

STRIVE'S FOCUS FOLDER FLOWCHARTS

AMIRA

K-6th Bundle

Updated 1/13/2026



STRIVE Consulting

SUPPORTING teachers in improving teaching and learning by: building TRUSTING relationships | being RESPONSIVE to teacher needs, using solutions oriented INNOVATIVE thinking | VALIDATING achievement and progress for teachers and students | ENGAGING with teachers in their hard work

Using a Body of Evidence

When using Flowcharts to sort students into instructional groups, it is important to collect and use a body of evidence to inform the grouping process. Consider the following questions when grouping students using Flowcharts.

- Is this the right group for this student?
- Is this the stage of reading development the student needs the most support with?
- Does this student fit with the other students in the group?
- What other data will help?
- What other sub-tests should be considered?
- What data do we have from classroom assessments?
- What data do we have from formative assessments?
- What data do we have from intervention assessments?
- How can item analysis from sub-tests and other assessments help pinpoint instructional needs even further?

Explanation of scoring changes for AMIRA Reading and implications for flowchart revisions.

The STRIVE Data System Flowcharts utilized AMIRA test data and reports under the following settings.

Assessment Configuration: AMIRA ISIP

Cutline Configuration: Levels

The addition of the **ARM (AMIRA Reading Mastery) Score** to AMIRA Reading Reports gives an additional composite score for overall reading skills, in addition to the Overall Reading Score still reported with the AMIRA ISIP Assessment Configuration.

The ARM score is norm-referenced and presented on a grade-level equivalency scale, allowing educators to assess a student's reading ability relative to peers nationwide. The weighting of each component is empirically determined based on predictive analyses of end-of-year reading outcomes, with a greater emphasis on ORF as grade levels increase. .1 on an ARM Score represents a month in school so a student's ARM score should ideally increase by 0.1 for each month since their last benchmark assessment .

Components used in the ARM Score calculation by grade level:

Kindergarten: PA, LK, RAN, ORF, Listening Comprehension

1st Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

2nd Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

3rd Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

4th Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

5th Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

6th Grade: PA, RAN, High Frequency Words, ORF, Listening and Reading Comprehension

Kindergarten Flow Chart Fall to Winter - AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	240 or below Pink sticky note	241-266 Yellow sticky note	267-289 Green sticky note	290 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 0.1 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 0.09 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 252 and above on LK are placed in Group D and students with a score of 251 or below on LK are placed in Group C. Students on the left side with a 244 and above on PA are placed in Group B. Students with a 243 or below on PA are placed in Group A.</i>			
	ARM 0.09 or below 		ARM 0.1 and above 	
Step 3	PA 243 or below  Group A	PA 244 and above  Group B	LK 251 or below  Group C	LK 252 and above  Group D
Note: There is a significant amount of "gray area" when sorting kindergarten data. Teachers might need to use best judgment on students who don't align neatly with the numbers. Progress monitoring will indicate movement very quickly for Kindergarten students if strategies from the focus sheet are used.				

PA- Phonemic Awareness

LK- Letter Knowledge

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ARM- Amira Reading Mastery

Kindergarten Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	280 or below Pink sticky note	281-309 Yellow sticky note	310-331 Green sticky note	332 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 0.5 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 0.49 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 285 and above on AD are placed in Group D and students with a score of 284 or below on AD are placed in Group C. Students on the left side with a 302 and above on PA are placed in Group B. Students with a 301 or below on PA are placed in Group A.</i>			
	ARM 0.49 or below 		ARM 0.5 and above 	
Step 3	PA 301 or below  Group A	PA 302 and above  Group B	AD 284 or below  Group C	AD 285 and above  Group D
Note: There is a significant amount of "gray area" when sorting kindergarten data. Teachers might need to use best judgment on students who don't align neatly with the numbers. Progress monitoring will indicate movement very quickly for Kindergarten students if strategies from the focus sheet are used.				

