

Intrepid College Preparatory Incorporated

Foundational Literacy Skills Plan

Last Updated: February 23, 2024

Approved: June 24, 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

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our 5th grade ELA curriculum calls for daily, embedded foundational skills instruction that includes components of knowledge and background building with a minimum of 30 minutes of embedded foundational literacy skills instruction with explicit supports for morphology, grammar, spelling, writing, and fluency, vocabulary, or comprehension. Our middle school has an extended 100-minute literacy block in grade 5. All fifth-grade students participate in this extended literacy block, which integrates all TN English Language Arts Standards, including reading, writing, grammar, and vocabulary instruction, and utilizes reading science each day throughout the year.

In grade 5, we use internally designed curricula which draws from Achievement First's open-source curriculum and is supplemented by No Red Ink, revised and organized to align with mastery of all 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. 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 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, in 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

N/A

Approved Instructional Materials for Grades 3-5

Achievement First--Approved waiver

Universal Reading Screener for Grades K-5

i-Ready Suite (5th Grade)

Intervention Structure and Supports

In the fall, students are given a universal screener (I-Ready Suite) to determine which students are potentially at risk. Our school principal, grade level leads, special education coordinators, school psychologist, and grade level English teachers review data from the I-Ready Suite to determine which students' screener score is between the 0-40th percentile. Students demonstrating need and classified as Tier II or Tier III are given an additional diagnostic assessment to determine potential dyslexia intervention, per Tennessee law requirements, and to further determine specific deficits and appropriate placement in groups allowing us to more strategically group students by need. Students who demonstrate characteristics of dyslexia receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our school uses a research-based supplemental program as one intervention for students with characteristics of dyslexia and notifies families of students who demonstrate characteristics of dyslexia.

Students who qualify for Tier II or Tier III intervention receive daily, small-group intervention for 45 minutes in their area of greatest deficit. This intervention happens in the morning Intervention blocked outlined on the master schedule. The personalized learning time for students who qualify for RTI is tailored to their specific needs and delivered in student: teacher ratios that reflect the 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 utilize 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 research-based intervention including the Orton Gillingham approach.

Data teams meet each month 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.

Parent Notification Plan/Home Literacy Reports

Our school notifies families in all grade levels if their child has a significant reading deficiency (as evidenced by students scoring at or below the 15th percentile) or is at-risk of a significant reading deficiency (as evidenced by students scoring between the 16th and 40th percentile) immediately after our students complete the fall universal screener. 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 gaps will be addressed during intervention. Intrepid has a parent communication model that provides communication every 4 weeks at a minimum. We share progress with families and notify 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 two primary languages (English and Spanish) with additional at-risk communications provided in Arabic as well. The cadence of communication is as follows:

- Immediately after Fall Screener: Beginning of year I-Ready family report, supplementary communication explaining I-Ready report and at-risk status as well as tier of intervention (see attached letter)
- Mid-way through Quarter 1: Progress report, including summary of child’s progress, or lack of progress, after monthly data team meetings; in the family notifications/communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (that do not require purchased resources) that will support students around the deficit (activities are not tailored by child but tailored by skill deficit generally).
- End of Quarter 1: Q1 student report card and intervention update from data team
- Mid-way through Quarter 2: Progress report and intervention update from data team
- End of Quarter 2: Q2 student report card and mid-year intervention update; mid-year i-Ready benchmark report
- Mid-way through Quarter 3: Progress report and intervention update from data team *End-of-Quarter 3: Q3 student report card and intervention update from the data team
- Mid-way through Quarter 4: student progress report and intervention update from the data team
- End of Quarter 4: end of year report card and end-of year I-Ready report

Professional Development Plan

Intrepid provides PD throughout the year with weekly PD on Tuesday afternoons, a summer PD session lasting two 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, collaboration on planning, and data meetings. This includes how to implement research-based interventions in RTI groupings and how to properly progress-monitor students. Also, teachers must participate in the free Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.

Additional Comments

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