

Millington Municipal Schools

Foundational Literacy Skills Plan

Approved: May 27, 2021

Updated: July 22, 2022

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 district uses Benchmark Advance, a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. Millington Municipal primary school has literacy blocks that are 150 minutes daily in grades K-2. A minimum of 45 minutes is spent on foundational skills daily. The foundational skills block includes explicit instruction in phonemic awareness, phonics, word recognition, and sentence composition and fluency. Skills are modeled during mini lessons and students can practice the skills with their decodable readers. In addition to our Benchmark Advance curriculum, our teachers have been trained in Orton Gillingham multi-sensory strategies and use the three-part drill, sand writing, and blending boards. The scope and sequence of the curriculum carefully and systematically provides students with a strong, research-based foundation in literacy. Foundational skills instruction begins on the very first day of school and continues each day as students move from phonological awareness to phonemic awareness to phonics, and into connected text to apply the foundational skills they have learned. The foundational skills are taught using multi-sensory strategies to provide all learners the opportunity to master each skill. The skills are aligned in the scope and sequence to ensure that each subsequent skill builds on the skill taught before it. Confusing concepts are separated to avoid impediments to learning. For example, the short vowels e and i, which have similar sounds, are not taught one after the other. The pace of the curriculum is at a rate that allows children to grasp each concept as it is taught. The curriculum provides a continuous review cycle to ensure students can transfer the learned skills/concepts into long-term memory. The curriculum provides a plethora of texts, aligned to the skills being taught, to ensure that students cannot only apply the skills in isolation, but also while reading authentic texts.

The adoption of the high-quality instructional materials has changed how teachers prepare for instruction. Our improvements for next year will be grounded in lesson planning, and instructional strategies. Teachers will be provided professional development focused on teaching foundational skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district uses Benchmark Advance, a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional

Materials Quality Commission. Millington Municipal intermediate school has literacy blocks that are 90 minutes daily in grades 3-5. All daily instruction includes components of knowledge- building for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

Our improvements for next year are grounded in the implementation of the high-quality materials and the integration of literacy skills and knowledge. Teachers will be provided professional development focused on integrated literacy instruction.

Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

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

- The i-Ready Suite is our universal reading screener for grades K-3 for benchmarking and progress monitoring and is on the state approved list.
- Aimsweb is our universal reading screener for grades 4-5.
- Both universal screeners comply with the RTI² and Say Dyslexia requirements and are used to assess our students in the fall, winter, and spring.

Intervention Structure and Supports

In grades K-8, students have a designated time each day for intervention. Students scoring above the 25th percentile receive instruction on Tier 1 skills during the intervention period. Students scoring below the 25th percentile receive targeted instruction on their deficit skills in Tier 2 and Tier 3 during the intervention period. These intervention groups are taught by trained professional interventionists in small group settings where instruction is provided to focus on the students' deficit skills.

Students receiving instruction in Tier 2 and Tier 3 are progress monitored on their deficit skills weekly to determine their rate of improvement. RTI² data teams meet each 4.5 weeks to monitor and adjust intervention as needed. During these team meetings, decisions are made for individual students in regard to the frequency, duration, and intensity of intervention services needed. If students are not making adequate progress, the RTI data team will make adjustments in the intervention provided for individual students. As their skills improve due to intervention, these students move to the next level tier for the intervention block. Conversely, if students develop deficit skills through the school year, they are moved to Tier 2 or Tier 3 intervention to receive targeted instruction on their deficit skills. These groups are fluid, and students move between tiers as needed to address their deficit skills. All intervention groups are taught by trained instructors.

Parent Notification Plan/Home Literacy Reports

The notification process for parents is as follows:

- Following the initial benchmark testing in the Fall, parent brochures and letters are sent to parents of students who have been identified as Tier 2 or Tier 3 from the universal screening results.
 - o Parent notification letters include information about the specific interventions and supports that will be provided for students according to the TN RTI2 framework.
 - o Parent notification letters provide a clear explanation of students' skill deficits and provides a description of the intervention needed to address these gaps.
 - o Parent notification letters provide suggestions for "no-cost" activities for families to support student learning at home.
- Following each 4.5-week RTI2 review meetings, letters are sent to parents to update them on the progress of their child. Letters of communication include:
 - o Progress is as expected and RTI2 intervention will continue on the same Tier.
 - o Progress is good and the student will move to the next higher level of Tiered instruction.
 - o Progress is limited or insufficient and a change in intervention is needed.
- Following each subsequent benchmark assessment in Winter and Spring, letters are sent to parents of students who have been newly identified as Tier 2 or Tier 3 from the universal screening results.
 - o From the results of each benchmark screening, parents of students in grades K-3 are notified at least 3 times during the year of the results from each benchmark screening.
 - o Parents of students in grades 4-5 are notified at least once per year of the benchmark screening results
- Students who are identified as "at risk" for a significant reading deficiency are
 - o Parent notification letters also include information regarding the importance of students being able to read proficiently by the end of 3rd grade.
 - o Reading activities that parents may use with their students at home are also provided in this parent communication.
 - o Resources and information are included with this communication for parents regarding dyslexia.

Professional Development Plan

- Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

- o April 2021- Participating K-5 teachers, administrators, interventionists, ESL and SPED teachers will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 in July.
- o July 2021- Our district has registered for the cohort-based in-person training offered as Week 2 of the Early Literacy Training series for teachers. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- o We plan to include any remaining teachers in need of this training during the summer of June 2022.
- o In conjunction with the 360 Early Literacy Training series, Pre-K-5th grade teachers will receive the following literacy professional development: PLCs, Coaching Cycles, and focused Professional Development.