ARM- Amira Reading Mastery

PA- Phonemic Awareness

AD- Alphabetic Decoding

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Kindergarten Flow Chart Spring AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	298 or below Pink sticky note	299-329 Yellow sticky note	330-351 Green sticky note	352 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 0.9 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 0.89 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 306 and above on AD are placed in Group D and students with a score of 305 or below on AD are placed in Group C. Students on the left side with a 316 and above on PA are placed in Group B. Students with a 315 or below on PA are placed in Group A.</i>			
	ARM 0.89 or below 		ARM 0.9 and above 	
Step 3	PA 315 or Below  Group A	PA 316 and above  Group B	AD 305 or below  Group C	AD 306 and above  Group D
Note: There is a significant amount of "gray area" when sorting kindergarten data. Teachers might need to use best judgment on students who don't align neatly with the numbers. Progress monitoring will indicate movement very quickly for Kindergarten students if strategies from the focus sheet are used.				

ARM- Amira Reading Mastery

PA- Phonemic Awareness

AD- Alphabetic Decoding

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1st Grade Flow Chart Fall to Winter-AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	303 or below Pink sticky note	304-330 Yellow sticky note	331-353 Green sticky note	354 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 1.1 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 1.09 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 352 and above on SPL are placed in Group D and students with a score of 351 or below on SPL are placed in Group C. Students on the left side with a 298 and above on AD are placed in Group B. Students with a 297 or below on AD are placed in Group A.</i>			
	ARM 1.09 or below 		ARM 1.1 and above 	
Step 3	AD 297 or below  Group A	AD 298 and above  Group B	SPL 351 or below  Group C	SPL 352 and above  Group D
These are guidelines for using AMIRA data. In addition, use your professional judgement, other data sources, and the targeted activities to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with, and then use other data to determine where to place each sticky note. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 1.1, you would place the student on the right side of the chart. Then, if the student has a 298 on AD and a 345 on SPL, you will still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data to determine possible movement to another group.				

ARM- Amira Reading Mastery

AD- Alphabetic Decoding

SPL- Spelling

Updated: 01-13-2026

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1 st Grade Flow Chart Winter to Spring-AMIRA					
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.				
If...	328 or below Pink sticky note	329-360 Yellow sticky note	361-386 Green sticky note	387 and above Blue sticky note	
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 1.5 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 1.49 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 384 and above on SPL are placed in Group D and students with a score of 383 or below on SPL are placed in Group C. Students on the left side with a 322 and above on AD are placed in Group B. Students with a 321 or below on AD are placed in Group A.</i>				
	ARM 1.49 or below 		ARM 1.5 and above 		
Step 3	AD 321 or below  Group A**	AD 322 and above  Group B**	SPL 383 or below  Group C	SPL 384 and above  Group D	
	Note: For Groups A & B, also check Phonemic Awareness scores. Group B is below grade level on AD and on grade level for LK, so a decoding deficit may be due to a deficit in PA. These are guidelines for using AMIRA data. In addition, use your professional judgement, other data sources, and the targeted activities to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with, and then use other data to determine where to place each sticky note. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 1.5, you would place the student on the right side of the chart. Then, if the student has a 322 on AD and a 340 on SPL, you will still place them in Group C because their ARM.			D1: SPL 383-415 or ORF 24-39	D2: SPL 416 and above or ORF 40 and above

ARM- Amira Reading Mastery

SPL- Spelling

AD- Alphabetic Decoding

ORF- Oral Reading Fluency

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1st Grade Flow Chart Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	347 or below Pink sticky note	348-382 Yellow sticky note	383-412 Green sticky note	413 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 1.9 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 1.89 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 404 and above on SPL are placed in Group D and students with a score of 403 or below on SPL are placed in Group C. Students on the left side with a 341 and above on AD are placed in Group B. Students with a 340 or below on AD are placed in Group A.</i>			
	ARM 1.89 or below ↓ ARM 1.9 and above ↓			
Step 3	AD 340 or below ↓ Group A	AD 341 and above ↓ Group B	SPL 403 or below ↓ Group C	SPL 404 and above ↓ Group D
	Note: For Groups A & B, also check Phonemic Awareness scores. Group B is below grade level on AD and on grade level for LK, so a decoding deficit may be due to a deficit in PA. These are guidelines for using AMIRA data. In addition, use your professional judgement, other data sources, and the targeted activities to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with, and then use other data to determine where to place each sticky note. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 1.9, you would place the student on the right side of the chart. Then, if the student has a 350 SPL and a 341 on AD, you will still place them in Group C because of their ability ARM.			D1: SPL 404-419 or ORF 49-71 D2: SPL 420 and above or ORF 72 and above

