



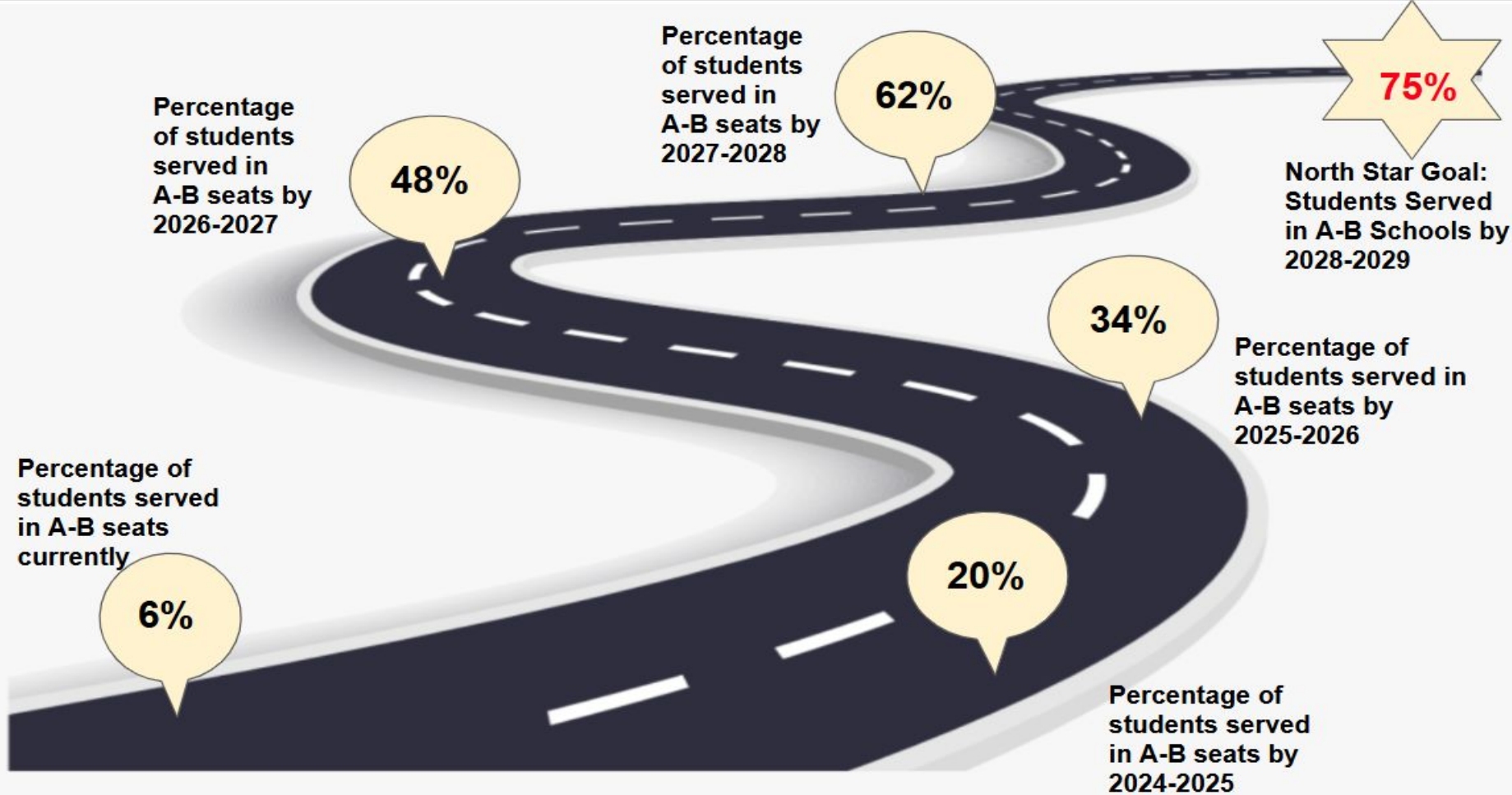
**Adoption of Amplify for MS  
RLA  
Abilene ISD**

*Mrs. Lyndsey  
Williamson*

*Executive Director for  
Secondary Education*

## North Star Goal

By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats.



