

Greeneville City Schools

Foundational Literacy Skills Plan

Last Updated: December 5, 2023

Approved: June 3, 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

Foundational skills instruction is the heart of instruction in the K-2 classroom in our district. The K-2 reading block is a minimum of 150 minutes and primarily focuses on foundational reading skills instruction including reading, writing, speaking, and listening. Our curriculum is grounded in reading research and aligns with Tennessee ELA standards. The curriculum uses foundational skills explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers use various instructional strategies to provide opportunities for students to engage in activities that provide instruction, practice, and application opportunities.

Students participate daily in activities such as word work that provides direct, explicit instruction to build phonological awareness, phonics skills, and fluency both in and out of text. Vocabulary and comprehension are developed through listening/read aloud opportunities where teachers strategically ask questions and model thinking that leads to application during independent reading. Small group instruction provides opportunities for the teacher to differentiate for student needs along with assessing to guide instruction tailored to meet specific student deficits.

We also plan to continue a focus on teacher collaboration around lesson planning, unit development, and review of student work samples to refine our practice.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has a 90-minute literacy block for grade three through five that is grounded in reading research and focuses on Tennessee ELA standards. Our curriculum materials provide an evidence-based approach used to teach foundational skills. Instruction includes opportunities for students to develop proficiency in reading, writing, speaking, and listening during components for building knowledge using complex texts. The work with complex texts supports student growth in the areas of vocabulary, fluency, and comprehension.

At least 30 minutes a day is dedicated to foundational skills including morphology, grammar, spelling, fluency, 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 word work focuses on word knowledge and vocabulary development. Continuing, vocabulary and comprehension are developed through listening/read aloud opportunities where teachers strategically ask questions and model thinking along with teaching comprehension strategies that leads to application during independent reading and writing. 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.

Moving forward, we plan to devote professional development opportunities 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 district teacher collaboration around lesson planning, unit development, and review of student work samples to refine our practice.

Approved Instructional Materials for Grades K-2

Open Up OUR Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up OUR Expeditionary Learning

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

STAR Literacy Suite K-5

aimswebPlus for 3rd grade for spring benchmark

Intervention Structure and Supports

Our district RTI intervention structure is modeled according to the Tennessee RTI² Framework. In August, students are given a universal screener (STAR 360 and STAR CBM) to determine which students have a significant reading deficiency or are "at-risk". Our grade level teams review the universal screener data to determine which students score below the 40th percentile and make recommendations to the School RTI Data Team. The school RTI Team is made up of grade level teacher representatives, principal, instructional coach, guidance counselor, special education teacher, speech teacher, and system school psychologist. This team reviews teacher recommendations and guides actions to support student needs according to the Tennessee RTI² Framework. Students demonstrating need are classified as needing Tier II or Tier III instruction. Students are given a diagnostic assessment to determine specific deficits and then assigned to a small group. Students are progress monitored on their specific skills gaps as well. Parents are notified of the need for intervention by letter. Our interventionists then work with the students to narrow the skill gaps. Students receive daily, small group intervention for at least 30 minutes for those in Tier 2 and 45 minutes for students in Tier 3 in their area of greatest need depending on tier.

We have various research-based options for reading intervention that are matched to student needs. The school RTI Data Team helps to determine the intervention and the interventionist that is most appropriate to meet the needs of the students. Our trained interventionists provide intervention daily and progress monitor the students regularly. RTI grade level and school teams meet every 4.5 weeks to review data, attendance, and progress monitoring. During this time, decisions are made to continue intervention, change intervention, change interventionist, or change tiers. For those students who are not making progress within the intervention program, the team may recommend further individualized screening using various diagnostic measures (i.e. dyslexia screening) to drill down to deeper skill specific needs of the student.

Parent Notification Plan/Home Literacy Reports

Greeneville City Schools conducts a universal screening of students three times a year. During these screening windows, all students in grades K-8 are screened in Reading/Language Arts and Math. The students who fall below the 40th percentile on these screeners are then identified and discussed during the RTI/Student support team meetings that take place every 4.5 weeks. The RTI team meets to discuss specific needs and collaborate on how to address those needs. The RTI team is composed of the Instructional Specialist, Principal, Teachers, Guidance Counselor, and School Psychologist

The district uses the letters included as artifacts for K-3 and 4-5. The letters are sent to parents after the above RTI meeting takes place every 4 ½ weeks. The letters identify students “at-risk” for a significant reading deficiency or has a significant reading deficiency based on the universal reading screener results. The home literacy reports indicate the importance of being able to read by third grade, free intervention activities for families, and the reading interventions provided by the school. Our letter also provides information for the pathway to 4th grade. Parents are notified every four and half weeks.

The district also provides Family Reports from STAR assessments. These reports explain the assessment in detail in parent friendly language. The report clearly communicates the achievement and growth of each student including their specific skills gaps and the depth and extent of student need. There is a section that explains achievement and growth so parents understand that language. The report outlines achievement and growth with graphs and charts to give parents a clear picture of their child’s assessment results. These reports are sent home with parents three times a year.

With the two parent notification reports listed above, Greeneville City Schools provides parents with a clear picture of student data. Achievement and growth are specifically outlined for parents to see. The RTI reports show how the learning gaps are addressed during intervention. It also gives no-cost activities for families to support learning at home.

Professional Development Plan

Greeneville City Schools teachers participate on an ongoing basis in the free Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

Week One Early Literacy Training:

- All current teachers required to complete the Early Reading Training have completed it, and any new teachers will complete it to obtain their license.
- Early Reading Training-Teachers of grades PreK through five have and will engage in week 1 of the Early Literacy training series. The teachers who have not completed this training yet will be trained in the Early Reading Training (Week 1 Online). Online self-paced modules will be used by the State to train teachers in foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work. A goal of 100% of PreK-5 teachers will complete the Early Reading Training Week One online modules and pass the exam.

Optional Week Two Early Literacy Training

- Early Reading Training-Teachers will be trained in Early Reading Training (Week 2 in person). The Training will be in person cohort-style training applying the theoretical knowledge gained in the online modules to foundational skills curriculum and instruction offered by the State. Participating PreK-5 teachers will be trained in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. This training is encouraged.

District Provided Early Literacy

- Elementary ELA teachers who are new to GCS attend a yearlong early literacy program provided by the district ELA specialist that equips teachers with the content knowledge, instructional strategies, foundational skills knowledge, and pedagogy of effective literacy instruction.