

Hollow Rock-Bruceton Special School District

Foundational Literacy Skills Plan

Approved: May 15, 2021

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 Hollow Rock-Bruceton Special School District recognizes that a foundational skills curriculum is of the utmost importance in the current and future success of our students. The literacy block in kindergarten through second grade ranges from 110 to 120 minutes daily. During the literacy block, students will engage all components of literacy, which include phonemic awareness, phonics, vocabulary, fluency, and comprehension.

During the 2020-2021 school year, HRBSSD has utilized with fidelity evidence-based literacy programs McGraw Hill Wonders (which was one of the recommended curriculums in the Tennessee literacy adoption) and Saxon Phonics. In addition, we have systematically used S.P.I.R.E. to explicitly instruct students whose AimswebPLUS literacy benchmark score was below the 25th percentile nationally. However, following the training of all K-2 team members during the summer of 2021, HRBSSD will transition to and fully implement the Reading 360 program recommended by the Tennessee Department of Education, which is aligned with the Tennessee state standards.

Daily Foundational Literacy Skills Instruction in Grades 3-5

The Hollow Rock-Bruceton Special School District recognizes that a foundational skills curriculum is of the utmost importance in the current and future success of our students. This uninterrupted literacy block in grades 3 through 5 is ninety minutes daily. During the literacy block, students engage all components of literacy. Foundational skills relating to phonemic awareness and phonics are systematically and cumulatively taught. The majority of the literacy block infuses instruction in vocabulary, fluency, and comprehension. In addition, the literacy block includes a period devoted to grammar, morphology, and writing.

During the 2020-2021 school year, HRBSSD has utilized with fidelity the evidence-based literacy program McGraw Hill Wonders, which was selected from the approved curriculums by the Textbook and Instructional Materials Quality Commission. In addition, we have systematically used S.P.I.R.E. to explicitly instruct students whose AimswebPLUS literacy benchmark score was below the 25th percentile nationally. However, following the training of all third through fifth grade team members during the summer of 2021, HRBSSD will transition to and fully implement the Reading 360 program

recommended by the Tennessee Department of Education, which is aligned with the Tennessee state standards.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

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

The Hollow Rock-Bruceton Special School District uses aimswebPLUS to conduct the universal reading screener in grades kindergarten through fifth grade which complies with the Tennessee state requirements established in 49-1-229. The screener complies with the dyslexia screening requirements.

Intervention Structure and Supports

In the fall and winter, the Hollow Rock-Bruceton Special School District administers the AimswebPLUS universal screener to students in kindergarten through ninth grade. The purpose of the assessment is to identify students who have a deficiency in the area of reading and are considered “at risk.” Students scoring below the 25th percentile nationally are placed in Tier 2 or Tier 3 intervention, at which point the interventionist administers diagnostic assessments and analyzes Renaissance Place STAR data to determine specific deficit areas. Based on the findings, an individualized intervention plan is created.

Intervention classes are forty-five minutes in length daily. Students receiving Tier 2 intervention are instructed by classroom teachers utilizing remediation components of the McGraw-Hill Wonders curriculum, which was selected from the approved curriculums by the Textbook and Instructional Materials Quality Commission. Students receiving Tier 3 intervention are instructed by intervention teachers using the S.P.I.R.E. curriculum, which is an intensive reading intervention for nonreaders and struggling readers. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan.

Furthermore, these students are screened using additional survey level assessments to determine if they exhibit characteristics of dyslexia. Students who are identified receive intensive interventions as outlined in the Say Dyslexia Law. All interventions are systematic, cumulative, explicit, multisensory, language-based, and aligned to individual student need.

Students complete progress monitoring assessments every one to two weeks via AimswebPLUS as determined by the RTI team. The team then analyzes the data to determine if the interventions are proving successful. If need be, the programming or provider may be altered to promote growth.

In the spring, the AimswebPLUS benchmark is administered to determine student growth from the beginning to the end of the year and to aid in preparation for the upcoming school year.

Parent Notification Plan/Home Literacy Reports

The Hollow Rock-Bruceton Special School District plans to notify the parents of all students in kindergarten through fifth grade a minimum of three times a year in clear, concise, parent-friendly language regarding their child's performance on AimswebPLUS benchmark assessments. Students who test below the 25th percentile on the AimswebPLUS universal screener on the fall or winter benchmark are considered "at risk" and will receive a parent letter noting the student's specific reading gaps as well as the child's individual intervention plan. This will include the program, instructor, and amount of time the student will receive intervention services. The letter will also provide several free home-learning options for parents to utilize.

In addition, parents of students in kindergarten through fifth grade will receive a letter stressing the importance and benefits of being able to read by the end of third grade.

Upon the student beginning intervention classes, parents will also be notified of their child's progress every four and a half weeks (twice per grading period) to share the results of progress monitoring data as well as any observations or suggestions from the RTI team.

Professional Development Plan

Central Elementary teachers will participate in the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Professional development training will be provided for all K-5 teachers.

In May 2021, all teachers in grades Pre-5th will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 in June.

In June 2021, our school will host a cohort based, in-person training the week of June 28 - July 2. All certified staff will attend the training with the exception of 2 teachers (they both had vacations planned so they will attend another cohort). This week of training will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.