ARM- Amira Reading Mastery

SPL- Spelling

AD- Alphabetic Decoding

ORF- Oral Reading Fluency

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2 nd Grade Flow Chart Fall to Winter- AMIRA					
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.				
If...	363 or below Pink sticky note	364-397 Yellow sticky note	398-426 Green sticky note	427 and above Blue sticky note	
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 2.1 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 2.09 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 48 and above on TF are placed in Group D and students with a score of 47 or below on TF are placed in Group C. Students on the left side with a 359 and above on SPL are placed in Group B. Students with a 358 or below on SPL are placed in Group A.</i>				
	ARM 2.09 or below 		ARM 2.1 and above 		
Step 3	SPL 358 or below  Group A	SPL 359 and above  Group B	TF 47 or below  Group C	TF 48 and above  Group D	
	These are guidelines for using AMIRA data. Use your professional judgement, other data sources and Group Focus to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 2.1, you would place the student on the right side of the chart. Then, if the student has a 46 on TF and a 350 on SPL, you will still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to another group.			D1: TF 48-66	D2: TF 67 and above

ARM - AMIRA Reading Mastery

TF - Text Fluency

SPL- Spelling

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2nd Grade Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	386 or below Pink sticky note	387-422 Yellow sticky note	423-451 Green sticky note	452 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 2.5 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 2.49 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 56 and above on TF are placed in Group D and students with a score of 55 or below on TF are placed in Group C. Students on the left side with a 410 and above on SPL are placed in Group B. Students with a 409 or below on SPL are placed in Group A.</i>			
	ARM 2.49 or below 		ARM 2.5 and above 	
Step 3	SPL 409 or below  Group A	SPL 410 and above  Group B	TF 55 or below  Group C	TF 56 and above  Group D
	These are guidelines for using AMIRA data. Use your professional judgement, other data sources and Group Focus to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 2.5, you would place the student on the right side of the chart. Then, if the student has a 400 on SPL and a 54 on TF, you will still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to another group.			D1: TF 56-78 D2: TF 79 and above

ARM - AMIRA Reading Mastery

TF - Text Fluency

SPL- Spelling

Updated: 1-13-2026

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2 nd Grade Flow Chart Spring- AMIRA					
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.				
If...	403 and below Pink sticky note	404-441 Yellow sticky note	442-470 Green sticky note	471 and above Blue sticky note	
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 2.9 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 2.89 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 63 and above on TF are placed in Group D and students with a score of 62 or below on TF are placed in Group C. Students on the left side with a 422 and above on SPL are placed in Group B. Students with a 421 or below on SPL are placed in Group A.</i>				
	ARM 2.89 or below 		ARM 2.9 and above 		
Step 3	SPL 421 or below  Group A	SPL 422 and above  Group B	TF 62 or below  Group C	TF 63 and above  Group D	
	These are guidelines for using AMIRA data. Use your professional judgement, other data sources and Group Focus to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 2.9, you would place the student on the right side of the chart. Then, if the student has a 415 on SPL and a 60 on TF, you will still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to another group.			D1: TF 63-85	D2: TF 86 and above

ARM - AMIRA Reading Mastery

TF- Text Fluency

SPL- Spelling

Updated: 01-13-2026

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3rd Grade Flow Chart Fall to Winter- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	412 or below Pink sticky note	413-446 Yellow sticky note	447-473 Green sticky note	474 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 3.1 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 3.09 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 69 and above on TF are placed in Group D and students with a score of 68 or below on TF are placed in Group C. Students on the left side with a 434 and above on SPL are placed in Group B. Students with a 433 or below on SPL are placed in Group A.</i>			
	ARM 3.09 or below ↓ SPL 433 and below ↓ Group A ARM 3.1 and above ↓ TF 68 or below ↓ Group C TF 69 and above ↓ Group D			
Step 3	SPL 433 and below ↓ Group A SPL 434 and above ↓ Group B TF 68 or below ↓ Group C TF 69 and above ↓ Group D			
	A1: SPL 398 or below	A2: SPL 399-433	These are guidelines for using AMIRA data. Use your professional judgement and other data sources to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score 3.1 you would place the student on the right side of the chart. Then, if the student has a 429 on SPL and a 52 on TF, you would still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to the group you know best meets their needs.	

