





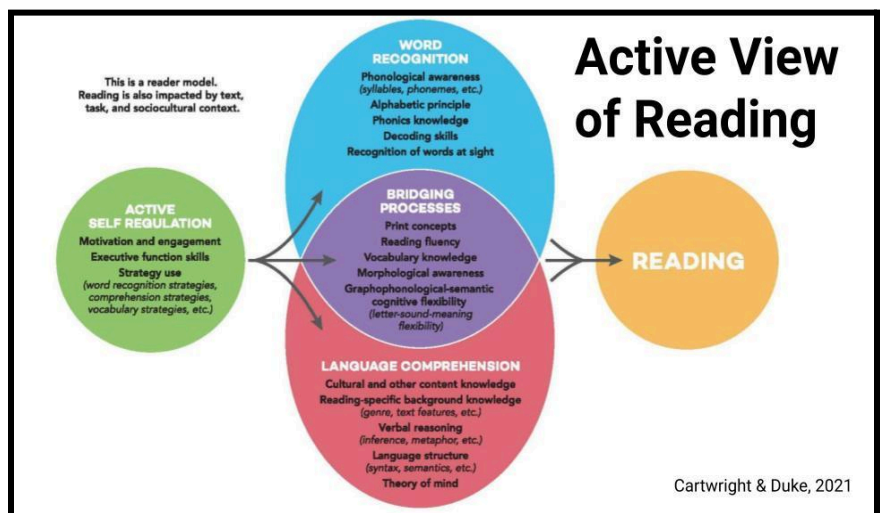
to reading and writing (The Reading League, 2021). We are committed to ensuring our curricular resources include each of the following components, as outlined in the Simple View of Reading (Hoover & Tunmer, 2020) and within both **Scarborough's Rope** (Scarborough, 2001) and the **Active View of Reading** (Duke & Cartwright, 2021). Those components include the following:

- **Language Comprehension**

- **Background Knowledge:** This includes both the information necessary to understand a specific text or activity, but also appropriate content knowledge developed through exposure to high-quality science and social studies curricula. Such experiences significantly enhance background knowledge by fostering critical thinking, curiosity, and an understanding of the natural world, which supports academic success and lifelong learning.
- **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.
- **Instruction and Practice related to Verbal Reasoning:** emphasizes higher-level thinking skills like inference-making and understanding figurative language, crucial for deep comprehension and critical engagement with texts.
- **Bolstering Students' Literacy Knowledge-** Attention must be paid to developing an understanding of the concepts of print to lay the foundation for other early literacy skills.

