
Anderson County Schools

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Foundational Skills Literacy Plan

2021-2022

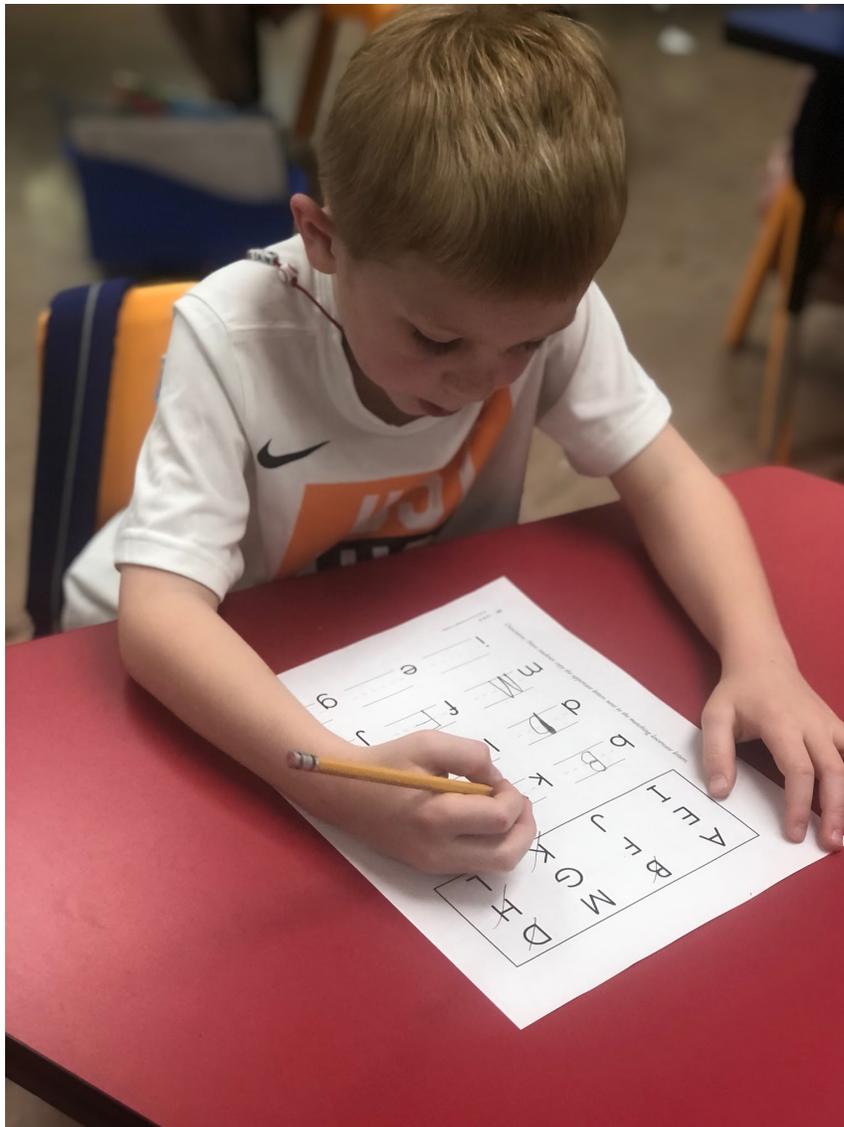


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OVERVIEW

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. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) 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 (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), 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 (small group or individual).

Daily Foundational Skills Instructional Time for Kindergarten thru Second Grade

Our Kindergarten through second grade students spend approximately 150 minutes in ELA instruction daily. We use the Wit and Wisdom curriculum that includes a short language lesson to support phonics and grammar standards. We also spend 1 hour on Foundational Skills daily that focuses on phonics and phonemic awareness. Foundational skills are integrated and reinforced as students read in small groups.