# RLA STAAR Data

		12-13	13-14	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24
Reading-3rd	TX	81	76	77	73	73	77	76	67	76	76	74
	AI SD	78	75	78	73	71	76	70	61	69	71	69
Reading-4th	TX	72	74	74	75	70	73	75	63	77	77	82
	AI SD	72	71	70	77	67	66	71	54	67	71	76
Reading-5th	TX	87	86	87	81	82	84	86	73	81	81	78
	AI SD	87	89	85	80	81	80	82	66	75	73	72
Reading-6th	TX	72	78	77	69	69	69	68	62	70	77	75
	AI SD	73	74	70	66	64	65	60	52	56	69	68
Reading-7th	TX	78	76	76	71	73	74	76	69	80	78	72
	AI SD	79	77	72	61	67	68	70	59	70	70	60
Reading-8th	TX	90	90	88	87	86	86	86	73	83	83	78
	AI SD	91	91	88	83	82	84	83	63	70	77	68
E1	TX	69	67	71	65	64	65	68	67	65	72	67
	AI SD	68	70	69	66	60	60	63	62	60	67	62
E2	TX	79	69	72	67	66	67	68	71	72	74	75
	AI SD	75	68	71	71	64	67	64	67	71	72	72
Writing- 4th	TX	70	73	70	69	65	63	67	53	X	X	X
	AI SD	71	69	63	68	62	54	60	45	X	X	X
Writing- 7th	TX	71	72	73	69	70	69	70	63	X	X	X
	AI SD	75	73	64	61	59	62	60	55	X	X	X

## Program description



The **Strong Foundations Planning** grant provides support to LEAs to develop a strong instructional framework in **math** or **literacy**, provides optional adoption supports in selecting new high-quality instructional materials (HQIM) if LEAs choose to make a materials switch; and trainings to support creating systems to effectively manage instruction at the district level.

# Strong Foundations Planning

- A 50 member AISD Strong Foundations Planning Committee made up of teachers, administrators, and instructional specialists have led the work through the Strong Foundations Planning Grant.
- A smaller group, The Strong Foundations Planning Leadership Team, has led the work and guidance for moving forward.
- The majority of Summer and Fall of 2024 was spent learning more about what good Reading Language Arts instruction looks like and what it should include. Based on this learning, the Strong Foundations Planning Committee developed a learning framework.



## Literacy Instructional Framework

### Our Vision

All Abilene ISD educators will prioritize high quality, intentional literacy instruction through engagement in relevant reading and writing experiences to equip our students to be critical thinkers and effective communicators.

### Our Beliefs

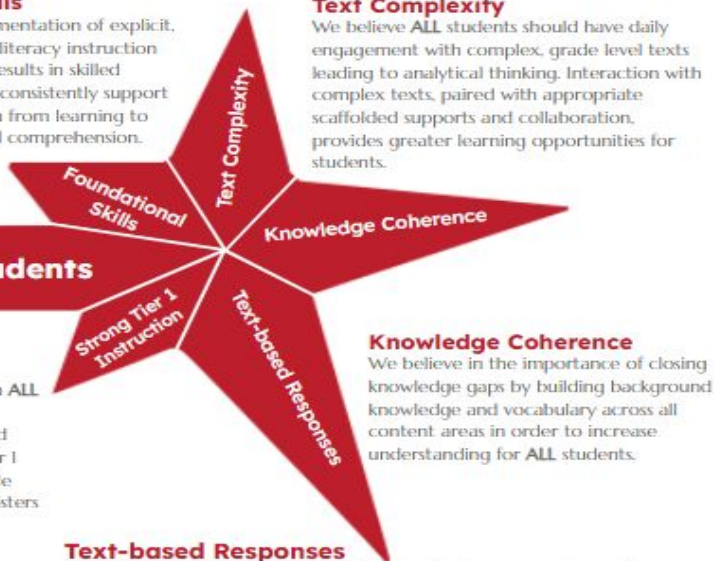
#### Foundational Skills

We believe in the implementation of explicit, systematic foundational literacy instruction for **ALL** students which results in skilled readers and writers. We consistently support students in the transition from learning to read to more thoughtful comprehension.

