

Milan Special School District

Foundational Literacy Skills Plan

First Approved: May 28, 2021

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

Our district uses Wit and Wisdom for our students in grades K-2 and we supplement with the TN Foundational Skills Curriculum (TNFSCS), a “sounds first” curriculum, grounded in the science of reading and aligned to the TN ELA standards and is provided to us by the TN State Department of Education as an open resource. The K-2 literacy block provides students with 150 minutes of daily instruction to develop foundational literacy skills. The literacy block includes 60 minutes dedicated solely to explicit foundational literacy instruction using the TN Foundational Skills Curriculum (TNFSCS). This curriculum focuses on developing decoding and encoding skills through the foundational literacy components of phonological awareness, phonics, and fluency.

During the remaining 90 minutes of the literacy block each day, foundational literacy skills are embedded in ELA lessons and texts. Students will enhance their ability to read fluently, continue to expand their written and spoken vocabulary, and compose written thoughts using appropriate grammar, spelling, and while sharing their understanding (comprehension) of a complex text as outlined in the TN ELA standards.

Additionally, K-2 students will engage with the TNFSCS’s sounds first activities throughout the day during transition times which support student growth in phonological & phonemic awareness (examples include rhyming, syllable manipulation, beginning & ending sound fluencies, & alliteration). In addition to the standard 150-minute literacy block, Kindergarten students will have an additional 55-minute block for foundational literacy instruction and remediation in the first semester. During this block, teachers can respond to each of their student’s individual needs. Teachers are given autonomy to choose materials from the TNFSCS and structure the time to meet the needs of their students based on their data. We believe investing this time in kindergarten gives our students every opportunity to master the foundational skills necessary to become strong readers.

The scope and sequence of the TNFSCS provides instructors with an explicit order and method to effectively teach students to read throughout grades K-2. The curriculum offers frequent opportunities to assess students and provides resources to use with students when their

assessment data shows a need for further instruction, repetition, and/or remediation. The delivery of TNFSCS has changed how our teachers must prepare for foundational literacy instruction. We continue working to shift the focus of planning sessions to improving the delivery of the HQIM to meet the diverse needs of our students.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 3-5, our district provides students a daily, 90-minute integrated literacy block grounded in the science of reading and aligned to the TN ELA standards. Our district adopted Wit & Wisdom as our approved, knowledge-rich curriculum. This adopted curriculum embeds evidence-based approaches to applying foundational skills (morphology, decoding & encoding skills) through writing, spelling, and grammar as students work with grade-appropriate, complex texts. The curriculum provides students frequent opportunities to express their understanding (comprehension) of the text through speaking, listening, and writing activities. The activities within the curriculum are explicitly designed for students to increase their knowledge of the world, to increase their ability to express their understanding through writing and speaking while using their new vocabulary acquired through explicit & implicit means, and to become fluent readers of complex text. While foundational skills are embedded throughout the curriculum and schedules can vary daily, at least 30 minutes of foundational skills instruction is embedded in each day with a 15 minute “deep dive” into a specific component of literacy aligned with the expectations of the TN ELA standards.

Our curriculum also provides a grade-level fluency passage related to their curriculum that students practice at home with their families. This passage not only reinforces fluency but also reinforces vocabulary from the curriculum. The adoption of HQIM has changed how our teachers must prepare for instruction. Over the last few years, our teachers have backward-planned units of study and have begun lesson ownership to improve their understanding of our approved ELA curriculum. As part of the Access for All Learning Network (AALN), our teachers have participated in professional development to provide students with appropriate scaffolds and supports to access grade-level content in Tier I instruction. We continue working to shift the focus of planning sessions to improving the delivery of the HQIM to meet the diverse needs of our students.

Additional Information

While one student subgroup made ELA growth from 2021-22 to 2022-23, this subgroup did not grow at the same rate as all students. To continue the momentum of growth with this subgroup, we devised a plan including professional development, implementation with support, and monitoring of student progress throughout the year. In the days leading up to the start of school, district-level supervisors will lead professional development with our teachers. This professional development will focus on analyzing and developing an understanding of their students' data as the first step in writing appropriate goals. After the initial professional development, these teachers will collaborate to establish a process for monitoring student progress based on multiple measures. Teachers will be supported as they work to implement their plan for improving outcomes for this subgroup of students. At several points in the school year, these teachers will meet with their building administrators and/or district supervisors to report on the progress of these students and their next steps to improve each student's outcome.

Approved Instructional Materials for Grades K-2

Great Minds: Wit & Wisdom (waiver)

Approved Instructional Materials for Grades 3-5

Great Minds: Wit & Wisdom

Supplemental Instructional Materials

We use the TN Foundational Skills Curriculum Supplement as our foundational literacy curriculum in grades PreK-2.

