

Aurora Collegiate Academy Schools

Foundational Literacy Skills Plan

Last Updated: February 22, 2024

Approved: June 20, 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

Our school uses a foundational skills curriculum grounded in the science of reading and 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 75-minute block of time 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 (75- minutes daily) 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 supervisors to ensure deeper internalization of instructional plans. In addition, we have added additional data review days to determine student mastery in real time.

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 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 90 minutes of ELA instruction with at least 30 minutes of foundational skills 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 small groups for 30 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 supervisors 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 OUR Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up OUR Expeditionary Learning

Universal Reading Screener for Grades K-5

i-Ready Suite K-5

We also administer the Tennessee Universal Reading Screener, aimswebPlus, to our 3rd grade students for the spring benchmark.

Intervention Structure and Supports

All students are given a universal screener to determine which students have a significant reading deficiency or are "at-risk". Those students showing need are classified as needing Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment (Easy CBM) 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 or individualized learning intervention for at least 45 minutes in their area of greatest deficit as required by law. The interventions are utilized to address specific skill gaps and to progress monitoring for those specific gaps. Data teams including but not limited to: RTI lead, Principal, Executive Director, Academic Supervisors, Teachers, Teacher Fellows, Teacher Aids meet at least monthly to discuss data trends for each specific student in RTI. The team uses the progress monitoring data to inform decisions around: duration, material, and any required changes when students are or aren't showing progress.

Parent Notification Plan/Home Literacy Reports

We value parents as partners in our work and ensure they are fully aware of their students' academic progress throughout the year, one tool to accomplish this is through home literacy reports.

- Family Friendly Language: Our letter is written to ensure families can access the language, attempting to eliminate any confusing educational lingo, or vocabulary that may be unfamiliar. In addition, the letters are sent home in English and Spanish ensuring all families can read the letter.

- Content: The content clearly identifies the student skill gaps and the extent of the need.
- No-Cost Reading Activities: We include home reminders about no-cost reading activities for all families to take part in. This includes library activities, simple reading activities at home, and local free reading initiatives. In addition, the school participates in GELF to ensure students have access to books.
- Frequency: At least 3 times per year both in the form of the literacy letter but also parent teacher conferences (3 per year), and special meetings for 3rd and 4th grade students focused on the TCAP.
- Important information: We share the importance of students reading proficiently by the end of third grade and the pathway to 4th grade information.

Professional Development Plan

Who: All teachers K-5 will receive the equivalent of one week of foundational skill instruction grounded in a phonics-based approach.

What: Phonics-based instruction including but not limited to: phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. This is done through completion of the Early Reading Training and other literacy focused PD throughout the year.

Providers: Principal, Academic Supervisors who have a record of supporting teachers, and TDOE.

When: 2 weeks of before school PD, Wednesday morning PD sessions throughout the year, and 1:1 coaching sessions with the teacher's Academic Supervisor.

Outcomes: Teachers are required to demonstrate knowledge at the end of each PD session. Our Academic Supervisors follow up to determine learning through in-classroom observations.