K-12 LITERACY PLAN
DETOUR PUBLIC SCHOOLS COMMUNITY DISTRICT

2020-2021
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Executive Summary

Background

With the implementation of the Michigan K-12 Standards, students are expected to know how to read stories and literature, as well as more complex informational texts which provide facts and background knowledge in areas such as science and social studies. The shifts in the Michigan Standards include increased reading of complex texts, use of evidence drawn from the texts, and the building of knowledge through multiple texts on the same topic. Students will be challenged and asked questions which push them to reference details from what they have read in order to participate in discussions, complete open-response writing items, and craft essays in response to what they are reading. The standards stress the critical-thinking, problem-solving, and analytical skills required for success in college, career, and life.

The Office of Literacy has a well-defined vision for literacy instruction in Detroit Public Schools Community District. The vision is grounded in leading research that guides how students learn the foundational skills of reading and how they ultimately comprehend text. We learned from “Reading Between the Lines: What ACT Reveals About College Readiness in Reading” that the greatest predictor of a student’s success on any reading comprehension assessment is their capacity to read complex texts. Building knowledge is key to creating the condition for students to be successful readers. The findings of Recht and Leslie’s “Effect of Prior Knowledge on Good ad Poor Readers’ Memory of Text” illuminate that knowledge plays a key role in reading comprehension. This study found that knowledge of the topic (baseball) had a MUCH bigger impact on quantity and quality of comprehension than did generalized reading ability. This information, coupled with the key understanding that all quality reading programs must have a strong foundational skills program, informs our approach to literacy instruction.

DPSCD will provide our students with high-quality instruction that is aligned to the standards and the instructional shifts the standards demand. Our instructional materials will be highly aligned and provide a robust foundational skills program for grades K-2. In their paper on Structured Phonics, David Liben and David Paige identify several key indicators of a high-quality structured phonics program:

- Introduce students to spelling/sound relations separately, explicitly, and gradually.
- Allow teachers to monitor progress. By introducing spelling sound patterns one at a time, teachers can more easily tell which students have mastered which patterns and also provide the support needed so that mastery can be attained.
- Address a word’s phonology (how to pronounce it), its orthography (how to spell it), and its morphology (what prefixes, roots, and suffixes it contains), and explaining how to apply this knowledge to decode and spell words.
- Guide text selection. Since the teacher knows exactly which spelling/sound patterns currently are being taught and which already have been taught, she can select the most appropriate texts for her students to read.

Because fluency is only a part of what makes a reader successful, our instructional materials will also strategically build knowledge in content area topics so students will have enough background understanding to deeply comprehend a complex text. Also, the children of DPSCD will see themselves

“When you are a teacher, a principal, a district leader, or a state or federal policymaker, the moral imperative boils down to one key factor – it is time to marry purpose and action. Make focused action with others your energizer. Above all, realize that you are in the business of actually improving lives and society – team up and be gratified by the fulfillment and be relentless in the face of the ever present challenges.”

~The Moral Imperative Realized, Michael Fullan
represented in the texts they read, and they will be exposed to various other cultures and experiences. This concept is commonly referred to as “windows and mirrors”. Mirrors are stories that reflect one’s culture and reality and help one better understand themselves. Windows are texts that offer one a view into someone else’s experience. When an ELA/Literacy curriculum has just mirrors, the students’ exposure to the world lacks the beauty of a wide range of perspectives. When a curriculum has just windows, students can begin to feel like they do not belong. When students are exposed to texts that have both windows and mirrors, a rich, diverse, and global world reveals itself through literacy.

During the 17/18 school year, the district’s Office of Literacy proactively established a foundation by which to improve literacy rates in our district and city. As a district, we believe that if we intentionally invest in teachers, students, and parents through high-quality materials and professional learning and support, each stakeholder group through implementation of best practices, and quality Tier 2 and Tier 3 interventions, then literacy rates will improve, and more students in the city of Detroit will read on grade level. The following plan outlines the strategies that the district is implementing in pursuit of our literacy goals.

Detroit Public Schools Community District’s (DPSCD) Office of Curriculum and Instruction employs one Executive Director to lead school literacy instruction for grades Pre-K-12. The Executive Director will lead a team of one K-8 Assistant Director, one 9-12 Assistant Director and one Pre-K Assistant Director. The Literacy Team supporting grades K-8 will include three Training and Support Coordinators and five Literacy Coaches on Special Assignment. The team supporting grades 9-12 will include three Training and Support Coordinators. Additionally, the team includes one Director of Early Learning, one Project Manager and one K-12 Intervention Training and Support Coordinator. The Office of Literacy is responsible for designing curriculum guides and supporting documents, establishing course master schedule guidelines, building capacity of school level instructional support, defining protocol for common planning, orchestrating instructional rounds, implementing reading interventions, and developing and supporting action plan initiatives for process improvement. The Office of Literacy is committed to quality instructional supports and services leading to improved career and postsecondary education outcomes for all students. The district serves 49,748 students in grades K-12 Literacy. See the table below for 20/21 ELA/Literacy Course Enrollment Data.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>DPSCD 2020/2021 Enrollment</th>
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<tbody>
<tr>
<td>Grade K</td>
<td>3,489</td>
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<tr>
<td>Grade 1</td>
<td>4,136</td>
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<tr>
<td>Grade 2</td>
<td>4,310</td>
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<tr>
<td>Grade 3</td>
<td>4,072</td>
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<tr>
<td>Grade 4</td>
<td>4,166</td>
</tr>
<tr>
<td>Grade 5</td>
<td>3,942</td>
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<tr>
<td>Grade 6</td>
<td>3,637</td>
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<tr>
<td>Grade 7</td>
<td>3,419</td>
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<tr>
<td>Grade 8</td>
<td>3,525</td>
</tr>
<tr>
<td>Grade 9</td>
<td>4,182</td>
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<tr>
<td>Grade 10</td>
<td>4,002</td>
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<tr>
<td>Grade 11</td>
<td>3,439</td>
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<tr>
<td>Grade 12</td>
<td>3,429</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>49,748</strong></td>
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**Strategic Plan Alignment**

A literacy plan on its own does not transform the quality of education across an entire district, and furthermore our efforts to improve literacy do not stand in isolation from the district’s other initiatives. Rather, every focus area closely aligns with the priorities outlined in the Blueprint 2020 Strategic Plan. While all parts of the literacy plan ultimately contribute to outstanding achievement, we know that academic initiatives alone will not enable our students to reach their potential; therefore, the literacy plan was developed in service of all five strategic priorities. While most of the focus areas touch on multiple priorities, the diagram below provides a high-level overview of how the literacy plan balances the elements of the district’s strategic vision.

<table>
<thead>
<tr>
<th><strong>Outstanding Achievement</strong></th>
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<tbody>
<tr>
<td><strong>Dramatically improve the academic experience of all students to ensure they are college and career ready.</strong></td>
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<tr>
<td><strong>Focus Area 1:</strong> Equip Students to Leverage the Power of Literacy and Their Own Voice to Pursue Justice, Advance Equity, and Champion Antiracism</td>
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<tr>
<td><strong>Focus Area 2:</strong> Focus on Developing Early Literacy Skills</td>
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<td><strong>Focus Area 3:</strong> Implement Literacy Instruction Aligned to the Vision for Excellent Instruction and Leveraging High Quality Instructional Materials</td>
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<td><strong>Focus Area 4:</strong> Become a Premier Provider of Online Literacy Course Materials and Blended Learning</td>
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<td><strong>Focus Area 5:</strong> Provide Literacy Interventions that Meet the Needs of All Students in Order to Read on Grade Level</td>
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<th><strong>Transformative Culture</strong></th>
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<td><strong>Transform our culture so that students, families, community members, and staff feel safe, respected, and connected.</strong></td>
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<td><strong>Focus Area 8:</strong> Build Capacity to Sustain Literacy Instruction Reform</td>
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<td><strong>Focus Area 10:</strong> Empower All Stakeholders by Providing Resources and Communication to Proactively Support Students’ Literacy Development</td>
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<th><strong>Responsible Stewardship</strong></th>
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<td><strong>Manage and deploy our resources responsibly, transparently, and equitably to support our students’ success.</strong></td>
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<td><strong>Focus Area 9:</strong> Use Assessment to Support Improvement of Literacy Instruction and Intervention</td>
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<tr>
<td><strong>Focus Area 6:</strong> Improve EBRW PSAT/SAT Preparation and Course for 10th and 11th Grade</td>
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<tr>
<th><strong>Exceptional Talent</strong></th>
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<tr>
<td><strong>Build an excellent team of dedicated staff to serve our students.</strong></td>
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<td><strong>Focus Area 7:</strong> Execute Professional Learning that Supports Continuous Refinement of Evidence-Based Practices Aligned with the Science of Reading</td>
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<tr>
<th><strong>Whole Child Commitment</strong></th>
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<td><strong>Champion a whole child approach that unlocks students’ full potential.</strong></td>
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<td><strong>Focus Area 11:</strong> Cultivate a Culture of Literacy That Realizes the Genius that Already Exists Uniquely in the Hearts, Minds and Communities of the Children We Serve</td>
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<tr>
<td>Focus Area</td>
<td>2020-2021</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>1   Equip Students to Leverage the Power of Literacy and Their Own Voice to Pursue Justice, Advance Equity, and Champion Antiracism</td>
<td>• Secure funding for Detroit Perspectives Cultivating Genius • Engage in a knowledge map of the curriculum for culturally responsive antiracist materials and practices • Conduct an internal equity audit of HS curriculum, focus groups resulting in adjusted sequence of units</td>
</tr>
<tr>
<td>2   Focus on Developing Early Literacy Skills</td>
<td>• Leverage PowerSchool to generate reading improvement plans • Continue i-Ready Diagnostic Assessment and Online Instruction • Enhance K-2 Foundational Skills (FS) modEL Detroit • Develop FS interactive workbooks • Trained K-3 educators in OG</td>
</tr>
<tr>
<td>3   Implement Literacy Instruction Aligned to the Vision for Excellent Instruction and Leveraging High Quality Instructional Materials</td>
<td>• Implement quality school support plan • Develop and facilitated professional learning focused on using K-12 instructional materials online</td>
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<tr>
<td>4   Become a Premier</td>
<td>• Procure LearnZillion to provide EL Education</td>
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</table>
| Provider of Online Literacy Course Materials and Blended Learning | student and teacher online instructional materials  
- Develop and facilitate BTS professional learning to launch online and face to face learning  
- Focused PD on how to leverage virtual resources to teach reading online | Refine and enhance PD on online learning |
|---|---|---|
| 5 Provide Literacy Interventions that Meet the Needs of All Students in Order to Read on Grade Level | • Enhance the implementation of District provided Tier 3 OG intervention to include active monitoring of enrollment, participation, engagement, and academic outcomes  
• Implement MaxScholar to support students enrolled in Tier 3 OG intervention  
• Plan and implement a Tier 3 OG intervention facilitated by partner organizations  
• Plan and implement a Tier 2 Literacy for All intervention focused on Fluency and Vocabulary  
• Implement Tier 2 interventions using curriculum resources and partner organizations | • Refine, adjust, and continue Tier 3 intervention plan based on student outcomes at EOY data  
• Refine, adjust, and continue the Tier 2 intervention plan based on student outcomes at EOY data |
| 6 Improve EBRW PSAT/SAT Preparation and Course for 10th and 11th Grade | • Select and implement new instructional materials for the course  
• Launch the development of curriculum guides for course  
• Plan and facilitate professional learning and coaching on implementation of new materials | • Provide ongoing best in class professional learning and coaching  
• Provide summer learning to prepare for year 2 |
<table>
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<tr>
<th>7</th>
<th><strong>Execute Professional Learning that Supports Continuous Refinement of Evidence-Based Practices Aligned with the Science of Reading</strong></th>
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</table>
|  | • Audit PD to develop course sequences  
|  | • Develop PD learning path recommendations based on role and grade assignments  
|  | • Launch LETRS science of reading course in phased approach  
|  | • Facilitate District wide PLCs focused on online instruction  
|  | • Continue school-based teacher study groups  
|  | • Plan and facilitate "Teaching in the Online Classroom Surviving and Thriving in the New Normal" by Doug Lemov book study  
|  | • Develop recorded PD courses  
|  | • Implement PD sequences  
|  | • Ensure all staff have access to learning path recommendations  
|  | • Expand access to LETRS PD  
|  | • Continue PLCs and study groups  
|  | • Continue to add live recorded PD courses to offerings |

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<tr>
<th>8</th>
<th><strong>Build Capacity to Sustain Literacy Instruction Reform</strong></th>
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|  | • Adjust Model School Project to meet the needs of the District based on the pandemic  
|  | • Continue to develop instructional literacy leaders at all levels (District, Principal, AP, MT, and classroom teachers)  
|  | • Adjust content cycle PD to meet the needs of the District based on the pandemic  
|  | • Increase capacity to support K-3 literacy teachers by adding LCOSAs (from grant)  
|  | • Develop internal Literacy Leaders Academy to develop the District Literacy team  
|  | • Refine Model School Project scope and services based on EOY data analysis  
|  | • Continue to develop instructional literacy leaders at all levels (District, Principal, AP, MT, and classroom teachers)  
|  | • Refine and enhance content cycle PD to meet the needs of MTs and classroom teachers based on EOY data |
|   | Use Assessment to Support Improvement of Literacy Instruction and Intervention | • Continue with our progress monitoring assessments for students (i-Ready and Academic Approach)  
• Transition Academic Approach to an online assessment  
• Continue curriculum based formative assessment plan and M-STEP practice | • Continue progress monitoring assessments and formative assessments  
• Develop and implement an inquiry-based approach to ensure data is used to inform practice at all levels (District to Classroom) |
|---|---|---|
| 9 | Empower All Stakeholders by Providing Resources and Communication to Proactively Support Students’ Literacy Development | • Develop and facilitate Parent Academy sessions to support online learning, administer assessments at home, and utilize platforms  
• Plan and implement direct student support on how to utilize technology needed to be successful with online literacy courses  
• Support Homework/Online Hotline  
• Support Curriculum Nights  
• Develop and publish Community Connection stories related to literacy  
• Leverage resources, such as the HUB, to regularly communicate with internal stakeholders  
• Develop and share IP and TIPS | • Refine and enhance current communications strategy |
| 10 | Cultivate a Culture of Literacy That Realizes the Genius that Already Exists Uniquely in the | • Refine initiatives to translate into online setting  
• Continue Rise UP Read More independent reading challenge  
• Partner with Detroit Public Library | • Refine and enhance initiatives  
• Relaunch Reading Extravaganza |
Needs Analysis/Problem Statement(s):

Strengths
Detroit’s motto, speramus meliora, translates to “we hope for better things; it shall arise from the ashes.” Our greatest strength is the collective will to rebuild the school district. While the district deeply understands the challenges we face regarding this opportunity, it is clear that the professional educators, school and district leaders, and school board members are all unwavering in our commitment to change the outcomes for students in our school system. The momentum toward this rebuilding and the rebirth of our city is the driving force for the reform work described in this plan, and our greatest asset is our collaborative commitment to meet our stated objectives.

Over the past 3 years, the district has focused intensely on addressing the literacy needs of all our Pre-K-12th grade students. The positive outcomes achieved on state assessments in the year 18/19 are a testament to the strong foundation of the strategic plan. This work included best-in-class professional learning on the state’s standards and best practices, selecting and implementing high quality instructional materials, implementing progress monitoring assessment and intervention resources aligned to the standards, facilitating summer professional learning institutes for teachers and school leaders, and keeping an intense focus on utilizing data to inform next steps and decision making towards our instructional priorities. As a result, our District reported overall proficiency (at and above grade level performance) rate increases on the 2019 Michigan Student Test of Educational Progress (M-STEP), PSAT 8, and PSAT/SAT assessment results. Students in Detroit Public Schools Community District improved from the 2018 results across all tested grade-levels in the English/Language Arts M-STEP assessments. Proficiency improvement in reading represented the strongest single year improvement since the inception of the M-STEP exam in 2015. Also noteworthy is that the District’s proficiency improvement compared to last year outpaced the state’s in all but one grade and subject area (less than 0.1 difference in grade 3 literacy). Overall these results demonstrate encouraging signs of improvement and reinforce confidence in the District’s multi-year reform strategy. The District’s success within grades 3-8 was used as a catapult to enact a similar assessment, professional learning plan, and intervention strategy for grades 9-12 in the 19/20 school year.

