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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 text, use of evidence drawn from the text, 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 text. 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” illuminates 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), 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 part of what makes a reader successful, our instructional materials will also strategically build knowledge in content area topics so that students will have enough background understanding to deeply comprehend a complex text. Also, the children of DPSCD will see themselves 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 your culture and reality and help you to better understand yourself. Windows are texts that offer you a view into someone else’s experience. When an ELA/Literacy curriculum has just mirrors, the students’ exposure to the world view lacks the beauty of a wide range of perspectives. When a curriculum has
just windows, students can begin to feel like they don’t belong. When students are exposed to texts that have both windows and mirrors, a rich, diverse, 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 science practices, then the 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 Deputy Executive Director to lead school literacy instruction at the K-8 and High School levels. For the 18/19 school year, the Deputy Executive Director will lead a team of four twelve-month teachers on special assignment and one Supervisor for 9-12 ELA in supporting the improvement of literacy instruction at the district and school levels. 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, 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 51,292 students in grades K-12 Literacy. See the table below for 17/18 ELA/Literacy Course Enrollment Data.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>DPSCD 2017/2018 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>4,333</td>
</tr>
<tr>
<td>Grade 1</td>
<td>4,550</td>
</tr>
<tr>
<td>Grade 2</td>
<td>4,381</td>
</tr>
<tr>
<td>Grade 3</td>
<td>4,055</td>
</tr>
<tr>
<td>Grade 4</td>
<td>3,857</td>
</tr>
<tr>
<td>Grade 5</td>
<td>3,854</td>
</tr>
<tr>
<td>Grade 6</td>
<td>3,776</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3,514</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3,133</td>
</tr>
<tr>
<td>Grade 9</td>
<td>4,331</td>
</tr>
<tr>
<td>Grade 10</td>
<td>3,984</td>
</tr>
<tr>
<td>Grade 11</td>
<td>3,735</td>
</tr>
<tr>
<td>Grade 12</td>
<td>3,889</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51,392</strong></td>
</tr>
</tbody>
</table>
Strategic Plan Alignment

A literacy plan on its own does not transform the quality of education across an entire district, and 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.

### Outstanding Achievement

*Dramatically improve the academic experience of all students to ensure they are college and career ready.*

| Focus Area 1: | Support Strong Early Literacy by Attending to the Requirements of Michigan’s 3rd Grade Reading Law |
| Focus Area 4: | Develop a Vision for Excellent Instruction for ELA/Literacy |
| Focus Area 7: | Establish a PSAT/SAT Preparation Course for 10th and 11th Grade |
| Focus Area 11: | Establish a Multi-Tiered System of Support for ELA/Literacy |

### Transformative Culture

*Transform our culture so that students, families, community members, and staff feel safe, respected, and connected.*

| Focus Area 2: | Plan and Execute a District-Wide Professional Learning Event (Rise Up) |
| Focus Area 9: | Establish a Plan for Internal and External Communication and Community Engagement |

### Responsible Stewardship

*Manage and deploy our resources responsibly, transparently, and equitably to support our students’ success.*

| Focus Area 6: | Provide Highly-Aligned Instructional Materials for K-12 ELA/Literacy that Include Explicit Foundational Skills Instruction in Grades K-2 |
| Focus Area 10: | Develop Guidance Documents and Curriculum Materials to Support Teachers with Assessment Preparation and Continued Learning over Extended Breaks |

### Exceptional Talent

*Build an excellent team of dedicated staff to serve our students.*

| Focus Area 3: | Establish a Cohort of ELA/Literacy Master Teachers |
| Focus Area 5: | Provide Professional Development to Teachers on the CCSS for ELA/Literacy K-12 |

### Whole Child Commitment

*Champion a whole child approach that unlocks students’ full potential.*

<p>| Focus Area 8: | Develop Master Schedule Guidelines |
| Focus Area 12: | Create a Culture of Literacy |</p>
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Support Strong Early Literacy by Attending to the Requirements of Michigan’s 3rd Grade Reading Law</td>
<td>• Establish initial/ongoing assessment</td>
<td>• Expand assessment to include K-8</td>
</tr>
<tr>
<td></td>
<td>• Customize Individual Reading Intervention and Read at Home Plans</td>
<td>• Refine and improve Individual Reading Intervention Plan</td>
</tr>
<tr>
<td></td>
<td>• Provide i-Ready Online Instruction</td>
<td>• Provide Read at Home Toolkits to support Read at Home Plan</td>
</tr>
<tr>
<td></td>
<td>• Provide professional learning/coaching for new assessment and intervention strategies</td>
<td>• Provide strategic professional learning for SSAs to support intervention plans</td>
</tr>
<tr>
<td></td>
<td>• Additional coaching for priority schools</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Plan and Execute a District-Wide Professional Learning Event (Rise Up)</td>
<td>• Rise Up 2017 presented at Cobo Hall for 3,200 educators</td>
<td>• Enhanced and expand event to be presented on Nov. 6, 2018</td>
</tr>
<tr>
<td></td>
<td>• Afternoon professional learning for K-3 educators</td>
<td>• Expand the afternoon course offerings to include more choice and move beyond just K-3 literacy</td>
</tr>
<tr>
<td><strong>3.</strong> Establish a Cohort of ELA/Literacy Master Teachers</td>
<td>• Design and implement application/interview process</td>
<td>• Continue recruitment of internal and external applicants</td>
</tr>
<tr>
<td></td>
<td>• Establish Superintendent Fellows</td>
<td>• Plan and execute Professional Learning Cycle for SY 18/19</td>
</tr>
<tr>
<td></td>
<td>• Design school-based interview process for placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide initial best in class professional development Standards Institute and Summer Learning</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Develop a Vision for Excellent (VOE) Instruction for ELA Literacy</td>
<td>• Through collaborative structures develop a VOE</td>
<td>• Refine and enhance VOE</td>
</tr>
<tr>
<td></td>
<td>• Introduce VOE to Leaders and Teachers</td>
<td>• Establish Instructional Rounds using the Vision of Excellent Instruction focused on Literacy</td>
</tr>
<tr>
<td></td>
<td>• Utilize the VOE to execute instructional materials evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Rounds using VOE (Culture of Learning)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Provide Professional Development to Teachers on the Common Core State Standards</td>
<td></td>
</tr>
</tbody>
</table>
|   | • Launch *The Standards Series* for grades K-8 educators  
|   | • Partner with Student Achievement Partners for 7 week course on Foundational Skills (grades K-3) |  
|   | • Provide additional opportunities for attendance of K-8 series  
|   | • Launch The Standards Series for grades 9-12 ELA/Literacy educators |
| 6 | Provide Highly Aligned Instructional Materials for K-12 ELA/Literacy |
|   | • Implement instructional materials evaluation and recommendation process  
|   | • Adopt new K-8 Literacy Curriculum  
|   | • Launch the development of curriculum guides for teachers by teachers  
|   | • Provide summer professional learning |  
|   | • Launch new materials in all K-8 literacy classrooms  
|   | • Provide on-going best in class professional learning and coaching  
|   | • Implement evaluation and recommendation process for 9-12 literacy  
|   | • Adopt new 9-12 curriculum  
|   | • Launch the development of curriculum guides for 9-12  
|   | • Provide summer learning for new 9-12 materials  
|   | • Provide summer learning for K-8 to prepare for year 2 |
| 7 | Establish a PSAT/SAT Preparation Course for 10th and 11th Grade |
|   | • Initiate the planning for a PSAT/SAT course for 18-19 SY  
|   | • Select quality materials for course  
|   | • Provide guidance for course placement in master schedule guidelines  
|   | • Plan and initiate summer learning for educators |  
|   | • Launch course for the 18-19 school year  
|   | • Provide additional opportunities for professional learning |
| 8 | Develop Master Schedule Guidelines (MSG) |
|   | • Collaborate to draft, collect feedback and refine MSG  
|   | • Schedule opportunities to support leaders with development |  
|   | • Launch school-based master schedules that adhere to district MSG  
|   | • Provide opportunities for feedback to guide refinement for 19-20 SY |
| 9 | Establish a Plan for Internal and External Communication |
|   | • Design and deliver C&I Advisor  
|   | • Design and deliver Community Connection |  
|   | • Continue to deliver C&I Advisor  
|   | • Continue to deliver Community Connection |
| and Community Engagement | Develop and publish M-Step and PSAT/SAT preparation plans  
Develop and make accessible winter break enrichment packets  
Collect feedback from educators and quality and use | Establish Parent Academy courses on new instructional materials  
Establish a homework hotline  
Relaunch DPSCD Reading Corps to mobilize community volunteers |
|-------------------------|---------------------------------------------------------------|
| 10 Develop Guidance Documents and Curriculum Materials to Support Teachers with Assessment Preparation and Continued Learning over Extended Breaks | Use feedback to refine and publish updated preparation plans and enrichment packets  
Facilitate focus groups of teachers and leaders for feedback and continuous improvement |
| 11 Establish a Multi-Tiered System of Support for ELA/Literacy | Establish a data management system  
Launch Multi-Tiered System of Support at each school  
Continue professional learning opportunities |
| 12 Create a Culture of Literacy | Establish time in and out of school for volume of reading  
Grow partnership with public library  
Expand summer reading texts to additional grades  
Continue enrichment activities from 17-18 |
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 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 will be the driving force for the reform work described in this plan, and our greatest asset will be our collaborative commitment to meet our stated objectives.

During the 17/18 school year, the district focused intently on addressing the needs of our K-3 learners in literacy. The positive outcomes achieved thus far are a testament to the strong foundation of the strategic plan. This work in the primary grades included implementing a new progress monitoring assessment and intervention resources aligned to the standards, providing Individual Reading Intervention Plans for every qualifying student in the district, informing parents of their child’s needs through parent conferences, and empowering them to support their child through the use of a Read at Home plan. As a result, between the first i-Ready diagnostic assessment administered during the first 30 days of school and the mid-year assessment, we saw a reduction in the percent of students identified as Tier 3, which is more than one year below grade level.

