

Alcoa City Schools

Foundational Literacy Skills Plan

Approved: June 1, 2021

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 110 minutes a day allotted for reading instruction. 45 minutes is devoted to Wilson Language instruction and foundational literacy during Tier 1 daily instruction, integrating the Read to be Ready framework (integrating explicit instruction, student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension).

Evidence-based methods used in K-2 center around the focuses embedded in both the Wilson Foundations and Heggerty programs. Activities/practices reflect evidence-based methods in phonological awareness, syllables, phonemes, phonics, decoding, spelling, and reading - through the use of Wilson Foundations, Heggerty, sound-first instruction, small group instruction through holistic and thematic approaches.

Our improvements for next year are focused upon a couple of areas. First, to pursue the adoption of high quality foundational skills curriculum and instructional materials that are grounded in the science of reading - in order to "clean up" the scope and sequence of our foundational skills curriculum across grade levels. Secondly, all K-5 teachers will participate in week 1 of Reading 360 training and provide certification of completion by fall break of 2021.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Grades 3-5 have an integrated 75 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. Our curricular materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. All Tier I integrated ELA daily instruction includes a total of 75 minutes with components of knowledge-building, writing, comprehension, and fluency-building for about 45 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and morphology for at least 30 additional minutes.

The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension, and are embedded within the lesson to ensure connection. The evidenced-based method used to teach foundational skills in grades 3-5 come primarily from Wilson Foundations Level 3 scope and sequence (for grade 3), Wilson Reading System Intensive scope and sequence (for

differentiation as needed), and the Wilson Just Words scope and sequence (for grades 4-5). Teachers use a combination of whole group, small group, and explicit phonics instruction.

Our improvements for next year are focused upon a couple of areas - same as K-2. First, to pursue the adoption of high quality foundational skills curriculum and instructional materials that is grounded in the science of reading - in order to "clean up" the scope and sequence of our foundational skills curriculum across grade levels. Secondly, all K-5 teachers will participate in week 1 of Reading 360 training and provide certification of completion by fall break of 2021.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

Additional Information about Instructional Materials

We will (in 2021-22) pursue the adoption of high quality foundational skills curriculum and instructional materials that is grounded in the science of reading - in order to "clean up" the scope and sequence of our foundational skills curriculum across grade levels.

Our school board adopted Amplify CKLA, Learnzillion, and McGraw-Hill (three finalist programs) in Spring 2020. Reviews were underway for a final decision in the spring of 2020. The process was suspended due to the pandemic. Focus was shifted to a new 6-12 program, which was adopted and purchased in spring 2021 (Savvas myPerspectives).

Teachers have extended use of Houghton Mifflin Harcourt Journeys from the previous TN ELA adoption, supplementing with Wilson Foundations.

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

iReady is our universal screener in grades K-5 for benchmarking. AIMSweb is our progress monitoring program.

Intervention Structure and Supports

RTI2 Reading Intervention Structure:

Alcoa City uses 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. Universal screening data 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). Tier II and III interventions are provided in specific areas such as 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 reported to parents every 4.5 weeks, indicating intervention changes and overall progress in the intervention.

Tier II: Heggerty Phonological Awareness, Wilson Foundations, Wilson Reading System, Just Words

Tier III: Heggerty Phonological Awareness, Wilson Foundations, Wilson Reading System, Just Words

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 (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 notice provides parents with a description of the importance of being able to read by the end of 3rd grade, as well as a description of what intervention their student is receiving and how to support them at home. Our parent 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, sight word flash cards, syllable games, phoneme grapheme activities, fluency passages, comprehension board games, etc.)

Professional Development Plan

June/July 2021 - Most of our K-2 teachers have registered for the cohort-based in-person training offered as Week 2 of the Early Literacy Training series. The participating teachers include interventionists, special education teachers, and elementary/intermediate instructional leaders. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. October 2021- All Alcoa City Schools K-5 teachers, interventionists, special education teachers, ESL teachers, and instructional leaders will engage in the asynchronous week 1 foundational reading development content of the early training series by fall break 2021. We will ensure that educators earn a completion certificate by that date. In conjunction with the Reading 360 Early Literacy Training



series, we have 5 instructional leaders completing LETRS facilitator training in the 2021-22 school year; and our plan is to create a professional development plan for 2022-23 school year that involves LETRS training to all K-5 ELA teachers in our district.