

Franklin Special School District

Foundational Literacy Skills Plan

Last Updated: December 12, 2023

Approved: June 17, 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

Foundational literacy instructional time in the FSSD exceeds the state minimum. Our instructional blocks in K-2 include 75+ minutes of working on foundational skills during tier one instruction. Our instruction is aligned with the TN state academic standards and is considered critical content for students in grades K-2. All three grade levels provide an additional 30-45 minutes of foundational skills instruction for students receiving tier 2 or tier 3 intervention. The FSSD supports the findings of the National Reading Panel, Best for All practices, and follows the science of reading. This can be seen in our commitment to providing systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Since fall of 2021, Kindergarten, first, and second grades have used 95% Phonics Core Program (a supplemental program) to teach foundational literacy skills. Teachers in grades K-2 provide explicit instruction in foundational skills following the lesson framework provided in those materials. For example, the framework for 2nd grade includes phonological awareness warm-up, phonics pattern, sound-spelling mapping, fluency, sentence dictation, morphology, passages, and comprehension. Our literacy coaches support this work through planning with teachers and participating in PLCs where the focus is sharing student data on a path to mastery for all students while adults learn from each other. The Wonders materials provide the basis for our comprehension and vocabulary instruction. These materials support students in building content knowledge with each unit focusing on essential questions. Teachers participated, and continue to do so, in Reading 360 training to gain the necessary teacher content knowledge.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Foundational skills instruction for grades 3-5 are aligned with the TN state standards and include morphology, grammar, spelling, writing, and fluency. Instruction in these areas in grades 3-4 occurs during whole group and small group instruction, using Wonders. District adopted materials provide excellent guidance for this purpose. Instruction for foundational standards occurs during grammar, spelling, fluency, and vocabulary instruction for the most part. For students with deficits in foundational skills, additional instruction occurs during an intervention. Foundational skills materials

for grade 5 students in our district are provided in our adopted materials, Open Up OUR EL Education. During the ALL Block portion of Open Up, instruction, reinforcement, and practice are provided for essential components of reading (phonics, fluency, comprehension, vocabulary, and writing). Among these components are Word Study and Vocabulary, Reading and Speaking Fluency, Writing Practice, and Grammar, Usage, and Mechanics. Students work with these components in grades 3-5 for a minimum of 30 minutes daily. During the intervention, students with deficits in foundational skills receive instruction to fill these gaps using district-approved intervention materials/programs. Students receive daily, small-group intervention beyond core instruction (30-45 minutes), targeting the specifically identified reading deficit. During intervention, students receive explicit, targeted instruction utilizing vetted resources as prescribed to address the specific gap in skills. Teachers in grades 3-5 have access to 95% Phonics Lesson Libraries to help fill gaps students may have that are not addressed in the grade level foundational skills portions of the adopted curriculum (FSSD has compiled a list of research-based options for reading intervention available to students who have been identified with a significant reading deficiency.)

Additional Information

The FSSD had some Level 1 and 2 results that we are addressing. Last year we hired an outside entity, National Institute for Excellence in Teaching (NIET), to support two of our schools. They visited regularly and consulted with us often for direction and feedback. Central Office members connected to Teaching and Learning meet every couple of months for "Data Dives" to study district and school data, share steps we've taken since last meeting, and plan next steps to support schools in any deficit area.

Approved Instructional Materials for Grades K-2

McGraw Hill Wonders (K-2)

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders (3-4)

Open Up OUR Expeditionary Learning (5)

Supplemental Instructional Materials

95% Phonics Core Program

95% Phonics Lesson Library Phonics for Reading

For grades K-2, our district supplements the foundational skills portion of Wonders with 95% Phonics Core. These materials provide materials complete with the level of explicit instruction needed for students. These materials support the TN Academic Standards and have no mention of cueing systems.

Grades 3-5 supplement with 95% Phonics Lesson Libraries. Teachers are able to fill foundational gaps with these explicit lessons. In addition, Phonics for Reading can be used as supplement.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) (PreK-1st Grade)

i-Ready Suite (2nd-5th)

Tennessee Universal Reading Screener (aimswebPlus) (3rd grade spring benchmark)

Intervention Structure and Supports

Tier 2 is in addition to the instruction provided in Tier 1. Students who score below the designated cut score on the universal screener will receive more intense intervention in Tier 2. These cut scores are based on national norms, at a minimum, and identify students who are at risk. Tier 2 interventions are systematic, research-based interventions that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression). Interventions will be developed based on the unique needs of students. There will be evidence that interventions are more intense than Tier 1. Students below the 40th percentile are considered "at-risk" and will be immediately placed in Tier 2 or Tier 3 Intervention. In K-8, the interventions should be provided daily. Progress monitoring is used to assess a student's academic performance, quantify a student's rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. Intervention providers use diagnostic and placement assessments to tailor plans to meet the needs of RTI students, and closely monitor progress on a biweekly (Tier II) or weekly (Tier III) basis. Building data teams meet every 4 -6 weeks to determine if the intervention is effective or if a change is needed. Decisions made during data team meetings bring into consideration additional sources of data (attendance, engagement) before making changes, such as pacing of the program, increased number of minutes, and change in program or provider. In the fall, students are given our universal reading screening measures. In making instructional decisions for students, we consider performance on universal screeners, survey level and classroom assessments, as well. Students who fall below the designated cut scores (FSSDs as well as the state cuts for ILP-Ds) are given additional survey level assessments to screen for dyslexia. Following fall screening and school-level data team meetings, letters are sent to all parents of students who have characteristics of dyslexia. This letter outlines the process for screening, the plan for intervention, specific area(s) of deficit the intervention will focus on, and access to resources for parents via the state of Tennessee's "Say Dyslexia" bill. Parents of students who meet the state requirements for ILP-Ds receive communication specific to the ILP-D.