Daily Foundational Skills Instructional Time for Third thru Fifth Grade

Our third through fifth grade students spend approximately 150 minutes in ELA instruction daily. We use Wit and Wisdom curriculum which uses an integrated approach to meet the foundational skills at this grade band. Our students daily participate in a 90 minute lesson covering Reading and Writing Standards that also integrates foundational literacy standards FL.PWR.3 (Phonics and Word Recognition), FL.WC.4 (Word Comprehension), FL.F.5 (Fluency), FL.SC.6 (Word Composition), FL.VA.7a (Vocabulary Acquisition). The 90 minute lesson has a 75 minute main lesson that integrates foundational literacy skills/standards and then an additional 15 minute lesson that dives deeper into foundational standards/skills using texts from the main lesson. This deep dive portion of the Wit and Wisdom lesson includes lessons on morphology, grammar, and spelling. In addition to the 90 minute Wit and Wisdom Lesson, a block of time for independent reading and evidence based method small group reading is set aside to work on fluency and decoding skills on each student’s level.

Universal Screener

Easy CBM

Anderson County students are administered the Easy CBM Universal Screener three times per year (Fall, Winter, and Spring). Administrators, Academic Coaches, and Teachers will analyze the data from each of the screeners immediately following each of the testing windows. Any students who fall below the 25th percentile on any of the screeners will be discussed at the RTI meeting. At that time, if the RTI team decides to place a student in RTI, the protocol will be followed for the appropriate tier.

RTI 2 Reading Intervention Structure

Anderson County students are administered the Easy CBM Universal Screener three times per year (Fall, Winter, and Spring) to determine which students have a significant reading deficiency or are “high risk”. The RTI team, consisting of the RTI chairperson, principal, academic coach, classroom teacher, SPED teacher, and interventionist, will review the screener results to determine which students score between the 0-25th percentile.

Students that are deemed “at risk” during the RTI meeting, will be placed into a Tier II or Tier III intervention group, based on the team decision. This small group intervention will be given daily and work to narrow students' individual skill gaps.

Anderson County has several research-based options for reading intervention support available to be used during intervention groups. Our list of approved Tier II and Tier III interventions include: Small group reading targeted to a specific skill in area of deficit, Reading Recovery, Emergent Language Literacy (CIM), Guided Reading Plus, Comprehension Focus Group, The Comprehension Toolkit by: Harvey, Words Their Way, TN Foundational Skills Supplemental Remediation, and LLI Kit by: Fountas and Pinnell.

Teachers and interventionists can adapt these approved interventions to meet the needs of their RTI group of students. Data teams use progress monitoring data to inform decisions about duration, material and intensity changes when a student is not showing progress. Our RTI team meets every 4.5 weeks to determine if a change in the intervention or the person providing the intervention is needed.

For students who are in the RTI process, the team will ensure that the students complete the probes on the instructional level. The interval of probing will be consistent with each student's

tier. In addition to the regular instructional probes, there needs to be a grade level probe completed once every 4.5 weeks. This will allow enough data to be collected to prove that there is a gap in that student's learning which will require a more intensive intervention. That could be a move from tier 2 to tier 3 or a move from tier 3 to special education. This is needed to correctly complete the rate of improvement and gap analysis worksheets.

If a student shows signs or characteristics of having dyslexia, they are referred to the RTI team. Not all students who have difficulties with skills have dyslexia; therefore, formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia. The academic coaches, reading recovery teachers, and/or CIM teachers/interventionists screen suspected students based on the RTI team decision. Each school has a spreadsheet to report dyslexia screenings to the county RTI Chairperson once completed. Families are notified with dyslexia screener results and a plan for supporting that student.

Parent Notification Plan

The home school relationship is crucial to the success of students. Once a child is identified as being “at risk” for significant reading deficiency or has a significant reading deficiency based on the universal reading screener results, parents are notified with a letter three times a year for grades K-3 and at least annually 4-5. The letter states the importance of being able to read by the end of third grade, offers suggestions for activities at home and the reading intervention provided by Anderson County Schools. The letter also provides a clear explanation of skill gaps and depth and extent of student need.

Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis via written communication. Parents are encouraged to contact their child’s teacher at any point with questions or concerns. Classroom Teacher(s) ensure parent contact is made and progress monitoring is sent home.

If students do not make adequate progress, a referral is made to Special Education. Parents are notified and dates of notification are made on the referral form.

Parents are encouraged to participate in all parent engagement activities offered at each school.

PD Plan for Teachers

Classroom teachers have previously participated in the Achieve the Core Foundational Skills mini course. Upon completion of a module, teachers answered questions regarding the content and reflected on their own practice. Academic coaches provided feedback on all submissions. For the 2021-22 school year, new teachers hired into the district will also complete this mini course as a part of their involvement in the New Teacher Institute with Anderson County Schools. This mini course will address phonological awareness, phonemic awareness, phonics, and fluency.

