

Wilson County Schools

Foundational Literacy Skills Plan

Approved: May 26, 2021

Updated: July 6, 2022

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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 a structured phonics approach grounded in the science of reading and aligned to the Tennessee Academic Standards in ELA. Wilson County elementary schools have a literacy block for 120-150 minutes of daily literacy instruction. All grades K-2 have Foundational Skills Block 60 minutes daily.

Skills Block scope and sequence is designed around Ehri's Phases of Reading Development through explicit, systematic phonics instruction. Benchmarks are given 3 times a year that include Phonemic Awareness, Decoding, and Fluency.

Comprehension, vocabulary, and writing are taught explicitly and integrated throughout the modules. Module Assessments and Performance Task are given to determine comprehension.

Foundational skills (morphology, grammar, writing, spelling) are integrated within the Open Up/EL Curriculum through the Unit Lessons, Language Dives, and All Block. Comprehension, vocabulary, fluency, and writing are taught explicitly and/or integrated throughout the modules.

Comprehension is determined through Module Assessments and Performance Tasks.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grade 3-5 teachers with 90 minutes of Reading/ELA instruction daily. The daily instruction is grounded in the science of reading and aligned to Tennessee Academic Standards in ELA. The curriculum materials are approved by the state Textbook and Instructional Materials Quality Commission.

Foundational skills (morphology, grammar, writing, spelling) are integrated within the Open Up/EL Curriculum through the Unit Lessons, Language Dives, and All Block. Comprehension, vocabulary, fluency, and writing are taught explicitly and/or integrated throughout the modules.

Comprehension is determined through Module Assessments and Performance Tasks.

Approved Instructional Materials for Grades K-2

Open Up - K-5 Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up - K-5 Expeditionary Learning

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

The Wilson County School System uses iReady Reading Diagnostic Suite for its universal reading screener for grades K-2 and grades 4-5. Our 3rd grade students are given the Tennessee Universal Reading Screener (AimswEBPlus). Both screeners comply with RTI² and Say Dyslexia requirements. EasyCBM is also given as a supplement to gather additional student data.

Kindergarten

Fall, Winter, Spring:

- iReady Reading Diagnostic Phonics and Phonological Awareness Domains PLUS iReady offline early reading tasks (Letter Naming Fluency)
- Fall: EasyCBM Letter Names, Letter Sounds, Phoneme Segmentation
- Winter & Spring: EasyCBM Letter Sounds, Phoneme Segmentation, Word Reading Fluency

1st Grade

Fall, Winter, Spring:

- iReady Reading Diagnostic Phonics and Phonological Awareness Domains PLUS iReady offline early reading tasks Letter naming Fluency (fall) and Oral Reading Fluency (winter and spring)
- Fall: EasyCBM Letter Sounds, Phoneme Segmentation, Word Reading Fluency
- Winter: EasyCBM Letter Sounds, Word Reading Fluency, Passage Reading Fluency

2nd Grade

Fall, Winter, Spring:

- iReady oral reading fluency, iReady Diagnostic Comprehension (information and literature)
- EasyCBM Passage Reading Fluency, Vocabulary, Reading Comprehension

3rd Grade

- AimsWeb: Oral Reading Fluency, Reading Comprehension, Vocabulary
- EasyCBM Passage Reading Fluency, Vocabulary, Proficient Reading

Grades 4th-5th

Fall, Winter, Spring:

- iReady Oral Reading Fluency, iReady Diagnostic Comprehension (informational and literature)
- EasyCBM Passage Reading Fluency, Vocabulary, Proficient Reading

Intervention Structure and Supports

Reading Intervention begins in Tier I by focusing on developing both skills-based and knowledge-based competencies aligned with grade level standards, using research based practices. Tier I instruction is differentiated by proactively identifying student needs through multiple sources of data. All students, K 5, are screened with the iReady Comprehensive Reading Diagnostic. This assessment

and group their students within their classroom so effective differentiated instruction can occur.

If it is found that this differentiation is not working to close the learning gaps that some students may have, students are then referred for Tier II intervention. Tier II intervention is in addition to Tier I differentiated instruction. Tier II intervention provides research-based interventions aligned to specific skill-deficit(s) as identified by the district's Universal Screener, along with survey level diagnostic assessments. Tier II interventions are systematic, research-based interventions that target the student's lowest skill-deficit area, working in one area at a time, until all specific areas of skill-deficit are addressed. Students receiving Tier II intervention are progress monitored every two weeks, using a tool designed to monitor the effectiveness of instruction. If after three progress monitoring probes are given, the student fails to show a gain in percentile points, the intervention is changed and something new is tried. Interventionists are highly trained in how to identify if the student is not responding to the intervention.