- **Word Recognition**

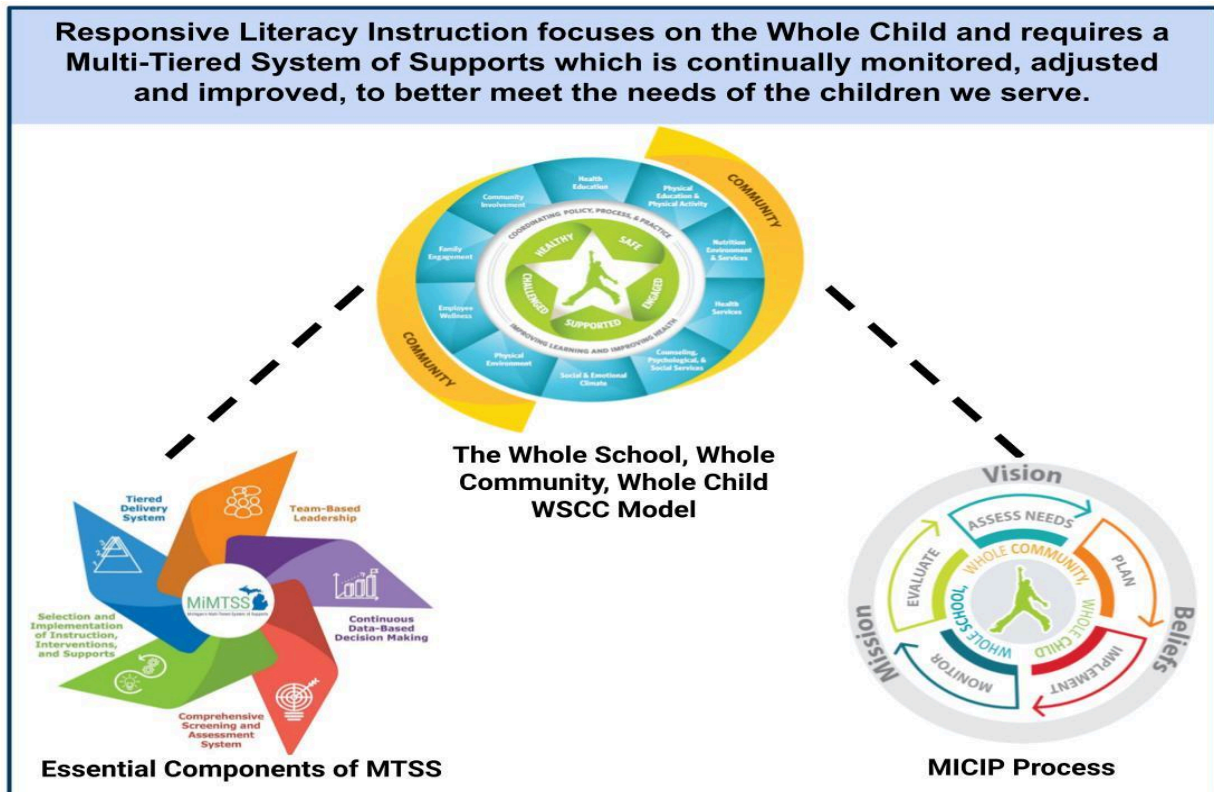
- **Phonological Awareness** - Readers must have an awareness of the speech sounds that letters and letter combinations represent to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling) (Moats, 2010). Additionally, although phonological awareness as a construct does not involve letters, phonological awareness instruction is best provided primarily in connection to letters (MAISA/GELN, 2023).
- **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 Phonics First and ensure the scope and sequence of that curricular resource is adhered to in each of our classrooms.

- **Sight Recognition of Familiar Words** is acknowledged and appreciated by our young readers, but should not be confused with High-frequency words, which we believe must be taught with 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). Additionally, Fountas and Pinnell Classroom, our curricular resources, recommend the inclusion of structured reading time within our literacy block. For this reason, each of our PreK-5 classrooms has a robust classroom library containing a variety of culturally relevant, high-interest texts that students have access to daily.





## Instructional Framework and Materials

Literacy Component	Represented within the literacy block?	What materials are used to support literacy (provide description)?	What assessments will be used to measure performance and progress?
<b>Phonemic Awareness</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">As needed...</span>	Heggerty Phonemic Awareness Curriculum Prek-2  UFLI Resources for 4th and 5th small group instruction when needed	NWEA MAP Reading Growth Test, Heggarty PA Assessment
<b>Phonics</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">As needed...</span>	Phonics First Curriculum Prek-3  UFLI Resources in small groups as needed	NWEA MAP Reading Growth Test, Phonetic Word Assessment, Word Features Assessment, Heart Words
<b>Fluency</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span>	Fountas and Pinnell Classroom	NWEA MAP Reading Growth Test Fountas & Pinnell Benchmark Assessments
<b>Vocabulary</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span>	Fountas and Pinnell Classroom	NWEA MAP Reading Growth Test Fountas & Pinnell Benchmark Assessments M-STEP State Testing
<b>Comprehension</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span>	Fountas and Pinnell Classroom	NWEA MAP Reading Growth Test Fountas & Pinnell Benchmark Assessments M-STEP State Testing
<b>Writing</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 2-3 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> 4-5 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span>	Fountas and Pinnell Classroom	NWEA MAP Reading Growth Test M-STEP State Testing CCSS in Writing scored with rubrics for assessment
<b>Language</b>	PK <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span> K-1 <span style="background-color: #d9ead3; border: 1px solid #d9ead3; border-radius: 5px; padding: 2px;">Yes</span>	Fountas and Pinnell Classroom	NWEA MAP Reading Growth Test M-STEP State Testing



	2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾		CCSS Classroom Assessments
<b>Speaking/ Listening</b>	PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾	Fountas and Pinnell Classroom	NWEA MAP Growth Test in Reading M-STEP State Testing CCSS Assessments

The following table is meant to provide an overview of our overall approach to literacy.

