

Woodland Park Academy Literacy Plan

Updated October 2024, February 2024

The Woodland Park Academy Leadership Team and the Curriculum Committee use current best practices and data analysis to develop and implement a comprehensive literacy plan. The plan includes the following interwoven elements.

Needs Assessment

Woodland Park Academy's NWEA data shows our reading proficiency scores need to increase. In the school year 2020-2021, 34% of students were proficient in the Fall, 38% proficient in the Winter, and 35% proficient in the Spring. In this same time period, 47% of students met or exceeded their growth goal from Fall to Winter.

For the school year 2021-2022, 35% of students were proficient in the Fall, 34% proficient in the Winter and the Spring. 42% of our students met or exceeded their growth goal from Fall to Spring,

For the school year 2022-2023, 32% of students were proficient on NWEA Reading Spring Assessments. 36% of students met or exceeded their NWEA Reading growth goal from fall to spring.

Gap Statement:

Our goal: By June 2023, 50% of students in Kindergarten through 8th Grades will be proficient in Reading, as measured by the NWEA MAP assessment.

Our results: 32% of students in K-8 were proficient in reading, as measured by the NWEA MAP assessment.

This is a gap of 18%, and the gap has increased annually for the previous three school years. We plan to address these learning gaps through new curriculum resources, professional learning around the science of reading, assessment, and our Multi-Tiered Systems of Support (MTSS). See the plan below for details.

ELA Curriculum:

Woodland Park Academy is committed to providing all students with a culturally responsive literacy curriculum aligned to the science of reading. We believe the science of reading to be a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing (The Reading League, 2021). We are committed to ensuring our curricular resources include each of the following components, as outlined in the Simple View of Reading (Hoover & Tunmer, 2020) and within both ***Scarborough's Rope*** (Scarborough, 2001) and the ***Active View of Reading*** (Duke & Cartwright, 2021). Those components include the following:

- **Language Comprehension - Curriculum Resource K-5, Amplify CKLA, [Reviewers Link](#)**
 - **Background Knowledge**
 - **Explicit Vocabulary Instruction:** This instruction should occur throughout the school day and plays a crucial role in improving comprehension, communication, and critical thinking, thereby supporting academic achievement (Beck & McKeown, 2007).
 - **Opportunities to Explore Language Structures:** This is crucial because it provides the foundation for constructing meaningful sentences and assists in developing an understanding of the meaning of words and phrases.
- **Word Recognition**
 - **Phonological Awareness** - Readers must have an awareness of the speech sounds that letters and letter combinations represent in order to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling) (Moats, 2010).
 - **Decoding**- Explicit instruction in letter-sound and sound-letter relationships is a pivotal component of early literacy (MAISA/GELN, 2023). For this reason, we have implemented UFLI Foundations ([University of Florida](#)) and ensure the scope and sequence of that curricular resource are adhered to in each of our kindergarten through second-grade classrooms.
 - **Sight Recognition of Familiar Words** is acknowledged and appreciated by our young readers. Still, it should not be confused with High-frequency words, which we believe must be taught with a full analysis of letter-sound relationships within the words (MAISA/GELN, 2023).
 - **Encoding** - Students must also be given opportunities to practice transferring spoken sounds into letters and writing opportunities should be given throughout the school day.
- **Abundant Reading Materials** -Diverse Classroom Libraries: A large body of research reveals that equitable access to books promotes reading achievement and motivation (MAISA/GELN, 2023). To this end, we are adding diverse books to our

Lending Library and classroom libraries. The first-grade team applied for a Diverse Classroom library grant through the GISD and was awarded books. Engaging Read Alouds will be planned to introduce the books to our students.