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

Tennessee Universal Reading Screener (aimswebPlus)

Intervention Structure and Supports

Our district utilizes the Susan Barton Reading & Spelling Program for reading intervention in grades K-5 for students identified as “at-risk” for a significant reading disability, identified as having a significant reading deficiency, or identified as having dyslexic tendencies. All K-4 students are served in a daily intervention block for at least 45 minutes. Those with the most significant reading deficiencies or who have dyslexic tendencies engage with the Susan Barton Reading & Spelling program with a trained interventionist each day. Students in these groups are provided support and are progress monitored in their area of skill deficit to chart growth. Progress monitoring occurs twice monthly. Groups are adjusted based on individual student needs as reflected in RTI data meetings. The remaining K-4 students are grouped based on common skill deficits reflected in universal screener data and work with grade-level teachers on those specific areas. Students are progress monitored twice monthly. Progress monitoring data is analyzed to adjust instruction or implement other activities to better support the students. Groups are fluid, adjusted in consultation with classroom teachers, and are based on individual student needs as reflected in RTI data meetings.

Students in grade 5 who are “at risk” for significant reading deficiency, identified as having a significant reading deficiency, or are identified as having dyslexic tendencies are targeted through reading intervention are provided intervention aligned to their needs as identified through the universal screener and through a collaboration between the Tier I ELA instructors and the intervention team. The majority of students needing additional support to be successful in Tier I receive intervention through an accelerated learning model. This model is designed specifically to provide students with support in building content knowledge and filling skill deficits needed to engage with grade-level expectations. In addition to this model, a small portion of students need more intensive foundational skill support to be successful readers. These students receive instruction using the Susan Barton Reading & Spelling Program with a trained interventionist as a part of their 45-minute intervention block. Students are progress monitored every two weeks.

Intervention groups are designed to be fluid to support the needs of students as indicated by universal screening data, progress monitoring data, classroom benchmark assessments, and ELA Tier I work samples. Adjustments to student interventions (intensity, duration, materials) are determined in consultation with classroom teachers during RTI data meetings.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 if their child is “at risk” for or has a significant reading deficiency immediately following fall universal screening. Student scores are communicated through reports in parent-friendly language which explain student skill gaps and student needs. Parents are informed of what intervention their child will receive and when the intervention will begin. Parents are notified of their child’s progress and any needed changes to the current intervention plan throughout the year based on updated data.

Additionally, the parent notification includes information regarding free resources they can access to support their child’s literacy growth at home. Letters in grades K-3 include information about the importance of reading by the end of 3rd grade and information on the pathway to 4th grade. These parent notifications are sent home a minimum of three times per year in grades K-3, and a minimum of once yearly in grades 4 & 5. In addition to the parent notification letter, an aimswebPlus data report (written in parent-friendly language) is sent home outlining the student’s skill gaps and strengths.

Professional Development Plan

Our district recognizes the importance of providing this training for our teachers. During the summer of 2021, our district hosted two weeks of Week 2 Early Reading Training. During these two weeks, all of our elementary classroom teachers in grades PK-4, our elementary SPED teachers, and interventionists completed the two-week Early Reading Training (courses 1 & 2) sponsored by the TN State Department of Education. Our 5th-grade ELA & SPED teachers, our elementary & middle school administrators, our elementary resource specialist, our VPK Director, our K-8 Instructional Supervisor, and our 5th-grade interventionists also completed the two-week Early Reading Training. As our district hires new teachers and/or administrators, we work to ensure they have met the literacy requirements for licensure, completing the Early Reading Training Course 1.

In addition to the two-week Early Reading Training, PreK-5 teachers will continue to receive the following literacy professional development and support: PLCs, focused PD from the district level, IPG walkthroughs, and coaching support from district leaders and our resource specialist. Teachers may review foundational literacy instructional videos (on Best for All Central) as they prepare for upcoming lessons. Additionally, teachers can access a video of correct sound pronunciation to review, and practice sounds before instruction. To further literacy development, teachers meet in PLCs to discuss student work. The meeting entails reviewing student work for strengths and areas to grow then determining specific strategies the teachers can use to improve student work results. In weekly preparation sessions, teachers in grades 3-5 preview deep dives in upcoming lessons. The deep dives focus on vocabulary, morphology, and grammar skills which are applied in student work. Our current ELA HQIM contains grade-level fluency passages for students to practice at home. In



In addition to the grade-level passages, our teachers often provide students with an additional fluency passage aligned to their reading level based on universal screener data.