These positive results are a sign of things to come in all of our schools. There was nothing random about this improvement. Instead, this is what occurs with strategic and deliberate reform based on best practice,” ~ Dr. Nikolai Vitti, Superintendent, DPSCD
The 19/20 school year began with great enthusiasm. The District was full of pride and committed to improving outcomes for students in Literacy. The year began with a strong plan to deepen and enhance the implementation of EL Education in grades K-8 and launch new instructional materials, MyPerspectives, for ELA courses in high school. Just over four hundred Para-educators, Academic Interventionists, and ESE teachers had embraced their role in the reform work by attending a thirty-hour course that certified them to facilitate the Orton-Gillingham intervention with our most fragile readers in grades K-8. The Office of Literacy launched the Model School Project and together with EL Education and Wayne RESA consultants provided on-site job embedded professional learning and coaching for 48 schools with the goal of 4 schools becoming models that exemplify the District’s Vision of Excellent Instruction and serving as a training ground to support the development of educators across the District. The District’s Master Teachers were growing into their role as literacy leaders at each school. On August 21, 2019 30 teachers and Master Teachers from our District were invited to support EL Education in preparing more than 4,000 educators in the Charlotte-Mecklenburg School District (CMS) to successfully implement the EL Education curriculum in 2019-20. Detroit educators took their talent on the road, serving as teacher leaders co-facilitating professional learning in Charlotte, to ensure that teachers and students beyond their city would benefit from their experience and expertise. Beginning of the year data did indicate that students lost some ground in reading proficiency due to summer slide, but the mid-year i-Ready assessment data indicated the district was on track to see record gains in literacy for a second year in a row.

We were on pace for meaningful 3-7 ELA improvement.

In February of 2020, the United States declared a public health emergency due to the global Covid-19 pandemic. By March, the District was forced to close all school buildings and move staff and students to distance learning. As a result of the pandemic, the M-STEP assessment was canceled, and the District did not administer the end of year i-Ready assessment. While this was an appropriate decision based on the circumstances, it was heart breaking to experience the loss of the positive student reading outcomes that were anticipated. Furthermore, we had to quickly transition to distance learning for our teachers and students, so that our students would not experience learning loss. To accomplish this task, the Office of Literacy produced and printed grade level packets for students to continue to learn. In addition, the

“I am often asked what is the most important strategy that can be leveraged to improve Detroit Public Schools Community District, or public education in general. My response is: make teaching and teachers the most important priority in educational reform.”

~Dr. Nikolai Vitti, DPSCD Superintendent
Department of Curriculum and Instruction extended the Homework Hotline office hours to support families with completing the work provided in the packets.

Following spring break, the District transitioned from packets to distance learning. The Office of Literacy, with support from our District teachers and our partners, EL Education and Leading Educators, developed a distance learning plan and curated distance learning lessons accompanied by pre-recorded videos that supported all reading teachers and students in the district for the remainder of the school year. The distance learning plan included the development of easy to use daily lesson plans, daily direct instruction videos, and independent work assignments for grades Pre-K-12. All lessons, student texts and assignments for the reminder of the school year were printed and distributed to families. Through this effort, the Office of Literacy and Early Learning produced 657 written lessons and recorded 657 direct instruction videos. The District’s ELA distance learning resources were commended by national educators and Wayne RESA. The efforts put forth by district staff, school leaders, teachers, families, and students during the closure demonstrated our District’s strength and amplified our grit and determination to ensure that every child can read on grade level.

Weaknesses

In 2017, Detroit Public Schools Community District commissioned David Liben to audit the reading instructional materials most commonly used in the district at that time. The purpose of the examination was to evaluate the degree to which instructional materials were or were not aligned to, Michigan’s adopted educational standards for English Language Arts, which are the Common Core State Standards. This audit found that the district’s instructional materials were not aligned to the standards. As noted on page 5 of the audit, “None of these programs are aligned to the instructional demands of the Michigan State Standards. Since all of them were written several years before the standards, that is to be expected.”

In response to the audit between 2018 and 2019, the district recommended, and the board approved new instructional materials for grades K-12 that are highly aligned to the standards and considered to be the best fit for the district. While the selected materials are in the best interest of students, the transition to these new materials has taken time and focused effort. As noted in the audit, teachers and students were accustomed to utilizing instructional materials that were very poorly aligned. The transition to more rigorous, highly-aligned materials has not been easy for professional educators or students. This opportunity has required strong initial professional learning, on-going instructional support for teachers and students, and consistent accountability.

While student assessment data continues to show positive signs of improvement in reading, progress has been slower than expected in grades K-3. We have not seen a significant increase in the number of students scoring on grade level or higher in the foundational skills of literacy. As a result, you will see in this plan a significant investment in professional learning, enhancing foundational skills instructional materials and job embedded coaching for K-3 educators.

Performance data continues to indicate that the percent of students scoring below grade level is significant, requiring an immense amount of focus on intervention. The large number of students needing Tier 2 and Tier 3 interventions has proven challenging for the District as there simply are not enough trained educators to serve the intervention needs for all the students that qualify. This is further complicated by the fact that students that are score 2, 3 or more years below grade level need one on one intervention to quickly move to grade level reading. For the 19/20 school year, the District trained over 400 educators in the research-based Orton-Gillingham intervention and began delivering small group intervention of no more than 10 students per group. For this school year, we also invited K-3 core ELA teachers to complete the training and invited teachers to use the Orton-Gillingham lessons and strategies whole group with all students during designated intervention time. With the addition of
PowerSchool and Performance Matters, we are now able to track the students enrolled in this intervention and the participation and engagement rates. This will allow us to better monitor and measure the impact of the Orton-Gillingham intervention on students reading abilities.

As noted above, the percent of students scoring Partially Proficient to Not Proficient on grade level tests is significant; however, the newly adopted EL Education curriculum utilizes grade level complex texts aligned to the complexity levels outlined in the standards. We will need to use scaffolding strategies, such as repeated reads and chunking the text, to ensure students are reading grade level text and not always having it read to them. This shift in approach will require extensive training and a shift in mindset that the district will need to support through initial and on-going professional learning. Finally, the Covid-19 pandemic continues to impact the District. 80% of the District started the school year opting into virtual learning for the first quarter. Throughout the quarter, the District experienced a decline in attendance rates, and this was especially problematic in high school. In November, the District transitioned back to full virtual learning. Although the District has made the core curriculum and intervention resources available virtually, and provided extensive initial and ongoing professional learning, the transition to virtual learning is proving to be a challenge. In order to take full advantage of opportunity within the pandemic, the District has prioritized literacy interventions for all. All available staff members are being trained in fluency, vocabulary, and high frequency word intervention, which they will provide as a part of designated intervention times. With focused effort and a commitment to academic achievement, the District will rise from this pandemic and continue to move toward grade level reading for all students.

Focus Areas

The Office of Literacy has developed a strategic plan that is designed to ensure that all professional educators and students have access to highly-aligned instructional materials, best-in-class professional learning on The Michigan Standards and the shifts that are necessary to meet the requirements of the standards, the new instructional materials, high yield pedagogical practices, and the Science of Reading. Master Teachers have been selected and are growing their expertise as teacher leaders at their schools by creating model classrooms for the district and by meeting the critical need for side-by-side coaching.

Furthermore, the Office of Literacy will ensure that the district is proactively addressing the needs of our most fragile readers by focusing on quality instruction in the foundational skills of reading. We will continue to meet the requirements of Michigan’s K-3 Reading Law by focusing on quality assessments that are aligned to the standards and are predictive of grade level performance, implementing a strong foundational skills program, and ensuring that instructional materials emphasize building knowledge for academically relevant topics, vocabulary, and language/syntax structures that are common in complex text. Building knowledge for students in content area topics, vocabulary, and language is key to setting the condition for proficient reading comprehension, as is teaching students the foundational skills of reading so that they can efficiently decode words. Finally, the District will continue to provide time for daily handwriting practice for all students in grades K-8. Students will learn cursive writing beginning in third grade. We will ensure that the Office of Literacy not only responds to the unique needs generated from the pandemic, but also rises to become a premier provider of online course materials and blended learning.

In addition, a Multi-Tiered System of Supports (MTSS) has been developed and we are working to ensure the interventions are delivered with quality, and that student progress is closely monitored to meet the needs of all students. This MTSS framework will define the practice of providing high-quality instruction and intervention matched to student needs, using learning rate over time and level of performance, to make important instructional decisions. MTSS involves the systematic use of assessment data to most efficiently allocate resources to improve learning for all
students.

The Office of Literacy believes it is our responsibility to build a positive culture around literacy not just for the school district but for the city of Detroit. This initiative will include supporting volume of reading at both school and home, designating specific times for independent reading during student-led literacy stations at home, partnering with the Detroit Public library, providing digital and hardcopies of books for students throughout the school year and over the summer, and planning various enrichment activities that help students grow a love of reading.

Finally, The Office of Literacy aspires to restore equity and excellence in today's literacy classrooms through a culturally and historically responsive literacy framework. The end goal of our literacy work is to pursue a transformative purpose for change and liberation. Literacy is a powerful tool to counter injustice and misrepresentations and to elevate voices, ideals, and stances. In her book “Cultivating Genius”, Gholdy Muhammad states, “Readers in Black literary societies had aims of cultivating their intellect and scholarship so that they could be better equipped to experience joy and critique the problems of the world.” This articulates an essential goal for the Office of Literacy.

Focus Area 1: Equip Students to Leverage the Power of Literacy and Their Own Voice to Pursue Justice, Advance Equity and Champion Antiracism

The Literacy Department has embraced a fervent quest for curriculum opportunities that will continue to enable our students to leverage the power of literacy and their own voices to pursue justice, advance equity, and champion antiracism. We’ve developed many avenues to build capacity for teachers to become more fluid and adept at confronting these topics and we’ve provided more opportunities through literature for our students to feel capable while on this journey. Our pursuit began with the initial curriculum adoption of the EL Education curriculum for K-8 and the myPerspectives curriculum for 9-12, using the IMET (Instructional Materials Evaluation Tool), along with the incorporation of tools from Teaching Tolerance to help support the selection of materials that reflected the diversity of our students with mirror and window perspectives in mind.

The selection of the materials included teachers’ voices by convening as many as 50-100 educators to lend their expertise to the process. In grades 9-12, the committee selected myPerspectives, a curriculum that scored all green on EdReports for alignment to the standards. During the evaluation and selection of core instructional materials, the committee concluded that none of the options presented adequately represented the cultural diversity we were seeking. While myPerspectives offered the most diverse collection of texts, there were gaps in the representation of humanity and experiences that reflected not only the lives of our students, but also the collective history of the City of Detroit. The materials needed to include reflections of triumph from differently abled people and underserved populations. As a first step to address these gaps, a committee of approximately 50 educators convened to ensure that the novels selected incorporated opportunities for students to see a diverse set of human experiences. The novel selections, which resulted in four specific novels to be paired with the instructional units, helped to initially fill gaps in the diversity of texts, but this plan outlines the next steps the District plans to take as we pursue a culturally diverse and antiracist curriculum.

An analysis of core texts worked to inform the next steps that we needed to take and led to an infusion of topically aligned, K-12 Classroom libraries that offered even more access to multiple reading levels and high interest texts presented through a diverse lens. Through this foundational work, we plan to continue the conversation and actions around the expansion of texts that include social justice, equity, and antiracist themes in alignment with our Board Resolution, declaring the District an Anti-Racist Institution.
MAPPING K-12 LITERACY CURRICULUM FOR CONTENT KNOWLEDGE AND CULTURAL RELEVANCY

Detroit Perspectives: Cultivating Genius
The Office of Literacy, in Collaboration with the Office Equity, Advocacy, and Civil rights, is planning to implement a new project titled Detroit Perspectives. This project will endeavor to cultivate and realize the genius that already exists uniquely in the hearts, minds, and communities of the children served by DPSCD by using the Historically Responsive Literacy framework developed by Dr. Gholdy Muhammad. Inspired and informed by her study of black literary societies of the 19th century, Dr. Muhammad lifts the four pursuits to which these societies were committed. These pursuits reflect the priorities that will guide the Detroit Perspectives Project: (1). Identity; (2). Skills; (3). Intellect; (4). Criticality; (5). Joy

The Historically Responsive Literacy (HRL) Framework is a universal teaching and learning model that helps teachers cultivate the genius within students and within themselves and teach in ways that create spaces for mutual empowerment, confidence, and reliance. (Muhammad- Cultivating Genius, 15).

To support this project, for school-year 2020-21, the Office of Literacy is applying for a grant from The Skillman Foundation to deeply enhance our instructional approaches and provide companion documents that will serve to advance the district’s effort to provide an ELA curriculum that fosters deep content knowledge and reflects its unwavering commitment to equity by providing all students and their teachers with access to rich, authentic, contextual, complex, rigorous texts and experiences. To this end, the project will include an extensive equity audit of the current myPerspectives and EL Education curriculum to identify gaps or lapses in cultural relevance. These audit findings will then be utilized to formulate a strategic plan that addresses these weaknesses by integrating novel selections along with curriculum guidance documents and additional resources that support culturally relevant instructional practices. In collaboration with a panel of literacy and equity experts, a team of curriculum developers, and DPSCD district leaders, the Detroit Perspectives Project will deliver instructional resources that reflects the diverse identities, experiences, and cultures of DPSCD students and the Detroit community at large.

TEACHER FOCUS GROUPS AND PROFESSIONAL LEARNING ON CONTROVERSIAL TOPICS

Acknowledgement of Teacher Expertise in Changing the Historical Landscape in ELA
As our district continues to refine the blueprint that ensures we "educate and empower every student" to be change agents in their families and communities, we are internally evaluating our curriculum materials and taking steps to address concerns and improve the quality. Over the summer, the K-8 Literacy Team decided to engage educators in a conversation around Grade 8 Module 2, “Taking A Stand”. Teaching our students to understand the historical contexts that contribute to their environmental, cultural, socioeconomic, and educational landscapes requires a shift to a more culturally equitable and responsive lens that prepares students to connect to and understand the historical precedents that frame their current reality.

To gain insight to educator’s thoughts about Module 2, we enlisted the voice and choice of DPSCD teachers, our valued educators and the front-line facilitators of our students’ success, to continue to reframe the educational landscape of equity in education. Specifically, we desired to reflect on how the novel To Kill a Mockingbird, as part of Module 2, “Taking a Stand,” is used to elevate the conversation about deeply ingrained racist beliefs, systems, and practices at work in the text.
As stated above, the District has a broader multi-year plan to thoughtfully map our curriculum and work to improve the cultural relevance of our materials across all grade bands. This work is not easy and there is not a quick fix. It will take deliberate action from the District and time to thoroughly review and attend to the gaps in curriculum materials and instructional practices.

**Building Teachers’ Capacity with Approaching Controversial Topics**

Controversial issues continue to be an overarching theme in modern day society. We are committed to providing opportunities for teachers to develop and build capacity for navigating through controversial topics as they arise in daily society and spill into classrooms.

