

Foundational Literacy Skills Plans Rubric

Instructions: Each indicator below must be present in the Foundational Literacy Skills Plan in order to be approved by the department. Any indicators that are highlighted in yellow need to be added to the plan to resubmit. The notes section can be used to provide feedback.

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n/a

| Foundational Literacy Skills Plan Component | Criteria for Success | Does Not Meet Expectation | Meets Expectation | Notes for LEA |
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| Daily Foundational Skills Instructional Time: Grades K-2 | <ul style="list-style-type: none"> Instructional time includes a minimum of 45 minutes of foundational skills instruction Instruction is aligned to the TN state standards Foundational skills instruction is demonstrated as the primary form of instruction Includes explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension | All criteria are not met | All criteria are met | n/a |
| Artifact 1: Grades K-2 Master Schedule | <ul style="list-style-type: none"> Master schedule indicates a minimum of 45 minutes of foundational skills instruction Foundational skills instruction is demonstrated as the primary form of instruction | All criteria are not met | All criteria are met | n/a |
| Daily Foundational Skills Instructional Time: Grades 3-5 | <ul style="list-style-type: none"> Instructional time includes a minimum of 30 minutes of foundational skills instruction (isolated or embedded) Instruction is aligned to the TN state standards and includes morphology, grammar, spelling, writing, and fluency An evidence-based approach is used to teach foundational skills Includes explicit supports for fluency, vocabulary, and comprehension | All criteria are not met | All criteria are met | No action required. |

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| <p>Artifact 2: Grades 3-5 Master Schedule</p> | <ul style="list-style-type: none"> Master schedule indicates a minimum of 30 minutes of foundational skills instruction (isolated or embedded) | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required.</p> <p>Your schedule could be strengthened by including “foundational skills” in your ELA block.</p> |
| <p>Adopted Foundational Skills Instructional Materials: Grades K-2</p> | <ul style="list-style-type: none"> Selected instructional materials are on approved state adoption list Instructional materials include complete alignment to the TN foundational skills standards <i>If district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Instructional materials have approved waiver Waiver is included | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>n/a</p> |
| <p>Adopted Foundational Skills Instructional Materials: Grades 3-5</p> | <ul style="list-style-type: none"> Selected instructional materials are on approved state adoption list <i>If district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Instructional materials have approved waiver Waiver is included | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required.</p> <p>Waiver included.</p> |

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| <p>Universal Reading Screener</p> | <ul style="list-style-type: none"> • Universal Reading Screener is selected • Complies with RTI² screening requirements outlined in Tennessee’s RTI² framework manual • Complies with the dyslexia screening requirements established in § 49-1-229 • Allows for three screening assessments annually | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required.</p> |
| <p>RTI² Reading Intervention Structure</p> | <ul style="list-style-type: none"> • Intervention schedules are aligned with expectations outlined in the RTI² manual • Interventions are evidence-based and differentiated based by Tier II and III • Interventions address specific skill gaps and progress monitor specific gaps • Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress • Intervention schedule is included | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required.</p> |
| <p>Artifact 3: Intervention Schedule</p> | <ul style="list-style-type: none"> • Intervention schedules are aligned with expectations outlined in the RTI² manual | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required.</p> |
| <p>Parent Notification Plan: Home Literacy Reports</p> | <ul style="list-style-type: none"> • Parent Notification Plan details student scores in parent-friendly language • Provides clear explanation of skill gaps and the depth and extent of student need • Provides information about how those gaps will be addressed during intervention | <p>All criteria are not met</p> | <p>All criteria are met</p> | <p>No action required</p> |

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| | <ul style="list-style-type: none"> • Plan includes no-cost activities for families to support learning at home • Provides information on the importance of 3rd grade reading proficiency • Includes clear plan to communicate with parents three times a year in grades K-3 and annually in grades 4 and 5 • Sample letters (grades K-3 & 4-5) included | | | |
| Artifact 4: Sample Grades K-3 Letter | <ul style="list-style-type: none"> • Parent Notification Plan details student scores in parent-friendly language • Provides clear explanation of skill gaps and the depth and extent of student need • Provides information about how those gaps will be addressed during intervention • Plan includes no-cost activities for families to support learning at home • Provides information on the importance of 3rd grade reading proficiency | All criteria are not met | All criteria are met | n/a |
| Artifact 5: Sample Grades 4-5 Letter | <ul style="list-style-type: none"> • Parent Notification Plan details student scores in parent-friendly language • Provides clear explanation of skill gaps and the depth and extent of student need • Provides information about how those gaps will be addressed during intervention • Plan includes no-cost activities for families to support learning at home | All criteria are not met | All criteria are met | No action required. |

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| | <ul style="list-style-type: none"> Provides information on the importance of 3rd grade reading proficiency | | | |
| Professional Development Plan for Teachers | <ul style="list-style-type: none"> Professional Development Plan provides deep training to teachers in grades K-5 on foundational skills instruction grounded in a phonics-based approach Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary Training providers are experienced with proven track record of supporting districts Teachers are required to demonstrate knowledge and competency Is absent of cueing or MSV strategies Sample professional development calendar is included | All criteria are not met | All criteria are met | <p>No action required.</p> <p>All 5th grade teachers will attend state literacy training.</p> |
| Artifact 6: PD Calendar | <ul style="list-style-type: none"> Includes teachers in grades K-5 Equivalent of one week Indicates who the trainers are and how they are qualified Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary Indicates how teachers are required to demonstrate knowledge and competency | All criteria are not met | All criteria are met | No action required. |