

## **Jackson County Schools**

### Foundational Literacy Skills Plan

First Approved: May 21, 2021

Approved: June 14, 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**

Our district uses the TN Foundational Skills Curriculum and the Wit & Wisdom Knowledge Building curriculum. Both are grounded in reading science and aligned to Tennessee Academic Standards, as approved by the state Textbook and Instructional Materials Quality Commission. Specifically, the Tennessee Foundational Skills is our primary form of instruction and has a designated block of time (at least 60 minutes daily). This time includes activities that build phonological awareness, phonics practice, fluency practice that includes comprehension, and word work opportunities. In addition, our Wit & Wisdom Knowledge Building curriculum also provides some foundational skill development opportunities in some of the deep dive lessons. During instruction, teachers explicitly teach sounds and students practice sounds and apply them. Students have a variety of opportunities to apply the sound work in and out of text. Wit and Wisdom also addresses vocabulary, fluency, and comprehension through weekly analysis of Read Aloud text and independent fluency practice opportunities. Tennessee Foundational Skills program is systematic and explicit and provides assessment opportunities to track student progress in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Some examples of the explicit instruction and assessments include spelling assessments every 5th lesson, end of unit assessments that assess each sound spelling skill, fluency reads, vocabulary, and comprehension questions.

Improvements for next year are grounded in our needs based on student assessment data and Foundational Skills IPG data. Specifically, we will continue lesson and unit internalization with an emphasis on student work. PLC's will be focused more on student work data protocol. Lesson Internalization will be focused around looking for opportunities within lessons to meet student individual needs or inserting appropriate teacher moves to address whole group needs from the data. Planning of small group instruction will still be emphasized. Due to some turnover with K-2 teachers in our district for 24-25 school year, we have asked new hires to attend Early Reading Training this summer and our instructional coaches will be providing one-on-one support coaching for new teachers around the Foundational Skills IPG, unit, and lesson prep. Our current student work shows an emphasis on writing. During our Wit and Wisdom knowledge building lessons, we will be focused on supporting teachers with the curriculum around writing opportunities and

holding students accountable to grade level expectations. This will support students from their decoding to encoding of foundational skills.

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

Our district has an integrated literacy block for grades 3-5 grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. In grade 3, we use Wit & Wisdom for Knowledge Building and support foundational skills through deep dives and the use of TNFSCS Assessment and Remediation Guide (at least 30 minutes, daily). The lesson deep dives focus on foundational skills. In our district we have intentionally added some additional foundational skill instruction to support students at the beginning of 3rd grade. Teachers use the end of year 2<sup>nd</sup> grade assessments to plan for quick whole group mini foundational skills lessons aligned to student need within the literacy block in the first 9 weeks to combat summer slide. We utilize the TNFSCS assessment and remediation guide or 95% 3<sup>rd</sup> grade phonics supplement that follows the same scope and sequence of our K-2 TNFSCS. Our 3<sup>rd</sup> grade lesson internalization in PLC's also focuses on places in the lesson where we can insert additional foundational skills practice in Wit and Wisdom lessons. For instance, if data has indicated that most students are still struggling with "AW" sound spelling at end of 2nd grade we look for "AW" words in our Wit and Wisdom text and provide modeling for students during read aloud or challenge students to find "AW" words in their independent fluency reads. In grades 4-8 we use Expeditionary Learning, which also has fluency, morphology, spelling, grammar, and writing for at least 30 minutes a day. During our integrated block, that meets the evidenced based requirement, students receive on an average 90-120 minutes in their ELA BLOCK. All fluency, vocabulary, grammar, and comprehension are embedded with the lesson using the text and not taught in isolation. Our improvements for next year are grounded in our student data needs and from IPG Walks this year. We will continue lesson and unit internalization but also place some emphasis on pacing of individual lessons. In addition, for 24-25 school year, we are adding additional time for 4<sup>th</sup> & 5<sup>th</sup> grade ELA with an ALL BLOCK time that will provide support for foundational skills through word work and teacher-led groups. We provided initial district training around ALL BLOCK in May and have additional days planned this summer to support 4-5 teachers in the implementation of this additional time to support students in foundational skills and building proficiency in reading, writing, and comprehension.

