

Alamo City School District

Foundational Literacy Skills Plan

Approved: May 20, 2021

Updated: May 31, 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.

Alamo City School district uses Benchmark Advance as our foundational skills curriculum grounded in reading science and aligned to TN ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. During the 2020-21 school year we have a 2 hour block for ELA. K-2 spends 45 minutes of this block in foundational skills instruction daily. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice, in addition to comprehension and vocabulary work. For the 2021-22 school year we plan to schedule 60 minutes for foundational skills instruction daily for grades K-2 within our 2 hour ELA block. Teachers will implement strategies learned from the two week TDOE summer training to explicitly teach a sound, the students will practice the sound aloud, the teacher will model writing the sound, the students will write the sound, then apply the skill in independent practice.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Alamo City School district uses Benchmark Advance as our foundational skills curriculum grounded in reading science and aligned to TN ELA standards as 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. Benchmark Advance was used to teach foundational skills in grades 3-5. This instructional time includes morphology, grammar, spelling, writing, and fluency. Grades 3 and 4 spent 120 minutes in ELA and grade 5 spent 80 minutes in ELA. Third grade spent 45 minutes and fourth grade spent 30 minutes teaching foundational skills. Foundational skills are taught within the 60 minute writing block in 5th grade. The fluency, vocabulary, and comprehension skills 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

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

Tennessee Universal Reading Screener

Intervention Structure and Supports

In the fall, all students are screened using the universal screener, AimsWeb Plus to determine which students have a significant reading deficiency or are at-risk. Our grade-level teachers, instructional/data coach, supervisor of instruction, and interventionists review data to determine which students score between the 0-25th percentile. Those students demonstrating need are classified as Tier 2 or Tier 3. Students receive daily small-group intervention for at least 45 minutes in their area of greatest deficit. Once identified, Tier 2 and 3 students are given the Pass/PWRS to identify phonics deficits. Tier 3 students are given the Survey Level Assessments to determine the grade level of instruction. Students then receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. Intervention takes place daily, as outlined in the RTI2 manual, 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. We use research based reading interventions such as Florida Center for Reading Research (FCRR) materials and SPIRE. FCRR addresses phonemic awareness, phonics, fluency, vocabulary, and comprehension in Tier 2. SPIRE is used for Tier 3 reading intervention and addresses phonemic awareness and phonics. In addition, classroom teachers pull struggling Tier 1 students into small groups to reinforce reading skills. Tier 2 and 3 students are progressed monitored weekly to monitor specific skill deficits through AimsWeb. Data teams meet every 4 1/2 weeks 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.

Parent Notification Plan/Home Literacy Reports

If a child is identified as "at-risk," currently a parent friendly-letter is sent home explaining the screening process and that the child would benefit from intervention based on the results of the screener. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. A weblink for parents is listed on the letter which explains RTI and gives free access for students to practice skills at home. This letter is sent home three times a year, when we give the AimsWeb assessment. For the 2021-22 school year we will update our parent letter to reflect benchmark scores, the importance of being able to read by the end of 3rd grade, and additional reading intervention activities for families. All students will receive a report from AimsWeb Plus that goes home three times a year that must be signed and returned. Students identified with characteristics of dyslexia will be communicated to parents. All students, K-6, receive a report card four times a year, and parent teacher conferences two times a year. Students who qualify for RTI will receive progress reports every 4 1/2 weeks after the data team meetings. The parent reports will note any changes being made if the child is not showing significant progress as evidenced by progress monitoring and universal screening data as well as recommended no cost activities that will support students in area of deficit. CASE benchmark reports are also sent home

two times a year. Teachers reach out to parents daily as needed through phone calls, texts, emails, notes, etc.

Professional Development Plan

K-2 will be participating in the free and optional State Early Literacy courses developed by the TDOE beginning in April online. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure participants earn a completion certificate prior to starting week 2 work in June. Our school will be hosting the week 2 training the week of June 14. K-2 teachers will attend, as well as Sped, ELL, and interventionists teachers. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Third through fifth grade teachers will participate in the pd course that the state is currently developing.

Teachers, K-6 participated in Benchmark Advance literacy training in the summer of 2020. K-6 also participated in Lexia Core 5 and Power UP foundational literacy skills training in April of 2021. Two educational assistants will attend the two week State Early Literacy training courses, at the schools expense, in order to provide two additional interventionists in grades K-2.

Additional Information about this Foundational Literacy Skills Plan

We feel this sounds first training will be very beneficial to our K-2 teachers. We plan to develop our ELA schedules with defined times to ensure these skills are properly taught each day. Administrators will complete training and offer support. We would like more information about expectations for 3-5 teachers.