In the spring of 2019, circumstances around an AP text provoked the need for us to deal with the controversy head on. As a result, a robust policy was developed to support teachers with the process for dealing with encountering a text that might be triggering or controversial. In keeping with our Strategic Plan, DPSCD remains committed to adopting and implementing a highly aligned, consistent instructional curriculum that reflects the demands of Michigan’s core content standards Pre-K through 12, as well as the pedagogical shifts in instruction required to support students in meeting these high standards (Blueprint 2020). In 2019, with the adoption of our new high school ELA curriculum, myPerspectives, a committee of educators from within the District also selected a set of core novels to run parallel with the themes and objectives of each unit. The novels were intentionally selected to offer a broader perspective of mirrors and windows for our students, so they can see themselves and the lives of others through the universality of literature. In addition to the novels taught in our core ELA and Honors courses, titles offered through our College Board sanctioned AP English Language and English Literature courses provide an even greater perspective of the complexities of the human experience. These greater complexities of the human experience often lead to the possibility of exposure to topics that are controversial and potentially triggering. At times, these complex experiences reveal the atrocities and ills that exist within our society and can be difficult to confront.

District policy (#2240) supports the exploration of controversial issues through literature and supports the fact that there is a legitimate place for them. Such literature is considered valuable in substance when introduced in relationship to instructional goals and not used to indoctrinate or persuade students of a particular view. If used with purpose and intentionality, controversial materials often encourage students to craft their own opinion and formulate a stance to support their personal perspectives over the positions presented within the literature. These opportunities within the literature also provide enriching and challenging reading experiences that serve as excellent preparation for college and career readiness. While the desire to present our students with high quality materials and instruction, and the opportunity to consider alternative perspectives is important, it is always the District’s intent to be transparent with our families regarding the content of the literature, and to also support teachers with encountering these topics. For families who persistently objected, we provided alternative titles and procured those titles for access at the request of teachers/parents.

During the Fall of 2020, the Office of Literacy launched a controversial topics professional development series titled, “Approaching Controversial Issues in the ELA Classroom”. This is a two-part series that aims to support participants’ understanding of the concept of controversial issues and topics and the existence of these topics in the classroom. Additionally, the session aims to help build understanding around how controversial issues contribute to the development of student values and develops their critical thinking skills. Finally, the sessions aim to help build understanding around how to best handle topics of controversy in the classroom and the role of the teacher in instruction.
EVALUATION OF HIGH SCHOOL TEXTS FOR EQUITY

In Depth Analysis and Internal Review of High School Core Instructional Materials

In Spring of 2020, the Office of Literacy conducted our own analysis of the cultural relevance of each text across the curriculum. We analyzed each text across all 6 units for elements of diversity across lines of race, ethnicity, gender, ability level, and socioeconomic status. Analyzing the texts for these diversity metrics enabled us to determine which units were stronger in terms of cultural relevance. While all units have merit, and students will eventually engage with every text, we wanted to ensure that for this school year, students were exposed to the most relevant and engaging texts as early as possible. This analysis helped to inform the instructional sequence for fall 2020, but also revealed the need for more in-depth analysis and auditing to fill additional gaps in anti-racist and culturally and historically relevant literature. This process allowed us to take a comprehensive and holistic approach toward cultural relevancy, and ultimately helped us make decisions with not only student engagement in mind, but also with equity.

Elevating Teacher Voice through High School Focus Groups

The Office of Literacy remains committed to uplifting the voice of our ELA teachers in the decisions that impact instruction. During the Spring of 2020, the Office of Literacy conducted curriculum guide focus groups for high school ELA teachers across the District. We asked educators to consider the following factors when making suggestions for an “ideal” unit order: topic of the unit (relevance, student interest level, etc.), topic/genre of the texts (interest level, repeated exposure to specific genre, etc.), skills practiced in the unit (foundational, prerequisite, etc.), and level of background knowledge required (time constraints, background knowledge built from previous units, etc.). By reorganizing the units, we ensured that the first experience that students had in the curriculum best reflected their identity, culture, and heritage; which we felt was important to do because the texts in the curriculum spoke to students and fostered engagement during a really stressful time in the world. Keeping all these factors in mind, teachers ultimately shared their recommendations on how the units should be ordered to better support student learning in the 2020-2021 school year.

MILESTONES

- Map K-12 curriculum for content knowledge and culture relevancy- Completed by June
- Focus Groups to foster analysis of equity and diversity of texts within K-12 curriculum- Ongoing
- Professional learning on controversial topics- fall and spring PD catalog
- Intervention evaluation of HS texts- May-August

STRATEGIC PLAN TARGETS

Outstanding Achievement, Strategy 1
Transformative Culture, Strategy 3

Focus Area 2: Focus on Developing Early Literacy Skills

In the 18/19 school year, DPSCD adopted the EL Education Language Arts curriculum that includes explicit foundational skills instruction for K-2. This adoption yielded an increase in students’ overall reading levels, but after an analysis of beginning of year and middle of year i-Ready data for grades K-2, it was evident that several schools displayed stagnant data in the domains of Phonics, Phonological Awareness, and High-Frequency Words. To remedy this issue, the Office of Literacy began development of a strategic plan to accelerate K-2 student development and growth in the foundational skills of literacy.

In October 2016, Michigan’s Legislature passed a critical law (MCL 386.1280f) with specific implications for students in kindergarten to third grade. The early literacy bill outlines detailed requirements for
school districts in Michigan that are intended to improve the number of students that are reading proficiently by the end of third grade. Under the law, districts and schools are required to assess all K-3 students' reading skills at least three times per year to identify struggling students. Scheduled to begin during the 19/20 school year, third grade students could be retained if they demonstrated reading proficiency levels that are more than one level behind. However, due to the closure of schools caused by the COVID-19 pandemic and the amount of unfinished learning that occurred, the retention policy was suspended and will resume during the 20/21 school year.

In response to the i-Ready data and to continue to address the requirements of the Third Grade Reading Law, the Office of Literacy has a renewed commitment to increasing students’ early reading skills. This focus area takes what is required within the law and what is outlined as best practice for early literacy and builds out a cohesive plan to support teachers and students with quality core literacy instruction and provide immediate intensive interventions at the first sign of reading difficulty to ensure our students are reading on grade level by the end of third grade.

DEVELOP, INITIATE, AND MONITOR/ADJUST READING INTERVENTION STUDENT ENGAGEMENT PLANS FOR QUALIFYING STUDENTS

Customized Reading Intervention Student Engagement (RISE) Plans
Required by the Third Grade Reading Law, students experiencing deficiencies are to have Individual Reading Intervention Plan (iRIP), created in partnership with their teacher, the principal, and their parents. Receiving an iRIP can be intimidating and scary for families. Beginning next year, to help frame a more positive narrative the iRIPs will be renamed Reading Intervention Student Engagement plan and will be referred to as RISE plans. Parents must be provided with a “Read at Home” plan that will extend learning and strengthen reading skills, in addition to the interventions provided by the teacher and/or school’s literacy team. Having moved from hard copy plans that teachers had to manually complete, the district now generates RISE Plans for all qualifying students using PowerSchool. In order to ease the paperwork burden on teachers, PowerSchool generates and prepopulates general information such as student name, schoolteacher, and i-Ready assessment data.

Teachers then analyze the data to identify the specific areas of concern for students, the selected interventions, and the frequency the intervention will be delivered to support quality aligned instruction for the student’s specific needs. After the development of the plans, teachers then meet with students’ families to inform parents of their child’s reading performance and to provide them with an opportunity to contribute to the RISE plan. The District also created and made available to educators updated Read at Home Plans to disseminate to parents. These plans are designed to empower parents to support students at home with strategies that focus their child’s specific needs. Read at Home Plans are available in English, Spanish, and Arabic. This is the third academic year that the District has implemented Individual Reading Improvement Plans.

Continued Access to i-Ready’s Diagnostic Assessment & Online Instruction Learning Path
The District plans to continue using the i-Ready Diagnostic as our initial screener and progress monitoring assessment. Following the administration of the first diagnostic assessment, school leaders and teachers use the assessment results and tools provided for teacher-led small group instruction. This data is also used to place students in Tier 2 and Tier 3 interventions. Furthermore, the District will continue to use i-Ready’s Online Instruction and Tool for Instruction (teacher-led) lessons. Based on the results of the i-Ready Diagnostic, students are automatically placed into online instruction that is customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
ENHANCEMENT OF MODEL DETROIT SLIDES

In 18/19, the Office of Literacy found a need to provide instructional tools that would support implementation of the then new curriculum, EL Education. In partnership with the Skillman Foundation and Standards Work (a national non-profit committed to advocating for practices proven through research the improve teaching and learning) the District developed modEL Detroit- a set of lesson resources designed to ease year one implementation. These resources have received National Recognition and were shared as Open Educational Resources. Several Districts and educators throughout the country leverage these resources and they have been adopted by Open Up Resources as part of their online learning implementation plan.

As a practice, the Office of Literacy hosts focus groups and conversations with educators. Based on data analysis we specifically address student learning in grades K-2. Based on teacher feedback it was determined that there was value in refining the composition of the Foundational Skills Block and that we should accomplish this task by enhancing modEL Detroit PowerPoint decks. Beginning in the 20/21 school year, refinements began by adding additional whole group instruction time by adding daily routines at the beginning of each lesson outlined in the PPT decks. These routines encouraged teachers to practice skills that have been introduced to students in previous lessons. Additionally, we simplified the teacher-led and student-led small group rotations.

Professional development began during the summer of the 20/21 school year and will continue throughout the school year. Asynchronous courses are available for educators to attend professional development on demand.

Creation and Implementation of Foundational Skills Interactive Work Pages

From the same focus groups and conversations during school coaching visits with K-2 educators, teachers expressed a desire to have a Foundational Skills workbook that supported ample practice with the skills students were learning. For use during distance learning in 19/20 school year, the District created interactive workbook pages for students to complete during independent work time. Upon our return to school in the Fall we understood that gathering students into small groups and using shared materials such as magnetic letters, word cards and games would not be possible. As a result, the Foundational Skills Interactive Work Pages were created by K-8 Literacy team members and teachers across the district. The pages are used to engage students in whole group independent practice. The assignment pages are similar in structure to the packets leveraged during distance learning and support for teacher instruction and student use was included as a part of the enhancements made to the modEL Detroit PPTs. These work pages can also be used for asynchronous instruction. The Foundational Skills Work Pages are available in the digital and print format for student consumption.

USE OF THE ORTON-GILLINGHAM INTERVENTION BY K-3 TEACHERS

In May 2020, K-3 ELA teachers began engaging in the Orton-Gillingham Phonics First professional learning experience. After a review of historical data and an examination of student demographics, we began implementing this intervention as whole group lessons leveraging the third hour in the ELA block and replacing Labs instruction to support struggling readers and become proactive in closing learning gaps. This saturated phonics instruction provides students functioning one or more years below grade level with an additional layer of support to improve foundational literacy skills.

MILESTONES

- Enhanced modEL Detroit introduced- August
• Foundational Skills Work Pages introduced as a digital resource - August
• Moved RISE Plans to PowerSchool - September
• Tier 2 Whole Group OG implemented - October
• Foundational Work Pages printed for dissemination - November

STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 1

Focus Area 3: Implement Literacy Instruction Aligned to the Vision for Excellent Instruction and Leveraging Highly Aligned Instructional Materials

An effective district is organized systematically around a well-defined and shared vision for what it intends to accomplish in its classrooms. Moreover, it agrees on what “teacher improvement” means and what “good teaching” looks like. Leaders and teachers need to understand, “What is the vision of excellent instruction that every teacher should be striving to reach? Where do teachers stand right now compared to that standard of excellence? What, exactly, does every teacher need to do to start bridging the gap? How will teachers know whether they’re on the right track?” Establishing this vision was the first, most important step for our district as we set out to improve instructional practice at scale. As a district, we have developed a vividly clear vision of instructional excellence that can be observed and measured (through classroom observations and student assessment results) and makes advancing teachers toward this vision the primary goal of every activity. This year we have launched the implementation of a new teacher evaluation system which further reinforces clear expectations and supports for teachers in their efforts to achieve excellence in their work with students. The system includes an observation rubric which aligns directly with the vision of excellent instruction, as well as coaching tools that empower teachers to move forward on the continuum of effectiveness. We believe the basic act of setting a clear and ambitious vision for excellent teaching and ensuring that principals and teachers understand that vision will have a galvanizing effect (TNTP; The Mirage, 2015).

The District has further demonstrated its commitment to prioritize literacy by offering extending reading blocks for all grades K-8. In grades K-2 the reading block is 3 hours. This 180 minute consists of:

• Module lessons that focus on building knowledge, vocabulary and comprehension
• A foundational skills hour that delivers instruction on phonics, phonological awareness and high frequency words
• One hour dedicated to intervention or labs.

In grades 3 and 5 we offer a 120 minute to a 150-minute reading block. This block consists of Module Lessons with the same focus and K-2 and the Additional Language and Literacy Block. In grades 6-8 we have 100 minutes of reading instruction, with 50 minutes dedicated to module lessons and a 50-minute small group instruction block.

Over the last 3 school years, we have engaged school leaders in the development and the curation of implementation measurements that reflect what our vision looks like sounds like and feels like, in every core classroom for ELA/Literacy. This includes the development of tools that gauge the integrity of implementation for the curricula adopted by K-12 ELA.

Rigorous college and career ready standards can improve and deepen student learning. To reach these standards, what is taught matters. Teachers need access to high quality, aligned instructional materials to support their classrooms. Research shows quality instructional materials impact student achievement as much as quality instruction and are almost 40 times more cost effective than class size reduction. This information plus the findings of the DPSCD Curriculum audit elevated the adoption of new instructional
materials as a key priority if we plan to improve academic achievement. We know that high quality curriculum is an essential baseline for equity because it ensures all students engage with quality text and intellectually demanding tasks. Over the last year the District has completely overhauled the instructional materials for Literacy instruction in all grade’s Pre-K to 12. The select of new materials was just the beginning. District teachers have shaped the development of curriculum guidance documents and additional resources such as foundational skills workbooks and participated in rigorous PD offerings that have been sequenced and designed to continue to build our capacity to implement the curriculum with integrity. At this time, our literacy plan outlines the next steps required to build upon this foundation, so that all students have access to quality literacy instruction and materials in every classroom in the District.

**IMPLEMENTATION OF K-8 AND 9-12 LITERACY CURRICULUM**

**Embedded Coaching, Professional Development and Support**

The K-12 Literacy department has maintained a commitment to school support with the understanding that the best curricula, the best objectives, and the best vision will not be successful without a strategic plan for supporting those charged with implementing the plan. Our school support plan includes several different professionals. Literacy Training and Support Coordinators (TSC) are literacy teachers that report to the Office of Literacy. Each TSC is assigned to a cohort of schools. There are currently 3 TSC dedicated to K-8 schools and 3 TSCs assigned to 9-12 schools. They work collaborative between the Office of Literacy, Office of Schools and School Leaders to organize and facilitate professional learning and coaching for literacy teachers in each school building. This year, we were fortunate to add five Literacy Coaches on Special Assignment (LCOSA) through an early literacy grant with Wayne RESA. The LCOSAs are fully dedicated to supporting teachers and students in grades K-3. These coordinators and coaches are driven by objectives that focus on deepening our shared understanding and commitment toward initiatives aimed at developing teacher practice and improving outcomes for students. These professionals follow a structured coaching process that includes norming around school support and feedback structures, using data to align on professional development offerings, and implementing quality coaching cycles that include setting goals, co-planning, modeling or co-teaching, observation and feedback.

**Support for Instructional Materials**

Shortly after the curriculum adoption committee recommended EL Education as the recommended curriculum for grades K-8 the District began planning for a quality implementation. This planning included the development of the modEL Detroit Project, facilitated by StandardsWork, and co-funded by DPSCD and The Skillman Foundation. modEL Detroit provides both planning and delivery resources to teachers implementing the EL Education curriculum, bringing to life what is recommended in the teachers’ guides. This project produced 1,700+ PowerPoint Decks and supports all K–8 EL Education Lessons including K–2 Foundational Skills

"All students deserve access to a high-quality literacy curriculum that will prepare them for success in school, career, and life. We are proud to be part of this transformative partnership." – Scott Hartl, President and CEO of EL Education

The District is proudly shared these resources with other school districts and teachers who are implementing the most highly downloaded ELA curriculum, EL Education in the nation.

