

Granville T. Woods Academy of Innovation

Foundational Literacy Skills Plan

Approved: June 11, 2021

Updated: August 15, 2023

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

Granville T. Woods Academy of Innovation (GTW) uses an approved comprehensive digital literacy program from Scholastic that is aligned to the Tennessee State Standards. Scholastic uses a three part program to successfully teach literacy. Innovators in grades K-2 are allotted a 120 minute reading block. Foundational skills are assigned 100 minutes. Foundational skills are also taught in the 45min Science/Social Studies class. The 3 parts of the program are defined as follows. Scholastic F.I.R.S.T. (Foundations in Reading, Sounds & Text) is an instructionally robust, highly effective program that teaches the five foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through developmentally appropriate and highly personalized practice, F.I.R.S.T. builds a solid foundation for students to become confident readers. Literacy Pro is the digital classroom management tool for independent reading. Literacy Pro provides students with simultaneous access to over 2,500 authentic, high-quality ebooks, some in Spanish, as well as connections to thousands of print books in classroom libraries. Students are given a personalized reading experience with choice, while educators are provided with actionable data about reading levels, activity, comprehension, and progress. Scholastic W.O.R.D. (Words Open Reading Doors) is an innovative personalized digital learning program that helps students in Grades K-5 master the 2,500 morphological word families that make up 90 percent of all texts they will encounter in school. Grounded in research, the interactive program uses thematic reading passages and related digital activities to expose students to high-utility words and their meanings in multiple contexts, encouraging deep comprehension rather than rote recall. Students progress independently, practicing new vocabulary—by, for example, experiencing the power of words through context, antonyms, synonyms, affixes, and inflected endings—in fun, engaging activities with the encouragement of Freddy the Squirrel, a character who cheers them along on their word adventure.

Implementation of high quality materials and the integration of literacy skills and knowledge, combined with providing teachers professional development focused on integrated literacy instruction will further help our students.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Granville T. Woods Academy of Innovation (GTW) uses an approved comprehensive digital literacy program from Scholastic that is aligned to the Tennessee State Standards. Scholastic uses a three-part program to successfully teach literacy. Innovators in grades 3-5 are allotted a 90-minute reading block. Foundational skills are allotted 45 minutes. That time utilizes Literacy Pro/ Independent reading (reading comprehension, vocabulary, spelling, problem solving, time management, goal setting and self- evaluation skills. Vocabulary and grammar are allotted 20 min using the W.O.R.D. portion of Scholastic Literacy. Independent Writing and grammar are allotted the final 25 minutes of the reading block. Foundational skill is again enforced in the 45min Science/Social Studies class where vocabulary, problem solving, and reading comprehension are retaught and enforced. The parts of the Scholastic program are defined as follows. Literacy Pro provides students with simultaneous access to over 2,500 authentic, high-quality eBooks, some in Spanish, as well as connections to thousands of print books in classroom libraries. Students are given a personalized reading experience with choice, while educators are provided with actionable data about reading levels, activity, comprehension, and progress. Scholastic W.O.R.D. (Words Open Reading Doors) is an innovative personalized digital learning program that helps students in Grades K–5 master the 2,500 morphological word families that make up 90 percent of all texts they will encounter in school. Grounded in research, this interactive program uses thematic reading passages and related digital activities to expose students to high-utility words and their meanings in multiple contexts, language, and grammar. Students engage in deep comprehension rather than rote recall. Students progress independently, practicing new vocabulary—by, for example, experiencing the power of words through context, antonyms, synonyms, affixes, and inflected endings. Implementation of high-quality materials and the integration of literacy skills/knowledge, combined with providing teachers with professional development focused on integrated literacy instruction will further help our students.

Approved Instructional Materials for Grades K-2

Approved waiver for other materials

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

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

Granville T. Woods will use iReady as its Universal Screening platform for grades K-5.

Intervention Structure and Supports

Granville T. Woods Academy of Innovation is currently using a multi-step RTI approach to improve student learning and address academic loss.

Students are given the Universal Screener to identify “at risk” students that would best benefit from the RTI2 program. Students are identified by scoring below the 10th percentile.

Students are then benchmarked as well. A drill down process is implemented to determine the deficit skill and appropriate tier level that would be most beneficial to the student.

Once the student is identified, s/he is given a daily focused intervention plan to meet their deficit area. The research based platform, I-Ready, is used to provide daily intervention.

Students are then identified as either Tier II or Tier III. The student is placed in the appropriate tier for daily instruction on the student's instructional level. Tier II students receive 30 minutes of intervention daily and progress monitoring in the identified skill every other week. Tier III students receive more intense intervention with 45 minutes of daily intervention and progress monitoring weekly in the identified skill area. Interventions for Tier II and Tier III students include letter names and sounds, word segmenting, non-sense words (word reading fluency), CBMreading (fluency), and compEfficiency (comprehension).

Every 23 days, the RTI Data Team meets to assess student progress. With teacher observation and data, From this meeting it is determined if the student will continue the current plan, change current skill, change tier level, or offer an incentive to motivate the student.

Parent Notification Plan/Home Literacy Reports

Granville T. Woods Academy of Innovation administers the Universal Screener in the fall (September), winter (December), and spring (March/April) of each academic year. Students that score below the 10th percentile will meet the requirements of “at-risk” and receive additional interventions along with their regular tier 1 instruction. Parents of students in grades K-5 that meet these requirements are given the results from each of the tests. Students will complete additional assessments that will place them in one of six RTI2 focused skill areas (letter names, letter sounds and word parts, sounding out words, reading words and sentences, reading with understanding, or spelling). Students will be monitored according to tier placement. Tier 2 placement will receive thirty minutes of intervention daily and assessed every other week to monitor progress. Tier 3 placement will receive forty-five minutes of intervention daily and assessed every week to monitor progress. Every 23 day period the RTI team will meet to analyze students’ progress. From this meeting it will be determined what next steps will be and documented. A progress letter will be sent to parents reporting results. Parents will be encouraged to provide daily opportunities for their child to read aloud, write, and share his or her work through a suggested list of free activities (reading a book together, practice sounding out words and talking about letters and sounds, making flash cards with letters and words, practice reading the same words over and over, printing free early reading books from given websites, and watching videos that target foundational skills). Parents will be made aware of research that shows that students that are reading on grade level by third grade are more likely to graduate high school, enter and complete a post-secondary education program, and remain gainfully employed later in life. They will also be made aware of the value that small group instruction has on targeting the specific gaps in reading skills that their child

is experiencing, and how RTI intervention can help close those gaps. They will be informed of the RTI and "Say Dyslexia" legislation that is in place to support their child's success and growth, and that GTW is available for additional support and resources.

Professional Development Plan

GTW provides mandated professional development each year during summer training. Workshops and webinars are provided throughout the year by Scholastic Literacy to ensure high quality lessons are being taught. The trainings also provide teachers with troubleshooting tips and tricks while using the curriculum.

Teachers will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5, SPED, and ESL teachers is as follows:

April - All K-5, SPED, and ESL teachers 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 work in June.

June - GTW has registered for the cohort-based in-person training offered as Week 2 of the Early Literacy Training series for all K-5, SPED, and ESL teachers. The participating teachers will also include interventionists and elementary instructional leaders. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics fluency, and vocabulary.

In conjunction with the 360 Early Literacy Training series, PreK-5th grade teachers will receive the following literacy professional development: PLCs, Coaching Cycles, focused Professional Development during monthly staff meetings, and Academic Walks using the IPG/ TEAM Rubrics.