Also, during the week prior to teachers returning to school, new teachers will be required to attend training on classroom curriculum including a day on the Tennessee Foundational Skills Curriculum. This training will be done by an academic coach with the support of classroom teachers.

Special Education teachers and new hires will receive training from Great Minds on “Launch Wit & Wisdom” (a curriculum on the Tennessee 2019 curriculum adoption list). This training will benefit 3-5 teachers on the areas of fluency and vocabulary.

New kindergarten teachers will participate in year long training assessing students’ knowledge of sounds in words, high frequency words, and writing composition. These new teachers will also learn to use these assessments to guide their instruction in small group foundational skills lessons. The training will be provided by the district’s kindergarten coach. She has received training through Georgia State University on early childhood literacy.

K-5 teachers and interventionists will receive training on the nuts and bolts of foundational literacy skills through a series of Zoom sessions conducted by KFFLiteracy founder, Kate Franz. Ms. Franz will also train academic coaches in the elementary schools on coaching around foundational literacy skills lesson within their respective buildings. Ms. Franz has done extensive research and training on and with the Anderson County School system for the past five years. Her analysis from her research has help guide improvements made to district curriculum and coaching of faculty. Ms. Franz’s credentials can be found on the KFFLiteracy website: ww.kffliteracy.com

Prior to training, all k-5 teachers and interventionists will complete a Google Form assessment on their knowledge of foundational skills as a pre-test. Once training is complete, all K-5 teachers and interventionists will retake the assessment to measure for mastery. If any gaps appear, additional training will be provided for those who require it.

Appendix

Appendix A

K-2 Suggested Schedule

K-2 Suggested Schedule
50 minutes Wit and Wisdom(ELA curriculum) 1 hour Small Group Reading Groups 45 minutes Phonics 45 minutes Small Group Writing Groups (For example, interactive writing followed by writer's workshop or small group writing/phonics groups) 1 hour Math 30 minutes Recess 30 minutes Lunch 45 minute Specials 10 minutes 2nd Step 375= 6.25 hours

Example Schedule
8:10- 9:00 Wit and Wisdom 9:00-10:00 Small group Reading 10:10-10:40 LUNCH 10:50-11:35 SPECIALS 11:40-12:25 Phonics 12:25-1:10 Small group writing 1:10-1:40 Recess 1:45- 2:45 Math

Appendix B

3-5 Suggested Schedule

7:50-8:00	Attendance, Morning meetings, etc.
8-9:30	Wit and Wisdom lesson and Deep Dive (15 minutes foundational skills instruction)
9:30-10:30	Independent Reading/Small Group Reading/Intervention (15 minutes or more of foundational skills instruction and fluency practice) (foundational skills remediation, using K-2 CKLA used for intervention if that is the area of need)
10:30-12:00	Math
12-12:30	Lunch
12:30-1:00	Recess
1:00-1:45	Special Areas
1:45-3:05	Content Area (Science/Social Studies)

Appendix C

Referral from RTI to Special Education

Anderson County Schools Response to Intervention Team Referral For Comprehensive Evaluation

This referral form is completed by the school based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral. *All areas must be completed or the appropriate information must be attached.*

Parent Referral

School /Teacher Referral

Name: _____ Birth Date ____/____/____ Age ____

Gender _____ Grade _____ School _____

Teacher _____

Parent(s) _____

Address _____

Phone (home) _____ Work _____ Cell _____

Email address _____

Problem Identification (check all that apply)*:

Basic Reading

Reading Fluency

Reading Comprehension

Math Calculation

Math Problem Solving

Written Expression

Attention/Behavior

Speech/Language

Other _____

Referral Checklist

Person Responsible

____ Teacher Observation (Indirect)

____ Observation in area of suspected
disability (Direct)

____ Date student passed Vision/Hearing
Screening

____ Grades, Achievement Scores,
Discipline, Attendance

***For Reading, Math, and Writing Concerns, the following RTI² documentation MUST be included:**

- ___ Student benchmark data
- ___ Student Progress monitoring data
- ___ Student Intervention Plans
- ___ Evidence of Fidelity Monitoring
- ___ Evidence of Parent notification letters
- ___ Rate of Improvement (Can be completed by School Psych/Interventionist/RTI Chair)
- ___ Gap Analysis (Can be completed by School Psych/Interventionist/RTI Chair)

