

Hardin County Schools

Foundational Literacy Skills Plan

Approved: May 29, 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

Our district uses a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. The adopted curriculum uses foundational skills as the primary form of instruction and has a designed block of time (90 minutes daily) for foundational skills instruction in k-2. The instructional time includes activities that build phonemic awareness, phonic practice, and fluency practice in addition to comprehension and vocabulary building. During the instructional time, teachers use the built-in gradual release of responsibility from whole group to small group/independent time.

Teachers use the explicit and systematic phonics instruction to provide a purposeful scope and sequence and spiral review with repetition cycle, frequent application to real reading and writing experiences and a built-in gradual release of responsibility from whole group to small group/independent time. Thirty minutes of small-group topic texts that scaffold students to grade-level text, close reading of complex texts to support comprehension and ongoing observations, Look-Fors, and assessments to guide instruction. Decodable Readers, Lap Books, Big Books, and Phonics resources are utilized in K-2 daily.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block (90 minutes) for grades 3-5 grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. During this designated ELA block an evidence-based approach is used which allows for predictable weekly routines which provide use of time and a built-in gradual release of responsibility from whole group to small group/independent time.

All daily instruction includes components for building knowledge for 60 minutes and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes a day. It engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

Additional Information about Instructional Materials

Our district supplements our ELA curriculum for students in K-1 with a designated time to practice with Heggerty Phonemic Awareness, which is a research based 35-week curriculum of daily phonemic and phonological awareness lesson plans incorporated daily for 10-15 minutes.

Saxon Phonics is used to supplement Benchmark Advance for additional phonemic awareness incorporation into the weekly academic routines in K-2

Benchmark Advance curriculum for each grade band K-2 and 3-5 contains intervention and reteaching materials that are utilized in and out of the classroom at designated times during the school day by classroom teachers and interventionists.

All students in the K-2 and 3-5 grade bands have access and designated weekly time for individualized work on LexiaCore5 which is a research-proven program that provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

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

EasyCBM

Intervention Structure and Supports

In our district, students in grades K-5 are given a universal screener (EasyCBM) three times per year to determine which students have a significant reading deficiency or are "at-risk" of struggling with reading. School level teams consisting of administrators, teachers and interventionists review the universal screening data to determine which students score between the 0-25th% (percentile). Students in K-5, who are at high risk for reading failure, according to the benchmark data, are placed in Tier II or Tier III intervention groups. Tier III students (0-10% percentile) receive instruction through the Road to Reading, Recipe for Reading, Sounds Sensible or SPIRE programs, which are all multi-sensory intervention programs, and/or skill-builder lessons from the computer-based program LexiaCORE5. Tier III students receive daily, small-group intervention for no less than 45 minutes in their area of greatest deficit. Tier II students (11-25% percentile) receive instruction with any of the Tier III programs or ELA adopted curriculum intervention resources with assessments and remediation activities. Tier II students receive a minimum of 30-45 minutes daily of intensive instruction in their area of greatest deficit. Tier II and Tier III students are progress monitored every 10 days and changes are made to intervention as needed. Data teams meet every 4 1/2 weeks to review student data and determine if the intervention being used with the student is working or if a

change in the intervention or the person providing the intervention instruction is warranted. Other variables that the team may look at are student attendance and engagement in the intervention service before a change is made. Intervention takes place daily during a grade-level time in the master schedule just for RTI2. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill as exhibited during Tier I (grade level core instruction in the classroom). Students not making progress will then go through additional screening following our protocol for screening students for the characteristics of dyslexia.

Following the Fall Benchmark of all retained Kindergarten students, all 1st Grade students, or 2nd grade and up students not making adequate progress in the intervention program, the school data team meets to identify students of greatest concern either receiving services through intervention programs or not. The student's current level of intervention, record of intervention attendance and performance in the regular classroom is considered to determine if additional reading skill assessments for the characteristics associated with dyslexia should be administered. If the school data team determines that the student is to be given an additional screener(s), the school facilitator will administer the test(s) in the identified area(s) of concern. The data team will review the results of the additional screener(s) and determine if the school level specific interventions are in place to meet the needs of the student. If further exploration into the specific characteristics of dyslexia are suspected, the school data team will send the results along with a copy of the student's attendance, progress monitoring results, teacher checklist and a current writing sample to the District Supervisor of RTI²/or Reading Specialist for district level review.

If the district level review team determines that the student demonstrates the characteristics associated with dyslexia and is not on track for reading success, the school level team will be informed by the review team of their findings.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents three times a year in grades K-3 and annually in grades 4 and 5 if their child is "at-risk" for or has significant reading deficiency immediately after the district's schools complete the fall and winter and spring universal screening. Students' results are communicated in the form of a parent letter written in parent-friendly language which provides a clear explanation of student skill gaps and the intervention that is needed to help the student be successful. The parents are told the amount of time each day that the student will receive intervention services. Parents are informed of the importance of being able to read by the end of 3rd grade. If a student is determined to exhibit significant characteristics associated with dyslexia, the parents will be given a district letter/packet and resource materials explaining the characteristics associated with dyslexia and how they may proceed individually with their child for further individual assessments. If a meeting is requested by the parent, an agenda will be followed and will be guided by the school's curriculum and instructional facilitator or designee. The school data team may determine any additional dyslexia-specific accommodations that may be made for the student in the regular classroom and in the intervention program. The team may also determine if a 504 Plan or a SPED referral is the next school level step and those specific procedures will be followed according to the district and state requirements. Parents are encouraged to share the results of an independent dyslexia diagnosis

with the school and the data team will apply appropriate accommodations for the student in the classroom/school environment with all those working with the student. Additionally, EasyCBM, LexiaCORE5 and Benchmark Advance programs have parent reports that are used to alert parents of the specific skills that their students have mastered or are currently working towards mastery during their intervention program services. District parents and students have access to CLEVER which is an online platform that can be used to reference resources for academic success. Multiple ELA textbook materials can be accessed and skill specific activities can be used by students to improve their academic progress. K-3 students and parents may receive GELF At-Home Reading Series books which are delivered to their homes. PK-3 parents may access the Ready4K App.

Professional Development Plan

Hardin County K-5 teachers will participate in week one of the Early Reading Training online, asynchronous learning experience through Best for All Central. This 30 hour intensive program will strengthen our teachers in their foundational skills knowledge in order to better prepare our students in the Science of Reading. All K-5 teachers will be required to complete the training by December 31, 2021.

Modules train in the areas of:

- Phonemic awareness
- Phonological awareness
- Phonics
- Fluency
- Vocabulary