“Whether 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
We will use this strength as a catapult to enact a similar assessment and intervention strategy for all grades in the 18/19 school year.

During the 17/18 school year, the district introduced several initiatives that are also a part of the foundation for this literacy plan. These initiatives include the introduction of best-in-class professional development for K-8 ELA/Literacy teachers, introduction of the Vision of Excellent Instruction with a focus on Management, Culture, and Climate, establishment of a Master Teacher role designated for instructional leadership and coaching, and selection of highly-aligned instructional materials for ELA/Literacy in grades K-8.

The Standards Series: Understanding the Shifts in ELA/Literacy was a three-and-a-half-day connected learning experience that focused on helping teachers understand the standards and the instructional shifts required to meet the demands of the standards. Teachers for grades K-3 were invited to participate in a seven-week course focused on Foundational Skills in K-2 classrooms. This unique learning opportunity was led by David Liben, our speaker at the November 7th Rise Up event and a national leader in standards and education reform. These professional learning opportunities, which included over 500 teachers, have assisted with developing a critical mass of educators who understand the standards and what is required to meet the standards. This strength will be critical to enacting the strategic plan for the 18/19 school year.

Weaknesses

Detroit Public Schools Community District commissioned David Liben to audit instructional materials currently and most commonly used in the district. The purpose of the examination was to evaluate the degree to which instructional materials were or were not aligned to the Michigan State Standards, 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.”

The district recommended and the board approved new instructional materials for grades K-8 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 could prove to be problematic. As noted in the audit, teachers and students have been accustomed to utilizing instructional materials that are very poorly aligned. The transition to more rigorous, highly-aligned materials will not be easy for professional educators or students. This opportunity will require strong initial professional learning, on-going instructional support for teachers and students, and clear grading guidelines.

Beginning in the summer, high school teachers will receive training in the standards and shifts, and throughout the school year, we will conduct an instructional materials adoption for the 19/20 school year. It is, however, problematic that high school teachers and students will continue to use the current instructional materials that are not well aligned to the standards. To support high school improvement prior to the adoption of new materials, the district will implement a district-wide PSAT/SAT preparation course and the acquisition of a new blended learning platform that will provide high-quality complex text for students and teachers. Additionally, the Office of Literacy will be selecting a blended learning platform for high school that will provide access to grade appropriate complex text and online learning.

Performance data indicates 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 will place great stress on the system and require support from external partners to provide high-quality consistent intervention.
As noted above, the percent of students scoring Partially to Not Proficient on grade level tests is significant; however, the newly adopted EL Education curriculum utilizes grade level complex text 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.

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 and that they have received 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, and high yield pedagogical practices. Master teachers will be selected and grow to be teacher leaders on the campus by providing model classrooms for the district and meeting the critical need for side-by-side coaching.

Furthermore, the Office of Literacy will ensure that the district is proactively addressing the requirements of Michigan’s K–3 Reading Law by focusing on quality assessments that are aligned to the standards and 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.

In addition, a Multi-Tiered System of Supports (MTSS) is being developed for the 18/19 school year. This MTSS framework will define the practice of providing high-quality instruction and intervention matched to student needs through the use of 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 in order to improve learning for all students.

Finally, 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 and 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 to grow a love of reading.

Focus Area 1: Support Strong Early Literacy by Attending to the Requirements of Michigan’s 3rd Grade Reading Law

In October 2016, Michigan’s Legislature passed a critical law (MCL 386.1280f) that has 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 the reading skills of all K–3 students at least three times per year in an effort to identify struggling students. Students experiencing deficiencies are required to have an Individual Reading Intervention Plan (iRIP) created in partnership with their teacher, the principal, and their parents. 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. Beginning with the 19/20 school year, third grade students could be retained if they demonstrate reading proficiency levels that are more than one level behind.
While DPSCD does not support the arbitrary retention of students based on a single assessment score and intends to work diligently to minimize the impact of this portion of law for our students and families, we do embrace a focus on early literacy in grades K-3.

This initiative 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 providing 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.

**PROVIDE AN INITIAL AND ONGOING ASSESSMENT SYSTEM THAT IS ALIGNED TO THE STANDARDS AND PREDICTIVE OF GRADE LEVEL PROFICIENCY**

**Select Initial and On-going Progress Monitoring Assessment**

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. 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.

i-Ready’s Tools for Instruction are downloadable, best-practice Common Core lessons that relate directly to skills assessed during the Diagnostic, providing targeted classroom instruction where students need it most. Tools for Instruction provide additional support for skills students may have worked on in the classroom or in previous grades but have not yet fully mastered.

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

Obtaining high-quality reliable assessment data begins with selecting an assessment that is highly aligned to the standards and reliable in predicting grade level performance. The data, however, is only as reliable as the quality of the test administration. To ensure the district obtained reliable assessment data, the Office of Curriculum and Instruction provided three hours of professional learning for principals. This professional learning included helping leaders understand the diagnostic assessment, how to administer the assessment, preparing the teachers and students for the assessment, and ensuring leaders were oriented to the reports that are generated following the assessment. Furthermore, teachers were provided a custom webinar that assisted them with understanding how to administer the assessment. The assessment alerts teachers to students rushing, meaning the student is not taking enough time on each assessment item to read and answer the question. This alert is called a red rush flag. Following our initial administration, only 3% of students received a red rushing flag, and we assessed nearly 17,000 students. This is well below the average generally found on an initial assessment for any school district.

**Administer Diagnostics/ Analyze Data**

Following the professional learning, the district outlined a plan to administer the i-Ready Diagnostic assessment three times during the 17/18 school year. Subsequent to each administration, the district’s assessment team in partnership with curriculum and instruction provided a deep analysis of the
assessment data that included information about overall student achievement and growth. The district used this data to support principals and teachers with identifying students who qualified for an iRIP and to plan teacher-led small group instruction for students with like instructional needs.

**DEVELOP, INITIATE, AND MONITOR/ADJUST INDIVIDUAL READING INTERVENTION PLANS FOR QUALIFYING STUDENTS**

**Customized Individual Reading Intervention Plans**

Using data from i-Ready, the district generated Individual Reading Intervention Plans (iRIP) for all qualifying students. In order to ease the paperwork burden on teachers, the district utilized technology to both generate and prepopulate general information such as student name, school teacher, and i-Ready assessment data onto the iRIPs.

Teachers then analyzed the data to identify the specific areas of concern for students, the strategy they would use to deliver interventions, and finally the specific Tool for Instruction lessons that would support quality aligned instruction for the student’s specific needs.

**Provide Access to i-Ready’s Online Instruction Learning Path**

Following the administration of the first diagnostic assessment, school leaders and teachers began using the assessment results and tools provided for teacher-led small group instruction. During this time, educators also became familiar with additional products offered through i-Ready, specifically the online learning platform. Enthusiasm grew amongst principals and teachers to expand their purchase to include this blended learning component. As the district closely monitored purchase requests from individual schools, it became apparent that a more fiscally responsible solution was to purchase the online instruction for grades K-3 district-wide, which allowed the district to obtain additional discounts and serve all K-3 students. The district purchased and has made available at both home and school i-Ready Online Instruction. Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction 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.

**SUPPORT THE SCHEDULING OF PARENT CONFERENCES FOR AND THE DELIVERY OF READ AT HOME PLANS**

**Schedule Parent Conferences and Customizable Read at Home Plans**

Following the development of iRIPs school teachers and leaders held parent conferences. These conferences were designed to inform parents of their child’s reading performance and to provide parents with an opportunity to contribute to the iRIP. The district also created and made available to educators Read at Home Plans. 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 were available in English, Spanish, and Arabic.

**Improve Support for Read at Home Toolkits**

The district plans to provide Read at Home Toolkits for families of children that qualify for iRIP in the 18/19 school year. The Read at Home Plans recommend various activities that require common items such as index card, bingo chips, markers etc. The district will provide schools with Read at Home Toolkits that include the required materials to enact the recommended activities with children.

**ONGOING PROFESSIONAL LEARNING FOR TEACHERS AND LEADERS**

**Initial and On-Going Professional Learning and Coaching for Teachers, SSAs, and Ed-Techs**


Teachers were provided initial professional learning for i-Ready the afternoon of our November 7th Rise Up Professional Learning Event. Educators received three hours of professional learning. This was a hands-on experience that prepared teachers to analyze, interpret, and take action based on their students’ Diagnostic results. By analyzing class and student level i-Ready reports, teachers learned to identify students in need of intervention and the skills they are ready to learn to progress toward proficiency and growth goals. Further, teachers connected identified needs to instructional recommendations and resources that drive differentiated intervention in those target areas.

The district continued to provide additional support with the use of i-Ready as a tool to improve student performance. This support was in the form two full days of onsite coaching for each school using i-Ready. The first day was delivered in December following the administration of the second diagnostic assessment and focused on a review of key reports and grouping/planning resources introduced during the initial professional development on November 7th. During coaching sessions, teachers were able to take a deep dive into a key report, Instructional Grouping Profile, which groups students with like literacy needs. Another important coaching point was designed to empower teachers to help students track their own data by establishing data notebooks for students.

The second day of coaching was provided during the month of March and followed the same schedule as December. This coaching was focused on helping teachers understand and support their students with using i-Ready’s online instruction. Teachers were introduced to the structure of the online learning path and lessons, provided with response protocols to support students when struggling with online lessons, and offered the overall best practices for using this blended learning solution.