Cumulative Record Review- Complete or attach the following information:

Attendance: Should be at 80% or higher in order to be ruled out as the cause of underachievement

Current Year ___ Days present ___ Days absent ___ Days tardy ___

Last year ___ Days present ___ Days absent ___ Days tardy ___

Retentions ___ List previous schools attended _____

Vision/Hearing Screening:

Vision Results _____ Date _____

Hearing Results _____ Date _____

Discipline Record: Number of discipline reports ___ List Violation _____

Number of Out of School Suspensions ___ In-School suspensions ___

Detentions _____

Testing Information:

TCAP or other Assessment

Area	Percentile	Percentile	Percentile
Reading/ ELA			
Math			
Science			
Social Studies			

Academic Grades:

Subject Area	Term_____	Term_____	Term_____	Term_____
Reading/Lan g Arts				
Math				
Science				
Social Studies				

Interventions:

Tier 1- Briefly describe how core instruction has been differentiated for this student in the student's area of suspected disability.

Tier 2 -Briefly describe Tier 2 intervention. Include beginning and ending dates and methods of instruction and any changes made to the intervention.

Tier 3 -Briefly describe Tier 3 intervention. Include beginning and ending dates and methods of instruction and any changes made to the intervention.

Exclusionary Factors

Please include relevant information as it applies to the following:

Limited English Proficiency:

Is there another language other than English spoken by the student? _____

Is there another language other than English spoken in the student's home? _____

Have English Learner services been provided? _____

Visual Impairment/ Hearing Impairment:

Does the student have a history of significant vision or hearing problems? _____

Orthopedic Impairment:

Does the student have any physical or motor impairments: _____

Behavior Problems:

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?

Does the student have a current behavior plan or FBA If so, what behaviors are targeted?

Environmental/Cultural/Economic Factors:

Are you aware of any environmental factors that may be impacting this student's ability to learn?

Motivational Factors:

Is the student making an effort to learn? Yes No

Does the student seek assistance from teachers, peers, or others? Yes No

Are the student's achievement scores consistent with the student's grades? Yes No

Situational Trauma:

Has the student experienced recent trauma? (i.e. parent divorce, death or illness of family member, etc.) Are there other situations that could create stress or emotional upsets?

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)?

Medical: Does the student have any known medical issues that interfere with learning?

Social: Describe classroom interaction with peers and teacher:

Additional Comments: _____

Person completing form:

Name

Job Title

Signature

Date

Date Received: _____ Received From: _____

Date Parents notified _____ Scheduled Meeting date: _____

Appendix D

Parent Brochure

Anderson County Schools Parent/Guardian Guide to RTI²

Your school name here is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI²) Framework is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used

to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

What if I think my child needs special education?

If at any time parents become concerned that their child needs special education, they should contact their child's teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI² framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent's written consent is required.

Here are a few ways parents can support what their child is doing in school:

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Review progress monitoring data
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child
- Order a copy of FREE early reader (K-2) books (decodables) shipped right to your home (https://www.tn.gov/education/decodables.html?mc_cid=cc95c9bd79&mc_eid=db49a80c62)
- Practice reading the same words and stories over and over to build fluency
- Check out these videos that target foundational skills for students in grades Pre-K-2 <https://bestforall.tnedu.gov/course/foundational-skills>

Talk to your child's teacher or principal for more information about how RTI² is being implemented in your child's school.

For more information, please contact:

School Name

Address

Phone Number

Website

Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)
((SAMPLE K-3 LETTER))

Student: _____ Date: _____

Dear **Parent/Guardian**,

Three times a year, each student at **YOUR SCHOOL NAME** is given a universal screening assessment easyCBM to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading.

