

Millington Municipal Schools

Foundational Literacy Skills Plan

Last Updated: June 22, 2023

Approved: June 5, 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 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 and 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 Advance

Approved Instructional Materials for Grades 3-5

Benchmark Advance

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

We administer the Tennessee Universal Reading Screener, aimswebPlus, to our students in grades K-5.

Intervention Structure and Supports

In grades K-8, students have a designated time each day for intervention. Students scoring above the 40th percentile receive instruction on Tier 1 skills during the intervention period. Students scoring below the 40th percentile receive targeted instruction on their deficit skills in Tier 2 (16th-40th percentile) and Tier 3 (0-15th percentile) during the intervention period (Tier 2-30; Tier 3 up to 60 minutes daily). Additional student data points are considered for intervention groups. 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 regarding the frequency, duration, and intensity of intervention services needed. If students are not making adequate progress, the RTI data team will adjust 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 home literacy letters are sent to parents of students who have been identified as having a significant reading deficiency or are at risk (Tier 2 or Tier 3) from the universal screening results. Parent notification letters include information about the specific interventions and supports that will be provided for students according to the TN RTI² framework. Parent notification letters provide a clear explanation of students' skill deficits and provides a description of the intervention needed to address these gaps as well as provide suggestions for "no-cost" activities for families to support student learning at home. Parents of students in grades K-3 are notified at least 3 times during the year of the results from each benchmark screening. Parents of students in grades 4-5 are notified at least once per year of the benchmark screening results along with all additional information. Parent notification letters also include information regarding the importance of students being able to read proficiently by the end of 3rd grade and information on the pathway to 4th grade. Reading activities that parents may use with their students at home are also provided in this parent communication. Resources and information are also included with this communication for parents regarding dyslexia.

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:

- Progress is as expected and RTI² intervention will continue the same Tier.
- Progress is good, and the student will move to the next higher level of Tiered instruction.
- 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.

Professional Development Plan

K-5 teachers in our district have participated in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. We will ensure any new teacher to the district completes the training prior to teaching. In addition, Millington Municipal Schools will partner with All Memphis Literacy to provide 40 plus hours of professional training on the Orton-Gillingham strategies. The partnership will provide coaching for all K-2 literacy teachers in foundational reading instruction. Interventionists in grades K-5 will also receive specialized coaching and support on the science of reading.