

Fentress County Schools

Foundational Literacy Skills Plan

Approved: May 28, 2021

Updated: July 5, 2022

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

Fentress County Schools uses Amplify's Core Knowledge Language Arts Foundational Skills Curriculum for daily foundational skills instruction, a curriculum grounded in the science of reading and aligned to TN ELA standards. Each elementary school has 180 minutes dedicated to ELA instruction for K-2. During the 180 minutes, 60 minutes are dedicated to the foundational skills curriculum as prescribed by CKLA. The curriculum, as evidenced by research, utilizes methods of teaching students to read that include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instructional materials utilize a synthetic approach to phonics, and include a scope and sequence that clearly outlines an intentional sequence in which both phonological and phonics skills are taught. Letter identification and formation are explicitly taught as well as general concepts of print.

Moving forward, Fentress County will continue to implement CKLA while developing teacher knowledge and pedagogy. Teachers will utilize their time in preparation for the lessons using the high quality curriculum.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Fentress County Schools uses Amplify's Core Knowledge Language Arts Curriculum for integrated daily instruction, a curriculum grounded in the science of reading and aligned to TN ELA standards. Each elementary school has 85 to 90 minutes dedicated to ELA instruction. All daily instruction uses an evidence based approach that includes components of knowledge building, foundational skills, (morphology, spelling, writing, and grammar), vocabulary, fluency, and comprehension.

As Fentress County continues to implement CKLA, a high quality instructional material, in year two the system will focus on preparation of the units and lessons while developing teacher pedagogy.

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

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

Fentress County uses NWEA MAP as its universal screener. In addition, the system utilizes easyCBM.

Intervention Structure and Supports

Fentress County Schools utilizes universal screening data as well as student classroom performance, TCAP results, and teacher observation data to determine placement, intensity, and scheduling of students into Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier III receive the most intense intervention daily for 45-60 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes and are progress monitored every other week. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Basic Reading, Reading Comprehension or Reading Fluency. RTI Data Team Meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

Parent Notification Plan/Home Literacy Reports

Fentress County Schools notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency. Teachers use MAP scores below 30th percentile, classroom data, and survey level assessments collected after district schools complete the fall universal screening. Students’ scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. The importance of students being able to read proficiently by the end of 3rd grade is communicated with parents. The district defines how students are assessed and parents are notified of their child’s progress, or lack of progress, after the first 4 ½ week data team meetings. In the parent notifications/communication, data teams note the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended free activities that will support students in the area of deficit. These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Professional Development Plan

All Pre-K-5th grade teachers, as well as SPED, ESL, Instructional Coaches and Administrators will be participating in the Reading 360 Early Literacy Training developed by the Tennessee department of Education. For the summer and fall of 2021, the system's plan for professional development for all PreK- 5th grade teachers includes:

Week 1 Early Literacy Training Series during May and June. This will be asynchronous and focus on foundational skills reading development. Participating educators will be required to submit completion of training prior to week 2 training.



Week 2 of the Early Literacy training series for all educators will be hosted within the county during the week of July 26-30, 2021. This week will focus on classroom application of instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

In addition to the Early Literacy Training, PreK-5th grade teachers will receive the following literacy professional development: Coaching cycles, PLCs, and PD from vendors.