Your child's scores reflect a need for additional support. Based on your child's performance on the benchmark, your child has been identified as needing help in one or more of the following areas:

- Letter names (the alphabet)
- Letter sounds and word parts (phonological awareness)
- Sounding out words (decoding)
- Reading words and sentences in the same way you speak (fluency)
- Spelling

Student Performance Percentage: _____/100

Your child will receive the following:

- Continued reading instruction in classroom using ACS Reading Core Framework (Tier 1)
- Monitoring every two weeks or more
- 30 minutes additional reading intervention in a small group taught by a trained personnel using research based strategies (Tier 2)
- Progress reports sent home every 4 ½ weeks to show rate of improvement

Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Providing daily opportunities for your child to read and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a process that involves many skills and strategies. According to research, students who are not reading at grade level by the end of third grade are among the most vulnerable to drop out of school later. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

**YOUR RTI TEAM INFORMATION
AND CONTACT INFORMATION**

I received the parent letter informing me that my child, _____ is in a tier 2 reading small group.

Parent/Guardian Name Printed _____

Parent/Guardian Signature _____ Date _____

((SAMPLE PARENT 4-5))

Student: _____ Date: _____

Dear **Parent/Guardian**,

Three times a year, each student at **YOUR SCHOOL NAME** is given a universal screening assessment easyCBM to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading.

Your child's scores reflect a need for additional support. Based on your child's performance on the benchmark, your child has been identified as needing help in one or more of the following areas:

- Passage Reading Fluency
- Vocabulary
- Reading Comprehension

Student Performance Percentage: _____ /100

Your child will receive the following:

- Continued reading instruction in classroom using ACS Reading Core Framework (Tier 1)
- Monitoring every two weeks or more
- 30 minutes additional reading intervention in a small group taught by a trained personnel using research based strategies (Tier 2)
- Progress reports sent home every 4 ½ weeks to show rate of improvement

Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

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Respectfully,

**YOUR RTI TEAM INFORMATION
AND CONTACT INFORMATION**

I received the parent letter informing me that my child, _____ is in a tier 2 reading small group.

Parent/Guardian Name Printed _____

Parent/Guardian Signature _____ Date _____

Appendix E

Foundational Skills Training PD Calendar

2021-22 Foundational Skills Training PD Calendar

July

July 14: Coaching around Foundational Skills Literacy Lessons (6 hours) - KFF Literacy and ACS Academic Coaches

July 28: New Teacher Institute: Implementing Tennessee Foundational Skills Curriculum (6 hours)

August

August 3: Introduction to Foundational Skills Training K-5 - KKF Literacy (6 hours)

August 18: New Kindergarten teacher training with Kindergarten Coach (4 hours)

August 24: Launch Wit & Wisdom training for new teachers and special education teachers (6 hours)

August/September

Asynchronous participation in Achieve the Core mini course on foundational skills by elementary faculty members who have not yet completed the course (12 hours)

September

September 1-7: Teachers complete pre-test assessment (1 hour)

September 1: Analysis of district universal screener data Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI2 groups. (2 Hours)

September 8: Foundational Skills Nuts and Bolts- instructional strategies in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary - KFFLiteracy (2 hours)

September 15: Foundational Skills Nuts and Bolts- instructional strategies in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary - KFFLiteracy (2 hours)

September 22: Foundational Skills Nuts and Bolt - instructional strategies in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary - KFFLiteracy (2 hours)

September 29: Foundational Skills Nuts and Bolts- instructional strategies in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary - KFFLiteracy (2 hours)

September 15: New Kindergarten teacher training with Kindergarten Coach

September/October strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary

Kindergarten through fifth grade training on using the assessment and remediation guides for CKLA Skills (a companion to the Tennessee Foundational Skills curriculum)

2 hours of training x 3 sessions

October

October 6: Teachers complete post-test assessment (1 hour)

October 8: K-5 Foundational Skills Training (6 hours)

October 13: New Kindergarten teacher training with Kindergarten Coach (4 hours)

November

November 17: New Kindergarten teacher training with Kindergarten Coach (4 hours)

January

January 3: K-5 Foundational Skills Training: KFF Literacy (6 hours)

January 10: Analysis of district universal screener data Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI2 groups. (2 Hours)

January 12: New Kindergarten teacher training with Kindergarten Coach (4 hours)

February

February 2: K-5

February 9: New Kindergarten teacher training with Kindergarten Coach (4 hours)

March

March 9: New Kindergarten teacher training with Kindergarten Coach (4 hours)

April

April 13: New Kindergarten teacher training with Kindergarten Coach (4 hours)

May

May 11: Analysis of district universal screener data Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI2 groups. (2 Hours)