The concept, developed in collaboration by the wisdom of National Literacy experts David and Meredith Liben and the pursuit of an excellent first year implementation was intended to support teachers in
leveraging rich materials, reduce the burden of planning as teachers adapt to new materials, and support the District's Vision for Excellent Instruction across classrooms. As we move forward the District will continue to provide enhancements to modEL Detroit that are informed by teacher and student needs.

A Continued Focus on Instructional Rounds (Learning Walks) and Reviews
Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed. Rather, the primary purpose is for observers to reflect on the instructional practices with those of the teachers they observe, consider trends and utilize the information gathered to make decisions about instructional priorities, coaching and professional learning. The chief benefit of this approach resides in the discussion that takes place among observers after the observation along with continued self-reflection.

Our district began instructional rounds in 2018, it became abundantly clear that when new materials were adopted, we would need to devise a thoughtful strategy to ensure that the materials that teachers and students were leveraging each day were aligned to our vision and we needed a way to observe trends and plan actionable next steps to support the field. In collaboration with our literacy partners, EL and Leading Educators, we developed clear and concrete early implementation checklists, borne out of the vision; but clearly designed to uplift the practices related to the standards and the core curriculum. The checklists helped to provide clarity and ease with determining which practices were being implemented with fidelity and what areas of additional support were needed. A series of instructional rounds have been enacted in collaboration with literacy partners, Wayne RESA, principals, assistant superintendents, master teachers, and the Office of Literacy. This practice will over time continue to evolve but will not be abandoned as we manage the impact of the COVID-19 Pandemic.

Instructional Reviews for the Most Fragile Schools
In addition to instructional rounds the District also facilitates instructional reviews. Instructional reviews are similar in nature to instructional rounds. Although, there are few key differences. Instructional reviews focus on schools that may have stagnant student data or other data metrics that show they are “at risk” for not improving student achievement outcomes at a rate that is equal to the rest of the district. The reviews focus on instruction at the school and are led by the Office of Schools and the Principal of the School. The Office of Literacy participates in the reviews by observing classroom instruction, reviewing school-wide reading data and working with a school leader to develop an action plan that will support accelerated improvement of instruction and student outcomes.

COLLABORATIVE STAKEHOLDER DEVELOPMENT
Professional Development on Adopted Instructional Materials EL Education and Pearson myPerspectives
For K-8, the District partnered with EL Education early on to provide a comprehensive professional learning experience for educators and leaders. The professional learning continued into the second and third year of implantation and a robust path has been developed for teachers to become expert users of the curriculum that built on teaching foundational skills, the literacy block, literacy labs, and embracing the three shifts of the common core in ELA. Likewise, grades 9-12 partnered with the curriculum developer, Pearson, and Leading Educators to offer professional learning of their curriculum, myPerspectives during its initial year.

In the first year of implementation, Leading Educators’ (LE) professional development for grades 9-12 focused on deepening the work of master teachers, principals, and district literacy staff to elevate and scale best practices in teaching ELA/Literacy. LE staff also worked with system leaders to gather, analyze,
and respond to literacy data across the district, and with the Master Teachers to strengthen their capacity to facilitate professional learning and data walks within buildings and to co-facilitate district-wide teacher trainings. The work continues in a slightly different capacity for year two, with Training and Support Coordinators taking a more prominent role in delivery of professional development and LE collaborating in the development of the materials and instructional tools presented.

For all K-12 Literacy, The Office of Literacy has worked with EL Education and Leading Educators to develop a comprehensive plan for continued learning throughout the 20/21 school year and beyond. Wide adjustments were made to how support looks in this climate of the Global Pandemic and strong considerations for online learning have been made. Please see the table below for details of support from each partner:

<table>
<thead>
<tr>
<th>EL Education Professional Development Partnership Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Strategic Planning</td>
</tr>
<tr>
<td>Days will include</td>
</tr>
<tr>
<td>• Beginning-of-Year Work planning Meeting (Fall scope)</td>
</tr>
<tr>
<td>• Mid-Year Review Meeting (Spring scope)</td>
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<tr>
<td>• End-of-Year Review Meeting (Spring scope)</td>
</tr>
<tr>
<td>Back to School Professional Development (Custom)</td>
</tr>
<tr>
<td>Coaching Academy for District Literacy Leaders (Custom)</td>
</tr>
<tr>
<td>Model School Coaching</td>
</tr>
<tr>
<td>Master Teacher Professional Development Series</td>
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<table>
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<tr>
<th>LE Education Professional Development Partnership Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Services</strong></td>
</tr>
<tr>
<td><strong>Summer:</strong> Plan, design and facilitate virtual summer professional development with two pathways - one for new teachers or teachers that need extra support and one for returning teachers that have previously implemented the curriculum.</td>
</tr>
</tbody>
</table>
- LE will introduce self-directed modules to all participants to support self-directed learning and school year launch preparation. These modules will include processes for internalizing units and unit texts, summer launch learning and SY 19-20 content cycle learning, which will support reviewing materials, “catching up” and self-selecting personal areas for growth and improvement.

**Content Cycles:** Design content cycles and lead facilitation for Master Teachers and School Leaders, with a gradual release of responsibility to the DPSCD Office of High School Literacy Team that builds the district teams’ capacity and promotes the sustainability of the work.

- LE will plan and design a year-long content cycle strategy and scope and sequence that supports high school ELA teachers with the implementation of myPerspectives curriculum.
- LE will work with district staff to develop content cycle slide decks, facilitator notes, participant handouts and any other supporting materials to ensure successful facilitation of content cycles by Master Teachers, with support from district staff. Content cycles will be aligned with myPerspectives curriculum, DPSCD Curriculum Guides, the DPSCD Vision for Excellent Instruction.
- LE will facilitate content cycle overviews and experientials for Master Teachers and School Leaders, for them to prepare for their school-team content cycle implementation, in collaboration throughout the year with the DPSCD Literacy Team.

**MILESTONES**
- Embedded coaching and school support, on-going
- modEL Detroit FS Skills enhancements, Launched August and released on-going
- Professional development catalog released, September and January

**STRATEGIC PLAN TARGETS**
**Outstanding Achievement, Strategy 1**

**Focus Area 4: Become a Premier Provider of Online Literacy Course Materials and Blended Learning**

It’s no mistake that the year’s events have thrown many districts into a tailspin on how to respond to the sudden change in the way of learning in the year of Covid-19. The Office of Literacy had to suddenly pivot early in 2020 to make the adjustment to virtual learning in a seamless way that lessoned any anxiety that quality instruction and student achievement would be sacrificed during this process. We, as an office, committed to supporting the transition for our teachers and students by providing well-constructed plans for the ten-week shutdown that did not sacrifice rigor or alignment to the state standards and aimed to provide students with access to literature and a daily structure that included video tutorials/direct instruction, read-alouds by teachers, a weekly grade level text, independent activity and a dedicated lesson plan structure that was designed to ensure all students had access to continued learning regardless of their access to the internet or device.
In preparation for the 20/21 school year the District implemented an online learning plan that built upon the success of distance learning plan but moved us toward live instruction as well as a comprehensive collection of instructional resources for online learning.

**PROVIDER OF PREMIER ONLINE LITERACY MATERIALS AND INSTRUCTION**

In preparation for the start of the 20/21 school year the Office of Literacy worked curate virtual instructional materials and professional learning that would allow teachers and students to continue instruction whether they are face to face in a classroom or engage in online learning and instruction. In order to enact an online learning plan, we first needed access to virtual resources that would support our current curriculum implementations. For literacy in grades K-8 this included the procurement of Learn Zillion to provide EL Education materials. Grades 9-12 already had access to online instructional materials for myPerspectives using Savvas Realize. In alignment with all content areas, virtual instruction would be facilitated using Microsoft Teams and Schoology. Once the online materials were purchase the District implemented an extended back to school professional learning scheduling. The extended time was intended to ensure that teachers had professional learning they need to utilize the new tools needed to facilitate online instruction.

The Office of Literacy understood that back to school professional development was just beginning and developed a comprehensive plan to ensure that our teachers would become more adept at online instruction.

**Targeted professional development**

To start this process, our department offered a book study entitled “Teaching in the Online Classroom: Surviving and Thriving our New Normal.” Over 50 teachers have participated in six sessions of reading, lesson demonstrations, and collaboration over the course of the first semester; but the course has also revealed the serious need for additional support for teachers as we continue on this journey of online learning. Our department plans to offer a second offering of the same course during the second semester in 2021.

In addition to this study, our office has collaborated with our partners to provide templates and sample frameworks for helping our teachers plan lessons that are synergized and balanced between asynchronous and synchronous lesson delivery. We also have been more deliberate in providing exemplars and modeling of strategies for teachers to mimic within our own professional development offerings and often end our sessions with “strategy harvests” to help our teachers see within the session, the strategies and tools that have been demonstrated for them; in hopes that they will begin to replicate these same techniques in their instruction. Furthermore, you will read below about a structured professional learning process utilized in the district called Content Cycles. In order to support a transition to online learning and using online tools all content cycle topics and subtopics have been selected to support this need.

**MILESTONES**

- K-12 Distance Learning Plan Released, March-April 2020
- Adoption of Schoology as learning management system for K-8 ELA, Summer 2020
- Systematic training of virtual platforms to support virtual learning, August-September, on-going

**STRATEGIC PLAN TARGETS**

Outstanding Achievement, Strategy 1
Focus Area 5: Provide Literacy Interventions that Meet the Needs of All Students in Order to Read on Grade Level

This focus area defines the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. Our intervention plan involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally are granted targeted, supplemental interventions delivered in small groups or as a whole group at increasing levels of intensity.

Traditionally eighty to ninety percent of students are designated at Tier 1, which is on grade level core instruction, 5%-15% of students are identified as Tier 2 indicating the students are approximately one year below grade level in reading, and 1%-5% of students are Tier 3 indicating they are 2 or more grade levels below. Our District is facing a great challenge as we have what is commonly referred to as an upside-down triangle. The district has an inordinate number of students requiring Tier 2 and Tier 3 interventions. The Tier 2 and Tier 3 intervention system will continue to evolve as we improve core instruction to bring our district closer to national norms as it relates to percent of students requiring interventions.

TIER 3 INTERVENTION STRATEGY

Orton-Gillingham District Provided Tier 3 Intervention

Orton-Gillingham, commonly referred to as OG, is a comprehensive and highly structured phonics curriculum for students significantly below grade level in reading that uses multi-sensory teaching strategies to teach reading, writing, and spelling for students. The District is enacting a comprehensive plan that delivers OG to students in grades K-9. K-3 ELA educators, Academic Interventionists, Paraeducators and ESE teachers have been or will be trained to use sight, hearing, touch, and movement paired with systematic, sequential lessons focused on phonics to help students connect and learn key foundational reading skills.

The OG intervention is being delivered with consistency at the prescribed dosage with a small group of students. When the OG intervention is delivered to a small group of students, the intervention is considered Tier 3. To ensure that students are not missing core lesson instruction, interventions occur during the intervention hour for K-2 students, during ALL Block or Small Group Instruction Block for 3-8 students, and during the designated Intervention Seminar elective hour for grade 9 students. Due to our transition to virtual learning, the sessions will occur both virtually and face-to-face with students.

Students that are two or more years below grade level will qualify for the OG intervention. This determination is made using the beginning of year i-Ready data for K-8 and grade 8 middle of the year i-Ready data for grade 9.

Student participation in small group settings for K-8 will be tracked by Academic Interventionists and Paraeducators in the Performance Matters platform to ensure intervention fidelity for Tier 3 students. For grade 9, the OG intervention seminar course will be Pass/Fail. Academic Interventionists will work closely with the Assistant Principal, the teacher of record, to ensure students are on track to pass this course.
To date, the District has had over 1,000 professionals complete the 30-hour OG course required to facilitate the intervention with students. The District currently has 19,114 students in grades K-9 that qualify for OG intervention based on their i-Ready data. Through this intervention the District is planning to serve the needs of 8,850 students.

Max Scholar
All students scheduled for the District’s small group OG intervention will be provided access to an online program titled Max Scholar. Max Scholar is an online reading program that was created specifically for students that struggle with the foundations of reading. This program follows the research-based methods of OG and is systematic, explicit, and teaches literacy skills using a multisensory approach. During OG intervention students spend a prescribed number of minutes a week on Max Scholar. Max Scholar does not replace teacher-led small group instruction using the BrainSpring Phonics First or Structures curriculums nor i-Ready. The combination of teacher-led intervention and online Max Scholar work will lead to students reading on grade level.

Orton-Gillingham Partnership
As outlined above the District has more students that need Tier 3 interventions than professionals available to deliver the instruction. In response to the historic settlement reached between the state and Detroit students, DPSCD has been awarded funds for literacy-related programs and initiatives. In order to meet the needs of all students that are significant below grade level in reading and to efficiently use our resources, we are implementing an OG Tier Partnership Intervention. The District will select a partner that will provide tutors trained in OG intervention to work directly with students. Scheduled to begin in January and February of this year the partner or partners will focus on delivering interventions to up to ~250 students in grades K-3 and ~500 students in grades 10 and 11.

TIER 2 INTERVENTION STRATEGY
Orton-Gillingham
To support the number of students that are reading two or more levels below grade level, K-3 ELA teachers are also implementing OG as whole group lessons. When the lessons are facilitated whole group, they are no longer considered Tier 3 as they do not follow the prescribed group size. There is evidence, however, that exposure to the OG intervention lessons to whole groups of students can accelerate progress and reduce learning gaps. This is a strategy that was utilized in Mississippi, which is the state to show the most significant improvement in 4th grade reading on the National Assessment of Educational Progress. Leveraging designated intervention time during the ELA block teachers follow the structured sequence lessons in order to given students additional time and practice with the skills they need to read on grade level. This saturated Phonics instruction provides students functioning one or more years below grade level with an additional layer of support to improve foundational literacy skills.

EL Education Foundational Skills Block
The Foundational Skills component of EL Education is a structured phonics program for K-2 that explicitly addresses the state’s reading standards for foundational skills as well as language standards associated with spelling and letter formation. While the whole group portion of this time is considered Tier 1 core grade level instruction, the differentiated small group is designed to offer Tier 2 instruction for students 1 year below grade level. This Tier 2 intervention will be implemented in both small group and whole group settings to address the needs of primary learners through instructional routines, differentiated resources, and decodable readers.
To strengthen this intervention, the Office of Literacy has begun to enhance modEL Detroit slide decks to include a more robust set of instructional supports and strategies to accompany the existing curriculum program.

Teachers facilitating the Foundational Skills Block will continue to use the Benchmark and Cycle curriculum assessments for progress monitoring of skills mastery and to solidify microphase grouping determinations.

**EL Education Additional Language and Literacy Block**
The Additional Language and Literacy Block, known as ALL Block, works in concert with the module lessons in grades 3-5 to accelerate student achievement by closing learning gaps. The ALL Block exists to give students more practice in order to achieve mastery. During this time block, students will work with texts, ideas, and skills that are initially introduced in the module lessons. They will also read independently to build reading fluency and language acquisition skills. Teachers target students one grade level below for Tier 2 teacher-led small group instruction during this time.

**EL Education Small Group Instruction Block**
To support 6-8 students with filling gaps in learning, the second fifty minutes of the ELA instruction block is dedicated to independent or student-led or teacher-led small group instruction. Using the Common Core Intervention for Adolescent Readers document, the modEL Detroit Embedded Guidance, and the i-Ready Instructional Group Profile and Tool for Instruction Lessons, teachers engage students in lessons tailored to their current reading level as a Tier 2 intervention to support content mastery and reading fluency.

