

**Milan Special School District**  
**Foundational Literacy Skills Plan**

**Approved: May 28, 2021**

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**

Daily Foundational Literacy Skills Instruction in Grades K-2

Our district uses the TN Foundational Skills Curriculum (TNFSC), 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 with the primary focus of foundational literacy. The literacy block includes 60 minutes dedicated solely to explicit foundational literacy instruction provided using the TN Foundational Skills Curriculum (TNFSC). 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, students will continue to engage in foundational literacy components. 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 clearly sharing their understanding (comprehension) of a complex text as outlined in the TN ELA standards. Additionally, K-2 students will engage with the TNFSC’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).

The scope and sequence of the TNFSC provides a clear explicit order and method to effectively teach students to read over the course of grades K-2. The curriculum provides 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 adoption of new HQIM has changed how our teachers must prepare for instruction. Our teachers have worked diligently this first year to effectively plan for and implement our approved ELA curriculum. We continue working to shift the focus of planning sessions to delivery of the HQIM in order to meet the diverse needs of our students.

**Daily Foundational Literacy Skills Instruction in Grades 3-5**

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 with 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 a fluent reader of complex text. While foundational skills are embedded throughout the curriculum, each day's lesson has a 15 minute "deep dive" into a specific component of foundational literacy aligned to the expectations of the TN ELA standards. Our curriculum also provides an additional grade level fluency passage related to their curriculum that students practice at home with their family. This passage not only reinforces fluency, but it also reinforces vocabulary from the curriculum.

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### **Approved Instructional Materials for Grades K-2**

Approved waiver for other materials

### **Approved Instructional Materials for Grades 3-5**

Great Minds - 3-5 Wit and Wisdom

### **Additional Information about Instructional Materials**

We have chosen to adopt the TN Foundational Skills Curriculum as our Foundational Literacy Component in grades PreK-2, and we adopted Wit & Wisdom as our K-2 knowledge curriculum. The TN Foundational Skills Curriculum was not an option from the drop-down menu above.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

Universal Screener

Our district administers aimswebPlus as our universal screener for reading and math in grades PK-5 three times annually (fall, winter, & spring). Students are screened for dyslexic tendencies using the Susan Barton Reading and Spelling Screener as data identifies a need.

### **Intervention Structure and Supports**

RTI2 Reading Intervention Structure

Milan Special School 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 students in K-4 are served in a daily intervention block for a minimum of 45 minutes. Those with the most significant reading deficiencies or have dyslexic tendencies engage with Susan Barton Reading & Spelling program with a trained interventionist each day. Students in these groups 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 used to make determinations about how 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 as well. These students engage with the Susan Barton Reading & Spelling Program with a trained interventionist each day for approximately 45 minutes. These students are progress monitored every two weeks. Intervention groups are designed to be fluid to support the needs of students as reflected in universal screening and progress monitoring data. Adjustments to student interventions are determined in consultation with classroom teachers during RTI data meetings.

### **Parent Notification Plan/Home Literacy Reports**

#### Parent Notification Plan

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 being able to read by the end of 3rd 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 aimsweb data report (written in parent friendly language) is sent home outlining the student’s skill gaps and skill strengths.

Our current foundational literacy curriculum contains weekly letters to inform families about skills students will be learning.

### **Professional Development Plan**

#### Professional Development Plan for Teachers



During the summer of 2021, our district is hosting two weeks of Week 2 Early Reading Training. Our district recognizes the importance of providing this training for our students. This summer all of our elementary classroom teachers in grades PK-4, our elementary SPED teachers, and interventionists will have completed the two week Early Reading Training 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 have also committed to completing the two week Early Reading Training this summer as well.

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.