

Beacon College Preparatory

Foundational Literacy Skills Plan

Last Updated: March 21, 2024

Approved: June 14, 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 strategically infused into our daily schedule. Students spend 50 minutes in literacy instruction. During this time, students rotate through three small groups targeted explicitly towards foundational literacy skills. Students are taught using the Amplify Core Knowledge Language Arts Curriculum. Additionally, all students in grades K-2 will participate in a 60-minute ELA block using the Wit & Wisdom curriculum from Great Minds. Wit & Wisdom, although rigorous and aligned to TN standards, is not being used to address foundational literacy needs specifically. Therefore, students will also have a 50-minute foundational literacy block taught using the Amplify CKLA Skills curriculum and materials. These materials are grounded in evidence-based research and the science of reading and are aligned with Tennessee ELA standards. The foundational literacy block focuses on lessons and activities that build phonological awareness, phonics practice, fluency practice, vocabulary, and comprehension. Lessons include direct instruction, ample opportunities for student practice, and proof of mastery. Teachers also have weekly time devoted to collaborative planning, practice, and data analysis with these curricular pieces. This collaborative planning time will be outside regular grade-level meetings to allow sufficient time for all important duties. Teachers will also receive implementation training, feedback from school leaders, and external support from curriculum partners to support our instructional schedule's structure best.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our daily schedule strategically infuses foundational skills. Students spend 90 minutes in small group literacy instruction, rotating through three small groups lasting 30 minutes each with embedded foundational skills throughout; therefore, our students receive a minimum of 30 minutes of foundational literacy skills instruction daily. One of the 30-minute blocks is specifically targeted toward students independently grappling with grade-level skills.

Students are taught using an evidence-based curriculum, Wit and Wisdom. Although rigorous and aligned to TN standards, Wit & Wisdom aids in knowledge building, and learners begin to read and understand. Knowledge multiplies—the earlier you learn, the better you do in later years. These time-tested and much-used materials help students get a head start on learning essential literacy

skills, knowledge across different fields, and the critical values of empathy and perseverance. Building this knowledge prepares students to reach their full potential and become empathetic and productive citizens in the real world. Our instructional schedule allows teachers to devote weekly time to collaborative planning, practice, and data analysis with these curricular pieces. This collaborative planning time will be outside regular grade-level meetings to allow sufficient time for all important duties. Teachers will also receive implementation training, feedback from school leaders, and external support from curriculum partners. Grade 3-5 instruction includes morphology, grammar, spelling, writing, and fluency.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Great Minds Wit and Wisdom

Supplemental Instructional Materials

Wit & Wisdom K-2

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener (aimswebPlus) K-5

Supplemental Screeners

- STEP: Strategic Teaching and Evaluation of Progress in Tier 1
- Reading A-Z in all Tiers
- i-Ready in all Tiers

Intervention Structure and Supports

At Beacon, we focus on both reading and math. We first begin with screening students on aimswebPlus, our universal screener, to determine students' instructional levels and areas of need in reading and math. From there, students are placed into the multi-tiered intervention program. Students who fall within the bottom 40% are provided Tier 2 or 3 intervention through RTI for a specific time to close their instructional gaps. Those students who may need more intensive support based on this data are provided with Tier 3 interventions. All other students receive Tier 1 intervention that aligns with grade-level standards and skills. Students who receive Tier 2 Intervention will receive a minimum of 30 minutes of daily support and be progress monitored every other week. Students receiving Tier 3 interventions will receive 45 minutes of daily intervention and be progress monitored every week. In all levels of intervention, students will receive targeted skills-based instruction that supports their specific skills deficits. As part of our multi-tiered intervention block, we use a variety of resources:

- STEP: Strategic Teaching and Evaluation of Progress in Tier 1
- Reading A-Z in all Tiers
- i-Ready in all Tiers

- Aimsweb for Progress Monitoring

Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress.

Parent Notification Plan/Home Literacy Reports

After screening, our school notifies all parents in grades K-5 if their child is “at-risk” or has significant reading deficiencies. Notification is sent to families via letter in their home language and in parent friendly verbiage. Letters include their percentile, the specific skill gaps their child demonstrated, and the school's intervention plan. In addition to the letter, the school team provides families with no cost activities that can be used at home to address each gap. For example, suppose a student struggles to identify letter sounds. In that case, 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, answer any parent questions, and model the activities that can be done at home. These literacy letters go home to families of K-3 students three times each year and annually for students in grades 4-5.

This year, our letters and also our verbal communication will include the importance of 3rd and 4th-grade reading proficiency and information on the pathway to 4th grade. The TN Literacy Law hinges on scores for the English language arts section of TNReady. Third graders who score “below” or “approaching” proficiency in that section may face retention if additional steps are not taken. Additional steps include attending Summer Learning Academy and/or attending tutoring for their entire fourth-grade school year. Fourth graders who fell short on last year's test but opted into summer school and tutoring must hit a specific growth goal to move on to fifth grade. After a student has been identified as “at-risk” or having significant deficiencies, the parent is provided with ongoing progress reports at least every four 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

Beacon teachers will also participate in 15 days of summer professional development. During these fifteen days, teachers will receive development on the tools associated with teaching foundational literacy and the science behind them, why they work, and how to successfully reach students. Development sessions for Amplify CKLA Skills and i-Ready cover phonological and phonemic awareness, phonics, and fluency. Wit & Wisdom sessions discuss phonics, fluency, and vocabulary acquisition. Teachers will receive at least one week of development on the Great Minds/Wit and Wisdom and one week of professional development regarding CKLA Skills.

2024 School Year – During the school year, teachers will receive ongoing support in implementing learning from the spring and summer. External support will come from curricular partners and teacher development contractors. Sessions during the school year will be tailored depending on data. Still, they will focus on planning, internalization, and adapting strong lessons in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary to meet student data needs.



Additionally, the school has built-in three full-day data analysis professional developments. These days allow staff to review assessment data, analyze results, and plan for instructional groupings. Every four weeks, data teams will meet to review progress monitoring data. This process will be repeated in Spring 2025 for teachers new to Beacon College Prep.

Our teachers have completed the Early Reading Training, and any new teachers are expected to complete this training as well.