

STRIVE Collegiate Academy
Foundational Literacy Skills Plan

Approved: June 6, 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

N/A- we do not have K-2 at STRIVE

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our school has a 90 minute English Language Arts (ELA) block that is taught based on the TN State Standards. Foundational skills instruction is embedded within the 90 minute ELA block. During this block, teachers utilize a state approved curriculum, Great Minds Wit & Wisdom curriculum. The students have ELA Monday - Friday, which Monday, Tuesday, Thursday and Friday's class being 90 minutes and Wednesday classes being 60 minutes. Students' instruction is not only aligned to the TN state standards, but also includes morphology, grammar, spelling, writing and fluency. Alongside the daily instruction students receive explicit supports for fluency, vocabulary, and comprehension. Foundational skills are not only embedded in the curriculum, we utilize the additional 30 minutes to build upon what the curriculum provided.

Approved Instructional Materials for Grades K-2

N/A

Approved Instructional Materials for Grades 3-5

Great Minds - 3-5 Wit and Wisdom

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

We utilize FASTBridge as our universal reading screeners. We use the full suite of assessments on the FASTBridge and it complies with the dyslexia screening requirements established in 49-1-229. Our students take this assessment three times per year and we utilize it for progress monitoring to provide the necessary data for our team and families.

Intervention Structure and Supports

In the fall, students are given a universal screener (FASTBridge) to determine which students have a significant reading deficiency or are "at-risk". Our team reviews universal screener data to determine

which students score between the 0-25th percentile. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment in FASTBridge to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive small group intervention 4 times per week for at least 45 minutes in their area of greatest deficit. We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our team can tailor the needs of our RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as SPIRE) become an option. Data teams meet every three weeks to determine if a change in the intervention or the person providing the intervention is warranted. Data teams use progress monitoring data to inform decisions about duration, changes when a student is not showing progress. The data team also looks at other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider. Intervention takes place four times a week during our Learning Lab time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive intervention using the SPIRE program.

Parent Notification Plan/Home Literacy Reports

Our school sends home a Parent Literacy Notification Letter in parent friendly language, which has been provided. In the parent notification letter, we provide a clear explanation of skill gaps and the depth and extent of student need. The letter will also provide information about how those gaps will be addressed during intervention. In the plan, it will be no cost activities provided for families to ensure they have the necessary support to support their child(ren) at home. In the letter we incorporate information regarding the importance of 3rd grade reading proficiency. Lastly, the letter includes a clear plan to communicate with families at least once a year.

Professional Development Plan

Teachers within our school participate will participate in the free and optional Reading 360 Early Literacy Training alongside training provided by FASTBridge & Freckle Education. All of these trainings align to assessing and supporting students in learning phonics, phonemic awareness, vocabulary, etc. June 2021 - A cohort of our teachers will participate in Week 1 online training of the Early Literacy series training. July 2021 - We will partner with outside vendors (FASTBridge, Freckle Education, Corrective Reading, and the Achievement Network) to provide our team with additional literacy professional development. August 2021 - March 2022 - We will have regular professional development sessions to build skills in execution and analysis for all staff at STRIVE. In addition to the PD sessions, teachers receive weekly Content Team meetings, Coaching Cycles and Instructional Walkthroughs in partnership with the MNPS (our LEA), Instruction Partners, and the Achievement Network using the IPG.



Additional Information about this Foundational Literacy Skills Plan

Our focus is literacy and we consistently incorporate literacy throughout all of our content areas.