**Continued Professional Learning for Leaders**

Success in effectively utilizing the diagnostic and instruction takes a conscious effort from school leaders. As a result, in addition to participating in the school-based support outlined above, the district provided an additional full day of professional learning for Principals, APs and AEAs. This session was designed to help leaders plan for a successful implementation of i-Ready. Beginning with a self-guided experience, leaders reviewed the Diagnostic assessment and the administrator dashboard in order to build an effective, targeted understanding of key i-Ready reports and exports. Through hands-on exploration, leaders uncovered the importance of clean data from the Diagnostic and the benefits of using i-Ready to make decisions and inform instructional planning. Leaders actively planned how to support successful program implementation by articulating a vision and communicating this vision to all stakeholders. Working collaboratively, leaders developed an implementation calendar with a focus on best practices that they can employ to drive student proficiency and growth throughout the year.

**COLLABORATE WITH WAYNE RESA FOR ONSITE COACH SUPPORT FOR PARTNERSHIP SCHOOLS**

**Provide a Higher Dosage of Onsite Coaching for Partnership Schools**
The district partnered with Wayne RESA to provide additional onsite coaching for partnership schools. To support an aligned vision and consistent support for teachers, the district arranged for the Wayne RESA coaches to have three hours of professional learning on the i-Ready diagnostic, student data reports, and tools for instruction. Furthermore, the district holds monthly meeting with Wayne RESA leaders to calibrate on school needs, coaching support focus, and data.

**MILESTONES**

- Analysis of Michigan’s 3rd Grade Reading Law, August
- Select i-Ready Diagnostic, September
• Launch Initial Assessment, October
• Develop iRIP/Hold Parent Conference, October-November
• Diagnostic 2, December
• Diagnostic 3, May

STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 3, 1.3.1: Implement i-Ready K-3 Reading (17-18 School Year)

Focus Area 2: Plan and Execute a District-Wide Professional Learning Event (Rise Up)
The Rise Up 2017 Districtwide Professional Development Day at Cobo Hall brought more than 3,200 teachers and leaders together for the first time in more than 10 years. This professional learning experience felt like a family reunion and proved to be a rallying cry for the intense work required to rebuild the district. Literacy was a clear focus at this event exemplified by Superintendent Vitti as he spoke about the District’s new strategic plan and his hopes and dreams for the future of the children of Detroit. David Liben, Senior Content Specialist of the Literacy and English Language Arts team at Student Achievement Partners, engaged the crowd and spoke about Common Core and the shifts in Literacy. In the afternoon all K-3 teachers were provide with professional learning focused on i-Ready and the district’s approach to meeting the requirements of Michigan’s K-3 Reading Law. The Office of Curriculum and Instruction is planning to host a similar event for the 18/19 school year offering a larger variety of afternoon courses focused on K-12 professional learning in all content areas with a strong focus on literacy.

PLAN LOGISTICS FOR A FULL DAY EVENT AT COBO HALL
Assessable a Logistics Team to Plan and Execute the Event
Under the guidance of the Senior Executive Director of Curriculum and Instruction, a team of DPSCD professionals assembled to support the planning of logistics for this full day event. The team consisted of professionals from The Office of Curriculum and Instruction, Communications, Transportation, and Procurement. This team worked to secure philanthropic funding, venue, bus transportation, bus snacks, staging, signage, agendas, keynote speakers, parking, volunteers, and audio-visual equipment for the opening sessions and over 30 breakout sessions.

PLAN AND EXECUTE AFTERNOON PROFESSIONAL LEARNING ON K-3 LITERACY
Provide Professional Learning to Support K-3 Literacy
The Office of Literacy worked with Curriculum Associates to provide three hours of professional learning for all K-3 teachers. This planning included assembling 25 professional development specialists, coordinating technology to provide a hands-on experience, and ensuring participants were provided a comfortable space for learning with proper equipment. Educators received three hours of professional learning. This was hands-on experience that prepared teachers to analyze, interpret, and take action based on their students’ Diagnostic results. By analyzing class and student level i-Ready reports, teachers identified students in need of intervention and the skills they are ready to learn to progress toward proficiency and growth goals. Further, teachers connected identified needs to instructional recommendations and resources that drive differentiated intervention in those target areas.

PLAN AND EXECUTE DISTRICT PROFESSIONAL LEARNING EVENT FOR THE 18/19 SCHOOL YEAR
Build on Foundation to Enhance and Expand Event
The Office of Curriculum and Instruction has already started the planning for a similar event for the 18/19 school year with the intention to recruit national leaders in education as keynote speakers and expand the afternoon course offerings beyond K-3 Literacy.

**MILESTONES**

- Book national keynote speakers, October
- Select Cobo as the location, October
- Rise Up Event, November
- Select Cobo as location for 2018, April
- Book national keynote speakers for 2018, April

**STRATEGIC PLAN TARGETS**

Exceptional Talent, Strategy 3, 4.3.11: Offer District-wide Professional Development on State Content Standards

**Focus Area 3: Establish a Cohort of ELA/Literacy Master Teachers**

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 introducing a 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. Master Teacher roles will be available in literacy and mathematics, K-12, and all Master Teachers will earn a stipend of $5,000 annually.

**DESIGN AND IMPLEMENT A RIGOROUS APPLICATION/INTERVIEW PROCESS FOR THE EVALUATION, SELECTION AND PLACEMENT OF MASTER TEACHERS**

**Develop an Initial Application Process**

Because Master Teachers will serve as core instructional leaders, the district established a rigorous application and pre-screening process to ensure that teachers admitted to the Master Teacher eligibility pool would have the necessary experience, knowledge, and potential to serve as model educators and teacher leaders. First, Master Teacher candidates must meet the following criteria: current Michigan certification in the subject and grade levels they wish to support; three years of teaching experience at the start of the 2018-2019 school year; three successive years of Effective or Highly Effective evaluation ratings. Candidates then submit an application that includes a recent lesson plan, samples of student
work, a resume, a statement of interest, and a recommendation letter. Applications are reviewed and scored by district leaders using a detailed rubric focusing on instructional expertise, ability to fulfill the role, and communication skills.

Design and Execute an Interview Process to Enter the Pool of Master Teachers
Candidates who pass the application prescreen are then invited to interview with panels of district leaders and principals to further determine the candidates’ potential to support educators. Candidates are presented with a problem of practice prior to the interview and are asked to bring their best thinking on how they would address the situation in a PLC. During the interviews, interview panels use a detailed rubric to score candidates on instructional expertise, ability to fulfill the role, and communication skills. Candidates who meet the cut score for the interview are then invited to join the Master Teacher eligibility pool. In order to extend this opportunity to as many interested teachers as possible, the district has administered multiple application and interview rounds for current DPSCD teachers.

Determine Criteria for Sub-group of Master Teachers to Be Superintendent’s Fellows
The Superintendent’s Fellowship is a unique leadership opportunity for a subset of teachers accepted into the eligibility pool. These Fellows have embarked on a signature experience that develops them as practitioners and leaders. Superintendent’s Fellows were selected from the first round of applicants. They demonstrated exceptional potential to serve as leaders within the Master Teacher cohort, and they made a commitment to accept additional leadership responsibilities beginning in the spring of 2018, such as serving on the Instructional Materials Adoption Committee, leading Parent Academy workshops, and joining the Curriculum Guide Writing Committee.

Collaborate with Human Resources and Talent to Design a School-Based Interview Process for Placement
All Master Teacher candidates must interview with a school selection team including school leaders and at least two teachers before being selected for a position. We believe that Master Teachers will be most successful in school communities where both the Master Teacher candidate and the school selection team believe there is a match. In some cases, Master Teacher candidates may be selected to remain at their current school location, but this may not always be the case. The Office of Curriculum and Instruction is collaborating with the Department of Human Resources and Talent to design interview questions and processes to support principals in selecting the best candidates for their schools. School selection teams will begin interviewing Master Teacher candidates in May, and the Office of Curriculum and Instruction will continue to collaborate with the Department of Human Resources and Talent to ensure that as many Master Teachers as possible are placed before the end of the 17/18 school year.

Collaborate with Human Resources and Talent toRecruit External Teachers for the Eligibility Pool
A primary goal of the Master Teacher program is to develop instructional leaders from within the district, and the first several rounds of applications and interviews were extended only to current DPSCD teachers. However, the number of Master Teacher positions exceeds our internal applicant pool, and the Master Teacher position provides a unique opportunity to recruit strong, experienced educators. Therefore, the district will open the application to external teachers beginning in May 2018. External applicants will be required to follow the same application, interview, and school selection process as internal candidates. In addition to providing more Master Teachers for schools to select from, establishing a Master Teacher cohort that includes educators from within DPSCD as well as from other districts will provide opportunities for Master Teachers to learn from the diverse experiences of their peers.

PROVIDE INITIAL AND ON-GOING BEST-IN-CLASS PROFESSIONAL DEVELOPMENT FOR MASTER TEACHERS
Plan and Execute Attendance at The Standards Institute
Newly inducted Superintendent’s Fellows had the opportunity to join district leaders for a transformative professional learning experience at the UnboundEd Standards Institute in Los Angeles, California, in January 2018. There, Fellows spent a week in deep study of the Common Core Standards and strong instructional materials and were given time to network with other motivated educators from around the country. National leaders offered keynotes that outlined quality instruction, equity in education and transformative school improvement strategies.

Plan and Execute Summer Professional Learning
In order to be effective leaders, Master Teachers must have a strong understanding of the content they teach as well as strategies for supporting teachers in improving student achievement. The Office of Curriculum and Instruction is designing a robust series of summer professional learning opportunities, including workshops on the standards and on the new instructional materials. In addition to these courses focused on instructional expertise, Master Teachers will also attend a week-long workshop focused on andragogy in order to prepare them to mentor, coach, and lead their peers through PLCs.

