

Intrepid College Prep

Foundational Literacy Skills Plan

Approved: May 29, 2021

Updated: February 23, 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

N/A Opportunity Academy Middle School only serves grades 5-8.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our 5th grade curriculum calls for daily, embedded foundational skills instruction that includes components of knowledge and background building with a minimum of 30 minutes of embedded instruction with explicit supports for morphology, grammar, spelling, writing, and fluency, vocabulary, or comprehension.

Our middle school has 2 core literacy blocks in grade 5. All fifth grade students attend a 50 minute integrated ELA block daily all year. They also receive a second 50 minute integrated composition and grammar 5x weekly to provide students with additional instruction in those areas, averaging to 100 min of daily literacy instruction across the year.

Both the core ELA course and the second composition and grammar courses of study are aligned to the TN ELA standards and reading science. In grade 5, we use internally designed curricula that draw from Achievement First's open source curriculum and are supplemented by No Red Ink, revised or organized to align with mastery of the TN ELA standards. Though the daily instructional routine varies, all daily instruction includes components for both knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day.

The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection. For example, in our core literacy block, students may activate prior knowledge or briefly build background knowledge needed to build schema for the day's reading. Then, students likely engage in independent or partner work in a complex, grade level text with a prompt from the teacher - either silently or aloud, making annotations to make their thinking visible and to help them with literal and deeper comprehension of the text. Through a series of scaffolded questions and prompts, through both discussion and writing, students summarize the core content of the text, engage in textual analysis aligned with the

standard(s) of the day, and engage in word and sentence level analysis to build meaning individually, in pairs or small groups, and as a whole group.

Students also receive explicit vocabulary instruction, wherein teachers provide explicit instruction for the Tier 2 or Tier 3 vocabulary words needed to engage fully in the day's lesson or tasks. In some lessons, students may engage in more intensive analysis of morphemes to understand how they can use parts of words to determine meaning, and then use their word knowledge as they engage in their other literacy activities.

Approved Instructional Materials for Grades K-2

Approved waiver for other materials

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

Additional Information about Instructional Materials

Charter agreement is uploaded to note our instructional materials.

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

In 5th grade we use iReady as our universal screener. This is issued 3 times per year (Fall, Winter, Spring). For students who are identified as "at-risk" staff completes the teacher observation questionnaire for dyslexia and also uses DIBELS testing for phonological and phonemic awareness, sound-symbol recognition, alphabetic knowledge, and decoding skills. Staff uses AIMSweb for encoding skills and CTOPP-2 for rapid naming screening. These interventions comply with the dyslexia screening requirements established in § 49-1-229 and with the universal screening requirements established in Tennessee's RTI² framework manual.

Intervention Structure and Supports

In the fall, students are given a universal screener to determine which students are potentially at risk. Our school principals, special education coordinators, school psychologist, and grade level English teachers review data from the screener to determine which students' score is between the 0-25th percentile. Students demonstrating need and classified as Tier II or Tier III are given an additional screeners to determine potential dyslexia intervention, per Tennessee law requirements, and to further determine appropriate placement in intervention groups allowing us to more strategically group students by need.

Students receive daily, small-group intervention for 50 minutes. This intervention happens in the Intervention blocked outlined on the schedule above and during community circle on Wednesdays. The personalized learning time for students who qualify for RTI is tailored to their specific needs and delivered in student:teacher ratios that reflect that requirements for Tier II or Tier III intervention. Depending on the identified need, Intrepid determines the appropriate intervention a student will receive. Students with comprehension deficits receive strategic pre-teaching of text and text

features as well as explicit vocabulary instruction on Tier II and Tier III vocabulary words. Additionally, intervention providers include explicit modeling of annotation strategies to help make visible the deep thinking done during reading, and scaffolded questioning. Students also receive explicit vocabulary instruction on Tier II and Tier III words. Fluency practice is embedded within these daily intervention routines. Some students also receive a research-based intervention including the Orton Gillingham approach.

Data teams meet to review progress monitoring data to determine if the student is responding to the intervention and/or if a change in the intervention is necessary. Data teams view this information holistically including evaluating a student's attendance record, engagement in the intervention, and consideration to any other potential formative data students that would indicate a response to the intervention.

Depending on this view, the school team determines if a change in the intervention or the intervention provider is needed. All intervention structures and supports align with the RTI² Manual.

Parent Notification Plan/Home Literacy Reports

Our parent letters provide a clear explanation of skill gaps and the depth and extent of student need. Our parent letters provide information about how the literacy skills gaps will be addressed in intervention. Intrepid has a parent communication model that provides communication every 4.5 weeks at a minimum. This ensures we meet the requirement of an annual literacy report to our families.

Within this letter, we share literacy progress with families and notify them of "at-risk" status within existing communications. These communications are intended to supplement our overall communication plan but they specifically name which interventions students are involved in, the importance of reading by third grade, and free reading activities to be implemented at home. All communications are provided in family-friendly terms in two primary languages (English and Spanish) with additional at-risk communications provided in Arabic as well. The cadence of communication is as follows:

- Mid-way through quarter 1: Progress report, beginning of year family literacy report, supplementary communication explaining data and at risk status as well as tier of intervention (see attached letter)
- End of Quarter 1: student report card and intervention update
- Mid-way through quarter 2: Progress report and intervention update
- End of Quarter 2: student report card and mid-year intervention update; mid-year data report
- Mid-way through quarter 3: student progress report and intervention update
- End-of-quarter 3: student report card and intervention update
- Mid-way through quarter 4: student progress report and intervention update
- End of quarter 4: end of year report card and end-of year data report

Professional Development Plan

Intrepid provides PD throughout the year with weekly PD on Wednesday afternoons, a summer PD session lasting three weeks, and lastly, 5 PD days scheduled in the calendar year.

- Intrepid uses the summer PD to do a deep dive in intervention and foundational literacy skills with modules and trainings in Orton-Gillingham for 5th grade staff and specific training on phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- PD during the year focuses on analyzing data from universal screeners and collaboration on planning. This includes how to implement research based interventions in RTI groupings and how to properly progress monitor students.
- Additionally teachers will be required to participate in the free 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:

- All teachers of grades in grades Pre-K through five that have not already done so 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 of the Early Reading Training.

Additional Information about this Foundational Literacy Skills Plan

This plan only addresses 5th grade since Intrepid College Prep only serves 5-12.