- *Diverse classroom libraries that allow students to learn more deeply about themselves and others through diverse characters, views, and authors provide learners with a more complete view of the world. Reading becomes a way for learners to make connections, solve problems, empathize with others, embrace mistakes, find joy, and value diverse people and cultures.* -DIVERSE CLASSROOM LIBRARIES, Mirrors, Windows, and Sliding Glass Doors to Lifelong Literacy Learning, MDE

A strong, standards-based curriculum, grounded in the Science of Reading will ensure all students participate in a rigorous and intentional curriculum. The curriculum needs to be aligned to the Michigan State Standards and the Essential Instructional Practices in Literacy, and promote student learning and success in reading, writing, speaking, and listening across all content areas. To ensure all students receive and benefit from this type of instruction, the WPA Curriculum Committee is committed to researching and purchasing a new comprehensive ELA curriculum for our Kindergarten, first, and second grades.

[WPA ELA Non-negotiables](#)

[WPA ELA K-2 Core Curriculum Review Timeline](#)

At this time, Amplify CKLA is our new curriculum resource for K-2. Amplify Core Knowledge Language Arts (CKLA) is the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills, our instruction guides educators in developing strong readers, writers, and thinkers.

As the first publisher to build a curriculum based on the Science of Reading, they put research into action with explicit systematic foundational skills instruction alongside a proven knowledge-building sequence.

Grounded in the Science of Reading and following the Core Knowledge approach, the Amplify CKLA PreK–5 curriculum combines rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction.

Professional Development:

The WPA Leadership Team believes teacher knowledge of the best literacy instructional practices is the most effective way to close achievement gaps. To ensure our teachers are knowledgeable in evidence-based practices for reading instruction, the Leadership Team includes high-quality literacy professional development in the district-provided professional learning plan. Including quality professional development in our district PD plan ensures that ALL teachers will have the opportunity to participate. We also strive to offer our professional development in both synchronous and asynchronous methods.

The selected professional learning is aligned with reading science and includes the following best practices:

- Language comprehension(background knowledge; explicit vocabulary instruction; language structures; verbal reasoning; literacy knowledge
- Word recognition (phonological awareness; decoding; sight word recognition; encoding
- Abundant reading materials (Diverse classroom libraries)
- Support educators in understanding how literacy best practices should be represented and organized in class-wide reading curriculum resources to provide daily instruction to students in all the skills and processes needed for reading at or above grade level expectations.
- Provide instructional routines and resources for enhancing literacy curriculum resources to strengthen instruction in literacy best practices.

[Woodland Park Academy Professional Development Plans 2023-2024
23/24 Late Start Professional Learning Schedule](#)

[35j Professional Development List](#)

ELA Professional Development Completed as of February 2024:

LETRS Training: 100% of current K-1st teachers completed the training.

New 2nd grade teacher started LETRS Training in the winter of 2024.

Amplify CKLA Core Curriculum Year One PD, 100% of all 3rd-5th grade teachers participated

ELA Professional Learning Plan for the 2024-2025 school year:

August 2024: Full Day - Amplify CKLA Year One PD for all K-2 Classroom teachers, coaches, special education teachers, and administrators

August 2024: Full Day -Amplify CKLA Year Two PD for all 3rd-5th grade teachers, special education teachers

August 2024: Edupath Literacy Professional Learning for all specials teachers

Fall 2024: Additional Professional Learning opportunities through The Essential Instructional Practices in Early Literacy modules

Assessment:

Woodland Park Academy uses a valid screening tool determined by MDE to identify gaps in current literacy practices. In addition, we administer several diagnostic tests in kindergarten, first and second grade. We analyze the data to plan instruction and interventions.

WPA Assessment Schedule: [2024-2025](#)

- Initial Assessment -NWEA Map Growth; used 3 times per year, to identify learning gaps.
- Diagnostic Assessments
 - K - PAST (Phonological Awareness Skills Test), MLPP Letter Identification Survey
 - 1st- IDI (Informal Decoding Inventory), PAST (Phonological Awareness Skills Test)
 - 2nd-DRA (Developmental Reading Assessment), IDI (Informal Decoding Inventory) PAST (Phonological Awareness Skills Test),
 - 3rd-5th - QRI (Qualitative Reading Inventory)

MTSS

Multi-Tiered Systems of Supports (MTSS) is a framework designed to meet the individual strengths and needs of learners. We work with teachers, special education teachers, and parents to meet the needs of students.

