

## **Aurora Collegiate Academy**

### **Foundational Literacy Skills Plan**

**Approved: May 17, 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**

Our school uses a foundational skills curriculum grounded in the science of reading and is 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 (90 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, vocabulary work, fluency practice, and letter recognition/formation. In addition to the foundational skills time, our scholars engage in module read-aloud and writing (45 minutes) lessons that focus on listening comprehension. During both instructional portions of the literacy block, teachers model for students, and students have an opportunity for intentional practice and receive targeted feedback.

Our improvements next year are grounded in continued grade and vertical team collaboration and team co-planning with academic coaches to ensure deeper internalization of instructional plans.

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

Our school has an integrated literacy block for grades three (3) through five (5) grounded in the science of reading and is 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 120 minutes of ELA instruction. The content-based block includes 60 minutes of module lessons aligned to an anchor text. Throughout the module lessons, the fluency, vocabulary, and comprehension skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection. Scholars also engage in an additional language/literacy (ALL) block for 60 minutes where scholars engage in differentiated reading fluency, GUM (grammar, usage & mechanics), writing practice, word study (morphology), additional work with complex text, independent reading, and vocabulary.

Our improvements next year are grounded in ensuring third through fifth-grade teachers are trained in assessing students using the EL foundational skills benchmarks to determine the appropriate microphase to address foundational gaps due to learning loss. Teachers will work with academic coaches to use the Student Achievement Partners' coherence map during module analysis meetings to identify skills and concepts embedded in the foundational standards of the module,

along with any other soft skills or conceptual underpinnings that students will need coming into the new module. Teachers will use module pre-assessments to determine specific scholar needs. The principal will monitor the implementation of this practice to ensure the focus is on acceleration and not remediation.

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

Open Up - K-5 Expeditionary Learning

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

Open Up - K-5 Expeditionary Learning

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

NWEA MAP and MAP Fluency with EasyCBM. We would like to preview the state's universal screener as well.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (NWEA MAP) to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers, RTI coordinator, school psychologist, and principal review universal screener data to determine which students score between the 0-25th percentile. 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 a diagnostic assessment (Easy CBM/I-Ready) to determine specific deficits 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.

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 ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as SPIRE) become an option. Data teams meet every 20-23 days 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.

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 MAP Reading Fluency 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 school notifies families of students who demonstrate characteristics of dyslexia and flags these students in PowerSchool. The intervention takes place daily during a school-wide block of 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.

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

Our school notifies parents, in their primary language, in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately after the school completes the fall universal screening. 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.

The district defines 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 20-23 day 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 the child, but tailored by skill deficit generally). These communications go out to parents with students in grades K-5 after each data team meeting.

### **Professional Development Plan**

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

Before June 2021 - All Aurora teachers will complete the state’ Reading 360 Early Literacy asynchronous modules.

June 2021 – All K-5 teachers will attend in-person training offered as Week 2 of the Early Literacy Training series provided by the state. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

July 2021 - Early literacy teachers will re-deliver the training provided to their peers. Teachers in grades 3-5 will receive foundational skills training through our EL curriculum provider.

During the school year, teachers will engage in ongoing professional development and PLC’s regarding foundational skills.