

## **Coffee County Schools**

### Foundational Literacy Skills Plan

Last Updated: May 31, 2024

Approved: June 5, 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 district uses “Wonders” by McGraw Hill which is 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 high-quality curriculum uses foundational skills as the primary form of instruction and has a designated block of time (45-60 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).

Over the last four years, we have trained all of our PreK-2 teachers in Language Essentials for Teachers of Reading and Spelling (LETRS). The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

Teachers are provided ongoing support from District Literacy Coaches, School Administrators, and the Elementary Supervisor. Support includes training in TDOE Unit Internalization, individual and grade level specific training as needed, model lessons, etc.

### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Our district has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials, “Wonders” by McGraw-Hill, are selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 90 minutes of ELA instruction,

with an additional 30 minutes for Foundational Skills for a total of 120 minutes. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing. Our adopted curriculum also 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.

For example, a lesson that was just taught in our district included the following integration. A fifth grade class began by reading a nonfiction text about how different minority groups had an impact on World War II. Before reading the text, they worked with Latin roots and defined and identified words that would later be found in the text as well as related words. Students also did vocabulary work with words they would be encountering in the text using the HQIM materials to dig into the words. Students read the text in a variety of ways. (Echo, choral, partner, and independent)

After reading the passage, students worked in small groups and focused on one of the specific groups from the story. The group re-read the small section related to their topic chorally and were expected to use good fluency as they practiced reading. Using speaking and listening skills, the students unpacked the text with rigorous comprehension questions related to standards for their grade level. Finally, as a group, the students had to identify 5 words from the Latin roots chart they had completed at the start of class that could be used to discuss the particular small group and talk through how that word applied. Once the group finished talking through the text, they independently responded to a writing prompt. The success criteria required the use of the Latin root words and vocabulary words previously worked with throughout the lesson. All aspects of reading were embedded throughout the lesson and expected in student work products through success criteria.

All 3rd-5th grade ELA teachers have been trained in Language Essentials for Teachers of Reading and Spelling (LETRS). The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

Teachers are provided ongoing support from District Literacy Coaches, School Administrators, and the Elementary Supervisor. Support includes training in TDOE Unit Internalization, individual and grade level specific training as needed, model lessons, etc.

### **Additional Supports**

During the 2025-2026 school year additional support will be provided to the specific school that had TVAAS data at a Level 1. This additional support will include specific support from the literacy academic coach, focused on the implementation of our adopted high quality instructional materials

(Wonders). The ELA teacher will be supported through collaborative unit and lesson preparation alongside her peers to ensure depth of each standard is met, this will be monitored by the building principal. Multiple data sources will be used to identify student mastery and areas of focus. Through this data analysis, additional supports will be identified. The principal will monitor progress using the IPG through learning walks.

### **Approved Instructional Materials for Grades K-2**

McGraw Hill Wonders

### **Approved Instructional Materials for Grades 3-5**

McGraw Hill Wonders

### **Supplemental Instructional Materials**

Coffee County is currently using Wilson Foundations as a supplemental resource in our K-3 classrooms. Heggerty is also used in our K-2 classrooms as a supplemental resource.

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

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in grades K-5.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (AIMSWEBPlus) to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers, interventionists, and principals review universal screener data to determine which students score between the 0-40th percentile in addition to other student data to help determine student need. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given survey-level assessments to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest deficit and many of our schools surpass this with an hour of intervention in the area of greatest deficit.

We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our recently adopted ELA curriculum contains assessments that directly address skill gaps. Teachers can tailor this to the needs of their RTI group of students. If these intervention practices are not proving to be effective, more comprehensive, strategic interventions (such as SPIRE) become an option. Data teams meet at least quarterly to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider. The data team also uses multiple sources of data such as progress monitoring data to make individual student decisions.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments, such as the PASS phonological screener, to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses research-based supplemental programs as interventions for students with characteristics of dyslexia, such as SPIRE. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that a specific intervention program is used to support those students, based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students. Our district follows the process for identifying students with characteristics of dyslexia and follows the ILP-D process.

Intervention takes place daily during a grade-level time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive intervention using the SPIRE program.

Throughout our district, the schools have acquired many research-based programs that we use to address needs. During data meetings, the team decides which of the programs would be best matched to the needs of each student. Those programs include SPIRE, Lexia, Road to the Code, Language X, Read Naturally, Read Live, Foundations, West Virginia Phonics, Florida Center of Reading Research, and others. We are currently working on tethering our intervention instruction to our core Tier I instruction using materials from our adopted HQIM: Wonders. We are moving towards an acceleration model versus a remediation model.

### **Parent Notification Plan/Home Literacy Reports**

Our district notifies parents in grades K-5 if their child is "at-risk" for or has a significant reading deficiency (as evidenced by students scoring in the 0-40th percentile) immediately after the district's schools complete the fall universal screening using the Home Literacy Report. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade and information about promotion pathways.

The district explains how students are assessed and what a "significant reading deficiency" means. Parents are subsequently notified of their child's progress, or lack of progress, after the data team meetings. In the parent notifications/communication, data teams note 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 activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child but tailored by skill deficit

generally). These communications go out to parents with students in grades K-5 three times annually.

The district also uses parts from the sample TDOE developed parent notification letters for students who score below and approaching. Individual schools have also created letters for parents with important information regarding 3rd and 4th grade promotion and the importance of being able to read fluently.

### **Professional Development Plan**

All teachers in our district have participated in week 1 of the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Many of our teachers have also completed Week 2. A plan is in place for any new teacher to complete Week 1 prior to teaching.

Over the last four years, we have trained all of our PreK-5 teachers in Language Essentials for Teachers of Reading and Spelling (LETRS). The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.