Plan and Execute Professional Learning Cycle for School Year 18/19
The district has made a commitment for continued support and professional learning for Master Teachers throughout the school year. The Office of Curriculum and Instruction is hiring an Executive Director of Educator Excellence, and this individual will design a comprehensive system of professional development and supports for current and aspiring Master Teachers.

MILESTONES
- Initial applications open, December
- Internal applicants apply and interview, December – April
- External applications open, May
- School selection teams begin interviewing candidates, May

STRATEGIC PLAN TARGETS
Exceptional Talent, Strategy 3, 4.3.7: Master Teachers

Focus Area 4: Develop a Vision for Excellent Instruction for ELA Literacy
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 be able to tell whether they’re on the right track?” Establishing this vision is the first, most important step for our district as we set out to improve instructional practice at scale. As a district, we need to develop a vividly clear vision of instructional excellence that can be observed and measured (through classroom observations and student assessment results, for example) and make advancing teachers toward this vision the primary goal of every development activity. 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).
During the 17/18 school year, we engaged our leaders in the development of this document, and over time we will iteratively improve it to reflect our vision for what good instruction looks like in every core classroom for ELA/Literacy.

COLLABORATIVE STAKEHOLDER DEVELOPMENT

Engage Leaders in Brainstorming
At the district’s October Principals’ Meeting, all Principals were convened to, “Imagine a future where we have achieved our vision.” With this in mind, they began to brainstorm and define the concrete things we should be able to see, hear, and feel in our classrooms and schools when we are on a path to that vision. Principals considered the following prompt: “As you look around your school, you see that all of students truly developing the knowledge, skills and confidence necessary to thrive in our city, our nation, and our world. Jotting down your ideas independently, carefully describe what your classroom and school looks like, sounds like and feels like having accomplished this amazing endeavor.” Working in small groups, they began to develop statements that defined excellence and then thoughtfully grouped them by related ideas. At the conclusion of the convening, Principals made some initial commitments to which aspects of our vision for excellence we should focus on improving this year.

Develop Version 1 of our Vision for Excellent Instruction for Literacy
Using Principal input and a research base, which includes Danielson and Student Achievement Partners Instructional Practice Guide, the district developed Version 1 of our Vision for Excellent Instruction for Literacy. For the 17/18 school year, Principals committed to developing a strong Culture of Learning.

Deliver to Principals/Feedback
At the January Principals’ Meeting, the district launched full Version 1 document with Principals. Principals were presented with the research basis for our Vision of Excellent Instruction. They reviewed the Vision documents and considered where there is coherence across content areas. Additionally, they shared with one another three key aspects of our vision that resonated with them in particular. Finally, leaders were presented with next steps for district work relating to the vision, including ensuring that professional learning is aligned to the vision. Ultimately, through the Vision we will begin to look at the work in our schools through a shared language and lens.

Instructional Rounds using VOE (Culture of Learning)/Next year Literacy: New Materials
Beginning in the month on February, Principals, Principal Leaders, members of the Curriculum and Instruction Team, members of Wayne RESA, and members of the Michigan Department of Education with the Deputy Superintendent began engaging in Instructional Rounds with the Vision of Excellent Instruction as a guide to reflect on their observations. It became abundantly clear that the materials that teachers and students were leveraging each day were not aligned to our vision. This supported an emphasis on ensuring highly-aligned instructional materials were needed through an adoption process. The opportunity to walk with this document began to develop a common language and to define clear next steps in progress towards excellence each day. The document has now been embedded in all professional learning with teacher and leaders in the district.

MILESTONES
- Principal Meeting October
- Principal Meeting February
- Rounds Months (February & April)

STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 1, 1.1.1: Establish pillars of great teaching and learning.

Focus Area 5: Provide Professional Development to Teachers on the Common Core State Standards (CCSS) for ELA/Literacy K-12

The Office of Curriculum and Instruction has committed to offering best in class professional development on the new standards in literacy. As a first step, a professional learning opportunity, The Standards Series: Understanding the Shifts in ELA/Literacy and a seven-week mini course focused on the foundational skills of literacy were developed and delivered to over 572 DPSCD Educators. This series of connected professional development sessions built on the shared learning from the November 7th Rise Up event.

The Standards Series: Understanding the Shifts in ELA/Literacy professional development successfully launched on January 18th (for leaders) and on January 20th (for teachers). This series was designed with intentional purpose to deepen all K-8 teachers' and school leaders' understanding of the CCSS in ELA/Literacy and the necessary shifts that are essential towards their implementation.

The four sessions of the series were:

Session 1- ELA Shifts & Implications for Instruction
Session 2- Complex Text: Quality Text/Purpose
Session 3- Text Dependent Questions
Session 4- Foundational Skills (K-3 Only)

K-8 teachers and leaders learned that the new standards require shifts in instruction that will transform instructional practice in the classroom. Additionally, participants explored the concept of equity in education and how providing access to grade level complex text is a required component of an equitable education for all. In session two, participants were immersed in learning strategies that support scaffolding up to grade level text, as opposed to lowering the complexity level of the text. Session three focused on close reading of text and using standards-aligned questions to scaffold students towards building knowledge through text.

The Office of Literacy partnered with Student Achievement Partners, a national nonprofit organization dedicated to helping teachers and school leaders implement high-quality, college and career ready standards, to offer the seven-week course. The course, Foundational Skills in K-2 Classrooms, was led by David Liben, our speaker at the Rise Up event and dug deep into the building blocks of teaching reading foundational skills. There are definitive practices that research shows are levers that support teaching our youngest children to read. This course took a deep dive into the content of K-2 foundational skills, with an emphasis on phonological awareness, phonics, and how this connects to early reading. The course also explored instructional guidelines and concrete recommendations for teacher practice.

DESIGN AND FACILITATE THE STANDARDS SERIES: UNDERSTANDING THE SHIFTS FOR ELA/LITERACY FOR GRADES K-8

Collaborate with a Partner Organization to Design and Facilitate Professional Learning On K-8 ELA/Literacy Standards
The district developed a process to design three and a half days of professional learning for K-8 Literacy. This process included the initial development of PowerPoint decks and facilitation guides, dry run presentations with feedback, shared training of facilitators, and collaborative debrief following each session.

Provide Repeated Opportunities for Educators to Attend the Standard Series
The Standards Series was offered on Tuesday and Thursday evenings and Saturdays, and a limited number of seats were available for teachers during the work day. Additionally, the series will be offered this summer and in the fall of the 18/19 school year.

DESIGN AND FACILITATE THE STANDARDS SERIES: UNDERSTANDING THE SHIFTS FOR ELA/LITERACY FOR GRADES 9-12
Collaborate with a Partner Organization to Design and Facilitate Professional Learning On 9-12 ELA/Literacy Standards
The Office of Literacy will continue to provide best-in-class professional learning around the standards by extending the opportunity to 9-12 ELA/Literacy in August 2018. Through collaboration with Achievement Network and building off the strong foundation built for K-8, a new standards series will be developed that adheres to the body of research behind the standards and the shifts in the standards while attending to the unique needs in high school literacy.

Provide Repeated Opportunities for Educators to Attend the Standard Series
The first offering of The Standards Series for high school will be in August 2018. The course will be offered again during the fall of the 18/19 school year.

MILESTONES
- K-8 Standards Series launch for teachers and leaders, January
- Conclusion of K-8 Standards Series, March
- Second round of K-8 Standards Series, July
- HS Standards Series, August

STRATEGIC PLAN TARGETS
Exceptional Talent, Strategy 3, 4.3.11: Offer District-wide Professional Development on State Content Standards

Focus Area 6: Provide Highly Aligned Instructional Materials for K-12 ELA/Literacy that Include Explicitly Foundational Skills Instruction in Grades K-2

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. Emerging 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 have elevated the adoption of new instructional materials as a key priority if we plan to improve academic achievement.

The instructional materials adoption is happening in two phases and is designed to include all stakeholders with a focus on teacher and school leader participation. Phase one began during the 17/18
school year and included the selection of new instructional materials in grades K-8 for ELA Literacy. Phase two will begin this summer and will include the selection of new instruction materials for grades 9-12.

The selection of new curriculum is only the start of our instructional materials adoption process, and the opportunity for teachers to shape instruction across the district will not stop here. As we prepare teachers to use the new materials next school year, we will work with our educators to develop curriculum guides and additional resources to support the implementation of the curriculum. We are also planning several summer learning and back to school professional development opportunities to ensure that all teachers are ready to use the new curriculum in the fall.

ADOPT NEW K-8 LITERACY CURRICULUM

Implement an Instructional Materials Evaluation and Recommendation Process
The Office of Curriculum and Instruction designed and implemented an evaluation and selection process starting in March when over 100 teachers and leaders convened for three days to review and evaluate the instructional materials submitted for consideration in grades K-8 ELA and Mathematics. Using rigorous rubrics, careful analysis, and thoughtful collaboration, educators selected highly-aligned programs that they determined to be the best fit for our schools and students. If you attended the April Board Meeting, you heard a dozen teachers and a few school leaders speak about serving on the selection committee. Our educators shared that the review process was a monumental task” that was “intense, engaging, and enlightening.” As one teacher explained to the Board, “Everyone on that committee had a voice.” By the end of the committee’s review, 96% of educators agreed that “the recommendations to the Superintendent are in the best interest of teachers and students districtwide.”

Ultimately, the committee recommended to the superintendent and the superintendent recommended to the board EL Education as the core program for ELA/Literacy in grades K-8. EL Education received top scores from committee evaluators. A key design feature of the program that contributed to the selection was the curriculum’s rich and diverse text selection. While considering the curriculum that best fit our district, the committees looked for several different features, including the key factor of whether the children of DPSCD would see themselves represented in the texts they are reading while also benefitting from exposure to various other cultures and experiences.

This selection and evaluation process will be repeated in the 18/19 school year for grades 9-12 ELA/Literacy.