ARM-Amira Reading Mastery

TF-Text Fluency

SPL- Spelling

Updated: 01-13-26

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3rd Grade Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	428 or below Pink sticky note	429-465 Yellow sticky note	466-494 Green sticky note	495 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 3.5 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 3.49 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 77 and above on TF are placed in Group D and students with a score of 76 or below on TF are placed in Group C. Students on the left side with a 448 and above on SPL are placed in Group B. Students with a 447 or below on SPL are placed in Group A.</i>			
	ARM 3.49 or below 		ARM 3.5 and above 	
Step 3	SPL 447 or below  Group A	SPL 448 and above  Group B	TF 76 or below  Group C	TF 77 and above  Group D
	A1: SPL 411 or below	A2: SPL 412-447	These are guidelines for using AMIRA data. Use your professional judgement and other data sources to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 3.5, you would place the student on the right side of the chart. Then, if the student has a 440 on SPL and a 57 on TF, you would still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to the group you know best meets their needs.	

ARM- Amira Reading Mastery

TF- Text Fluency

SPL- Spelling

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3 rd Grade Flow Chart Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	437 and below Pink sticky note	438-476 Yellow sticky note	477-507 Green sticky note	508 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has an ARM Score of 3.9 and above is sorted into the first pile, which stays on the right side of the bold line. The students that have an ARM score of 3.89 or below are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students on the right side with a 83 and above on TF are placed in Group D and students with a score of 82 or below on TF are placed in Group C. Students on the left side with a 459 and above on SPL are placed in Group B. Students with a 458 or below on SPL are placed in Group A.</i>			
	ARM 3.89 or below 		ARM 3.9 and above 	
Step 3	SPL 458 or below  Group A	SPL 459 and above  Group B	TF 82 or below  Group C	TF 83 and above  Group D
	A1: SPL 420 or below	A2: SPL 421-458	These are guidelines for using AMIRA data. Use your professional judgement and other data sources to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has an ARM score of 3.9, you would place the student on the right side of the chart. Then, if the student has a 457 on SPL and a 75 on TF, you would still place them in Group C because their ARM was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to the group you know best meets their needs.	

ARM- Amira Reading Mastery

TF- Text Fluency

SPL- Spelling

Updated: 01-13-2026

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4th Grade Flow Chart Fall to Winter- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	456 or below Pink sticky note	457-490 Yellow sticky note	491-519 Green sticky note	520 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 4.1 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 4.09 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 135 and above on TF are placed in Group D and students with a score of 134 or below on TF are placed in Group C. Students in the pile on the left side with a 463 and above on WA are placed in Group B. Students with a 462 or below on WA are placed in Group A. Group A can be sorted again into A1 and A2 using WA.</i>			
	ARM 4.09 or below 		ARM 4.1 and above 	
Step 3	WA 462 or below  Group A	WA 463 and above  Group B	TF 134 or below  Group C	TF 135 and above  Group D
	A1: WA 457 or below	A2: WA 457-462	If WA is 505 or above , but TF is 99 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The band for 4 th grade is 740-940 for on-target students.	

ARM- Amira Reading Mastery

TF- Text Fluency

WA- Word Analysis

Updated: 1-13-26

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4th Grade Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	470 and below Pink sticky note	471-506 Yellow sticky note	507-536 Green sticky note	537 and above Blue sticky note
Step 2	Sort Sticky Notes by Arm Score <i>Any student that has a 4.49 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 4.5 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 147 and above on TF are placed in Group D and students with a score of 146 or below on TF are placed in Group C. Students in the pile on the left side with a 482 or above on WA are placed in Group B. Students with a 481 or below on WA are placed in Group A. Group A can be sorted again into A1 and A2 using WA.</i>			
	ARM 4.49 or below 		ARM 4.5 and above 	
Step 3	WA 481 or below  Group A	WA 482 and above  Group B	TF 146 or below  Group C	TF 147 and above  Group D
	A1: WA 467 or below	A2: WA 468-481	If WA is 525 but TF is 107 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The band for 4 th grade is 740-940 for on-target students.	