### **Additional Supports**

Jackson County is dedicated to the success of all students, with special emphasis on identified subgroups, in ELA. In order to ensure students, including those in identified subgroups, are successful in our ELA curriculum, the district will offer the following supports:

- Continue use of instructional coaches in all schools
- PD for teachers and assistants that enhances the understanding of subgroup issues and addresses various methods to overcome obstacles
- Adjusted Scheduling - Additional All BLOCK time
- Academic Tutoring is available during and after the regular school day- Priority given to students who demonstrate academic deficiencies

- Purchase of additional HQIM materials designed for scaffolding for struggling students, including all identified subgroups

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

Great Minds Wit & Wisdom

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

Great Minds Wit & Wisdom 3<sup>rd</sup>

Open Up OUR Expeditionary Learning 4<sup>th</sup> -5<sup>th</sup>

### **Supplemental Instructional Materials**

TNFSCS for Foundational Skills

### **Universal Reading Screener for Grades K-5**

Tennessee Universal Reading Screener (aimswebPlus)

### **Intervention Structure and Supports**

In the fall, students are given AIMSWEB (our universal screener) to determine which students are considered at risk (< 40%tile). Data from the screener and teacher input is used to determine placement for students in RTI. Students are classified in Tier I enrichment, Tier II, or Tier III. All students are assigned an RTI time either for intervention or enrichment. Students who receive intervention are given additional diagnostic assessments to determine their skills gaps. Students receive 45 minutes of RTI instruction daily. When students are in their RTI groups, they work on activities designed to eliminate their specific skill gap(s). Data Teams meet every 4 ½ weeks to determine if a change in intervention or if the time or intensity needs to be adjusted. Data teams also look at variables like attendance, engagement, and fidelity checks before a change is made to the program or provider. We have research-based options for reading intervention support available for students who are “at-risk”. In grades K-2, our TN Foundational Skills curriculum provides an assessment and remediation guide where teachers can find activities that directly address skills gaps in foundational skills and monitor progress of students. In addition, we have SPIRE, 95%, and Waterford that provide intensive strategic intervention. These interventions are designed to address and progress monitor specific skill gaps for students. Additional survey level assessment may be used to determine if students have characteristics of dyslexia. Currently, students who demonstrate these characteristics are placed in a program such as Wilson Reading that follows the Orton-Gillingham approach. Our district notifies families of identified students. We continually communicate support provided and progress made throughout the year.

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

Our district notifies parents of students in grades K-5 if their child is “at-risk” based on our Aimsweb results with teacher input three times per year. Currently, all parents with students in Tier II or Tier III receive a letter stating their student’s reading deficiency and the supports that will be provided. The parents are told what intervention their student will receive and the amount of time each day

the student will receive services. In addition, after every 4 ½ week data meeting, teachers send a progress note and a copy of the graph with progress monitoring Aimsweb data noted. The note contains information about the importance of being able to read by the end of 3rd grade and the pathway to 4th grade. The letter also includes no-cost literacy activities for families to use at home to help their student in reading. In addition, two meetings with 3rd and 4th grade parents occur each semester. All parents receive updated information about student progress and receive additional ideas to support their child at home.

Additionally, dyslexia letters are sent home once a year after interventionists, teachers, and school psychologists review universal screening data to identify students whose scores indicate a potential reading disability. Students who meet the criteria for the minimum matrix provided by the state for having characteristics of dyslexia receive an opportunity to be served with an ILP-D if parents agree.

### **Professional Development Plan**

All K-5 Jackson County teachers participated in the free and optional Reading 360 Early Literacy Training series (Course 1 & Course 2) developed by the Tennessee Department of Education. New hires are scheduled to attend July 8th-12th in Jackson County.

Over the past year, all Jackson County ELA teachers have been engaged in explicit training using the HQIM materials. Each summer two days of training is devoted to ELA. One day is devoted to data analysis of end of year K-2 foundational assessments and planning for next year with emphasis on planning & prepping small group instruction for the beginning of the year. The additional day is pacing and unit planning.

Throughout the school year Instructional Coaches in each building have Monthly ELA PLC's. Coaches facilitate sessions for teachers to lesson prep pivotal key lessons in the unit. In addition, student data is used to drive lesson preparation. Each grade level also has a Collaborative Planning Meeting that coaches attend and support as needed. The district uses reading coaches to continue supporting teachers in implementing research-based practices. The coaches visit, monitor, and provide feedback to all ELA teachers to ensure demonstration of their knowledge and competency in teaching foundational skills.