Develop Curriculum Guides and Support Materials for Instructional Materials
Selecting new curriculum is only the start of our instructional materials adoption process, and the opportunity for teachers to shape instruction across the district will not stop here. As The Office of Literacy begins to prepare teachers to use the new materials next school year, we will work with our educators to develop curriculum guides and additional resources to support the implementation of the curriculum. We are also planning a number of summer and back-to school professional development opportunities to ensure that all teachers are ready to use the new curriculum in the fall.

This process will be repeated in the 18/19 school year for grades 9-12 ELA/Literacy.

Provide Professional Development on Adopted Instructional Materials (EL Education)
This district is partnering with EL Education to provide a comprehensive professional learning experience for educators and leaders. The professional learning will begin this summer with four and a half days of learning for K-2 Literacy teachers, and three and a half for 3-8 teachers. K-3 requires an extra day of initial learning to focus on the foundational skills program. This professional development will be offered four different times over the course of our Summer Teacher Academy. This design is to ensure that teachers have choice in selecting the dates to attend that work best for their families.

Grades K-2
Day 1 and 2- This offering provides guidance for the implementation of EL Education Language Arts Curriculum (K-2). Participants will walk away with an understanding of the research and principles behind the curriculum and specific ways the curriculum meets all students’ needs, creating educational equity for all students. Participants will discover how students can be engaged in meaningful work that fosters BOTH rigor and joy in learning. Additionally, participants will be able to explain the structure and key features of the curriculum and begin planning for implementation of the curriculum in their schools and classrooms. This will include an exploration of K-2 Labs.

Day 3 and 4- This offering provides guidance for the implementation EL Education’s Skills Block within the K-2 Language Arts Curriculum. The Skills Block is a structured phonics program. Participants will walk away with a deeper understanding of the research and principles behind the Skills Block and specific ways the Skills Block meets all students’ needs through differentiated and targeted instruction. Participants will learn how to use the Benchmark Assessments to determine each student’s microphase. This information can then be used to plan instruction based on each student’s (or group of students) strengths and areas of growth.

Grades 3-5
Day 1 and 2- This offering provides guidance for the implementation of the EL Education Language Arts Curriculum (3-5). Participants will walk away with an understanding of the research and principles behind the curriculum and specific ways the curriculum meets all students’ needs, creating educational equity for all students. Participants will discover how students can be engaged in meaningful work that fosters BOTH rigor and joy in learning. Additionally, participants will be able to explain the structure and key features of the curriculum and begin planning for implementation of the curriculum in their schools and classrooms. This will include an exploration of the ALL Block for Grades 3-5.

Day 3 and 4- This offering will allow participants to engaging deeply with the lesson design and begin utilizing the materials to plan instruction. The Office of Literacy will support this work by introducing the curriculum guides and other guidance documents that will support teachers as they implement this new curriculum.

Grade 6-8
Day 1 and 2-
This offering is designed to introduce middle grade ELA teachers to the EL Education ELA Curriculum (6-8). Participants will learn the structure of the curriculum and how it aligns to the expectations of the Common Core Instructional Shifts, as well as how key practices (such as close reading and the use of protocols) are embedded throughout. Additionally, participants will learn how this curriculum “comes alive” for students through student-engaged assessment practices, and will ultimately apply their learning to the creation of a plan for implementation.
Day 3 and 4 - This offering will allow participants to engaging deeply with the lesson design and begin utilizing the materials to plan instruction. The Office of Literacy will support this work by introducing the curriculum guides and other guidance documents that will support teachers as they implement this new curriculum.

Additionally, the Office of Curriculum and Instruction will be hosting a Summer Leadership Academy where school leaders will spend a full day learning about the new curriculum and how their leadership can guide a strong year one implementation. Leaders will learn how they can best prepare for the successful implementation of this curriculum that results in improved student achievement and teacher efficacy. Through reflecting on current instructional coaching practices, participants will identify gaps in coaching cycles and practices. They will derive an understanding of how adults change habits and thinking patterns. By examining case studies, participants will identify conditions of success. In addition to learning the structure and research behind the curriculum, leaders will practice using a coaching tool to help provide teachers with timely and growth-producing feedback. The institute will also address any logistical questions in preparing for a successful launch.

The Office of Literacy has worked with EL Education to develop a compressive plan for continued learning throughout the 17/18 school year. Please see the table below for details:

<table>
<thead>
<tr>
<th>EL Education Professional Development Partnership Year One</th>
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<tbody>
<tr>
<td><strong>Strategic Planning</strong> 18 days District</td>
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<tr>
<td>These sessions will occur both in person and virtually and provide a framework for ongoing progress monitoring and adjusting the partnership plan and goals. Sessions will also provide for work with senior DPSCD leaders to assess the effectiveness of current strategies, provide input and advice based on expertise and data, and course correct workstreams when needed.</td>
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<tr>
<td><strong>Guided Implementation Support and Data Inquiry Cycles</strong> 6 days School and District</td>
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<tr>
<td>These sessions provide a framework for monitoring implementation of EL Education’s Language Arts Curriculum and provide the tools necessary to collect, synthesize and share data to monitor and inform curriculum implementation. Each in person session is followed with a virtual debrief to discuss data trends and inform next steps in implementation. Additionally, this work includes collaboration to design a data collection strategy to assess the effectiveness of delivered professional learning and turnkey necessary resources for implementation to district staff for implementation.</td>
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<tr>
<td><strong>Summer Teacher Institutes K-2: 4 days 3-5: 3 days 6-8: 3 days</strong></td>
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<tr>
<td>The institute provides guidance for those planning to implement the ELA curriculum. Participants will gain understanding of the principles behind the curriculum, explain the structure, explore specific ways the curriculum meets all students’ needs, and begin planning instruction.</td>
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<tr>
<td><strong>Leadership Institute 1 day</strong></td>
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<tr>
<td>The institute provides for district and school leaders to plan for successful implementation. Participants will gain understanding of the principles behind the curriculum, explain the structure, explore specific ways the curriculum meets all students’ needs, and begin planning for instruction.</td>
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<tr>
<td><strong>Teacher Inquiry Cycles (Quarterly; 1 day per grade)</strong></td>
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<td>These sessions will deepen and extend teachers’ knowledge and skills to successfully implement the curriculum</td>
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<tr>
<td>• End of quarter one: preparing to teach Module 2 and facilitated planning</td>
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<tr>
<td>• End of quarter two: preparing to teach Module 3 and facilitated planning</td>
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</table>
End of quarter three: preparing to teach Module 4 and facilitated planning

This provides for EL Education’s virtual or in person attendance at key principal meetings quarterly to support implementation and build collective vision of quality.

Instructional Coaching Communities are a structure whereby each implementing school has an identified lead who will be trained to support inquiry cycles: learn, plan, do, reflect. These communities ignite inquires that are grounded in real-time emerging needs.

**MILESTONES**
- K-8 Instructional Materials Adoption Committee review, March
- School Board approval, April
- Launch Summer PD, July
- Delivery of materials to schools, June-August
- 9-12 Instructional Materials Adoption Committee, January

**STRATEGIC PLAN TARGETS**
Outstanding Achievement, Strategy 1, 1.1.2: Adopt New K-8 Literacy and Math Curriculum

**Focus Area 7: Establish a PSAT/SAT Preparation Course for 10th and 11th Grade**
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 will focus on supporting students as they aspire to achieve college and career readiness scores on the SAT/PSAT assessment through a preparation course. This course will be supported with a core text for both ELA and Math. Additionally, the district is engaging in a collaboration with College Board and Wayne RESA to provide initial and on-going professional learning, outlined curriculum maps and technical support.

**SELECT QUALITY INSTRUCTIONAL MATERIALS FOR COURSE**
Determine Most Highly Aligned Instructional Materials for Course
The course will utilize a combination of electronic and printed resources. Khan will be used to offer not only practice assessments, but also data driven instruction through available virtual Khan lessons and Khan print lessons for teacher led instruction. We will utilize The Official SAT Study Guide as our hard copy textbook for the course

**ENSURE COURSE DETAILS AND QUALIFICATIONS ARE OUTLINED IN THE MASTER SCHEDULE GUIDELINES**
Outline Placement Requirements in Master Schedule Guidelines
Senior leadership will outline placement course requirements in the 18/19 Master Schedule Guidelines. These requirements will include scoring below the college and career readiness indicator on the PSAT 8/9 or PSAT 10. Following the development of draft guidelines school leaders will provide feedback, revisions will be made, and course requirements will be published.

**PROVIDE PROFESSIONAL LEARNING ON COURSE CONTENT AND CURRICULUM MAPS**
Collaboration with College Board, Khan and Wayne RESA
The Office of Literacy is working with the College Board Field Team for the Detroit Metro Area and Wayne RESA to offer a four-day professional learning experience as preparation for this course. Wayne Resa will introduce a data protocol that utilizes sample assessment and Khan data to drive instruction, and the College Board Team will walk teachers through the assessment and instructional resources available from Khan and College Board. On day three of this learning experience, Wayne Resa and Kahn will tie the two resources together. On the fourth day, the Deputy Executive Director will lead an implementation day where the teachers of the course will work to design the first twelve weeks of curriculum guides. The collaboration will come back together in late October to analyze progress and map the remaining weeks of the course.