Once students receive three consecutive progress monitoring probes at or above the 35%, the student and interventionist either move on to the next area of skill-deficit (if needed) or the student is recommended to exit Tier II. Tier II intervention occurs daily for 30 minutes in addition to Tier I instruction. Tier II instructional group size is to be no larger than 1:5 ratio for students in grades K-5. If a student is not responding to the interventions being provided in Tier II, after a change in intervention occurs, the student may then be referred for Tier III intervention.

Tier III addressed approximately 3-5% of students who are demonstrating significant difficulty in acquiring skills. Like Tier II, Tier III is in addition to Tier I differentiated instruction. Tier III interventions must be more intensive than Tier II interventions. This intervention must be explicit and systematic. Intervention in Tier III must be provided by a highly trained interventionist and requires the use of high-quality, research based materials. A student will receive Tier III intervention if s/he is at or below the 10th percentile on the Universal Screener, 1.5-2 years below grade level, and/or, not making progress with the Tier II interventions. Like Tier II, Tier III interventions are systematic, research-based interventions that target the student's lowest skill-deficit area, working in one area at a time, until all specific areas of skill-deficit are addressed. Students receiving Tier III intervention are progress monitored every two weeks, using a tool designed to monitor the effectiveness of instruction.

Teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment. If after three progress monitoring probes are given, the student fails to show a gain in percentile points, the intervention is changed and something new is tried. Interventionists are highly trained in how to identify if the student is not responding to the intervention. Once students receive three consecutive progress monitoring probes at or above the 35%, the student and interventionist either move on to the next area of skill-deficit (if needed) or the student is recommended to exit Tier III and move to Tier II intervention.

Parent Notification Plan/Home Literacy Reports

Wilson County schools notifies parents in grade K-5 if their child is having significant challenges in reading in one or more of the following skill deficit areas identified: phonological awareness, phonemic awareness, alphabet knowledge, sound/symbol recognition, decoding skills, encoding skills and rapid naming, fluency, vocabulary and comprehension. Parents are informed (in parent-

friendly language) of what intervention means and how their child will be assessed and served. This is coupled with a description of the importance of being able to read by the end of 3rd grade. Our district explains how students are assessed and what a “significant reading deficiency” means. In addition the parent is notified of the child's progress or lack of after the first progress monitoring at 4 ½ weeks. If the child is not progressing the parents are notified of any changes made to the intervention instruction. Parents receive this communication at least three times a year in grades K-3 and are shared in grades 4 and 5 at least once annually. Parents are encouraged to do activities that are at no cost to support and encourage their students' reading ability.

Professional Development Plan

Wilson County Schools has adopted the Open Up/EL Curriculum for K-5. Grades K-2 will also use the Foundation Skills Block. EL Curriculum is a structured phonics approach with systematic and explicit instruction. Along with differentiated practice to know how phonemes map to graphemes in order to develop necessary decoding skills for accuracy and automaticity. The Foundational Skills Block uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behaviors related to the types of letter-sound connections students are able to make as they learn to read and write. Along with benchmark, cycle and daily assessments to track student growth and mastery of foundation skills.

All K-5 Teachers will: -Have explicit foundational skills training around the curriculum and assessments Have training around phonemic awareness, phonics, vocabulary, and fluency grounded in the science of reading absent of cueing or MSV strategies. -Ongoing support from Instructional coaches and district leaders. -Develop understanding and knowledge around language components for teaching explicit, systematic phonics. -Continued Early Literacy Support for K-5 teachers. -Monthly check points and follow up training. -Literacy Learning Walks. -New Teacher training and support.

Summer 2022 all grade 3-5 teachers will complete one course of foundational skills training. All K-5 teachers will be required to complete the foundational training as outlined in the district Professional Development guidelines for the 2021 and 2022 school year. In addition to teachers receiving training from the approved adopted ELA curriculum, they will participate in the free Reading 360 Early Literacy Training from TDOE. The first cohort will complete the training in June 2021. Remaining cohorts in grades K-5 will be completed by 2023. Teachers will receive a certificate of completion.

All district literacy training and providers are peer reviewed by the Elementary Team consisting of the following: Elementary Supervisor, Elementary Coordinator, and Federal Programs Supervisor. It is then sent to the Deputy Director of Academics for final approval.