**LITERACY FOR ALL INTERVENTION STRATEGY**
Students in grades K-12 that are two or more years below grade level in Reading, Vocabulary, and/or High-Frequency Words according to the beginning of the year i-Ready diagnostic, but not enrolled in the Tier 3 OG course, will be selected to participate in the Literacy for All intervention. For high school, school leaders will work with ELA Teachers to select students most in need of this intervention. This intervention will focus on building and improving students’ reading fluency and vocabulary acquisition and will be facilitated by Paraeducators that have not been trained in BrainSpring, School Culture Facilitators, and Deans of Culture.

Select students will meet with during the Lab/Intervention Hour K-2, ALL Block 3-5 and SGIB 6-8 where they will receive the Literacy for All Intervention. For high school, school leaders and ELA teachers will work together to designate a time that is appropriate for the student to engage in the intervention without missing the most valuable core instruction. School leaders and Master Teachers will create instructional groups in i-Ready to track the progress of the intervention program.

Specified staff for grades K-12 will be provided a list of vocabulary, high frequency words, and text passages from core reading aligned with the district’s curriculum guidance and pacing and instructional sequences to utilize with students that will ensure students use identified vocabulary words frequently with robust activities and practice reading fluency.

**INTERVENTION PARTNERSHIPS**
MEC
The Michigan Education Corps program is a district partnership that will provide a targeted, research-based literacy intervention for K-3 students. Through this partnership, MEC will assist schools in identifying students that do not currently receive supplemental reading services but need Tier 2 level support to meet grade level state reading standards. During the K-2 Lab/Intervention Hour and grade 3 ALL Block hour, students will be pulled to receive at least 20 minutes of targeted literacy interventions determined by student need. These individualized intervention sessions will occur daily. Through weekly progress monitoring, MEC interventionists will work to make informed data-based decisions that will determine the interventions selected for future sessions.

**SOAR**

Soar Detroit has partnered with schools within the district to provide a reading tutorial program during the school day in efforts to help students increase their literacy skills. Since 2005, Soar Detroit has been instrumental with helping children increase on average 2.3 reading grade levels after one year of consistent participation in the program. Through the program, mentors will work to create an individualized learning plan based on the diagnostic needs of each student and coordinate one-on-one mentors to work with students on a weekly basis. The mentors will use an instructional sequence that incorporates four essential components designed to maximize student growth and development into stronger readers. The Soar Detroit program will provide services to third graders in response to the Third Grade Reading Law.

**City Year**

Working closely with partner schools in DPSCD, City Year works to create positive learning environments that benefit the entire school community. City Year also convenes district and school leaders to build learning networks, to share what members are learning, spread promising practices and support continuous improvement. The corps will serve as co-teachers and embed themselves in classrooms within specific buildings to support students academically, behaviorally, and social emotionally.

**Beyond Basics**

Beyond Basics provides literacy support services-delivered online, including intensive one-on-one literacy tutoring, enrichment, and mentoring in four of the district’s high schools. In conjunction with school leaders, Beyond Basics works collaboratively to utilize district I-Ready and Academic Approach data, to identify those students who may best benefit from its individualized services. Those students identified as needing foundational skill support participate in a 4-14-week, structured literacy, prescriptive scope and sequence. Preliminary data meetings are held with each school to identify targeted students. Beyond Basics has shown a steady commitment to providing high-quality, rigorous, relevant, and engaging learning opportunities with a focus on reading, and writing. The design and methods of this comprehensive literacy intervention are guided by research-based best practices and pedagogical experience, based on a structured literacy, Orton-Gillingham approach. Each student’s individualized reading plan (IRP) is based on the reading diagnostic administered during his/her first session. Each student’s scope and sequence is delivered at a pace that is determined by daily monitoring.

**MILESTONES**

- Orton-Gillingham Tier 2 intervention launch, October
- Orton-Gillingham Tier 3 intervention and Max Scholar launch, January-February
- Literacy for All initiative launched, December

**STRATEGIC PLAN TARGETS**

Outstanding Achievement, Strategy 3
Focus Area 6: Improve PSAT/SAT Preparation Course for 10th and 11th Grade

Based on consecutive years of limited improvement on PSAT/SAT and scores hovering just around 30%, it was clear that there was a need to establish a course that would directly meet the needs of students and fill the gaps that were preventing student outcomes from improving on Evidenced-Based Reading and Writing (EBRW) portion of PSAT/SAT. In addition to the Michigan Merit Examination (MME) for 11th graders, students in grade 9 take the PSAT 8/9, and students in grade 10 take the PSAT 10. These assessments are utilized not only for accountability for the District, but also as a gateway to college access and scholarships for students. As a result, the District has focused on supporting students as they aspire to achieve college and career readiness scores on the SAT/PSAT assessment through a preparation course. In its first year, the course was supported with a core text for both ELA and Math that centered around practice, coupled with regular practice with Khan Academy, an online learning platform with skills-focused guided practice and practice items. Additionally, the District engaged in a collaboration with College Board and Wayne RESA to provide initial and on-going professional learning, outlined curriculum maps and technical support. Within this collaboration, practice study guides were utilized in conjunction with District created curriculum guides and curated resources that provided the following:

- A test preparation guide created by the writers of the SAT. All students received their own copy of this book. Key points about the Official Practice Guide include:
  - Official practice tests written by the authors of the SAT.
  - Detailed descriptions of each test section and practice problems with explanations
- Khan Academy SAT practice

This was a great start for students to begin receiving structured support and practice that research has proven to be necessary for success on the SAT. However, initial observations and feedback from educators related to the first year’s implementation, showed a greater need for a more established and structured curriculum that was more methodical, one that adhered to the domains of the SAT, one that provided Power Point lessons to accompany the detailed daily lesson plans, and finally clear support for instructors of the course, through coaching. So, it was at that time, in the fall of 2019-20, that the department sought a new curriculum provider for the SAT Prep course through an RFP.

SELECT QUALITY INSTRUCTIONAL MATERIALS FOR COURSE

Determine Most Highly Aligned Instructional Materials for Course

In January of 2020, the Office of Literacy, in collaboration with the Office of Mathematics, submitted a request for proposals for vendors who could meet the criteria outlined and provide the course structure and support we need. In July of 2020, by an RFP committee, in the midst of a pandemic; a group of teachers, principals, and District leadership for both Math and Literacy evaluated over seven submissions and agreed unanimously on the select of CollegeSpring as our new SAT Prep course curriculum provider.

CollegeSpring’s Scope of Work and Commitment to Instructional Support

Success on the SAT requires more than practice. CollegeSpring’s curriculum focuses on three key areas: skills, knowledge, and motivation. Students need to have knowledge about the college application process, best-fit schools, why the test matters, and how it can change their college-going trajectories. They need to feel motivated to use this test as a lever to unlock opportunity, and they need the academic skills to perform effectively. All these things combined build their Test Confidence, leading to results that set up students for success in college and beyond.

| Materials/ | Student SAT Lesson Books, with up to 70 hours of instruction, including: |
### Supports Provided

- Foundational content to help close the gap on important Math and ELA concepts that are tested on the SAT
- SAT test-taking strategies
- Social-emotional learning, including goal setting and growth mindset
- College knowledge
- Timed practice at the end of each lesson that can be used as formative assessments

### Teacher Editions of the SAT Lesson Book, which include:

- Lesson plans
- Assignments with differentiation strategies for English Language learners and students achieving above or below grade level
- Warm-up activities
- Discussion prompts to increase student engagement
- Digital PowerPoint and PDF lessons that can be modified by teachers
- Online Educator Portal with additional tools and resources
- Scope and sequence with pacing guide developed by a CollegeSpring Instructional Coach, in partnership with the school. Previous student and school data, including results from PSAT8/9, PSAT10, PSAT/NMSQT, and SAT, can be used to identify trends and prioritize lessons.
- Customized creation of 3-4 school level instructional resources or tools for each site per year

### Yearlong Coaching

Throughout the school year, a dedicated CollegeSpring Instructional Coach provides hands-on, individualized coaching for teachers, including classroom visits, data analysis sessions, and customized pacing guides for individual classrooms. A dedicated CollegeSpring Partnerships Coordinator handles logistics, assists with program implementation, and ensures that operations run smoothly for the school.

- Professional Development
- 1-day pre-program training for teachers prior to the start of the program
- Mid-Year training on frequently requested topics
- Dedicated Teacher Support through an Instructional Coach with classroom experience
- Two observations per teacher throughout the program, including feedback and guidance following the observation
- Monthly, in-person or virtual teacher meetings to discuss program wins and areas for improvement, data analysis, and collaboration
- Monthly virtual instructional support and questions, as needed
Development of General Practitioners

Professional Development session for ELA and Math teachers across DPSCD high schools

- 1-day training for teachers who are not teaching SAT prep for aligned in ELA classrooms.
  - Topics may include what is covered on the SAT, its role in college admissions, and identifying trends in practice test and official data that can enhance what’s happening in the classroom

The Office of Literacy, in collaboration with the Office of Mathematics is continuing to build upon our work in this area with utilization of the Khan Academy platform to support of our students in the area of PSAT/SAT improvement. During the 19-20 schoolyear, the district partnered with Khan Academy to bolster data monitoring of progress within the platform. Khan Academy has supported our departments with making connections between the assessment, the CollegeSpring curriculum, and the supports available within the Khan Academy database that directly support each subject area. Additionally, Khan Academy is offering 16 professional development sessions for our teachers this year, and those sessions will be split amongst math and Literacy. The Academic Approach PSAT/SAT benchmark assessments have been adopted to be administered to students in grades 8-12 and measure performance on an SAT-style assessment, providing a composite score aligned to the SAT Suite of Assessments’ College and Career Readiness Benchmarks (see Focus Area 9 for additional details).

MILESTONES

- Selection of new SAT Prep Curriculum, June
- Implemented curriculum virtually, August
- Onboarding and professional development for new SAT Prep course, August
- Provided summer PD for SAT course, August
- Coaching and support for SAT Teachers throughout the school year, on going

STRATEGIC PLAN TARGETS

Outstanding Achievement, Strategy 1 and 4
Whole Child Commitment, Strategy 3
Responsible Stewardship, Strategy 2

Focus Area 7: Execute a Professional Learning that Supports Continuous Refinement of Evidence-Based Practices Aligned with the Science of Reading

The Office of Curriculum and Instruction is committed to offering best in class professional development on the standards, curriculum programs, instructional best practices and quality online instruction. Previously, we offered The Standards Series: Understanding the Shifts in ELA/Literacy and a seven-week mini-course focused on the foundational skills of literacy. In addition, we have hosted summer institutes that offer multi-day professional learning on the curriculum materials and how to best implement them. We have and will continue to grow our professional development portfolio to offer courses that build teachers’ capacity to facilitate the curriculum programs, intervention programs, and accompanying technology tools and resources. In light to our recent transition to virtual learning, we have shifted our professional development to offer many sessions focused on engaging students and implementing curricula in a virtual setting.
In response to our commitment to offering antiracist and culturally responsive materials and instruction, we will be seeking to hold sessions that lend themselves to at least one of the five pursuits described by Dr. Gholdy Muhammad in her book Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy—Identity, Skills, Intellect, Criticality, and Joy, while continuing our pursuit for excellence in literacy education. It is our mission for educators to experience joy, achievement, excellence and resilience while avoiding the single-story narrative and maintaining our expectation of anti-racist teaching. As we move forward, we plan to more deeply engage teachers and empower them to not only attend professional learning, but to ensure they are actively shaping the direction of literacy instruction and professional learning in our district. We want all educators to leave our sessions armed with information but also a demeanor of excitement and a renewed interest to continue working with adult and student learners. We have also worked to elevate our own educators as P.D. Providers as described above.

PROFESSIONAL DEVELOPMENT LEARNING PATHWAYS
Starting Winter 2021, we will begin an audit of our current professional learning offerings in order to develop course sequences with accompanying recommended learning paths based on roles and responsibilities to ensure that participants are enrolling in the courses most apt for the learning they are seeking and have completed identified course pre-requisites. This will allow educators and support staff such as Academic Interventionists and Para-educators and teachers based on the grade level they teacher to follow the learning progression they will need to be successful executing their responsibilities as it relates to reading instruction and intervention. We will continue to focus on the quality of the sessions offered instead of offering for quantity sake.

PROFESSIONAL LEARNING IN THE SCIENCE OF READING
Over the past three years the District has implemented a strategic plan to improve literacy academic outcomes for students. In year one, the District developed a Vision of Excellent ELA/Literacy Instruction and provided professional development on the Common Core State Standards and the instructional shifts required to meet the demands of the standards. In year two, the District implemented new curriculum, EL Education, in grades K-8 and provided intensive professional learning related to utilizing the curriculum within integrity. In year three, the District implemented new curriculum in Pre-K (Teaching Strategies), and trained over 800 para-educators, academic interventionists, and ESE teachers in BrainSpring (Orton Gillingham) Tier 3 intervention. We also introduced job-embedded professional learning called content cycles, which are designed to strengthen the integrity of core instructional materials implementation while teaching best practices for literacy instruction. While the District has seen impressive growth in Literacy in grades K-8, we feel there is a need to deeply invest in our educators and their understanding of how students learn to read e.g. the Science of Reading.

Language Essentials for Teachers of Reading and Spelling, referred to as LETRS, is a professional development solution that bridges deep, meaningful research into practical classroom success. LETRS provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. The LETRS course is curriculum agnostic, meaning the information and skills learned can be applied when teaching reading using any quality curriculum. LETRS is unique from any other professional development program because every single concept and skill is solidly based in scientific research about how reading and language acquisition work. Knowledge of the science of reading coupled with our standards-aligned curriculum will arm educators with the tools and strategies necessary to improve early literacy outcomes district-wide.
Currently, this training is open to select ELA/Literacy and ESE leaders and instructional staff in grades Pre-K-3 and the Office of ELA/Literacy Training & Support Coordinators. In second semester the training will expand to include ELA Master Teachers supporting grades K-5, K-3 ELA teachers, ESE teachers, and building leaders in the coming months. It is our vision that this training will also be offered to 4-8 ELA teachers the coming school years.

PROFESSIONAL LEARNING COMMUNITIES DISTRICT-WIDE
The Office of Literacy has and will continue to hold monthly Professional Learning Communities (PLC) as a collaboration space for educators to learn and lesson plan with colleagues from across the District. These PLCs are designed to support teachers with research-based reading and comprehension strategies that can be utilized for online learning. Sessions will introduce or review practical strategies for helping students achieve success in online learning, and break-out sessions for additional support throughout the year from peers across the District in ELA/SAT. The PLCs’ topics are specifically driven based on new initiatives, curriculum support, and educator requests. These PLC meetings also give educators a platform to demonstrate their knowledge of the curriculum content, digital platforms and showcase the exemplars in their classrooms.

We have also created grade band specific Microsoft Teams groups for on-demand support. These Teams groups allow the Office of Literacy to contact subgroups of educators instantly regarding essential topics and allows educators immediate access to members of the literacy team. These groups will also be used as a shared communication space for educators to pose questions and have them answered by a team member.

STUDY GROUPS
Launched in 2019, in collaboration with the Office of Educator Excellence and Professional Development the District supports additional school-based learning opportunities called, “Study Groups.” Study Groups are inquiry-driven and organized by school, topic, grade level, and/or content. The groups are guided by one of four PD formats: DuFour’s Professional Learning Communities, Lesson Study, Instructional Rounds, or Instructional Learning Cycles. Master Teachers guide these agendas with their peers and school teams commit to the structure throughout the year. Schools commit to a minimum of 6 sessions semester spending 1.5 hours at each session. Teachers are compensated for their participation with these sessions. This has proven to be a strong and adaptive structure to meet individual school's needs.

BOOK STUDIES
During Fall 20/21, the Office of Literacy embarked on our first book study of the school year using "Teaching in the Online Classroom Surviving and Thriving in the New Normal“ by Doug Lemov. This interactive book study and action research group takes teachers into a deeper dive into the new world of online learning. Teachers learn strategies for engaging students more fully online; find new techniques to assess student progress. They discover tools for building online classroom culture, combating online distractions, and more. Teachers also watch videos of teachers building rigor and relationships during online instruction. This book student will be offered again in the second semester of the school year.

