

Alcoa City Schools

Foundational Literacy Skills Plan

Last Updated: November 3, 2023

Approved: May 14, 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

Grades K, 1, 2 have 120 minutes a day allotted for reading instruction. 45 minutes is devoted to a foundational literacy Skills block from CKLA during Tier 1 daily instruction, integrating the HQIM materials from Amplify, which align to the TN state standards and are our primary form of instruction. Evidence-based methods used in K-2 center around Amplify CKLA Skills. Activities and instruction reflect phonological awareness, syllables, phonemes, phonics, decoding, fluency, vocabulary, spelling, and reading comprehension through the use of Amplify Skills curriculum, sounds-first, small group instruction.

In 2022, we adopted a high-quality foundational skills curriculum providing instructional materials grounded in the science of reading. This allowed us to "clean up" the scope and sequence of our foundational skills curriculum vertically across grade levels K-5. Secondly, all K-5 teachers completed Reading 360 training and new hires provide certification of completion by start date.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Grades 3-5 have an integrated 120-minute reading block with 30 minutes of that Tier I daily instruction time specifically devoted to foundational skills instruction and aligned to TN ELA standards. Amplify CKLA is our HQIM in Grades K-5 since 2022. All Tier I integrated ELA daily instruction includes components of knowledge-building, writing, comprehension, and fluency building and foundational skills instruction that includes fluency, grammar, morphology, writing, comprehension, and spelling. This adopted curriculum also engages students in work embedded within the lesson to ensure connection. The evidenced-based method used to teach foundational skills in grades 3-5 come primarily from CKLA and is also supplemented with Wilson Foundations Level 3 scope and sequence and Wilson Reading System Intensive scope and sequence (for differentiation as needed). CKLA includes explicit supports, for fluency, vocabulary, and comprehension. Teachers use a combination of whole group, small group, and explicit phonics instruction. Our district is very pleased to have "cleaned up" the scope and sequence of our foundational skills curriculum vertically across grade levels K-5. In addition, all K-5 teachers completed Reading 360 training and new hires provide certification of completion by start date.

Additional Supports

In response to level 1 and 2 TVAAS data in our district, we have adopted and implemented high quality foundational skills curriculum and instructional materials that are grounded in the science of reading in grades K-5 with Amplify CKLA and in grades 6-12 with Savvas myPerspectives. Along with the adoption, teachers and paraprofessionals in each building were provided specific support in professional development around the science of reading as well as material-specific implementation training.

Additionally, the district hired an early grades interventionist to work with both 3rd graders at risk for retention and provide tutoring to 4th graders promoted via pathways. The K-2 building and 3-5 building administrators each tailored their master schedules to maximize the opportunities for RTI interventions, so that deficits are addressed at the earliest grades with skilled interventionists. The instructional supervisors for K-5 and 6-12 work closely with building data leads to track subgroup growth as well as grade level data to inform PLCs.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials

We use the following supplemental materials: Sounds First, Heggerty phonemic awareness, and Wilson Foundations K-2.

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

Our district uses the Tennessee Universal Reading Screener (aimswebPlus) as our K-5 universal reading screener.

Intervention Structure and Supports

Alcoa City School's intervention structure and supports align with the recommendations within the TN RTI² Manual. Universal screening data (given three times each school year) is used to make placement decisions, along with data from students' TNReady results, students' prior intervention outcomes from programs such as AIMSweb, students' classroom performance, and students' individual screening results (see below). We use Wilson Foundations, Wilson Reading System, Wilson's Just Words, and Heggerty Phonological Awareness programs with students in grades K-5 who are identified at-risk for (or with) a significant reading deficiency.

Interventions used are evidence-based and differentiated based by Tier II and III and address specific skill gaps. Tier II and III interventions are provided in the specific areas of letter naming,

letter sounds, phoneme segmenting, WRF, passage reading fluency, reading comprehension, and written expression. RTI data team meetings occur every 2 weeks and progress is monitored and reported to parents every 4.5 weeks, indicating a potential intervention change in duration, material, or intensity. Overall student progress in the intervention is also communicated.

- Tier II and III programs include: Heggerty Phonological Awareness, Wilson Foundations, Wilson Reading System.
- Screeners: Phonological Awareness Screener, Phonics and Word Reading Survey, WIST, WADE, AIMS
- Evidences: Benchmarks and Progress Monitoring, Grade-level data sheets, bi-weekly data meetings, nine-weeks formative assessments.

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 soon as fall universal screening is completed. Screeners are administered three times each year (fall, winter, spring). Progress reports are sent home every 4.5 weeks with information on their progress in intervention as well as any changes in the current intervention plan. Notices are also sent if a student is receiving a dyslexia-specific intervention.

The parent literacy report provides parents with a description of the importance of being able to read by the end of 3rd grade and the pathway to 4th grade, as well as a description of what intervention their student is receiving and how to support them at home. Our parent-friendly notification letter provides a clear explanation of skill gaps and the depth and extent of student need, as well as how student gaps will be addressed during the intervention. These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

In addition to the parent notification letter, benchmark reports are sent home with each student after each benchmarking window. As a district, each grade level K-5 emphasizes to parents the importance of reading at home 20 minutes a day and we also initiate reading challenges to students during fall, winter, spring, and summer breaks. In addition, teachers have 1:1 conferences with students in Tier II and Tier III to explain their child's reading deficit and intervention plan. Our district also participates in a county-wide One Book Blitz, which provides parents the materials and support resources needed to follow along and engage successfully at home with their child. Future possible plan of reading activities for families is added with progress reports. (Specific to deficits and easy for parents to implement) Ex: parental plan with tools, phonemic awareness games, syllable games, phoneme grapheme activities, fluency passages, comprehension board games, etc.)

Professional Development Plan

In 2023, we implemented a high-quality foundational skills curriculum providing instructional materials grounded in the science of reading. All teachers and interventionists participated in beginning of year and mid-year professional development on the use of these materials. This is ongoing as needed.



All K-5 teachers have completed Reading 360 training and new hires provide certification of completion by their start date. We review foundational skills instruction annually focusing on a sounds first approach during our July teacher professional development sessions.

All K-5 instructional staff participate in annual professional development on the reading rope and science of reading through redelivery from in-house LETRS facilitators using LETRS Units 1-4 materials. This week of PD in July emphasizes practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.