A dyslexia screening is helpful in determining a student's deficit areas. This is used to determine appropriate instruction and materials as well as to establish realistic goals for a student. Parent communication is an essential component of RTI², communication with parents is expected every 4.5 weeks. The FSSD has two main documents to guide teachers and coaches in selecting the appropriate intervention for students. One of our documents is the FSSD Suggested Intervention Materials. This document includes district-approved resources by tier and grade.

The second tool we use is the Dyslexia Specific Interventions list. This tool provides interventions and intervention suggestions for the areas assessed in the FSSD Dyslexia Screener: sound-symbol recognition, phonological and phonemic awareness, decoding skills, encoding skills, and alphabetic

knowledge. In grades K-4, our tier 3 interventions are SPIRE, 95% group, and Sound Sensible. In grades 5-8, we have added a few more options for intervention - Just Words, Wilson Reading, and Rewards. The primary intervention for students in grades K-4 for students with significant reading deficits is SPIRE; the primary intervention for tier 3 grades 5-8 is Wilson Reading. Following each screening window (fall, winter, and spring) and school-level data team meetings, letters are sent to all FSSD parents of K-5 students who have been identified as a student who should receive reading intervention to address a specific area of deficit (identified by scoring below the 40th percentile). This letter sent to parents identifies the screening process, a specific plan for reading intervention (including the provider and times/schedule), the area(s) of deficit the intervention will focus on, and access to resources to support parents. The letter is accompanied by a report detailing the child's scores and outlines the specific gaps in the student's reading skills. For students who participate in reading intervention, parents receive a data report that details student literacy progress every 4-6 weeks, typically at progress and end-of-the-quarter reporting times. Classroom newsletters, family tip sheets, and school-wide family reading nights are used to provide information on the importance of reading proficiency by third grade as well as engage and encourage family participation in their child's journey toward reading proficiency.

Parent Notification Plan/Home Literacy Reports

Parent contact is an essential component of RTI² and reinforces the culture of collaboration. A variety of means to reach parents may be used, including phone calls electronic mail, US Mail, student-delivered communications, ABST correspondence, and progress reports/report cards. District-wide parent contact will be made at the beginning of the school year to communicate details regarding the FSSD RTI² process.

Step 1: District-wide parent contact letter is sent home with every FSSD student.

Step 2: Intervention groups are determined for reading, math, written expression, and/or behavior.

Step 3: Parent contact will be made by either a phone call or an email to notify parents of academic intervention status. In addition, parents will be informed that progress information will be sent home every 4.5 weeks. For behavior, refer to your school's RTI²-B Implementation Manual for specific procedures regarding parent contact.

Step 4: District RTI² progress letter will be sent home every 4.5 weeks.

***FOLLOW STEPS THREE AND FOUR FOR ANY STUDENT ENTERING INTERVENTION AFTER INITIAL PLACEMENT.**

At a minimum, contact with parents should be made for each of the following reasons:

- Before initiating tiered interventions
- When discontinuing tiered interventions

- To communicate progress data every 4.5 weeks for students receiving tiered interventions (Home Literacy Report).

In the FSSD, we notify all parents of our process for monitoring data and providing intervention based on universal screening results. Parents are notified of the student's progress every 4 weeks. If a student meets our district requirement to receive the FSSD Dyslexia Screener, we complete the screener and notify parents of those results as well. Some students require dyslexia-specific interventions based on our dyslexia screener and some do not.

In addition to these notifications, we also provide a notice to parents of students in grade 3 about the proficiency requirement. We notify parents several times per year and offer tutoring for third-grade non-proficient students. Communication used with parents includes:

- Video series created by the district to explain the particulars of the third-grade retention law;
- Information about promotional pathways;
- Letter that explains dyslexia screening with areas highlighted that the student is deficient in;
- Dyslexia Overview for parents explaining the law, what receiving the letter means, FSSD commitments based on student needs, and information about the continuum of support that the student will receive;
- Dyslexia myths and truths;
- Area of reading difficulties described; and
- Summary of screening results.

Home Support for Parents

The FSSD provides a few options at no cost for families to support learning at home. A few of the things we provide are:

- Ready 4K – State initiative - Ready4K delivers three texts with fun facts and tips to provide your families with simple, engaging tips to help their students continue to learn while at home. The messages match each child's age, even if families have more than one child. Each pre-K through third-grade family (the family contact entered into the Ready4K dashboard) will receive a text message letting them know the Ready4K program is launching, and they will begin receiving weekly text messages. The state shared a toolkit, including a 1-pager, FAQ, draft emails, and robo texts for your schools and parents. These resources are also accessible in your district's Ready4K dashboard.
- Ready 4K - Summer Book Delivery – State initiative
- Story Bus – Our district has a bus set up as a mobile library that visits locations around our district during the summer. Students ages 4-12 are welcome to be signed in for 45 minutes to read with an FSSD employee. As students leave the bus, they receive a free book.
- Family Literacy Nights – each school sponsors literacy nights throughout the school year. Parents are invited to visit and learn more about how they can support students at home. Typically, there are free games and food provided.

Professional Development Plan

In the Summer of 2021, 50 of our teachers attended the Reading 360 training provided by the state. We hosted the session in our district. Following that summer, we have continued to provide the Early Reading Course and Secondary Literacy course to all teachers with an endorsement to teach K-5 reading, as required by the Tennessee Literacy Success Act. Most teachers have completed this course and we monitor that regularly and provide the information to enroll in the courses. The feedback about this professional learning from teachers and administrators has been positive.

We will continue to provide the state courses (Early Reading and Secondary Literacy) to our teachers. In addition, we continue to provide trainings in supplemental, adopted, and intervention materials. That training includes foundational reading skills components too.