

Encompass Community School

Foundational Literacy Skills Plan

First Approved: July 10, 2025

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 instructional approach is rooted in decades of cognitive and linguistic research that make up the science of reading. We explicitly teach the foundational skills necessary for decoding—phonemic awareness, phonics, fluency, vocabulary, and comprehension—through structured, systematic, and cumulative instruction. This research-backed approach ensures that all students, regardless of background, can learn to read proficiently. At Encompass Community School, students in grades K-2 receive 110 minutes of daily literacy instruction, grounded in evidence-based practices, which includes a 50-minute foundational literacy block. Additionally, students receive 60-minutes of daily instruction aligned with Literacy and Informational Text state standards.

Our approach is rooted in the science of reading and includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students are placed in strategic, flexible groups based on assessment data, ensuring they receive targeted support to master foundational skills before progressing to the next level. This grouping model allows us to personalize learning while maintaining high expectations for student growth. In addition to direct instruction, Encompass implements a fluency-building framework known as Precision Teaching, supported by the Standard Celeration Chart. Using skills that align with Tennessee State Standards, this method gives students daily opportunities to practice foundational skills that are tailored to their unique needs, build fluency, and strengthen access to higher-order thinking. Precision Teaching empowers both students and teachers to accelerate progress and close skill gaps.

Daily Foundational Literacy Skills Instruction in Grades 3-5

We only serve 3rd graders in the K-5 grade band at this time.

Third-grade students receive 110 minutes of daily literacy instruction, which includes 50 minutes of foundational literacy instruction that is rooted in evidence-based practices and fully aligned with Tennessee state standards. Additionally, students receive 60-minutes of instruction aligned to Literature and Informational Text standards. This dedicated foundational literacy block is designed to ensure all students build the reading, writing, and language skills necessary to succeed on grade-level standards and beyond.

Instruction is data-driven and responsive to the unique needs of each student, with a focus on closing academic gaps for those below grade level and providing enrichment opportunities for students who are on track or excelling.

Students receive integrated instruction in both reading and language arts. Foundational reading skills are emphasized through targeted instruction in decoding multisyllabic words and understanding words with prefixes and suffixes. Morphological instruction is embedded to help students analyze the structure of words—including roots, base words, prefixes, and suffixes—so they can determine word meaning and enhance vocabulary acquisition. Vocabulary development is supported through explicit instruction and the use of sentence-level context and definitions, helping students build the word knowledge needed to access complex texts.

Spelling instruction is systematic and aligned to the phonics and morphology instruction students receive. Students engage in spelling routines that include sound-by-sound spelling of decodable words, pattern-based spelling of high-frequency and irregular words, and explicit instruction in spelling generalizations that support orthographic mapping.

Students read a wide variety of texts across genres, including narrative texts such as stories, poetry, and drama, as well as informational texts that connect to science and social studies content. Through this balanced approach, students not only develop reading fluency and stamina but also build background knowledge and comprehension. Instruction focuses on key comprehension strategies such as identifying the main topic, sequencing events, recounting stories, interpreting visuals, describing connections between ideas, and recognizing point of view.

In addition to reading, grammar and language instruction is woven throughout the literacy block. Students learn and apply important grammar skills such as subject-predicate agreement, verb tense consistency, and the use of adjectives and adverbs. They also practice identifying and using compound predicates and other sentence structures that support clear and effective communication.

Writing is a central component of the third-grade literacy block. Students strengthen their writing through the full writing process—planning, drafting, revising, and editing—to produce high-quality narrative, opinion, and informative pieces. They also participate in shared research projects, using reference materials such as glossaries and indexes to gather information and build academic writing skills. Throughout the year, students learn to identify and apply the structural elements of different writing genres, helping them organize their ideas and express them clearly.

Reading fluency and accuracy are emphasized throughout instruction to ensure students can read grade-level texts with confidence and understanding. Teachers use small-group instruction, strategic grouping based on assessment data, and regular progress monitoring to ensure each student receives the support or challenge they need.

Approved Instructional Materials for Grades K-2

Reading Mastery Transformations: Reading and Language Arts (approved waiver)

Approved Instructional Materials for Grades 3-5

Reading Mastery Transformations: Reading and Language Arts (approved waiver)
We only serve 3rd graders in the 3-5 grade band at this time.

Supplemental Instructional Materials

TN Foundational Skills Curriculum Supplemental Resources
Corrective Reading
Basic Elements (Morningside)
Phonemic Awareness- Houghton Learning Center

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-3
We only serve 3rd graders in the 3-5 grade band at this time.

