

Alamo City Schools

Foundational Literacy Skills Plan

Last Updated: May 31, 2022

Approved: June 18, 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

Alamo City School uses Benchmark Advance as our foundational skills curriculum, which is grounded in the science of reading and aligned to TN ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of the instruction and has a designated block of time of 90 minutes. ACS has a designated 135 minute block for ELA in grades K-2. Benchmark Advance includes activities that teach fluency, vocabulary, phonemic awareness, phonics, comprehension, and writing. The curriculum offers diverse texts, small group texts, and responsive teacher tools to scaffold each student to the next reading level. It provides an explicit and systematic phonics program within each level of instruction, provides reading activities and lesson plans that are easy to follow and have been grounded in research, including all components of foundational learning. In addition to Benchmark Advance, ACS uses the TN Foundational Skills Curriculum Supplement Sounds First in grades K-2.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Alamo City School 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. It uses an evidence-based approach to continue teaching foundational skills instruction in grades 3-5 but they morph into word study lessons. Instruction is aligned to the TN state standards and includes morphology, grammar, spelling, writing, and fluency. The begin by teaching phonics to support intermediate readers with decoding multisyllabic words, as those are the types of words they encounter in the texts in grades 3-5. These lessons explicitly teach lessons on prefixes and suffixes, Greek and Latin root words, as well as morphology and the six syllable types. Allowing the emphasis to shift to how words work. Students will learn a specific skill and apply it to familiar text from the mini reading lessons. Then they co-construct learning into an anchor chart and spell words using that skill. They then apply that skill to an unseen text, which is a word study read. Independent practice is provided with online games and paper/pencil practice from phonics and high-frequency words and grammar and spelling activity books. This allows students to grow as readers and writers.

Our curriculum allows at least 30 minutes of daily foundational instruction, and more time spent depends on students who need additional instruction for reteaching. The daily systematic and explicit instruction includes and supports daily metacognitive, comprehension, vocabulary, fluency, word study, and Grammar/Language mini lessons. The curriculum has a review and repetition cycle built in to accelerate students' mastery.

Additional Supports

Alamo City Schools is dedicated to improving student literacy. Our plans to support specific student subgroups include:

- During the 2022 and 2023 school year ACS partnered with TDOE and ELA CORE representative to implement IPG walks K-6. We will continue in the upcoming year with a focus on our identified student subgroup.
- Last year, 2023, we received the K-8 Access for All Learner Network grant which provided ongoing training for administrators. This grant allowed us to provide interventions and compensation for teacher collaboration with Sped. teachers to plan for individual students and those in our identified subgroup. We were awarded this grant again for the upcoming 24-25 year.
- We are excited to partner with Kate Martin from Leverage Education, LLC. for the upcoming 2024-25 school year. She will provide professional development on "Culture of Inclusive Learning," which will also include observation, data collecting, and coaching of teachers throughout the school year to provide best practices for all students with a focus on our identified subgroup.

Approved Instructional Materials for Grades K-2

Benchmark Advance

Approved Instructional Materials for Grades 3-5

Benchmark Advance

Supplemental Instructional Materials

We currently use Wilson Language, Foundations in K-2 along with Benchmark Advance phonics. K-2 also uses the TN Foundational Literacy Skills Sounds First Curriculum in grades K-2.

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus)- Grades K-5

Our district administers the Tennessee Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Intervention Structure and Supports

In the fall all students are screened using the universal screener aimswebPlus to determine which students have a significant reading deficiency or are at-risk. Our grade level teachers, instructional coach, supervisor of Instruction, interventionists, SPED and ELL teachers review data to determine which students score between the 0-40th 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 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 focus on deficits.

We use research-based reading interventions. Tier 3 uses the Sonday System Curriculum for Intervention. The Sonday System is a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th grade reading levels using proven Orton-Gillingham methods.

Tier 2 uses Benchmark Advance: Steps to Advance Literacy Solutions. This curriculum focuses on early literacy skills and reading comprehension in grades K-6. IXL Reading is used in Tier 1, 2, or 3. This focuses on early literacy skills and reading comprehension K-6.

Also, built into the Benchmark Advance Curriculum, is daily re-teaching lessons for students struggling with new learning, including EL, special education students, and students who may not receive intervention services. We also assign extra staff, as the schedule allows, to work one on one with students in grades K-6. Another resource is that students who need additional support may be enrolled in the after school intensive learning program.

Tier 2 and 3 students are progress 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, etc.) as part of the decision-making process before a change is made to the programming or provider.

Parent Notification Plan/Home Literacy Reports

The RTI interventionist notifies the parents if their child is at risk for a significant reading deficiency or has a significant reading deficiency based on the universal reading screener results. In the fall, parents are notified of the tier intervention by receiving a home literacy report. Literacy reports are parent friendly and provide a clear explanation of the students' skill gaps and the depth and extent of student need. The letter provides information about how the gaps will be addressed during intervention, no-cost activities for families to support learning at home, and information on the importance of reading proficiently by 3rd grade as well as 4th grade promotion pathways information. These letters are sent home three times a year to K-6. Progress reports are also sent home every 4 1/2 weeks, including the benchmark data and progress monitoring reports. If a child demonstrates dyslexia characteristics, there is a separate letter sent home to parents. Support team meetings are held with the teacher, interventionist, principal, and parent to discuss skill gaps and deficit areas, with a plan of support and identification of Tier. In addition, Case benchmark reports are sent home twice a year, report cards four times a year, and parent teacher conferences are

scheduled for twice a year. Teachers reach out to parents daily as needed through phone calls, texts, emails, notes, etc.

Professional Development Plan

All K-5 teachers at ACS have completed the one-week training hosted by the state. The Reading 360 Early Literacy Training is asynchronous and consists of online, self-paced modules. Teachers must pass an assessment with 80% accuracy to show mastery. A plan is in place for any new teachers to complete this training.

During the past school year, ACS administrators and instructional coach have partnered with our NW TN ELA representative to focus on the HQIM framework. Through this work, administrators and instructional coach have been trained to conduct IPG Knowledge Building walk-throughs in grades K-6, which has led to Unit and Lesson protocol training. The administrators have held multiple trainings for teachers to share this learning and process. K-2 teachers will receive training this summer on the TN Foundational Skills IPG; this will be a focus in the upcoming school year.