#### Equipped Students

#### Strong Tier 1 Instruction

We believe students from **ALL** backgrounds and performance levels should have access to strong Tier 1 instruction everyday, while creating a culture that fosters a love for literacy.



#### Text Complexity

We believe **ALL** students should have daily engagement with complex, grade level texts leading to analytical thinking. Interaction with complex texts, paired with appropriate scaffolded supports and collaboration, provides greater learning opportunities for students.

#### Knowledge Coherence

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We believe in the importance of closing knowledge gaps by building background knowledge and vocabulary across all content areas in order to increase understanding for **ALL** students.

#### Text-based Responses

We believe creating text-based written and oral responses across all content areas results in deeper understanding and critical literacy skills for **ALL** students.

## Our Actions

### District Leaders

- Create systems aligned to the shared vision of literacy instruction
- Provide quality materials, intentional professional development for campus leadership and teachers, and consistent instructional support in order to reach literacy goals
- Collaborate with campus leadership and teachers to make necessary adjustments to district support

### Campus Leaders

- Create opportunities for collaborative learning across the campus and grade levels aligned to a shared vision for literacy
- Engage in professional development alongside teachers and provide ongoing support
- Monitor literacy instruction and analyze data in order to guide coaching conversations and professional development opportunities
- Protect time for teachers to effectively plan and implement high quality Tier 1 instruction

### Teachers

- Daily internalize and implement lessons that prioritize a systematic approach to the development of foundational skills, fluency, vocabulary, reading, and writing
- Implement the scope and sequence of high-quality materials with fidelity
- Plan daily instruction around the complex, grade level texts and provide opportunities to engage analytically and build background knowledge
- Identify knowledge demands and vocabulary of each text and plan to systematically build knowledge students need to access the text
- Plan questions and responses that require students to provide text evidence through written and oral responses using academic language in complete sentences
- Provide students daily, authentic writing experiences that build skills to communicate ideas and apply new learning
- Use student data to monitor and adjust instruction to provide strong Tier 1 instruction as well as necessary scaffolds and supports

### Students

- Actively engage in learning by participating in class discussions, asking questions, seeking clarification when needed, and collaborating respectfully in order to deepen comprehension
- Be willing to take risks, give your best effort, accept feedback, and believe that mistakes are a part of learning
- Embrace challenges in literacy by reading complex texts, engaging in authentic writing experiences, and thinking critically
- Take ownership of your learning and academic achievement

### Families

- Prioritize student attendance
- Read and discuss books with your student(s)
- Communicate openly with students, teachers, and school
- Encourage your student to actively participate at school in order to reach their goals

# Strong Foundations Planning

TEA Learning Labs are opportunities for other districts to come and observe HQIM in classrooms.

## Learning Lab Campus Visits:

- October 2nd: 17 elementary teachers and administrators went to Crowley ISD.
- October 23rd: 6 secondary teachers and administrators went to Lubbock ISD.
- November 14th: 17 elementary teachers and administrators went to Lubbock ISD to observe Bluebonnet (piloting).
- January 16th: 13 secondary teachers and administrators went to Lubbock ISD.