MILESTONES
- Add course to Master Schedule Guidelines, April
- Provide summer PD for SAT course, August

STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 1, 1.1.5: Create SAT Course for 10th-12th Graders with a Focus on Khan Academy

Focus Area 8: Develop Master Schedule Guidelines
As a district, it is our desire to support school leaders with arranging the allotted time, staff, students and physical resources so that optimum learning will take place in all ELA/Literacy classrooms. Master schedule guidelines are a key resource required to help schools ensure their master schedules reflect equity in access to courses and time allocations to key content area instruction, balance in size of classes and distribution of students and required preparation for teachers, structure with placement patterns, and functions in a way that ensures all students are in an optimum learning environment. If the master schedule is done well, it supports the vision for learning and teaching in the district and school and reflects our key values. “The master schedule reveals the true beliefs, attitudes, values and priorities of the school. The school’s master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school.” – The Master Schedule: A Culture Indicator

COLLABORATE WITH DISTRICT LEADERS TO DRAFT
Content Area Curriculum Leaders identify Course Codes and Honors/AP Guidelines
Working with district leaders from pupil management, The Office of the Superintendent and The Office of Literacy developed the initial draft master schedule guidelines for elementary, middle, and high school.

The development of master schedule guidelines for literacy in grades K-8 is essential to a successful implementation of our new instructional materials, EL Education. The district ensured that the time allocations for ELA/Literacy in grades K-8 aligns with the requirement from EL Education. The drafts were developed with additional clearly identified key priorities that include:

Elementary & Middle
- Extended learning time for ELA/Literacy and Mathematics
- Integration of ELA/Literacy and Social Studies
- Dedicated time to Science, Social Studies and Handwriting Practice
- Recommended Departmentalization for grades 3-5
- Access to art/music and PE
- Commitment to structured and unstructured play
High School

- Common course codes
- Clear course progression
- Clear and equitable access to honors, AP, and IB
- Introduction of district-wide 10th and 11th Grade ELA and Math SAT Prep Course
- Common language for serving Special Education and ELL students

**DRAFT Guidelines and Elicit Feedback from District Leaders**

During the drafting process, senior leadership from The Office of Curriculum and Instruction and The Office of the Superintendent elicited feedback through small group discussion from multiple stakeholders, including exceptional student education (ESE), English Language Learners (ELL), Principals Leaders, and Principals.

**PRESENT AND COLLECT FEEDBACK FROM PRINCIPALS TO FINALIZE**

**Introduce Guidelines and Collect Questions/Feedback**

The final draft of the Master Scheduled Guidelines were presented to all principals during the April Principals’ Meeting with the opportunity to ask questions and provide written feedback and guidance.

**PROVIDE SUPPORT FOR SCHOOL LEADERS**

**Schedule Opportunities Master Schedule Development Assistance**

The Office of Curriculum and Instruction will work with The Office of the Superintendent and Principal Leaders to support the development of school-based master schedules that adhere to the new master schedule guidelines.

**MILESTONES**

- Principals’ Meeting, April
- Launch support sessions for principals, June

**STRATEGIC PLAN TARGETS**

Outstanding Achievement, Strategy 2, 1.2.8: Establish Master Scheduling guidelines District-wide

**Focus Area 9: Establish a Plan for Internal and External Communication and Community Engagement**

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, 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.

**DESIGN AND DELIVER C&I ADVISOR**

**Ensure a monthly publication through a reliable mechanism.**

Leveraging Microsoft 365, the district launched in November, the “C&I Advisor.” Developed in SWAY, this internal communication reaches leaders and teachers districtwide. This means that anyone with DPSCD login credentials can access the publication through single-sign on. The beauty of Sway is that it includes live links and embedded videos, so you can interact with multimedia; you can also export and print. A sample edition can be found here: The C&I Advisor Volume 1

**DESIGN AND DELIVERY COMMUNITY CONNECTION**
In collaboration with the Academic Subcommittee Chair & Communications, develop an external publication.
The School Board and District believe that it is critically important to communicate with the public. On a bi-monthly basis, the Office of Curriculum and Instruction, the Office of Communications, and Board Member Debra Hunter Harvill collaborate to develop the “Community Connection.” This publication began in the second semester.

**DESIGN AND DELIVER HOMEWORK HOTLINE AND PARENT ACADEMY COURSE TO SUPPORT NEW INSTRUCTIONAL MATERIALS**

In collaboration with the Office of Family and Community & Engagement, develop a support structure for students and families that include orientation to EL Education and homework assistance.
The School Board and District believe that it is critically important to support students and families. We do anticipate a learning curve with the implementation of a new ELA/Literacy curriculum for teachers, students, and families. The Office of Literacy will be proactively working to assist parents with understanding the rationale for the new materials, the materials themselves, the structure of the lessons and how they can assist their child in literacy and into the future. Additionally, to directly support students and families the district will be establishing a homework hotline. This will provide students and families the opportunity to reach out to an educator for assistance when completing homework assignments utilizing the new materials.

**PROVIDE COACHING AND SUPPORT TO MOBILIZE COMMUNITY VOLUNTEERS TO SUPPORT ELA/LITERACY**

By launching a refined and robust vision for the DPSCD Reading Corps the district will develop a structure to coach and mobilize community volunteers to support ELA/Literacy in our schools, communities and city. The Office of Literacy believes that it is critically important to build a culture of literacy within the school system and throughout the city. In order to accomplish this, we will need the support of district and school faculty and staff, business partners, foundations, families and community members. We will utilize the DPSCD Reading Corps to rally, train, support, and mobilize an army of volunteers to support school and community based reading enrichment activities and teachers and students in the classroom.

**MILESTONES**

- First edition of C&I Advisor, November
- First edition of Community Connection, January
- Parent Academy Course Introducing New Materials, July
- Launch Homework Hotline, September
- Launch Vision for Reading Corps, September

**STRATEGIC PLAN TARGETS**

Transformative Culture, Strategy 6, 2.6.14: Establish Curriculum Newsletter for Teachers
Transformative Culture, Strategy 6, 2.6.15: Establish Curriculum Newsletter for Community

**Focus Area 10: Develop Guidance Documents and Curriculum Materials to Support Teachers with Assessment Preparation and Continued Learning over Extended Breaks**

The Office of Literacy developed a 5-week M-STEP and PSAT/SAT Preparation Plan in advance of the Spring 2018 administration of these assessments. The 5 weeks of M-STEP preparation was based on a deep understanding of the findings of key research, specifically "Reading Between the Lines: What the ACT Reveals about College Readiness in Reading" and "Effect of Prior Knowledge on Good and Poor
Readers’ Memory of Text.” This research shows that the greatest factors influencing student performance on reading comprehension assessments such as the M-STEP and SAT are the students’ abilities to persevere through complex text and their existing knowledge relating to the topic of the text. As a result, this plan outlined curricula options that empower teachers to engage students in close reading of complex text, build knowledge around relevant academic topics, attend to the fluent reading of grade level text, and provide small group instruction in phonics for students performing below grade level.

DEVELOP AND PUBLISH M-STEP PREPARATION PLANS AND PSAT/SAT PREPARATION

Develop and Make Accessible Assessment Preparation Materials
The Department of K-12 ELA developed by grade level Scope & Sequence documents for February-April based on a deep understanding of the findings of key research, specifically Reading Between the Lines: What the ACT Reveals about College Readiness in Reading and Effect of Prior Knowledge on Good and Poor Readers’ Memory of Text. Understanding that the greatest factors that influence student performance on reading comprehension assessments such as the M-STEP are the students’ abilities to persevere through complex text and their existing knowledge relating to the topic of the text. As a result, the developed plans outlined curricula options that empowered teachers to engage students in complex text, build knowledge around common academic topics, attend to fluent reading of grade level text, and provide small group instruction in phonics for students performing below grade level. In the Grade 3 plan, the scope and sequence had 3 areas of focus: (1) Working with Complex/Rich Text, (2) Fluency, and (3) Phonics. These plans included information for teachers districtwide on changes to the M-STEP for Literacy, access to practice materials, and support for grade level scope and sequences.

Develop Data Chat Protocols
Reflecting on past assessments and setting goals are powerful strategies for improving student performance on assessments. Teachers were encouraged to, at least once during the M-STEP scope and sequence, meet with students individually for a data chat. The Office of Literacy provided the following resources to support the data chat:
• ELA Data Chat Protocol – This included tips and guiding questions as well as suggestions for which assessment to select for the reflection portion.
• ELA Data Chat Worksheet – Students recorded their reflections, goals, and plans during the data chat and should refer to this document throughout the M-STEP scope and sequence.

Evaluate the effectiveness of plans from a perception and data driven perspective
Teachers who leveraged the plans were surveyed and overall, about half of the teachers surveyed say that they would use a like plan again in the future. The comments reveal that they thought the plans were overall well developed. For example, “The strength of this plan is its’ explicit instruction.” “It is detailed and comprehensive.” “Lots of resources and ideas.” “I think the preparation is very detailed and easy to follow. I think this a great tool for teachers to use in preparation for the MSTEP.” Following the administration of M-STEP, we will analyze the degree of improvement in the overall data as well as implication for future work.

DEVELOP AND MAKE ACCESSIBLE WINTER BREAK ENRICHMENT PACKS

Develop and Make Accessible Winter Break Student Activity Packets
The Office of Curriculum and Instruction developed Winter Enrichment Packets for ELA/Literacy (Grades 1-8) as part of our plan to support continued learning over extended breaks. These packets were built to address the standards, provide appropriate grade level text, and build knowledge in academically relevant
content areas. Teachers were encouraged to select sections of the packet that reviewed standards and topics already studied in class as to promote student success with the work.

They can be accessed through our district’s website here: [http://detroitk12.org/content/2018/02/12/winter-enrichment-packets-available-to-promote-learning-over-mid-winter-break/](http://detroitk12.org/content/2018/02/12/winter-enrichment-packets-available-to-promote-learning-over-mid-winter-break/)

**MILESTONES**
- Winter Break Activity Packets, December
- M-STEP and SAT Guidance, March

**STRATEGIC PLAN TARGETS**
Outstanding Achievement, Strategy 1, 1.1.8: Establish Pacing Guides for All Core and Accountability Areas

**Focus Area 11: Establish a Multi-Tiered System of Support for 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 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 provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. MTSS will assist school-based problem-solving teams with making instructional decisions regarding the placement of students into Tier 2 and 3 interventions as well as a measure to ensure core instruction is successfully meeting the needs of majority of students.