ON DEMAND PROFESSIONAL DEVELOPMENT
In response to our transition to online instruction, we also offer most of our professional development sessions as asynchronous, virtual courses. From Distance Learning and Summer 2020 PD, we gleaned that our session participation is much higher when educators can attend PD in a virtual setting when it best fits their schedules. A curated catalog of sessions is offered during specific date windows and can be
completed at the participants’ leisure. For sessions robust with information, we will offer office hours during points in the date window to answer questions and provide additional content support.

**MILESTONES**
- District Professional Learning Communities, October
- LETRS training for Center Office members, November
- Teaching in an Online Classroom Book Study launched, November
- Curriculum Sequencing for Learning Pathways, January

**STRATEGIC PLAN TARGETS**
Exceptional Talent, Strategy 3

**Focus Area 8: Build Capacity to Sustain Literacy Instruction Reform**

DPSCD is committed to elevating and expanding student achievement through teacher development in standards-aligned practice. Student achievement in all forms depends on access to, and effective implementation of, high-quality, rigorous, standards-aligned curriculum. DPSCD has adopted ELA curricula combined with powerful, content-based, job-embedded professional development. We know that “a primary role of school systems...is to create the conditions in schools through which teachers can become experts at teaching the curriculum they are using and enhancing instruction to meet the needs of their particular students” (Weiner and Pimentel, 2017). Accordingly, we believe that in order to accelerate teacher development and impact student literacy achievement at scale, we must build instructional leadership capacity and establish system-wide structures to sustain improvement over time. A core strategy in creating these conditions is working deeply in key stakeholders to create dynamic instructional leaders and supports within the District.

**MODEL SCHOOL PROJECT**
The DPSCD Model School Project is designed to accelerate, through site-based coaching, use of highly aligned core curriculum with integrity in schools that are poised and ready. In addition, the project is designed to scale the implementation supports to additional schools in the District by partnering each model with two strategic partner schools that will replicate the model school support structures. DPSCD and our partners believe that curriculum coaching in schools that show positive signs of quality curriculum implementation can more quickly yield shifts in teacher practice and, thus, impact student achievement, allowing these schools to become models/learning hubs for the District. Model schools serve as exemplars for professional learning for teachers, principals, and district leaders.

In order to accelerate teacher development and impact student achievement at scale, we must establish system-wide structures that will sustain improvement over time. We are working deeply with a set of schools to build instructional leadership capacity, elevate teacher practice in standards-aligned instruction, and expand coherence across the district.

We believe that working deeply in schools to create models of quality is allowing us to impact teacher practice and achieve student outcomes at scale. Our historical implementation data suggests the current model site development is yielding accelerated student achievement outcomes. While model schools are well positioned for improvement, strategic partner schools were selected for a variety of reasons that include school size, school “at risk” status, schools demonstrating a need for more robust support. When expanding the Model Schools work in 19/20, we moved from 4 model schools and 8 strategic partners to 16 models and 32 strategic partners. We also added 4 models and 8 strategic partners in high school.
This expansion was funded in part by the District and through a grant from the Detroit Children’s Fund. On average, models’ schools continue to show accelerated rates of improved student achievement outcomes and the strategic partner cohort did keep pace with the average district improvement. This is important as many of these schools were selected because they had stagnated student achievement data in prior years, which demonstrates that some of our most fragile schools are benefitting from the initiative.

In years to come the District, will continue to leverage the model classrooms within the model schools to support professional learning. This will happen by curating a video library of quality instruction within our own District that will be used for professional learning and coaching. Arrangements will be made for teachers and leaders from throughout the District to observe lessons, attend common planning and instructional leadership meetings in order to see best practices in action and take the learning back to their school for implementation.

**Master Teachers**

**Master Teacher Development**

If we are to realize the kind of improvement we hope to achieve as a district, we must leverage the talent and determination of our teachers and give them opportunities to serve as deeply qualified and empowered instructional leaders. By continuing the Master Teacher role that allows outstanding teachers to remain in their classrooms while developing their skills as leaders, we will retain and elevate our best and help improve the performance of all.

Master Teachers are exceptional practitioners who lead from the classroom and cultivate their peers’ ability to deliver excellent instruction and increase student achievement. Master Teachers are not administrators, nor do they take on administrative roles. Instead, they teach students half of the day to model best practices and generate useful materials for their school, such as exemplar lessons and student work samples. The other half of the day, they provide a range of support to their peers, such as leading 1-
on-1 observation and coaching, facilitating collaborative time, co-planning with small teams, mentoring new or student teachers, or even modeling in other teachers’ classrooms.

The goal of a Master Teacher is to improve a team of teachers’ abilities to effectively plan for and deliver high-quality instruction in pursuit of better outcomes for students. By creating distributive leadership structures in schools, Master Teachers—in collaboration with school leaders—will increase opportunities for feedback and growth to drive increased student achievement, while building their own capacity as leaders.

**Literacy Master Teacher Content Cycle**

The Master Teacher Content Cycles are a series of professional learning sessions organized around a single topic. These Content Cycles will be key resources for Master Teachers as they plan collaborative time with their teams. A full Content Cycle guides teacher professional learning through a topic for twelve to sixteen weeks. Within each Content Cycle, teachers investigate two sub-topics by engaging in two weeks of shared learning, two weeks applying shared learning through lesson planning and lesson rehearsal, and two weeks analyzing data to monitor student progress.

Over the course of the content cycles, teachers will build and apply an understanding of how to implement high-quality, standards-aligned Reading lessons using the EL Education and myPerspectives curriculums. They will study the lessons and the DPSCD Curriculum Guide, examine student-facing materials, and make instructional decisions grounded in student needs. Every six to eight weeks, Master Teachers will have the chance to experience a shared learning session followed by the opportunity to transfer the learning at their school. Then over the six-week period, Master Teachers will help teachers apply new learning to their planning, practice instructional moves, and analyze student needs and progress through focused bite sized PD sessions.

Principals and Assistant Principals will engage in professional learning alongside their Master Teachers, to strengthen each school’s instructional leadership team. Including Assistant Principals and Master Teachers in these routines builds their capacity as instructional leaders. Principals and Assistant Principals at each school will determine who will serve as point for Literacy and Mathematics, so that each leader is involved deeply in one content area. At least one opportunity for exploring the other content area will be provided as well. Building administrators will be included in the Shared Learning and Learning Walk dates of the Content Cycles.

**LITERACY LEADERSHIP**

**Literacy Training and Support Coordinators**

To further develop instructional leaders for literacy, a team of Training and Support Coordinators (TSC) have been hired to support K-8 and 9-12 ELA teachers. Training and Support Coordinators play a dual role by leading and contributing to large scale district initiatives and providing coaching to teachers, Paraeducators, and Academic Interventionists.

TSCs provide teachers with mentoring and training on the implementation of curriculum content areas, guidance documents, and pacing guidelines, best practices for literacy instruction and the vision for excellent instruction to positively impact instruction and thereby improve student achievement.

As leaders in the Office of Literacy, TSCs engage in cross departmental collaboration and work with partners to sustain literacy instruction reform district wide.
Literacy Coaches on Special Assignment

To further our literacy support, the Office of Literacy will also hire five Literacy Coaches on Special Assignment, also known as LCOSAs. Funded by an early literacy grant and in partnership with Wayne RESA, Literacy Coaches will be employed by DPSCD but have obligations and continued professional development through Wayne RESA. This grant was initiated for the 20/21 school year and has been confirmed for the 21/22 school year. Furthermore, Wayne RESA has indicated they intend to allocate a sixth LCOSA to the District beginning in the second semester of this school year.

Within this role, LCOSAs develop and maintain strong relationships with teaching staff by creating a professional and collaborative environment that includes mutual respect, teamwork, and accountability and attend statewide and countywide coach training and networking sessions to continually build their capacity as coaches. LCOSAs also coach side-by-side with K-3 classroom teachers to support implementation of best practices in early literacy employing a core set of coaching activities, including observing to provide low-inference feedback, co-planning, goal setting, and having reflective conversations, co-teaching lessons with teachers, modeling specific instructional moves, and using research-informed literacy strategies. LCOSAs spend the majority of their time working directly with K-3 teachers, individually or in small groups, to align their beliefs with research-informed instructional practices and enhance their classroom literacy environment, implementation of literacy programs and strategies, and use of practices aligned with state standards.

To support early literacy, LCOSAs assist building administrators in identifying strengths and needs in support of early literacy and engage in continuous professional learning on research-supported coaching continuum and instructional practices to remain knowledgeable and to grow literacy instruction capacity in our District and throughout Wayne County.

DETROIT ACADEMY FOR LITERACY LEADERS INSTITUTE

Training and Support Coordinators and Literacy Coaches on Special Assignment are trusted instructional leaders in the District and guide and shape instruction throughout all our schools. As a result, the Office of Literacy has planned and developed in a yearlong academy supported by EL Education designed to invest in each individual’s knowledge of the science of reading, the District’s curriculum and intervention resources and internal coaching talent to expand their instructional leadership capacity. Training and Support Coordinators that support literacy from the English Language Learners and Montessori departments have also been invited to participate as this training will prove influential to the groups of teachers they support as well.

The objectives below outline the learning goals for this yearlong academy:

- Participants will understand the complexities of working with adults; use an effective coaching cycle; know effective teaching practices; how to analyze data; have effective communication strategies; be effective leaders.
- Participants will execute coaching cycles that emphasize reflective practice and plan to course correct when needed (e.g. looking at the impact of coaching on classroom instruction).
- Participants will become knowledgeable in facilitating effective and engaging virtual learning and coaching.
- Participants will demonstrate a comprehensive and deep understanding of CCSS and the grounding research behind the standards. They will learn to unpack standards with teachers as a part of their coaching skills.
• Participants will develop a deep understanding of all component’s grades K-8 of EL Education’s content-based curriculum, including an in-depth understanding of the structure, assessments, protocols, assignments and skillful facilitation.
• Participants will develop data literacy utilizing District and curriculum assessments.

The District is planning to expand this institute to include 9-12 TSCs and department leaders in future iterations.

SHOWCASING TALENT ON A NATIONAL STAGE
Aside from actively coaching teachers and leaders and working on large scale District initiatives, members of the Office of Literacy and ELA/Literacy school-based teachers are frequently spotlighted by partner organizations and national literacy experts for their excellence. Literacy team members, Principals, Master Teachers, classroom teachers and students have not only attended EL Education’s national conference, but also hosted professional learning sessions and served in panel discussions to share highlights of what actions steps the district has taken in regards to curriculum implementation, virtual learning, and how the curriculum has impacted our district at large. The Office of Literacy also received national recognition from multiple outlets on our creation of modEL Detroit, Foundational Skills Interactive Workbook and distance learning packets in response to the closure of schools due to the pandemic. We were asked to contribute to webinar series offer by Learning Forward to highlight how we adapted our high-quality instruction materials for virtual teacher.

Not only have our educators been asked to share their knowledge they have also be recognized with prestige awards. Tawana Jordan, Master Teacher at Burns Elementary school was awarded the Klingenstein Teacher Award. This award is presented annually by EL Education to a teacher who is judged by his or her peers to have most successfully transmitted to students the essence of EL: building exemplary character, driving outstanding achievement, and instilling an ethic of citizen scholarship. Additionally, Principal Cynthia Clayton also from Burns has been a finalist for the Silverberg Leadership award two years in a row.

It is our vision that we will continue to shape the national perception of literacy in our school District and city by highlight the talents of our educators and students.

MILESTONES
• Master Teachers Content Cycles Launched, August
• Detroit Academy of Literacy Leaders Launched, September
• Facilitation at the EL Education Virtual Summit, October
• Model School Project School Based Coaching Start, October

STRATEGIC PLAN TARGETS
Exceptional Talent, Strategy 3

Focus Area 9: Use Assessment to Support Improvement of Literacy Instruction and Intervention
As part of our strategic plan provide a balanced assessment portfolio that will inform instructional decisions at multiple levels, the District has employed the use of internal assessments to inform instruction based on data. At the start of the 17/18 school year, the District engaged in an analysis of available assessments and selected the i-Ready Diagnostic assessment for grades K-3 and then expanded
to include grades 4-8 the following year. The i-Ready Diagnostic is an adaptive assessment. Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and can track student growth consistently and continuously over years of education. This is especially beneficial for identifying learning gaps from prior years. i-Ready also provides valid and reliable growth metrics across a district and school environment to optimize administrative decision making for long-term performance improvements. i-Ready assesses across the following domains: phonological awareness, phonics and word recognition, vocabulary, reading comprehension of literature and informational text. Following the assessment, the platform provides detailed reports that assist teachers with grouping students based on like needs for teacher-led small group instruction and provides teacher lessons aligned to the standards and student needs called Tools for Instruction.

Districtwide, students in grades 8 - 12 participate annually in the Academic Approach benchmark assessment three times each year: once in the fall, winter, and spring. This replaced the Achieve3000 assessments for high school students. The Academic Approach assessment was adopted to provide a baseline, as well as progress monitoring in an effort to raise student achievement on the PSAT and SAT; and give our students the much-needed practice that was aligned to the SAT. Due to the COVID-19 pandemic, these assessments were moved from paper and pencil to online utilizing Performance Matters for administration.

Administrators and teachers have access to an online reporting portal, which provides standards-aligned reports and planning tools. The portal will provide the District with the ability to produce key reports that outline school level and District level data that will empower it to plan and deliver differentiated support to students. This plan also includes Professional Development to support effective implementation district-wide.

The two assessments serve as the foundation of a balanced assessment portfolio and are key progress monitoring tools for teachers, school leaders and the District.

**PD for Leaders and Teachers on Effective Diagnostic Administration**

To ensure the District obtains reliable assessment data, the Office of Curriculum and Instruction continuously provides professional development for stakeholders. This professional learning includes helping leaders understand the diagnostic assessment, how to administer the assessment, preparing the teachers and students for the assessment, and ensuring leaders are oriented to the reports that are generated following the assessment. Considering the pandemic, many structures have been put in place to support online at home administration including parent academy courses, social media campaigns, tools for teachers to use with families and students, webinars and informational flyers.

**DEEPENING AN ONGOING ASSESSMENT SYSTEM THAT IS ALIGNED TO THE STANDARDS AND THE STATE ASSESSMENT**

**Curriculum Based Formative Assessment and M-STEP Practice**

Interim assessments created by CenterPoint Education, a partner with DPSCD and EL Education, are closely designed to replicate the M-STEP testing experience through the Performance Matters platform in PowerSchool. The assessments align with the scope and sequence of EL Education’s module topics and measure student progress toward mastering ELA standards as they are covered through the curriculum. The District has enacted a plan that requires the administration of these assessments in Priority schools and makes them optional and available to all schools.
When take the assessment, students read literary and informational complex texts and practice responding to various items, as they will see on the M-STEP. Teachers gather information about students’ progress toward mastery of the standards and use the information to guide their daily instruction using EL Education.

Additionally, teachers will have the capability to administer quick mini assessments titled “testlets” between interim windows. Testlets provide further opportunities to progress monitor students and assist teachers with planning next steps in instruction between assessment windows. Furthermore, the testlets give students additional practice with complex texts and their academic language; reading, writing, and speaking grounded in evidence from literary and informational texts through warm and cold reads; and building knowledge through content-rich nonfiction.

**Inquiry-Based Strategic Planning**
The District has built a culture that relies on data to inform decision making, place students in intervention, predict state assessment performance and plan District and school level instructional priorities and action plans. Going forward the Office of Literacy plans to work closely with the Office of Assessment to develop capacity within school teams to effectively respond to data by efficiently conducting inquiry cycles. The inquiry process leads schools from asking a question about student learning to collecting and analyzing data and developing actionable plans. When fully implemented, the inquiry process can work at any level, from districtwide strategic planning to formative assessment cycles in classrooms.

