reading/language arts success rate for all students with a focus on specific subgroup improvement by continuing provide school and teacher support to strengthen all reading/language arts instruction PK-12. Our plan includes focused support with and through HQIM, wrap around supports for teachers focused on student subgroups, and professional learning to support instruction and meeting all student needs. Our data indicates a literacy need in grades 3-5; therefore, we will provide extensive support in these classrooms specific to the identified subgroups.

Approved Instructional Materials for Grades K-2

Wit and Wisdom K-2 (approved waiver)

Approved Instructional Materials for Grades 3-5

Wit and Wisdom 3-5

Supplemental Instructional Materials

We supplement with Wilson Foundations, Tennessee Foundational Skills Curriculum Supplement, and McGraw Hill Wonders.

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Intervention Structure and Supports

K-5 students are screened 3 times per year using our standards based and skills-based screening tool. Students identified as performing below grade level receive interventions for 30-45 minutes daily in their greatest area of need based on their tier. Progress monitoring is administered every 11th day of instruction. We have an interventions menu available to our interventionists and teachers with a plethora of research-based options for reading and math interventions. Examples include SPIRE, Sound Sensible, Teacher Created Materials Reading and Math Interventions, as well as SRA Reading. Reading Specialists in each building lead the RTI² team meetings every 4.5 weeks to discuss student progress, make adjustments, and provide additional resources to use during intervention time. If, at this time, it is determined the current intervention is not working, the team makes the necessary changes and re-evaluates at a later time.

Our students receive explicit instruction in their area of deficiency, in small groups, using research-based materials and strategies. These students are also screened using Dyslexia Screeners and survey level assessments to determine if they have characteristics of Dyslexia. Students who demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. We notify our families of their child who demonstrates characteristics of dyslexia, and they are notified that their child is receiving interventions that meet the requirements stated in the Say Dyslexia Law.

Parent Notification Plan/Home Literacy Reports

Our district notifies guardians in grades K-5 if their child is identified as "at-risk" for or shows evidence of having a significant reading deficiency as defined as students who score at or below the 40th percentile on the districts' universal screening tool and/or identified by classroom teachers. Parents are notified at this time the specific area, or skills gap the students are displaying struggles in and that they will receive RTI² services during the school day, giving detailed descriptions of what this entails. This is coupled with a description of the importance of being able to read by the end of third grade and information on the pathways to 4th grade. The district defines for families how students are assessed and explains, in parent friendly language, what a significant reading deficit means for their child. We also share additional no cost resources and activities that families can engage in at home to support reading development, and interventions that the school will provide to accelerate reading instruction. Home literacy reports are sent to K-3 three times each year and at least annually to students in grades 4-5.

Parents are notified monthly of students' progress, scores included, after the RTI² team meets to discuss the level of progress. If any changes are made, parents are notified of the exact changes and why we are making those changes for their child. These communications go out monthly. It is our plan to begin consistently offering additional activities parents can work on at home with their children to assist in closing the achievement gap, as well as to provide an intervention website for parents to access with their children as well. In addition to Home Literacy Reports identifying students at risk, below are the specific guidelines of notifying parents of students' exhibiting characteristics of Dyslexia. Once students have been identified as having characteristics of dyslexia, by the district and/or school level team, which includes, the reading specialist, classroom teachers, special education teachers, speech pathologists, occupational therapists, guidance counselors, and parents are notified by letter. The letter includes specific information of areas their student may be struggling with and resources to support those. This letter also indicates if their student requires additional dyslexic specific interventions through the school's RTI² framework. Along with this letter, resources are provided such as Tips for Parents of Children with Dyslexia, Decoding Dyslexia Tennessee, International Dyslexia Association, and resources from MTSU Center on Dyslexia. Once students have been identified as having characteristics of dyslexia and meets the criteria for an ILP-D by the district and/or school level team, which includes, the reading specialist, classroom teachers, special education teachers, speech pathologists, occupational therapists, guidance counselors, parents are notified by phone call to set up a meeting. Prior to the meeting, an ILP-D is drafted by the school reading specialist. The reading specialist and ELA teacher meet with the parents, agree that their child is demonstrating characteristics of Dyslexia, go over the ILP-D, and finalize the plan to support their child in the classroom and discuss the dyslexic specific interventions that will be provided through the school's RTI² framework. At the conclusion of the meeting, the reading specialist shares information in a district-created document explaining the programming being utilized to provide interventions and supports. This letter also includes resources and links provided by the state, as well as additional resources provided by the District Literacy Specialist. If multiple attempts have been made to contact the parent via phone, email, etc., a home visit is completed. Families of students identified as displaying characteristics of Dyslexia receive the Home Literacy Report indicating their student is at risk. The families are informed if the risk is of a significant deficiency. The Home Literacy report is written in parent friendly language tailored to each child in communicating screener results, the importance of reading proficiently by the end of third grade, additional resources and activities that families can engage in at home to support reading development, and interventions that the school will provide to accelerate reading instruction. In cases of communicating with EL families, we request the presence and support from our EL teachers to ensure information is being accurately shared and understood. Our EL teachers help us translate the Home Literacy Reports and resource information for our EL families.

Professional Development Plan

Teachers in Prek-5, Special Education teachers, Reading Specialists, Instructional Coaches, any teacher holding the licenses listed by TDOE, and ESL teachers will, or have, participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. All mentioned teachers will complete Week 1 of the Early Literacy Training series focused on foundational reading development and instruction and grounded in a phonics-based approach.



Those that complete this training will be awarded a certificate prior to beginning week 2. Additional literacy focused PD includes The Writing Revolution Training and Ramped Up Read Aloud.