# Strong Foundations Planning

In the Learning Lab classrooms, the group observed the following:

- Consistent curriculum and instruction across the campuses
- Engaged students asking relevant and thoughtful questions
- Significant time spent on reading and writing tasks
- Lessons centered around complex texts
- Higher order questions asked by teachers and students

# Amplify Curriculum Overview

Amplify is a curriculum that is organized by thematic units that integrates cross-genre texts. It focuses on high-quality rigorous texts and weaves in the TEKS using higher order questions and activities. It emphasizes building background knowledge throughout the unit.



### 6A: Dahl & Narrative

28 Lessons



### 6B: Mysteries & Investigations

32 Lessons



### 6C: The Chocolate Collection

26 Lessons



### 6D: The Greeks

27 Lessons



### 6E: Summer of the Mariposas

27 Lessons



### 6F: The Titanic Collection

25 Lessons



### 6G: Beginning Story Writing

1 Lesson



### Grammar 6th Gr

37 Lessons



### 7A: Red Scarf Girl & Narrative

31 Lessons



### 7B: Character & Conflict

30 Lessons



### 7C: Brain Science

25 Lessons



### 7D: Poetry & Poe

29 Lessons



### 7E: The Frida & Diego Collection

25 Lessons



### 7F: The Gold Rush Collection

25 Lessons



### 7G: Intermediate Story Writing

1 Lesson



### Grammar 7th Gr

37 Lessons



### 8A: Perspectives & Narrative

27 Lessons



### 8B: Liberty & Equality

32 Lessons



### 8C: Science & Science Fiction

29 Lessons



### 8D: Shakespeare's Romeo & Juliet

22 Lessons



### 8E: Holocaust: Memory & Meaning

21 Lessons



### 8F: The Space Race Collection

25 Lessons



### 8G: Advanced Story Writing

1 Lesson



### Grammar 8th Gr

37 Lessons

# Why did we select Amplify?

Initial conversation began with Mann's STEM redesign. They had to select a curriculum that was either state-adopted or satisfied a rubric that aligned with RBIS (cost for Mann will be covered by grant money).

After the visits to Lubbock ISD to see the RBIS in secondary classrooms, we began more conversations about Amplify in middle school.

With RBIS becoming increasingly emphasized by TEA, a curriculum that aligns is important.

It will be helpful to have all four middle schools teaching the same curriculum. We will also have the same model of curriculum K-8 with the adoption of Amplify at middle school (cost for Clack, Craig, and Madison will be covered by textbook designated funds).



# Amplify Pilot

Each middle school had at least one teacher pilot Amplify at the beginning of the spring semester.

Margaret Hope, Secondary RLA Coordinator, met with each one weekly to discuss planning, progress, and to internalize.

Teachers have noticed an increase in engagement, higher order thinking, and writing skills during the pilot.

Some piloting teachers plan to continue to use Amplify after STAAR for the rest of the year.

# Amplify Pilot Reflection

**Rachel Zayas, 7th RLA at Craig:** “As I am still navigating and getting to know the system, the most beneficial thing I have learned is the differentiated levels. Today with the Write Activity, students had sentence stems that helped support them with what I have been modeling and saying all along. It seemed to "click" better with them. As for student engagement, students are mostly ALL engaged, better behaved, and enjoying the "Red Scarf Girl" unit. It seems to be getting easier as we continue to move along. For that, I am grateful and cannot wait to see growth in their vocabulary and learning.”

**Lacey Henderson, 8th RLA at Madison:** “I am loving the varied assignments that Amplify incorporates. It is including resources that students need for those lessons, also. The only issue we have come across is the slow loading of articles and images as the students are working through the lessons.”

**Jennifer Mansker, 8th RLA at Madison:** “Piloting Amplify has been a positive experience in 8<sup>th</sup> grade. Seeing it in action in Lubbock ISD was very helpful. Once we figured out the ins and outs of the platform, the flexibility has been wonderful. The complex texts and above level questioning has been very helpful. I enjoy not wondering what material I will be using to teach skills. We are learning how to take the lessons and scaffold for academic students vs. honors students as well. I also really like the varied activities it includes- we are hitting all learning styles.”

Questions?