Traditionally eighty to ninety percent of students are designated at Tier 1, which is core instruction, 5-15% of students are identified as Tier 2 indicating the students are approximately one year below grade level in reading or math, and 1-5% of students are Tier 3 indicating they are 2 or more grade levels below. DPSCD is facing a great challenge as our district has 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 MTSS system will evolve as we improve core instruction to bring our district closer to national norms as it relates to percent of students requiring interventions.

**ESTABLISH A MULTI-TIER SYSTEM OF SUPPORT FOR ELA/LITERACY**

**Develop a flow chart that assists schools with placing students at the corrected tier**
The Office of Curriculum and instruction will develop a flow chart that illustrations the criteria (using i-Ready student data reports) for placing students into Tier 2 or Tier 3 interventions. This will ensure equity in access to support for reading difficulties.

**Develop a flow chart that matches student need to aligned research-based interventions**
Once students have placed in Tier 2 or Tier 3 interventions, it is very important that the selected intervention matches the students need and is supported by data. The district will create a guidance document that aligns student needs with available strategies and resources. This guidance document will be aligned to the student data reports from i-Ready and specific resources that are available district-wide.

**PROVIDE PROFESSIONAL DEVELOPMENT FOR SCHOOL BASED PERSONEL**
**Provide professional learning for Teachers, Leaders, and SSAs/EdTechs**

This summer The Office of Curriculum and Instruction as planned a six-week Summer Learning Academy. Professional learning for ELA/Literacy is robust and includes multiple opportunities for participants to attend offered professional development sessions. The Office of Literacy has developed two days of professional learning for SSAs and EdTechs to prepare these professionals to support Tier 2 interventions during the 18/19 school year.

**Day 1: Power Up with i-Ready**

Power Up with i-Ready is an integral first step in engaging professionals in the i-Ready system. This course helps classroom educators understand the power of the i-Ready Diagnostic to drive differentiated teacher-led instruction by monitoring online instruction and exploring the teacher toolbox. Engaging activities will facilitate discussion of strategies to ensure reliable Diagnostic results and provide resources to teacher-led Tier 2 small group instruction. Educators will gain knowledge to make i-Ready part of their classroom practice and understand the tools needed to use i-Ready with fidelity from the very start.

**Day 2: Leveraging i-Ready Reports**

Leveraging i-Ready Reports provides professionals with the tools to analyze, interpret, and take action based on diagnostic results. Teachers will dig into a streamlined set of reports that show actionable information in a quick, easy-to-digest format. By analyzing i-Ready reports and exploring monitoring tools, participants will experience how Diagnostic data and online modules can be used to get a holistic picture of what each student is able to do and ready to learn. This session is designed to help teachers maximize their instructional impact by connecting data to instructional practices to support student growth.

**Evaluate and Select an External Partner(s) to support the delivery of Tier 2 and Tier 3 Interventions**

The district will be making a substantial investment in Tier III interventions for students who are more than 2 years behind in reading in schools throughout the district. At this time schools have limited capacity to secure ELA/Literacy intervention teachers. As a result, the Office of Curriculum and Instruction has initiated the review process for the selection of a partner or partners that will provide school-based interventions for students who are identified as needing Tier 3 interventions in ELA/Literacy. These partners will be required to outline a strategic plan for providing research-based interventions for students that score 2 or more years below grade level with a focus on the foundational skills of literacy (phonological awareness, phonics, HFW and fluency).

Using the district’s diagnostic assessment, students will be identified as needing intensive interventions in ELA/Literacy. These students will be more than two years below grade level and therefore need to be provided research-based interventions on a consistent basis through a structured program that includes ongoing progress monitoring to determine the effectiveness of the intervention. Tutors will need to work closely with school leaders and classroom teachers to ensure that students are engaged in a cohesive learning experience and that skills are

**Establish a Data Management System that informs the district and schools of student response to interventions**

**Implement a Diagnostic Assessment and On-Going Progress Monitoring for Grades K-8**

The district will be expanding our K-3 i-Ready Diagnostic Assessment to include grades K-8. This assessment has proven to be reliable and aligned to standards and expectations of common core-based state assessments. Additionally, streamlining our assessment system will allow the district and schools to track student data across multiple years, which is necessary when working to remediate deficits in schools that are more than 2 years below grade level.
Identify, Administer, and Respond to On-going Progress Monitoring Tools from Core and Selected interventions

ELA/Literacy Instructional Frameworks and Curriculum Guides will provide specific guidance that ensures key assessment from EL Education are administered and outlined response protocols are followed to ensure students receive timely remediation of literacy skills and comprehension during core instruction. This process is necessary to ensure that students do not continue to fall further and further behind year over year.

Additionally, intervention plans developed for students at Tier 2 and Tier 3 will explicitly outline on-going progress monitoring that includes assessments from the intervention and i-Ready’s growth monitoring. Analysis of these assessment will result in adjustments to interventions ensuring that students are making progress with both the targeted area of concern and their overall ability to read and comprehend text.

EXPAND STUDENTS’ ACCESS TO 1:1 TECHNOLOGY TO INDIVIDUALIZE LEARNING AND TO PROVIDE ADDITIONAL LITERACY INSTRUCTIONAL TIME

Apply for Additional Time Grant through Michigan Department of Education
The Office of Curriculum and Instruction applied for and receive the Additional Instructional Time Grant. Through these funds DPSCD, focused its efforts on leveraging technology to increase the effectiveness of additional time by aligning the grant funds with DPSCD’s vision for a one-to-one learning environment for all students and supporting the implementation of i-Ready’s online ELA/Literacy Instruction district wide.

Collaborate with IT on the selection and implementation of Blended Learning
The aforementioned grant funding was used to provide teachers and students with new technology tools to improve student engagement, access to ELA/Literacy data on performance and individualized learning.

This school year, three schools offered each student in grades K-8 daily access to a laptop in literacy and mathematics; the schools are Bagley Elementary School of Journalism and Technology, Cooke STEM Academy, and Nolan Elementary-Middle School.

Through the laptop, students will be on a blended learning platform called i-Ready, designed to improve their grade level performance in literacy by providing a personalized ELA/Literacy learning pathway that meets students where they are a build skills to reach grade level proficiency and beyond. Students can also use the program at home to improve their skills.

The District plans to reduce the device to student ratio over the years to eventually 1:1.

MILESTONES
- Develop flow charts, May
- Facilitate initial professional learning, July-August
• RFP, selection, procurement of Tier 3 Partner, April-June
• Expand blending learning to grades 4-8, April-September

STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 1, 1.1.4: Establish a Tier I-III System for Literacy and Math
Outstanding Achievement, Strategy 3, 1.3.2: Implement i-Ready K-8 Reading and Math

Focus Area 12: Create a Culture of Literacy
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 will 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. Through a partnership with Kids Read Now, this initiative includes a summer reading program that provides every first-grade student in the district with up to nine books for an at-home library. 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
Independent Reading Logs/Read at Home Time
The district will be providing guidance that includes designated time for reading during the small group instruction block for the ELA/Literacy classroom and each night at home with families. To support this strategy, the district will be providing planners that include reading logs for students to record their daily reading.

Reading competitions
The district will sponsor reading competitions throughout the school year to build excitement and celebration around reading success. School leaders will also host internal reading competitions to support students as they aspire to reach their reading goals.

WORK WITH PARTNERS TO ENSURE ACCESS TO A VARIETY OF TEXT
Partnership with Detroit Public Library
The Office of Literacy is working with the Detroit Public Library to build a strong partnership focused on ensuring DPSCD 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 summer reading initiatives over winter break. The district provided training for librarians on how to assist students with access myON, a digital book resources that can be used both on and offline that provides access to over ten thousand books. Additionally, the library supported the winter break challenge by have copies of the DPSCD winter packets.

For the 19/20 school year, the Office of Literacy would like to expand the partnership to include providing DCPSCD elementary students with access to both materials and program by initiating a virtual library card and either providing opportunities for students to visit the library or receive in-class instruction on the library’s online resources.
**Kids Read Now**

To further support this focus area, the Office of Literacy has initiated a summer reading program that will focus on this year’s first-grade students. This is the first group of students that will face retention under Michigan’s Third Grade Reading Law.

The district applied for and was awarded a 3-Year Greater KC Foundation Grant, which assists with funding a summer reading program called Kids Read Now. Kids Read Now is partnering with DPSCD to place books in the homes of our first-grade students. Every first-grade student will leave for summer break with three books. Throughout the summer, as students finish reading books, parents notify the organization via text, and the student receives a new book in the mail. Every first-grade student will receive up to nine books total (3 at school and 6 in the mail). The books are addressed directly to the student, which generates excitement and keeps kids motivated to read over the summer. The books come shrink-wrapped and sent via the United States Postal Service. The program offers prizes and rewards for students who meet their reading goals. We are excited to bring books to the homes of these students and imagine them sharing them with their siblings as well.

The district will be working to acquire additional philanthropic funding to expand the program to additional grades for the 18/19 school year.

**myON**

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, myON sponsored reading competitions that awarded winning students with tablets and gift cards.

**PROVIDE ENRICHMENT OPPORTUNITIES TO ENCOURAGE A LOVE FOR READING**

**SCRIPPS National Spelling Bee**

This year marked the return of DPSCD to the 2018 Scripps National Spelling Bee. This is 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 assist with managing logistics. 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!