**MILESTONES**
- Administer progress monitoring assessments, September
- Launch formative assessments, November
- Inquiry Based Strategic Planning, March into 22/23 SY

**STRATEGIC PLAN TARGETS**
Outstanding Achievement, Strategy 2

**Focus Area 10: Empower All Stakeholders by Providing the Resources and Communication to Proactively Support in Students’ Literacy Development**
Consistent and reliable communication to both internal and external stakeholders on K-12 Literacy is a high priority of both the district and the Office of Curriculum and Instruction. Principals, teachers, students, families, and community members must be informed about the incredible work that teachers and students are doing each day as well as the opportunities that are available to them.

**CONTINUED FAMILY ENGAGEMENT**
**Parent Academy**
In collaboration with the Office of Family and Community & Engagement, we have developed and will continue to implement a support structure for students and families that include orientation to the EL Education virtual resources and curriculum content. We host monthly Parent Academy Microsoft Teams Live events to assist families in making the transition to virtual learning. These events are designed to support students and families in naming, locating, and making use of the digital resources that are available.

**Direct to Student Supports Offered for Online Learning**
Shortly after the start of the school year the Office of Literacy heard loud and clear from teachers that the complexities of teaching students online and supporting students with utilizing the online tools was an ambitious task. In response, throughout the month of October the Office planned and facilitated 7 ELA/Literacy Student Tech Sessions. Teachers were invited to recommend students to join tech sessions which were offered after school hours for the team to help students get oriented to the online platforms and how to be successful in their online reading class.

**Homework Hotline Support**
Additionally, to directly support students and families the district will be maintaining our homework hotline. Starting fall semester of 20/21, the hours of the homework hotline were extended and now we offer support with online learning as well. Members of the Literacy team are available during the school and after school to provide students and families the opportunity to reach out to an educator for assistance when completing assignments utilizing the new digital resources. The hotline is staffed by TSCs, and LCOSAs during the school day as educators are actively teaching during that time window.

**SCHOOL CURRICULUM NIGHTS**
Parents, families, and community members have been invited to attend annual DPSCD Curriculum Nights at all K-12 buildings. These workshops are designed to empower families and support their children’s academic development both in and outside of the classroom. All core content areas are showcased during these events. In previous years, Curriculum Nights focused on our newly adopted curriculums; however, future Curriculum Nights will have a focus on Online Learning Resources. During these fun and engaging workshops, families explore new curriculum resources and see first-hand how learning at various grade levels is taking place through student work samples. Families also learn about additional programs, practices, and tools to help support students at home.

**COMMUNITY CONNECTION PUBLICATION**
Throughout the academic year, the District is proud to share the work of teachers and students through our Curriculum Connection publication. This quarterly newspaper will share program highlights, school, teacher, and student spotlights, assessment preparation tips, online learning tools for families, and a list of upcoming events – including the aforementioned Parent Academy sessions and School Board meetings. The Office of Literacy has and will continue to contribute to this publication.

**HUB NEWS**
Replacing the former “C&I Advisor” publication, HUB news serves as an internal communication that reaches leaders, teachers, and staff districtwide. Anyone with DPSCD login credentials can access the news posts through single sign on while logging into the internal staff website. These posts serve as announcements to the field alerting staff of upcoming PD sessions and events, district breaking news, staff spotlights, and the introduction of new initiatives. The Office of Literacy has and will continue to author news posts that announce happenings to teachers, leaders, and other staff.

**INSTRUCTIONAL PRIORITIES AND TIPS (MMM)**
The District placed a high priority on clearly communicating instructional priorities and curriculum implementation and pacing expectations. Last year, the District developed and shared weekly Monday Morning Messages that were designed to keep instructional leaders informed about pacing as well as quality implementation look fors specific to where teachers and students were working within the scope and sequence of the year. This year, out of respect for the adjustments that are required of leaders, teachers and students we took a unique approach. The Instructional Priorities and TIPS document is developed monthly and designed to support school leaders and teachers. It focuses on key instructional
priorities that have been identified for this unique school year and offers tips for how teachers can be working toward meeting the instructional priorities whether they are online or face to face. This communication tool also provides general pacing guidance to ensure that teachers are on track and moving the curriculum at a rate that is acceptable given the circumstance of the Covid-19 pandemic. It is important to note for this year the Office of Literacy modified pacing guidance to reduce the number of modules (K-8) or units (9-12) teachers needed cover from 4 to 3. With this modified pacing it is essential that teachers stay on track so that all standards are covered, and students engage in the appropriate volume of reading.

MILESTONES

- Parent Academy, September- on going
- Homework Hotline initiated, September
- Student Support Sessions, October
- Curriculum Nights, October-November
- Communications, on going

STRATEGIC PLAN TARGETS

Transformative Culture, Strategy 1

Focus Area 11: Cultivate a Culture of Literacy That Realizes the Genius that Already Exists Uniquely in the Hearts, Minds and Communities of the Children We Serve

The Common Core literacy standards and workforce expectations call for the creation of a culture of literacy at school, at home, and in the community. In a culture of literacy, all students need abundant opportunities to read a variety of texts for a wide range of purposes. The Office of Literacy is collaborating with schools and community partners to encourage a positive and welcoming culture towards reading initiatives, competitions, and celebrations. District-planned activities include read at home time for every student, reading incentive competitions over winter, spring, and summer break, yearlong reading goals, and a culminating celebration of reading. Each school will use District-planned activities as a springboard for developing a culture of literacy plan and timeline for the school year. Read at home time will be supported for every student in the district using reading logs, homework policies, and reading incentives.

Establish Time In and Out of Schools for Students to Engage in a Volume of Reading

Culture of Literacy Ambassador’s for All

With such robust programming going on in the area of building literacy, a need for more strategy around how programs are initiated and managed at each school has arisen. As a result, the Office of Literacy plans to create an opportunity to solicit these ambassadors at each of our K-12 schools. The strategy would entail a series of meetings to professionally develop ambassadors around the culture of literacy initiatives and to create kick-offs, mid-year check-ins, and celebrations. These ambassadors, acting on behalf of their schools, would work to solicit volunteers from their locale to support individual school initiatives and large-scale activities in support of the district’s programs.

Strengthening the Culture of Literacy with the Let’s Read Volunteer Campaign

The District believes in the critical importance of strengthening the culture of literacy within the District and throughout the city. In keeping with this vision, the Office of Literacy in Partnership with Family and Community Engagement (FACE), Keep the Vote/No Takeover and the National Action Network, is excited to continue the Let’s Read volunteer program. Unfortunately, the Covid-19 pandemic has impacted the
volunteer access to students in our school buildings, but we plan to continue working with volunteers in preparation for spring or summer engagements. When the “Let’s Read” campaign relaunches in 2021, community volunteers will work with students in kindergarten through third grade on the foundational skills of literacy.

The Let’s READ program is designed to bring community-based volunteers into K-8 schools to work 1-on-1 with students in grades K-3 to get them reading at or above grade level before the end of the year. Currently, school site assistant principals act as the liaison for the program, but with the initiation of Culture of Literacy Ambassadors, the office is planning to place this activity under that strategic umbrella. To support smooth implementation, key guidelines are put into action at each school that include the following:

- Coordinating with K-3 teachers to select students (based on i-Ready data and teacher recommendation) to participate in the program.
- In partnership with K-3 teachers, determine schedules for volunteers to work with students outside of core instructional minutes. However, volunteers may work with students during these designated times of the ELA/Literacy Block:
  - Grades K-2 Differentiated Small Group Instruction and LABs
  - Grades 3 Additional Language and Literacy Block
  - Within the ELA/Literacy Block, students should only work with volunteers during their independent rotations. Students should not miss Teacher-Led small group instruction.

In addition, a key component of success for the program is to ensuring volunteers feel welcomed, valued and appreciated for the key role they play in teaching students to read on grade level. Ensuring all volunteers have formally become a cleared volunteer and have attended a Let’s Read Volunteer Empowerment workshop is also integral to success as well.

**VOLUME OF READING TO KNOWLEDGE AND VOCABULARY**

**K-12 Classroom Libraries Project**

Access to reading materials is central to building a culture of literacy. Through the Districts core instructional materials for ELA/Literacy, students are challenged to read complex text to build content knowledge, literacy skills, and build academic vocabulary. This methodical approach to reading complex text is important, but students also need to engage in a volume of reading to grow as readers. Students need a lot of text and a variety of text to build important world knowledge, acquire additional academic vocabulary, gain fluency, and master challenging syntax. Furthermore, reading of less complex text can build knowledge and vocabulary on a specific topic leading to access of more complex text on the same topic. Our office has been diligent about providing DPSCD students with ample reading materials. This campaign for additional materials through dedicated libraries began in 2017-18. It started with pairing a set of supplemental texts that correlated to the modules designed in the EL curriculum in K-8. In 2019-20, it blossomed into a K-12 initiative and every high school classroom received libraries with a range of 150-300 books and a convenient cart to shelve their classroom libraries. In conjunction with the delivery of these books, teachers were given implementation advice and urged to encourage opportunities for students to have in-school reading time utilizing these new materials.

**Rise Up Read More Independent Reading Challenge**
Reading is the foundation for success in school. The District desires to set the conditions for students to thoroughly enjoy the reading experience and understand its value and purpose in life. According to the Rise Up, Read More is designed to enhance and cultivate reading as an opportunity to improve students' academic quality of life. While our students are learning to read in school, the District is modeling the importance of reading at home. Reading as hobby and habit can bring pleasure to student's literacy experiences by engaging them in the stories of diverse humans and ideas, they might not otherwise encounter. Research on reading is clear: individuals who read communicate better, are more knowledgeable, successful and earn more than those who do not. DPSCD aspires to cultivate readers who lead. As a result, we sponsor semester long independent reading challenges that rewards two schools in each cohort that record independently reading the most books. This challenge as been refined to offer online celebrations.

Whiz Kid Challenge
DPSCD continues to reinforce a culture of literacy with our youngest learners, and we are proud to introduce a district wide High-Frequency Word contest this year designed to encourage and celebrate K-2 students for their hard work. The “High Frequency Word Whiz Kid Challenge” is a fun learning contest open to all K-2 students throughout the District. Parents and teachers celebrate students as they make progress reading, writing and spelling High Frequency Words. The challenge outlines reading HFWs at a pace aligned with their introduction in the curriculum. Every child in this contest is a winner they are striving to reach goals set by the teacher. Each time a goal is reach students receive a reward such as a pencil, stickers, certificates etc.

Partnership with Detroit Public Library
Historically, the Office of Literacy has worked with the Detroit Public Library to build a strong partnership focused on ensuring District students have access to a variety of text and the many resources offered by the libraries throughout the city. For the 17/18 school year, the Office of Literacy and Detroit Public Library partnered to offer winter break and summer reading initiatives. The District provided training for librarians on how to assist students with accessing myON, a digital book resource that can be used both on and offline that provides access to over ten thousand books.

Currently, the Office of Literacy would like to expand the partnership to include providing students with access to both materials and program by initiating a virtual library card, utilizing mobile libraries at our regional HUBS and schools and more opportunities for virtual workshops to support learning.

Building Volume and Access with myON’s Personalized Literacy Program
myON is a personalized literacy environment that incorporates a state-of-the-art learning platform, which provides enhanced digital reading content. Students improve reading comprehension through independent reading or listening to text that is personalized to their interest and reading level. The program builds fluency, vocabulary and reading comprehension. myON has been a strategic partner with building a culture of literacy. During the summer and mid-winter break of 2019-20, myON sponsored reading competitions that awarded winning students with tablets and gift cards. During distance learning and now with online learning myON has proven to be a valuable resource that has ensured equitable access to text.

PROVIDE ENRICHMENT OPPORTUNITIES TO ENCOURAGE A LOVE FOR READING
SCRIPPS National Spelling Bee
In 2018 Scripps National Spelling Bee marked the return of DPSCD to the national competition. This was the first time in several years the District sponsored school participation in the Bee. The spelling bee is for students in grades 5-8. The District paid the enrollment fee and assisted with managing logistics for the Scripps National Spelling Bee, one of the nation’s oldest and most iconic competitions. Schools throughout DPSCD hosted classroom and school spelling bees. The school champions went on to represent their school and DPSCD in the WXYZ Wayne County Spelling Bee. There were approximately 70 students who participated in the 2018 WXYZ- Scripps Wayne County Spelling Bee. We are thrilled that 42 of those students are from DPSCD. Two DPSCD students made it to the Top 10 and one student made it to the Top 5!

In 2019-20, the District was honored to sponsor a national competition winner from Davidson Elementary-Middle School. The event marked the biggest turnout for Detroit Public Schools Community District with 54 spellers and set the tone for the next year. We look forward to carrying on this tradition as spelling bees provide valuable educational experiences for children and allow them to engage in healthy competition and in fact, even in the middle of a pandemic, about 90% of our K-8 schools have registered for participation in the virtual 2021 competition.

Oratory, Debate, and Essay Contests
The Office of Social Studies and Literacy continue to collaborate to offer various oratory debate, and essay contents. These contests focus on things such as Detroit, African American and Women’s history.

MILESTONES
- Rise Up Read More launch, October
- Whiz Kid Challenge launch, October
- Wayne County SCRIPPS Spelling Bee, February

STRATEGIC PLAN TARGETS
Whole Child Commitment, Strategy 3

Funding Plan
The Office of K-12 Literacy in collaboration with The Office of Curriculum & Instruction has developed a comprehensive budget that leverages General, Title I, Part I, Title IIA, Title IV, MDE grant, At Risk State Restricted 31A Funds and philanthropic funds in support of the outlined plans. For the 20/21 year, the allocated funds are approximately ~$7,837,810.00 for discretionary items and ~$1,358,335.00 in Personnel.
### Vision of Excellent Instruction

#### Literacy

**MANAGEMENT, CULTURE & CLIMATE**

- Do the expectations, systems and routines in this classroom promote student learning and personal growth?
  - Classrooms are clean, neat, orderly and inviting for students.
  - Students follow behavioral expectations and directions consistently, receiving positive reinforcement and redirection as needed.
  - Students know what they should be doing and learning in the lesson.
  - Time is maximized bell to bell; students do not have idle time during the lesson.
  - Students execute transitions and procedures efficiently.
  - Students work hard to complete instructional tasks, volunteer responses and/or ask appropriate questions.
  - Students and their teacher share a positive relationship built on mutual respect.
  - Students' unique cultural strengths are identified and nurtured by the teacher and one another to promote achievement and a sense of well-being about the student's cultural place in the world.

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**RIGOROUS CONTENT**

- Is the lesson focused on a high quality text(s)?
  - A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).
  - The text(s) are at or above the complexity level expected for the grade and time in the school year. Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge), and scaffolding provided by the teacher.
  - The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. Consider whether the text(s) are part of a coherent sequence of readings, that represent a range of text complexity, that enrich or build students' understanding of the world.

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- Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the context and meaning of the text(s)?
  - Questions and tasks integrate reading, writing, speaking and listening, and language standards to support students in building their understanding of the text(s) and topics under consideration.
  - Questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details.
  - Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed both written and oral responses.
  - Questions and tasks attend to the words, phrases, and sentences within the text.
  - Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.

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- When students are working on foundational skills, does the lesson target the skills in service of comprehension and address what students need, not what they already know?
  - The foundational skills being taught are aligned to the reading foundations standards for the grade.
  - Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonemic patterns, word structure, and/or fluency. Not all strands will be addressed in each lesson.
  - Instruction & materials provide opportunities for all students to practice reading and writing newly acquired foundational skills.
  - Instruction and materials connect acquisition of foundational skills to making meaning from reading.
  - Frequent monitoring of student progress ensures students get practice with what they need to learn and not what they already know.