ARM- Amira Reading Mastery

TF- Text Fluency

WA- Word Analysis

Updated: 1-13-2026

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4 th Grade Flow Chart Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	480 OR below Pink sticky note	481-518 Yellow sticky note	519-549 Green sticky note	550 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 4.9 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 4.89 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 155 and above on TF are placed in Group D and students with a score of 154 or below on TF are placed in Group C. Students in the pile on the left side with a 494 and above on WA are placed in Group B. Students with a 493 or below on WA are placed in Group A. Group A can be sorted again into A1 and A2 using WA.</i>			
	ARM 4.89 or below 		ARM 4.9 and above 	
Step 3	WA 493 or below  Group A	WA 494 and above  Group B	TF 154 or below  Group C	TF 155 and above  Group D
	A1: WA 481 or below	A2: WA 482-493	If WA is 535 and above but TF is 117 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The band for 4 th grade is 740-940 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026

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5th Grade Flow Chart Fall to Winter- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (Pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	486 and below Pink sticky note	487-523 Yellow sticky note	524-554 Green sticky note	555 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 5.1 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 5.09 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 163 and above on TF are placed in Group D and students with a score of 162 or below on TF are placed in Group C. Students in the pile on the left side with a score between 497-537 on WA are placed in Group B. Students with a 496 or below on WA are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA.</i>			
	ARM 5.09 or below 		ARM 5.1 and above 	
Step 3	WA 496 or below  Group A	WA 497-537  Group B	TF 162 or below  Group C	TF 163 and above  Group D
	A1: WA 481 or below	A2: WA 482-496	If WA is 538 and above but TF is 125 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 5 th Grade band is 830-1010 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026

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5th Grade Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	496 and below Pink sticky note	497-534 Yellow sticky note	535-566 Green sticky note	567 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 5.5 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 5.49 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 173 and above on TF are placed in Group D and students with a score of 172 or below on TF are placed in Group C. Students in the pile on the left side with a score between 509-550 on WA are placed in Group B. Students with a 508 or below on WA are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA.</i>			
	ARM 5.49 or below 		ARM 5.5 and above 	
Step 3	WA 508 or below  Group A	WA 509-550  Group B	TF 172 or below  Group C	TF 173 and above  Group D
	A1: WA 495 or below	A2: WA 496-508	If WA is 551 but TF is 134 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 5 th Grade band is 830-1010 for on-target students.	

ARM- Amira Reading Mastery

TF- Text Fluency

WA- Word Analysis

Updated: 1-13-2026

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5 th Grade Flow Chart Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	504 and below Pink sticky note	505-543 Yellow sticky note	544-576 Green sticky note	577 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 5.9 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 5.89 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 179 and above on TF are placed in Group D and students with a score of 178 or below on TF are placed in Group C. Students in the pile on the left side with a score between 517-558 on WA are placed in Group B. Students with a 516 or below on WA are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA.</i>			
	ARM 5.89 or below 		ARM 5.9 and above 	
Step 3	WA 516 or below  Group A	WA 517-558  Group B	TF 178 or below  Group C	TF 179 and above  Group D
	A1: WA 507 or below	A2: WA 508-516	If WA is 559 but TF is 140 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 5 th Grade band is 830-1010 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026

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6th Grade Flow Chart Fall to Winter- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	504 and below Pink sticky note	505-541 Yellow sticky note	542-574 Green sticky note	575 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 6.1 and above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 6.09 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 183 and above on TF are placed in Group D and students with a score of 183 or below on TF are placed in Group C. Students in the pile on the left side with a 522 and above on WA are placed in Group B. Students with a 521 or below on WA are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA.</i>			
	ARM 6.09 or below 		ARM 6.1 and above 	
Step 3	WA 521 or below  Group A	WA 522 and above  Group B	TF 183 or below  Group C	TF 184 and above  Group D
	A1: WA 507 or below	A2: WA 508-521	If WA is 557 but TF is 145 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 6 th Grade band is 925-1070 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026

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6th Grade Flow Chart Winter to Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	516 and below Pink sticky note	517-556 Yellow sticky note	557-589 Green sticky note	590 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 6.5 or above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 6.49 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 198 or above on TF are placed in Group D and students with a score of 197 or below on CMP are placed in Group C. Students in the pile on the left side with a 532 or above on SPL are placed in Group B. Students with a 531 or below on SPL are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA at MOY of 5th grade.</i>			
	ARM 6.49 or below 		ARM 6.5 and above 	
Step 3	WA 531 or below  Group A	WA 532 and above  Group B	TF 197 or below  Group C	TF 198 and above  Group D
	A1: WA 520 or below	A2: WA 521-531	If WA is 569 but TF is 158 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 6 th Grade band is 925-1070 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026