**Oratory, Debate, and Essay Contests**

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

**MILESTONES**

- Wayne County SCRIPPS Spelling Bee, February
- RFP, Select and Purchase of Planners, April-May
- Delivery of Planners to Schools, July
- Initiate Independent Reading, September
STRATEGIC PLAN TARGETS
Outstanding Achievement, Strategy 1, 1.1.9: Introduce School-wide Reading Initiatives to Promote Volume of Reading/Independent Reading

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, the Greater KC Foundation Grant, At Risk State Restricted 31A Funds and philanthropic funds in support of the outlined plans. For the 18/19 year, the allocated funds are approximately ~$7,565,000.00 for discretionary items and ~$561,000.00 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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<td>Is the lesson focused on a high quality text(s)?</td>
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<td>- A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).</td>
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<td>- 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/literacy knowledge, content knowledge), and scaffolding provided by the teacher.</td>
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<td>- 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.</td>
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<td>Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?</td>
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<td>- 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.</td>
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<td>- Questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details.</td>
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<td>- 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 through both written and oral responses.</td>
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<td>- Questions and tasks attend to the words, phrases, and sentences within the text.</td>
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<td>- Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.</td>
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<td>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?</td>
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<td>- The foundational skills being taught are aligned to the reading foundations standards for the grade.</td>
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<td>- Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, and/or fluency. Not all strands will be addressed in each lesson.</td>
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<td>- Instruction &amp; materials provide opportunities for all students to practice reading and writing newly acquired foundational skills.</td>
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<td>- Instruction and materials connect acquisition of foundational skills to making meaning from reading.</td>
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<td>- Frequent monitoring of student progress ensures students get practice with what they need to learn and not what they already know.</td>
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<td>When students are working to overcome reading difficulties, does the lesson address what students need?</td>
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<tr>
<td>- Frequent monitoring of students’ reading abilities drives content of intervention so that students get what they need, not what they already know.</td>
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<tr>
<td>- 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.</td>
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<tr>
<td>- 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.</td>
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**DETOUR PUBLIC SCHOOLS COMMUNITY DISTRICT**

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V1.01/01/18
**Vision of Excellent Instruction**

**Literacy**

**ACADEMIC OWNERSHIP**

*Are students responsible for doing the thinking in this classroom?*

- The teacher creates the **conditions for student conversations** and plans tasks where students are encouraged to talk about each other's thinking, including whole group, center, circles, and discussions.
- Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing.
- Students provide **textual evidence** to support their ideas and display **precision** in their oral and written responses.
- Students have opportunities for **productive struggle** and persevere in reasoning and problem solving in the face of initial difficulty.
- Students respond to and build on one another's thinking throughout the lesson to deepen their understanding of the content.
- Students can **articulate their successes and needs** as they work toward learning outcomes.
- When appropriate, students demonstrate progress toward **independence in reading and writing**.
- Students demonstrate use of **language conventions and decoding skills**, activating such strategies as needed to read, write, and speak with grade level fluency and skill.

<table>
<thead>
<tr>
<th>NOT YET</th>
<th>SOMEWHAT</th>
<th>MOSTLY</th>
<th>YES</th>
</tr>
</thead>
</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 responses.
- Student responses, work and interactions demonstrate that students are **on track** to achieve stated or implied learning outcomes.

<table>
<thead>
<tr>
<th>NOT YET</th>
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</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 as well as a measure to ensure core instruction is successfully meeting the needs of majority of students.

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MTSS FRAMEWORK FOR ACADEMIC INSTRUCTION ELA/LITERACY
GRDES 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 Reading Benchmark Assessments
- Core instructional materials include: EL Education

Analyze Tier 1 Instruction and i-Ready Diagnostic Data
Is this student > 1 Level or more Below?
*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
- Differentiated small group instruction using i-Ready Student or Instructional Grouping Profile
- Targeted Teacher-led/Student-led small group instruction using core assessments and response protocols

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?

Yes
Reflect and Adjust: Create plan for student success to continue within core 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 Tier 3 Needed?
Yes

No

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

Match Intervention to Student Need (Appendix 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 INTERVENTION GUIDANCE DOCUMENT (APPENDIX A)

To place students in tier 2 interventions professional educators should use the i-Ready Diagnostic.

- Review the i-Ready Student Profile to identify key areas of concern and set learning goals. If students are 1 year or more below grade level in all domains select no more than two areas of focus and prioritize foundational skills (Phonological Awareness, Phonics, High Frequency Words).
- Review the i-Ready instructional Grouping Profile to identify students like needs and form teacher-led Tier 2 small groups.

- Using Instructional Recommendations and Tools for Instruction from the i-Ready instructional Grouping Profile plan at least eight weeks of intervention targeting the small group’s key areas of concern.
- i-Ready does not assess fluency. If fluency is an area of concern use SLP Fluency packs. (https://achieveathcore.org/page/2756/fluency-resources)
- This may include a partner (for example: MEC Reading Corps)

- Use the “Check for Understanding” and i-Ready Growth Monitoring* to monitor the students response to intervention. Students 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 diagnostic to growth monitoring.

ELA/Literacy Recommended Interventions Aligned to Areas of Concern

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>HPW/Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2:</strong> Using assessment data from Foundation Skills Block provide additional time and practice with core materials.</td>
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<td><strong>K-2:</strong> Using assessment data from Foundation Skills Block provide additional time and practice with core materials.</td>
<td><strong>K-8:</strong> Using assessment data from IL Education Module Lessons provide additional time and practice with vocabulary from core materials.</td>
<td><strong>K-8:</strong> Key to reading comprehension is building knowledge. Each IL Education Module is focused on building knowledge on a specific content area topic. Tier 2 interventions for comprehension should provide students with opportunities to build knowledge on the content area topic using less complex text, time studying juicy sentences from the core text, and provide additional time and practice with re-reading text from core materials.</td>
</tr>
<tr>
<td>i-Ready Tools for Instruction</td>
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<tr>
<td>Maralynn Adams-Phonemic Awareness Activities</td>
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## K-2 ELA/Literacy Labs/Small Group Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>EL Education K-2 Labs</th>
<th>Teacher-led Small Group</th>
<th>i-Ready Online Instruction</th>
<th>myON</th>
</tr>
</thead>
<tbody>
<tr>
<td>The K-2 Labs are an important feature of the K-2 curriculum because they deepen student’s learning on the module topic. They are designed to help teachers ensure that all students are immersed in oral language and content knowledge, and practice skills and habits of character they need—both to live joyfully and be fully successful and proficient.</td>
<td>The teacher creates small groups of students that are determined specifically by students' needs as indicated by i-Ready and EL Education assessment results. Students are grouped homogeneously, yet fluid, as individual students' level of understanding change. This structure allows teachers to closely observe student work, monitor student attention, and provide strong support for struggling learners, and provide extra challenge for proficient learners. Time with different students is varied throughout the week based on their needs and time need for the teacher to attend to EL Education K-2 Labs.</td>
<td>i-Ready online instruction based upon i-Ready assessment results. Students may be working with below grade level, on grade level, or above grade level content depending on their learning path prescription. Provides personalized student instruction targeted to students' unique areas of needs. Students should have 45 minutes weekly online in their learning path.</td>
<td>myON is a virtual library of e-texts available to teachers and students that supports volume of reading. Students may be reading texts that are selected for personal enjoyment, aligned to building knowledge with texts assigned by the teacher that are aligned to the EL Education module topics. When using myON accountability measures should be in place to ensure students are setting reading goals, tracking reading and thinking about their reading.</td>
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</table>

<table>
<thead>
<tr>
<th>Recommended Resources</th>
<th>EL Education K-2 Labs</th>
<th>Teacher-led Small Group</th>
<th>i-Ready Online Instruction</th>
<th>myON</th>
</tr>
</thead>
<tbody>
<tr>
<td>-EL Education Lab TM, SWB, and Materials Kits</td>
<td>-See Appendix A</td>
<td>Students should engage in their online instruction as prescribed by the diagnostic assessment. Teachers should monitor and provide support when students fail a lesson two times.</td>
<td>Utilizing recommended titles connected to student selected, assigned texts by teacher connect to the EL Module Topics.</td>
<td></td>
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</tbody>
</table>
Students should be placed into Tier 3 interventions when they are 2 or more years below grade level in the foundational skills of reading (Phonological Awareness, Phonics, HPW/Fluency). Tier 3 interventions will be planned by the classroom teacher, school leaders and intervention facilitator. The intervention may be administered by SSAs grades K-2 (in class with the teacher), Ed-Techs grades 3-5 (both in the core class with teachers or outside of the regular class setting), and outside partners such as Beyond Basics in grades 6-12.

<table>
<thead>
<tr>
<th>Tier 3 ELA/Literacy Recommended Interventions Aligned to Areas of Concern</th>
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<tbody>
<tr>
<td>Tier 3 instructors will provide additional time or smaller group size intervention than what is offered for Tier 2. Tier 3 intervention may be delivered during the small group instruction portion of the ELA/literacy block, but NOT during Module or Foundational Skills lessons.</td>
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**K-5 SSA/EdTechs**

<table>
<thead>
<tr>
<th>Recommended Resources:</th>
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</thead>
<tbody>
<tr>
<td>• Phonological Awareness, Phonics &amp; HPW</td>
</tr>
<tr>
<td>o i-Ready Tool for Instruction Lessons</td>
</tr>
<tr>
<td>• Fluency</td>
</tr>
<tr>
<td>o Student Achievement Partner: Fluency Probes</td>
</tr>
<tr>
<td>• Vocabulary and Comprehension</td>
</tr>
<tr>
<td>o Students that are on grade level for foundational skills and more than two years behind in vocabulary and comprehension should spend additional time in EL Education materials; reading complex texts, building vocabulary, and studying juicy sentences to grow knowledge of syntax used in complex texts.</td>
</tr>
</tbody>
</table>

**Tier 3 Intervention Partners**

Partners will utilize a pre-selected curriculum to support the development and growth of the foundational skills of reading. Beyond Basics would be one example of this.