- Data Meetings, 2 times a year
 - Identify Needs
 - Create Individual Reading Improvement Plans for any students with an early reading deficiency
- Provide Interventions and enrichment
 - Use research and evidence-based reading interventions. These interventions include but are not limited to: UFLI, Leveled Literacy Instruction, Phonics for Reading
 - Interventions and supports are differentiated to the individual needs and specific strengths of students
 - Highly trained educators are teaching the students needing the most support
 - Regularly progress monitor
- Child Study Process for students not making adequate progress

Parent and Community Engagement/Involvement

Our district intentionally engages with families, caregivers, and the community to promote literacy. A few of the ways we involve families, caregivers, and the community are as follows:

- Family Curriculum Nights
- Open House
- Kindergarten Round-up

- Kids Read Now - The Kids Read Now in-home reading and book delivery program is evidence-based, having been favorably reviewed in two independent studies. These studies align with ESSA's Tier II evidence category making ours an intelligent choice for any school district to consider. Kids Read Now is designed to build a love for reading in kids from preschool through fifth grade.

The following table is meant to provide an overview of our overall plan to improve literacy instruction and how we plan to spend the 35j funds.

| Summary of Literacy Plan | |
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| 1. Core Instruction | <p><i>Plan for Utilizing 35j Funds:</i></p> <p>In order to strengthen our core instruction, and improve students' reading proficiency, we plan to invest in the following curricular resource: Amplify Core Knowledge Language Arts (CKLA) for K-2. Amplify (CKLA) is the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills. As the first publisher to build a curriculum based on the Science of Reading, they put research into action with explicit systematic foundational skills instruction alongside a proven knowledge-building sequence. Grounded in the Science of Reading, this program will ensure all students are receiving comprehensive literacy instruction.</p> <p>Woodland Park Academy has already purchased Amplify CKLA for 3rd-5th Grades. Based on our needs assessment, data reviews, piloting of the program, and consistent programming, additional curricular resources will improve student outcomes.</p> |
| 2. Assessment <i>(consider all layers of data)</i> | <p><i>Plan for Utilizing 35j Funds:</i></p> <p><i>In order to better support educators in understanding the types of assessment practices needed to identify students with reading difficulties and for monitoring their progress in reading intervention instruction, depending on funding we are choosing to invest in the following:</i></p> <p><i>Universal Screeners -pay for NWEA, NWEA Data Coaching or PD</i></p> <p><i>Diagnostic Assessments- purchase new QRI manuals and materials for teachers</i></p> |

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| | <p><i>7th Edition, all sections have been rewritten to make it easier for all teachers to use QRI-7 to assess students' reading abilities. Additional figures, tables and boxes are included in all sections to allow you to more quickly scan for information. \$58.66 per manual. WPA ELA Coach will provide support for teachers using the QRI.</i></p> <p><i>Progress Monitoring - pay for ESGI</i></p> |
| 3. Intervention | <p>A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all levels (MDE, 2023). Described above.</p> |
| | <p>After carefully considering our current MTSS structures, and in order to better meet the needs of all learners, we plan to invest in the following:</p> <ul style="list-style-type: none"> • Resources for the implementation of the science of reading • Training for interventionists <p>Interventions we would like to purchase: <i>Additional UFLI Foundations Manuals (\$70 + shipping and handling)</i> <i>The ELA Literacy Coach will provide support and training to the Interventionists using UFLI Foundations.</i></p> |
| Professional Development | <p>We actively support educators in understanding how literacy best practices should be represented and organized in class-wide reading curriculum resources to provide daily instruction to students in all the skills and processes needed for reading at or above grade-level expectations. To this end, we plan to use 35j funds to provide professional learning on the new curriculum resource, Amplify CKLA.</p> <p><i>We commit to making the professional learning opportunities accessible to all of our K-5 educators and will strive for 100% participation.</i></p> |
| Monitoring and Evaluating the District Literacy Plan | <p>Annually, the Leadership Team will review the literacy plan and make needed updates and changes to the plan and MiCIP goals and strategies. The Curriculum Committee will use the plan throughout the year to ensure the literacy plan is implemented with fidelity.</p> |