

Beacon College Prep

Foundational Literacy Skills Plan

Approved: June 1, 2021

Updated: March 21, 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

Foundational skills are currently interwoven into multiple parts of our academic day, through two different literacy blocks: Read Aloud and small group literacy rotations. Students currently spend 120 minutes in small group literacy instruction. During this time, students rotate through three different small groups. One of the 45-minute blocks is specifically targeted towards foundational literacy skills using the CKLA curriculum. These materials are grounded in the science of reading and also aligned to the Tennessee ELA standards. The foundational literacy block focuses on lessons and activities that build phonological awareness, phonics practice, vocabulary, fluency and comprehension practice. Lessons include direct instruction as well as ample opportunities for student practice and proof of mastery.

Teachers also have set time each week devoted to collaborative planning and practice with these curricular pieces. This collaborative planning time will be held outside of regular grade level meeting time in order to allow sufficient time for both important duties. Teachers will receive training and feedback from both school leaders and external support from curriculum partners.

Daily Foundational Literacy Skills Instruction in Grades 3-5

For students in grades 3-4 (and our future grade 5 students) foundational skills are embedded into our Wit & Wisdom curriculum which is aligned to the Tennessee ELA standards. Students currently spend 120 minutes in literacy instruction with a minimum of 30 minutes of foundational skills instruction.

Our literacy block focuses on lessons and activities that build morphology, grammar, spelling, writing, and fluency skills with explicit supports for fluency, vocabulary, and comprehension. Lessons include an evidence based approach to teaching foundational skills as well as ample opportunities for student practice and proof of mastery.

Teachers will receive training and feedback from both school leaders and external support from curriculum partners.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Great Minds - 3-5 Wit and Wisdom

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

We administer NWEA MAP as our reading screener for students in grades K-4 and aimswebPlus to our 5th grade students (when this grade level is added in 2024-25).

Our third graders also take aimswebPlus in the spring.

Intervention Structure and Supports

All interventions and supports align with the RTI² Manual.

In the first two weeks of the school year, students are given a universal screener to determine which students have a reading deficiency or are “at-risk”. Our classroom teachers (both lead and co), Head of School, and Scholar Support Coordinator review data to determine which students fall in the 0-25th percentile. Those students are then classified as Tier II or Tier III. They are then given a diagnostic assessment to determine more specific skill gaps and to assign students to small intervention groups. Our daily schedule allocates 60 minutes on Monday-Thursday and 45 minutes on Friday for intervention. Depending on their results from the benchmarking, students are assessed for Dyslexia using the programs Dyslexia screener.

We have multiple ways to address ELA skill gaps within these small groups. First, our adopted ELA curriculum (Amplify CKLA, Wit & Wisdom) provides a remediation guide that will be used by teachers to find activities based on their groups needs. RTI data teams meet every 4 weeks to review progress monitoring data and to determine if changes in intervention materials, duration, or intensity are needed if a student is not showing progress.

In addition to tiered RTI support daily, all students receive targeted small group support in both ELA and Math blocks daily as a part of Tier 1 instruction. Tiered RTI groups are aimed at addressing specific skills gaps in ELA that will help them achieve mastery in grade level standards, are evidence-based, and differentiated by Tiers.

Parent Notification Plan/Home Literacy Reports

After completing screening, our school notifies all parents if their child is “at-risk” or has significant reading deficiencies. Notification is sent to families via letter in their home language that is parent-friendly. Letters include their percentile, an explanation about specific skill gaps their child demonstrated, and what the schools plan for intervention is. In addition to the letter, the school team provides families with activities that can be used at home to address each of the gaps. For example, if a student struggles to identify letter sounds, families are encouraged to ask their child what sound household objects start with (apple begins with “/ah”, table begins with “/t”).

When letters are sent teachers follow-up with families to explain the information, answers any questions the parent has, and models the activities that can be done at home as well as information on the importance of 3rd grade reading proficiency.

After a student has been identified as “at-risk” or having significant deficiencies, the parent is provided on-going progress reports at least every 4 weeks. These progress reports are shared following data team meetings. Reports include any progress (or lack of progress) made by the students, the interventions that have proven successful, any changes to the interventions to be used, and any new recommendations for at-home support for the child.

Professional Development Plan

Spring & Summer Professional Development

In June, all Beacon teachers, that have not already done so, will complete the Tennessee Department of Education’s free reading 360 Early Literacy Training series. The trainings will be completed asynchronously and will focus on foundational reading development and a phonics based instructional approach. All new Beacon teachers will complete the asynchronous classes, and receive their certificate of completion prior to June 15.

Beacon teachers will also participate in 15 days of summer professional development. During these fifteen days teachers will receive development not only on the tools associated with teaching foundational literacy but also the science behind these tools, why they work, and how to successfully reach students.

Development sessions cover topics such as phonological and phonemic awareness, phonics, and fluency, and vocabulary acquisition. In all, teachers will receive at least 2 days of development from the Great Minds/ Wit and Wisdom instructional team, 2 days of professional development from the Amplify team regarding CKLA Skills and 1-day training led by Curriculum Associates/i-Ready.

During the school year teachers will receive on-going support in implementation of learning from the spring and summer. External support will come from both curricular partners as well as teacher development contractors. Sessions during the school year will be tailored depending on data, but will focus on planning, internalization, and adapting strong lessons in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary to meet the needs of student data.

Additionally, the school has built in 3 full-day data analysis professional developments. These days allow staff to review assessment data, analyze results, and plan for instructional groupings. Every 4-weeks, data teams will meet to review progress monitoring data. This process will be repeated in the spring of each year for new teachers to Beacon College Prep.