<b>Summary of Literacy Plan</b>	
<b>Core Instruction</b>	<p>Each year our building School Improvement Teams complete a Comprehensive Needs Assessment that includes perception data, academic data, demographic data, and process data. Our 2023-24 needs assessment has shown gaps in reading achievement when processing our NWEA MAP Growth Data and State Assessment Data. The percentage of students reading below grade level is significant. Our district has implemented the LETRS Professional Learning for all PreK-3 staff and needs to continue with ALL PreK-5 staff. The importance of looking at the data and implementing LETRS science of reading concepts at the classroom level is imperative.</p> <p>M-STEP 3rd grade scored below the State percentage at 38.7%. 4th grade scored 50.7% and 5th grade scored 44.1%. These scores show a high need for professional development and implementing the science of reading into classroom instruction.</p> <p>Our core ELA curriculum currently being used by elementary teachers:</p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Classroom Curriculum</li> <li>● Brainspring Phonics First Curriculum,</li> <li>● Heggerty Phonemic Awareness Curriculum</li> </ul> <p>Each PreK-5 classroom has a classroom library of books for students.</p> <p><i>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, teachers currently receive job-embedded professional learning in these Essential Practices from our designated literacy coaches.</i></p>



	<p><b>Plan for Utilizing 35j Funds:</b></p> <p><i>In order to strengthen our core instruction, we plan to continue to invest in resources that support the Science of Reading (LETRS PD gives us many suggestions). The following are resources we are considering adding to our Tier I instruction:</i></p> <ul style="list-style-type: none"><li>• <i>Decodable books for each classroom that align with the phonics concepts taught in Phonics First</i></li><li>• <i>Updated Phonics First Materials</i></li><li>• <i>UFLI Foundations Books and Toolbox for teachers to use in small groups when phonics and phonemic awareness skills are needed by students in older grades.</i></li><li>• <i>Heggarty Phonemic Awareness better aligned with phonemic awareness goals with speech and language support</i></li></ul> <p><i>Professional learning around the Essential Instructional Practices in Early Literacy provides insight into instructional routines that provide effective and equitable early literacy practices for every child every day. For this reason, we will be investing in the following professional learning opportunities for our teachers designed to strengthen instruction in literacy best practices.</i></p> <ol style="list-style-type: none"><li>1. <i>All of our staff are currently enrolled in LETRS professional learning or will be enrolled by Fall of 2024. Currently, we have all SpecEd, Interventionists, Coaches, Administrators, Prek-3 staff who have begun LETRS PD. We have teachers in each of the cohorts starting with Cohort 3.</i></li><li>2. <i>Our instructional coaches provide professional development related to the Essential Instructional Practices in Literacy</i></li></ol>
<p><b>Assessment</b></p>	<p>Assessments Currently used by our elementary teachers:</p> <ul style="list-style-type: none"><li>• <i>Screener: NWEA MAP Growth Test and PreK-2 phonics, phonemic assessments screeners</i></li><li>• <i>Diagnostic: NWEA MAP Growth Reading Test/Fountas &amp; Pinnell Benchmark Assessments</i></li><li>• <i>Other: M-STEP State Testing</i></li></ul>