Encompass will employ the Tennessee Universal Reading Screener (aimswebPlus) three times a year, to determine initial student groupings, growth, and targeted areas of growth. This universal screener is in compliance with both RTI² and Say Dyslexia requirements, as Encompass will utilize the URS Decision-Making Crosswalk as outlined by the TDOE to determine eligibility for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D).

Intervention Structure and Supports

As noted within the TN Foundational Skills Curriculum Supplemental Resources, students “may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness.” Therefore, our literacy plan is responsive to student needs within all grade levels and allows space for students to develop foundational skills at any grade level. Encompass strives for all students to achieve at or above grade level and utilizes a mastery-based approach that is evidence-based to support students with academic gaps to reach grade-level proficiency. Encompass uses several data sources to determine students who are below grade level and in need of additional and intensive instruction.

Encompass implements a Response to Instruction and Intervention (RTI²) model that fully complies with state guidance, which clearly defines intervention as additional instruction beyond Tier I. Intervention services (Tier II and Tier III) are provided in addition to this core instructional time, ensuring that students receive extended and skill-specific support without replacing or reducing access to Tier I grade-level instruction.

For students identified as needing Tier II or Tier III supports, dedicated intervention time is scheduled outside the Tier I block. This occurs within a 30-minute daily ELA intervention block for Tier II and 45 minutes for Tier III. This additional time is protected and structured to deliver explicit, evidence-based intervention targeted to individual skill deficits, as identified by universal screeners, curriculum-based assessments, and survey-level diagnostics. These interventions are aligned to the areas of foundational need, such as phonological awareness, decoding, encoding, fluency, and

comprehension. In addition to this block, students receive an additional 60 minutes of instruction aligned to Literature and Informational Text state standards.

The flexible staffing model at Encompass—two educators per classroom—allows us to provide small-group, skill-specific intervention throughout the day. In many cases, students receive more than the minimum required 30–45 minutes of Tier II or Tier III intervention, based on their progress monitoring data and individual needs. Instructional groupings are fluid and regularly updated based on student performance data to ensure responsiveness.

For students who are categorized as receiving Tier II and Tier III intervention, a progress monitoring system will be implemented through aimswebPlus to ensure students are making progress through intervention. Progress monitoring occurs at the instructional level at least every two weeks and at the grade level at least monthly, in accordance with state requirements. As aligned with RTI², data will be reviewed frequently to ensure students are progressing at an adequate and accelerated rate to return to grade level.

As data is monitored, intervention changes will be made based on student performance. Additional intervention changes include but are not limited to: smaller group size, change in curricular materials, increase in minutes, or a different group placement. All intervention changes will be documented on Encompass's progress monitoring tool. In cases when the classroom teacher does not serve as the interventionist, interventionists will work closely with classroom teachers to ensure instructional cohesion across Tiers I, II, and III, in alignment with RTI² guidance, and any changes to a student's intervention plan are discussed during regular RTI² data team meetings.

Parent Notification Plan/Home Literacy Reports

We believe strong, consistent communication with families is essential to ensuring that every student thrives. We prioritize parent-friendly updates about student progress, academic performance, special education services, and more—empowering families to support learning at home and partner meaningfully with the school.

Home Literacy Reports are sent home three times a year for students in grades K-3, following the administration of our universal screener. For students who are identified as having significant deficits in reading, the report will include information regarding: specific interventions and supports that will be implemented; (if applicable) information regarding dyslexia for students identified as having characteristics of dyslexia; communication that emphasizes the importance of reading on grade level by third grade; home activities that can be done at no cost with the student at home; and information about 4th grade promotion pathways.

Professional Development Plan

Each year, teachers will receive comprehensive professional development for three weeks prior to students returning that provides in-depth training and high rates of opportunities to practice covering the following topics: literacy curricula, Precision Teaching, Direct Instruction, corrective supports, interventions, data-based decision making, Mathematics, instructional skill analysis.



Additionally, teachers will receive professional development from a Curriculum Specialist in our literacy curriculum, Reading Mastery.

Encompass employs a rigorous internal coaching and professional development system to ensure all staff are proficient in the necessary skills needed to execute our school mission, including our FLSP. Teachers receive ongoing coaching, either weekly or twice a month, with direct and explicit feedback, based on observations and student achievement data. Our coaching model mirrors our academic model, and we apply a mastery-based approach to teacher training. Additionally, staff will engage in weekly professional development, data analysis meetings, and collaborative planning sessions to ensure high-quality instruction and responsive support for all students. Staff will also complete the Early Reading Course.