

Pickett County Schools

Foundational Literacy Skills Plan

Last Updated: May 21, 2021

Approved: May 29, 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 a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards. This curriculum uses foundational skills as the primary form of instruction and has a designated block of 60 minutes for foundational skills instruction in grades K-2.

This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work. During that instruction, teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice. Our improvements for next school year will include additional PLCs with the principal to focus on specific methods of teaching in alignment with TNTP partners.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades 3 through 5 grounded in the science of reading. Our students in grades 3 through 5 receive 90 minutes of evidence-based instruction applying foundational skills within daily lessons. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building and foundational skills instruction (at least 30 minutes) that includes fluency, grammar, morphology, spelling and writing. Fluency, vocabulary, and comprehension skills are embedded within the lesson to ensure continuity, cohesion, and connection. Our improvements for next school year will include additional PLCs with the principal to focus on specific methods of teaching in alignment with TNTP partners.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

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

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in grades K-5.

Intervention Structure and Supports

All students are given the aimswebPlus screener in the fall. Upon receiving that screener's results, results are reviewed by the reading interventionist, principal, and grade level teachers. Students demonstrating need are placed in Tier II or Tier III instruction classes. Those students are given a diagnostic assessment to determine specific needs to best assign students to small groups with an intervention that will address and help narrow skill gaps. Students in Tier II receive daily, small-group intervention for 30 minutes in their area of greatest deficit aligned with expectations outlined in the updated RTI2 framework. Students in Tier II instruction will have progress monitoring every 10 days. Students in Tier III receive daily, small-group intervention for 45 minutes and will have progress monitoring weekly. Fidelity checks of interventions will occur every 30-40 days. Members of the data team use progress monitoring data and other student data to inform decisions about duration, material, and intensity changes when a student is not showing progress. Parents are subsequently notified of their child's progress after the data team meetings.

Parent Notification Plan/Home Literacy Reports

The district will communicate with parents three times each year in grades kindergarten through 3rd grade and twice each year in grades 4 and 5 with literacy reports after students complete aimswebPlus screening. These reports are written in a parent-friendly language that provides clear and detailed information about their child's skill gaps including the depth and extent of student need. The literacy report also provides information on how the gaps are addressed during intervention, no-cost reading intervention activities for families, and on the importance of reading proficiently by the end of 3rd grade. We will include the information about 3rd grade retention and the ELA section of the TCAP and inform parents of the student pathways to 4th grade.

The school also sends notifications to parents of students identified as having characteristics of dyslexia. The notification includes information about dyslexia and resources available for parent use. There is also information about dyslexia available on our district website.

Professional Development Plan

Pickett County's K-5 teachers have completed Reading 360 Early Reading Training Courses I and II. If a new teacher is hired into our district, we ensure the teacher completes Course I prior to teaching. This summer, teachers in our district will participate in additional training focused on supporting literacy including:

- mandatory dyslexia training

- TNTP (LIN network) partners with ELA training during a specified training day and continue the partnership from August 2024-May 2025.
- PLCs conducted by the principal and individual coaching meetings specifically designed to support foundational literacy.