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6th Grade Flow Chart Spring- AMIRA				
Step 1	Write each student's name on a sticky note indicating the tier based on the Overall Reading Score (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
If...	525 and below Pink sticky note	526-566 Yellow sticky note	567-600 Green sticky note	601 and above Blue sticky note
Step 2	Sort Sticky Notes by ARM Score <i>Any student that has a 6.9 or above on ARM is sorted into the first pile, which stays on the right side of the bold line. The students that have a 6.89 or below on ARM are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 208 and above on TF are placed in Group D and students with a score of 207 or below on TF are placed in Group C. Students in the pile on the left side with a 539 and above on WA are placed in Group B. Students with a 538 or below on WA are placed in Group A. Group A can be sorted again into Groups A1 and A2 using WA.</i>			
	ARM 6.89 or below 		ARM 6.9 and above 	
Step 3	WA 538 or below  Group A	WA 539 and above  Group B	TF 207 or below  Group C	TF 208 and above  Group D
	A1: WA 530 or below	A2: WA 531-538	If WA is 577 but TF is 166 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 6 th Grade band is 925-1070 for on-target students.	

ARM- Amira Reading Mastery **TF-** Text Fluency **WA-** Word Analysis

Updated: 1-13-2026
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AMIRA Flow Chart Rationale

Updated with 2024 Norms based on

BOY in September, MOY in January, and EOY in May

Step 1 for all grade levels divides students using the on-grade-level and below-grade-level ARM scores

Kindergarten Fall to Winter			
Group A students are... Below grade level on ARM and 20th percentile or below on PA	Group B students are... Below grade level on ARM and 21st percentile and above on PA	Group C students are... On grade level on ARM and 40th percentile or below on LK	Group D students are... On grade level on ARM and 41st percentile and above on LK
Rationale: PA and LK are measurements that correlate with the stages of reading development and are therefore used to sort rather than vocabulary and listening comprehension.			

Kindergarten Winter to Spring and Spring			
Group A students are... Below grade level on ARM and 40th percentile or below on PA	Group B students are... Below grade level on ARM and 41st percentile and above on PA	Group C students are... On grade level on ARM and 40th percentile or below on AD	Group D students are... On grade level on ARM and 41st percentile and above on AD
Rationale: PA and AD are measurements that correlate with the stages of reading development and are therefore used to sort rather than vocabulary and listening comprehension.			

1 st Grade Fall to Winter			
Group A students are... Below grade level on ARM and 20th percentile or below on AD	Group B students are... Below grade level on ARM and 21st percentile and above on AD	Group C students are... On grade level on ARM and 60th percentile or below on SPL	Group D students are... On grade level on ARM and 61st percentile and above on SPL
Rationale: If below level on decoding (AD), PA can be used to determine gaps in phonological skills for Groups A and B. On the right side of the folder, students are divided at the 60 th and above level for SPL because otherwise Group D can get flooded. This way, students in Group D are above grade level.			

1 st Grade Winter to Spring and Spring			
Group A students are... Below grade level on ARM and 20th percentile or below on AD	Group B students are... Below grade level on ARM and 21st percentile and above on AD	Group C students are... On grade level on ARM and 60th percentile or below on SPL	Group D students are... On grade level on ARM and 61st percentile and above on SPL D1: 61st to 80th percentile on SPL or ORF D2: 81st percentile and above on SPL or ORF
Rationale: If below level on decoding (AD), PA can be used to determine gaps in phonological skills for Groups A and B in addition to Letter Knowledge. On the right side of the folder, students are divided at the 60 th and above level for SPL because otherwise Group D can get flooded. This way, students in Group D are above grade level. Students are divided into D1 and D2 using Spelling or ORF.			

2nd Grade Fall to Winter				
Group A students are... Below grade level on ARM and 20th percentile or below on SPL	Group B students are... Below grade level on ARM and 21st percentile and above on SPL	Group C students are... On grade level on ARM and 60th percentile or below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF	
			D1: 61st to 80th percentile on TF	D2: 81st percentile and above on TF
Rationale: Some students may come out on the right side because of ARM, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best Placement.				

2nd Grade Winter to Spring and Spring				
Group A students are... Below grade level on ARM and 40th percentile or below on SPL	Group B students are... Below grade level on ARM and 41st percentile and above on SPL	Group C students are... On grade level on ARM and 60th percentile or below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF	
			D1: 61st to 80th percentile on TF	D2: 81st percentile and above on TF
Rationale: Some students may come out on the right side because of ARM, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best Placement. Students on the left side are split at the 40th/41st percentile because otherwise Group A gets flooded and we want to stretch 2nd graders in their encoding and decoding skills mid-year and spring.				