	<p><b>Plan for Utilizing 35j Funds:</b></p> <p><i>In order to better support educators in understanding the types of assessment practices needed to identify students with reading difficulties and monitor their progress in reading intervention instruction, we are choosing to invest in the following:</i></p> <ul style="list-style-type: none"><li>● <i>Effective screeners to diagnose student needs for small group instruction. Acadience is one of our top choices. We are continuing to review the best choice of screener assessments and hope to determine the needed assessments by May 2024.</i></li><li>● <i>K-5 Teachers will be working with a facilitator from MDE on how to best create common formative assessments for their essential ELA standards.</i></li></ul>
<p><b>Intervention</b></p>	<p>A Multi-Tiered System of Support (MTSS) is a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all levels (MDE, 2023). For this reason, the following intervention(s) are currently being used:</p> <ul style="list-style-type: none"><li>● Kindergarten - 1.0 FTE Speech and Language Pathologist works with kindergarten and 1st grade students on Phonemic Awareness</li><li>● K-5 Tier II students have access to highly qualified certified teachers during pull-out for reading intervention (capacity does not meet need) using UFLI, Phonics First and Fountas &amp; Pinnell LLI intervention programs.</li><li>● Classroom teachers pull students for reading interventions in small group instruction in the Tier I Reading Block using their core instructional materials.</li></ul>
	<p><i>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:</i></p> <ul style="list-style-type: none"><li>● <i>Updated Phonics First Intervention Kits</i></li><li>● <i>More UFLI Instructional Books and Toolboxes</i></li><li>● <i>Reviewing best materials for intervention teachers to use that are aligned with the Science of Reading concepts. We are reviewing intervention resources for Tier II</i></li></ul>



	<p><i>interventionists to use to support students. Additional research based materials will be purchased.</i></p> <ul style="list-style-type: none"> <li>● <i>Support for our highest achievers (extensions, enrichment)</i></li> </ul>
<p><i>Professional Development</i></p>	<p>Current structures for professional learning are:</p> <ul style="list-style-type: none"> <li>● 1.0 FTE Literacy coach at each building,</li> <li>● 5 days of district-provided professional learning</li> <li>● <i>LETRS Professional Learning with 68 staff members</i></li> </ul>
	<p><i>The professional learning we are proposing with 35j is Lexia Professional Learning offered using a professional development platform that allows educators to engage in synchronous (live learning with a trainer via webinars) and asynchronous (learning on the participant's own schedule and timeline accessing readings within the texts and on an online platform. We will ensure participants engage in the quizzes and assessments in order for us to analyze the data to understand the knowledge gained having participated in the learning.</i></p> <ul style="list-style-type: none"> <li>● <i>We commit to having the LETRS professional learning opportunities accessible to all of our PreK-5 classroom teachers, Special Education teachers, Coaches, Administrators, and Interventionists and will strive for 100% participation. We currently have 68 teachers enrolled in LETRS in Cohorts 3, 4, 5, and 6. 100% of Prek-5 staff will be enrolled in Lexia Learning.</i> <ul style="list-style-type: none"> <li>○ <i>81 certified classroom teachers</i></li> <li>○ <i>4 administrators</i></li> <li>○ <i>3 instructional coaches</i> <ul style="list-style-type: none"> <li>■ <i>Year 1 100,800</i></li> <li>■ <i>Year 2 100,800</i></li> </ul> </li> </ul> </li> <li>● <i>Our PreK-5 specialist teachers will enroll in Aspire Training through Lexia Learning aligned to the Science of Reading in Fall 2024. 13 certified teachers</i> <ul style="list-style-type: none"> <li>○ <i>Year 2 = \$600 x 13 = 7,800</i></li> </ul> </li> <li>● <i>Partnership with Lexia Learning for 1 year of LETRS Success Partnership Silver for \$11,400</i></li> <li>● <i>Professional Learning from Julia Linsey, Reading Specialist.</i></li> <li>● <i>Phonics First Refresher Courses for all K-3 teachers</i></li> </ul>





<p><i>Parent and Community Engagement/ Involvement</i></p>	<p>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:</p> <ul style="list-style-type: none"> <li>● Parent Literacy Nights</li> <li>● Parent Volunteers attend daily to read with students</li> <li>● EL Literacy Nights</li> <li>● Reading Month activities that involve families</li> <li>● Literacy Book Bags sent home with students to read nightly</li> <li>● IRP Parent Handbooks</li> </ul>
<p><i>Monitoring and Evaluating the District Literacy Plan</i></p>	<p>In order to ensure the success of this targeted literacy plan, we commit to the following:</p> <ul style="list-style-type: none"> <li>● <i>Creating a PreK-5 Literacy Team made up of teachers, coaches, and administrators to meet monthly and use the LETRS Administrators Rubrics to assess and monitor our progress in creating a complete literacy system within our elementary buildings.</i></li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <i>Our plan will be evaluated using student data from NWEA MAP Growth Assessment and M-STEP State Testing</i></li> </ul>

**Resources:**

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