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- When students are working to overcome reading difficulties, does the lesson address what students need?
  - Frequent monitoring of students' reading abilities drives content of intervention so that students get what they need, not what they already know.
  - The content being taught addresses specific reading difficulties that hold students back from comprehending grade-level complex text such as decoding, word recognition, vocabulary, fluency, complex syntax, or cultural or literary knowledge. Not all strands will be addressed in each lesson.
  - Instruction and materials accelerate growth such that students are on a trajectory to read, write and speak about grade-level text and topics with independence.

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Vision of Excellent Instruction
Mathematics

ACADEMIC OWNERSHIP

Are students responsible for doing the thinking in this classroom through the mathematical practices?

- Students share their developing thinking about the content of the lesson to make sense of the mathematics.
- Students have opportunities for productive struggle and perseverance in reasoning and solving problems in the face of initial difficulty.
- Students elaborate on initial thoughts to explain their thinking and look for patterns in the mathematics.
- Students talk about and ask questions about each other’s thinking, in order to clarify or improve their own mathematical understanding.
- Students use precise mathematical language and calculations in their explanations and discussions.
- Students use appropriate tools and/or models strategically when solving a problem.
- Students revise initial work, especially their explanations and justifications.
- Students can articulate their successes and needs as they work toward learning outcomes.

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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

- Questions, tasks or assessments yield data that allow the teacher to assess students’ progress toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and allow for lesson adjustments.
- Students demonstrate how well they understand lesson content and their progress toward learning outcomes through their work and/or verbal and nonverbal responses.
- Student responses, work and interactions demonstrate that students are on track to achieve stated or implied learning outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Not Yet</th>
<th>Somewhat</th>
<th>Mostly</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MTSS FRAMEWORK FOR ACADEMIC INSTRUCTION IN ELA/LITERACY

This MTSS framework defines the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. MTSS involves the systematic use of assessment data to most efficiently allocate resources to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. This document should be used to assist school-based problem-solving teams with making instructional decisions regarding the placement of students into Tier 2 and 3 interventions; in addition, it provides a measure to ensure core instruction is successfully meeting the needs of the majority of students.

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FRAMEWORK FOR ACADEMIC INSTRUCTION IN ELA/LITERACY

GRADES K-8

Tier 1: Core Instruction for All Students (70-80%)
- Teachers provide daily instruction through core instructional materials
- Differentiated supports are present for students including recommended scaffolds from instructional materials and small group instruction
- Regular progress monitoring occurs through exit tickets and EL Education Benchmark/Unit Assessments
- Core instructional materials include: EL Education

Analyze Tier 1 Instruction and i-Ready Diagnostic Data
Is this student 1 year or more Below Grade Level?

*If 70-80% of all students in the class are not on grade level or above focus on core instruction for the entire class while Tier 2 interventions are in place.

YES

NO

Continue with Core Instruction

Tier 2: Targeted Interventions and Support (5-15%)
- Continue quality core instruction
- EL Education Differentiated Instruction (Targeted Teacher-led/Student-led small group)
  - K-2 Reading Foundational Skills, 3-5 ALL Block, 6-8 i-Ready Instructional Group Profile/Tools for Instruction

Match Intervention to Student Need (Appendix A), Set Goal, Implement Intervention, Evaluate Response
Is the student responding as expected to the intervention? Has the student met their goal? See Appendix C for English Language Learners.

Yes

Reflect and Adjust: Create plan for student success to continue within core instruction or focus intervention on additional skill gaps.

Uncertain

Reflect and Adjust: Consider fidelity* and fit of intervention; continue, modify intervention plan, or change course supported by data.
*Consider delivery, quality, engagement and attendance. Intervention matched to student need.

No

Reflect and Adjust: Consider fidelity/fit of intervention; modify or change course as needed; consider a Tier 3 intervention if greater intensity is needed.

Is Tier 3 Needed?

Yes

No

Tier 3: Intensive Intervention and Support (1-5%)
- Continue quality core instruction and Tier 2 small group instruction during ELA/Literacy block.
- Place student in appropriate intervention for additional time in strategic intervention.

Match Intervention to Student Need (Appendix A and B), Set Goal, Implement Intervention, Evaluate Response
Is the student responding as expected to the intervention? Has the student met their goal?

Yes

Reflect and Adjust: Create plan for student with less intensive intervention or focus on additional skill gaps.

Uncertain

Reflect and Adjust: Consider fidelity and fit of intervention. Modify intervention plan or change course as supported by data. Consult ESE as needed.

No

Reflect and Adjust: Consider fidelity and fit of intervention. Consult ESE.
MTSS ELA/LITERACY TIER 2 AND TIER 3 PLACEMENT GUIDANCE (APPENDIX A)

To place students in Tier 2 and 3 Interventions, professional educators should use the i-Ready Diagnostic.

### Analyze Data

- Review i-Ready Student Profile to identify key areas of concern and set learning goal. If students are 1 year or more below grade level in all domains, select two areas of focus and prioritize foundational skills (Phonological Awareness, Phonics, High Frequency Words and Vocabulary).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100-361</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>347-438</td>
<td>100-446</td>
</tr>
<tr>
<td>2</td>
<td>419-488</td>
<td>100-418</td>
</tr>
<tr>
<td>3</td>
<td>474-510</td>
<td>100-478</td>
</tr>
<tr>
<td>4</td>
<td>496-556</td>
<td>100-485</td>
</tr>
<tr>
<td>5</td>
<td>542-580</td>
<td>100-541</td>
</tr>
<tr>
<td>6</td>
<td>566-597</td>
<td>100-505</td>
</tr>
<tr>
<td>7</td>
<td>583-608</td>
<td>100-582</td>
</tr>
<tr>
<td>8</td>
<td>594-619</td>
<td>100-595</td>
</tr>
</tbody>
</table>

### Select Intervention

- Use ELA/Literacy Recommended Interventions to select appropriate intervention.
- Group students with like needs and administer outlined intervention for a minimum of eight weeks.

### Monitor and Respond

- Use the selected intervention assessment and i-Ready Growth Monitoring* to monitor the student’s response to intervention. A student should begin to respond to the intervention after eight weeks of targeted instruction. *In order to see growth using i-Ready’s growth monitoring, you must have 3 data points across three months and review the Student or Class Growth Monitoring Report. Do not try to compare scale scores month to month or compare diagnostic to growth monitoring.
## Sample Content Cycle

**CONTENT CYCLES AT A GLANCE FOR MASTER TEACHERS AND SCHOOL LEADERS**

<table>
<thead>
<tr>
<th>Section 1: Shared Learning</th>
<th>Section 2: Lesson Planning &amp; Internalization</th>
<th>Section 3: Instructional Practice &amp; Application</th>
<th>Section 4: Reflecting on Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Experience</strong></td>
<td><strong>Master Teachers will participate in shared learning and launch for content cycle subtopic at MT convening.</strong></td>
<td><strong>Master Teachers will lead shared learning experiences around the cycle topic at their buildings.</strong></td>
<td><strong>Master Teacher will attend Cohort Mid-Cycle Support sessions.</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Master Teacher &amp; Leader PD Session</strong></td>
<td><strong>Monthly Wednesday Staff Meeting</strong></td>
<td><strong>Master Teachers will lead collaborative practice and feedback using shared learning from week 1, with a focus on instructional engagement strategies and/or classroom observations with feedback.</strong></td>
</tr>
<tr>
<td><strong>Ongoing Support</strong></td>
<td><strong>Master Teachers will lead each week of the content cycle. Master Teachers and school leaders will provide ongoing support to classroom teachers. In addition, Training and Support Coordinators and external partners will work with Master Teachers to provide additional coaching and implementation support for each school.</strong></td>
<td><strong>MT will lead collaborative reflection around student work analysis from the past four weeks with classroom teachers.</strong></td>
<td><strong>Review student outcome data at Instructional Leadership Team meeting &amp; reflect at next MT convening.</strong></td>
</tr>
</tbody>
</table>

---

## Content Cycle Overview for Q1 & 2: Shifting the Lift of Academic Ownership to Students

**Focus Area**

**Grades K-8: English Language Arts**

**Summary**

Over the course of this content cycle, teachers will build and apply an understanding of how to implement high-quality, standards-aligned Reading lessons using the EL Education curriculum. They will study the lessons and the DPSCD Curriculum Guide, examine student-facing materials, and make instructional decisions grounded in student needs. Every four weeks, Master Teachers will have the chance to experience a shared learning session followed by the opportunity to transfer the learning at their school. Then over the month Master Teachers will help teachers apply new learning to their planning, practice instructional moves, and analyze student needs and progress.

**NOTE:** Each row is intended to represent one month of learning, but schools can adjust the pacing of learning based on their context and teacher needs.

<table>
<thead>
<tr>
<th>Month</th>
<th>Week 1: Shared Learning</th>
<th>Week 2: Lesson Planning &amp; Internalization</th>
<th>Week 3: Instructional Practice &amp; Application</th>
<th>Week 4: Reflecting on Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: September</td>
<td>Facilitating close reading and close read alouds to create conditions that allow students to provide textual evidence that demonstrates their understanding of the text</td>
<td>Unpacking an EL Education Module to find close reading lessons within each unit and preparing to facilitate</td>
<td>Practice facilitating the close reading process</td>
<td>Master Teachers with classroom teachers will analyze student work from close reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Master Teachers and school leaders will review data from learning walk visits focused on close reading student and teacher look-for</td>
</tr>
</tbody>
</table>
“Read by Grade Three”
Law & Portfolio Guide

Detroit Public Schools Community District
“Read by Grade Three” Law Timeline for Third Grade

The following table outlines the full scope of required action steps for principals and teachers to follow to ensure they are in compliance with the requirements of the “Read by Grade Three” law. It is highly recommended that each principal set calendar reminders for each of these required actions.

### Fall Action Items

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Action</th>
<th>Notes and Relevant Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21/20 – 10/14/20</td>
<td>• Administer the i-Ready Diagnostic assessment</td>
<td>• i-Ready Assessment Administration Support</td>
</tr>
<tr>
<td>10/8/20</td>
<td>• Attend iRIPs- Deal or No Deal PD</td>
<td>• Register on Frontline</td>
</tr>
<tr>
<td>10/15/20–11/1/20</td>
<td>• Identify students that qualify for an iRIP and those that are at risk for retention</td>
<td>• Individual Reading Improvement Plans- Entering in PowerSchool</td>
</tr>
<tr>
<td></td>
<td>• For those students at risk for retention, review cumulative folder and identify potential good cause exemptions</td>
<td>• Good Cause Exemption One Pager</td>
</tr>
<tr>
<td>10/15/20–11/1/20</td>
<td>• Develop iRIPs for students</td>
<td>• Individual Reading Improvement Plans- Entering in PowerSchool</td>
</tr>
<tr>
<td></td>
<td>• Schedule parent conferences</td>
<td>• Read-At-Home Toolkit</td>
</tr>
<tr>
<td>10/21/20–11/1/20</td>
<td>• Host parent conferences</td>
<td>• Individual Reading Improvement Plans- Entering in PowerSchool</td>
</tr>
<tr>
<td></td>
<td>• At the conference:</td>
<td>• Parent Notification Letter 1 (K-2 students)</td>
</tr>
<tr>
<td></td>
<td>• Finalize iRIP with family input</td>
<td>• Parent Notification Letter 1 (Grade 3 students)</td>
</tr>
<tr>
<td></td>
<td>• Obtain documentation of parent signatures on iRIP and “Parent Notification Letter 1”</td>
<td>• Online Learning Parent Access Flyer</td>
</tr>
<tr>
<td></td>
<td>• Distribute “Read-At-Home Toolkit”</td>
<td>• Read-At-Home Toolkit</td>
</tr>
<tr>
<td>10/21/20–12/7/20</td>
<td>• Ongoing progress monitoring of iRIP interventions</td>
<td>• DPSCD MTSS Guidance Document</td>
</tr>
</tbody>
</table>

### Winter Action Items

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Action</th>
<th>Notes and Relevant Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/7/20–12/18/20</td>
<td>• Administer Winter i-Ready Diagnostic assessment</td>
<td>• i-Ready Assessment Administration Support</td>
</tr>
<tr>
<td>1/18/20–1/31/21</td>
<td>• Update iRIP interventions</td>
<td>• Individual Reading Improvement Plans- Entering in PowerSchool</td>
</tr>
<tr>
<td></td>
<td>• Identify new students that qualify for an iRIP and those that are at risk for retention</td>
<td>• Parent Notification Letter 2</td>
</tr>
<tr>
<td></td>
<td>• For ALL students at risk for retention, send home “Parent Notification Letter 2” with i-Ready assessment results and updated iRIP</td>
<td>• Read-At-Home Toolkit</td>
</tr>
<tr>
<td></td>
<td>• Schedule and hold conferences with families as appropriate</td>
<td>• Online Learning Parent Access Flyer</td>
</tr>
<tr>
<td>1/21/21–6/1/21</td>
<td>• Ongoing progress monitoring of iRIP interventions</td>
<td>• DPSCD MTSS Guidance Document</td>
</tr>
<tr>
<td>Date</td>
<td>Required Action</td>
<td>Notes and Relevant Tools</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4/26/21-4/30/32</td>
<td>• Send home MSTEP Preparation Letter</td>
<td>• MSTEP Preparation Letter for 3rd Grade Students</td>
</tr>
<tr>
<td>5/3/21-5/28/21</td>
<td>• Administer MSTEP using state assessment windows</td>
<td>• Parent Student Information</td>
</tr>
<tr>
<td>5/3/21-6/1/21</td>
<td>• Principals review student’s preliminary scores within 24-48 hours after the students have completed the test.</td>
<td></td>
</tr>
</tbody>
</table>
| 5/3/21-6/1/21 For ALL students with a preliminary score below 1252 | • For ALL students at risk for retention, send home “Parent Notification Letter 3” with i-Ready assessment results  
• Schedule and hold conferences with any family that has a child that does not qualify for a good cause exemption  
• At the conference  
  • Ensure the family knows of their right to request a good cause exemption  
  • Provide an opportunity for the parent to complete the “Good Cause Exemption Request Survey”  
  • Obtain signatures on the “Final Parent Notification Letter” | • Letter for Probably Retention with GCE  
• Letter for probable retention without GCE |
| 5/18/21       | • Assistant Superintendents schedule good cause promotion appointments with principals for the week of 5/31/21 |                                                                                             |
| 5/3/21-5/28/21 | • Prepare “Third-Grade Good Cause Exemption/Retention Submission Form and Roster”  
• Gather documentation required for all students officially retained in third grade by the State and being granted a good cause exemption | • Third-Grade Good Cause Exemption/Retention Submission Form and Roster                      |
| 6/7/21-6/11/21 | • Curriculum and Instruction will lead a centralized process for Assistant Superintendents and members of the Office of Literacy to meet with principals to review and grant good cause exemptions |                                                                                             |
| 6/2/21-6/17/21 | • Administer Spring i-Ready Diagnostic assessment,  
• Prioritize third-grade administration | • i-Ready Assessment Administration Support                                                  |
| 6/11/20       | • Curriculum and Instruction will retain a hard copy of the “Third-Grade Good Cause Exemption/Retention Submission Form and Roster” and complete the “Third-Grade Good Cause Exemption/Retention District Roster” for each specific school to summarize the | • Third-Grade Good Cause Exemption/Retention Submission Form and Roster  
• THIRD-GRADE GOOD CAUSE EXEMPTION/RETENTION ROSTER (The link to this document will be |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/14/21-6/16/21</td>
<td>- Executive Director of K-12 Literacy, Assistant Superintendent of C&amp;I, and the Superintendent finalize all recommendations.</td>
</tr>
</tbody>
</table>
| 6/18/21  | - Parent notifications of good cause exemption decisions are sent to families  
- Voluntary summer school information will be included |
| 6/18/20  | - Place copy of all IRIPS in each child’s permanent folder               |

- Good Cause Exemption Decision Notification (This letter will be disseminated in the spring)