3rd Grade Fall to Winter, Winter to Spring, and Spring				
Group A students are... Below grade level on ARM and 40th percentile or below on SPL	Group B students are... Below grade level on ARM and 41st percentile and above on SPL	Group C students are... On grade level on ARM and 60th percentile or below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF	
A1: 20th percentile or below on SPL	A2: 21st to 40th percentile on SPL			
Rationale: Some students may come out on the right side because of ARM, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best placement.				

4th Grade Fall to Winter			
Group A students are... Below grade level on ARM and 20th percentile or below on WA	Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (August value)	A2: 20th percentile or below on WA in September		
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

4th Grade Winter to Spring			
Group A students are... Below grade level on ARM and 20th percentile or below on WA	Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (November value)	A2: 20th percentile or below on WA in January		
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

4th Grade Spring			
Group A students are... Below grade level on ARM and 20th percentile or below on WA	Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (January value)	A2: 20th percentile or below on WA in May		
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

5th Grade Fall to Winter			
Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF
A1: 20th percentile or below on WA (4th grade January value)	A2: 20th percentile of below on WA in September		Group D students are... On grade level on ARM and 61st percentile and above on TF
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

5th Grade Winter to Spring			
Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF
A1: 20th percentile or below on WA (September value)	A2: 20th percentile or below on WA in January		Group D students are... On grade level on ARM and 61st percentile and above on TF
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

5th Grade Spring			
Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF
A1: 20th percentile or below on WA (January value)	A2: 20th percentile or below on WA in May		Group D students are... On grade level on ARM and 61st percentile and above on TF
Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.			

6th Grade Fall to Winter

Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (4th Grade January value)	A2: 20th percentile or below on WA in September			

Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.

6th Grade Winter to Spring

Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (November value)	A2: 20th percentile or below on WA in January			

Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.

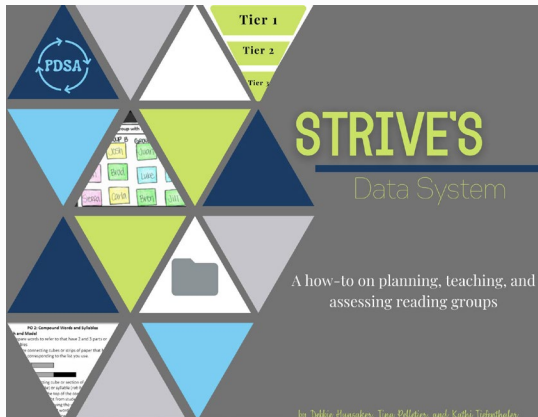
6th Grade Spring

Group A students are... Below grade level on ARM and 20th percentile or below on WA		Group B students are... Below grade level on ARM and 21st percentile and above on WA	Group C students are... On grade level on ARM and 60th percentile and below on TF	Group D students are... On grade level on ARM and 61st percentile and above on TF
A1: 20th percentile or below on WA (January value)	A2: 20th percentile or below on WA in May			

Rationale: TF does not count toward a student's ARM score and is like a second assessment to be used for sorting. If a student is below on TF, WA is used to identify an encoding/decoding gap. Some students may end up on the left because of ARM but have a WA score that is below grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C.

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We STRIVE to support teachers, leaders, and coaches through evidence-based practices and positive supporting relationships. We customize our support based on school needs to build capacity for improved learner outcomes.

We STRIVE to provide TLC (tender, loving, care) to teachers, leaders, and coaches through our nonprofit by giving back at least 10% of all STRIVE proceeds through consulting, scholarships, resources, and give-a-ways.

STRIVE services include professional development (virtual and in person), onsite consulting, customized development work, and proposal and grant writing. STRIVE's evidence-based models lay the foundation for supporting teachers, leaders, and coaches in their journey for improving learner outcomes. We take pride in customizing each module to meet the needs of each client.

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- STRIVE's PreK Literacy
- STRIVE's Elementary Literacy
- STRIVE's Adolescent Literacy
- STRIVE's Data System: a how to on planning, teaching, and assessing reading groups
- STRIVE's Teams: a how-to on building effective teams with effective instructional leadership
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