

Comstock Park District Literacy Plan February 2024

The Comstock Park literacy plan to target identified focus areas to address gaps in literacy practices is to continue the practices outlined in the Read By Grade Three Law for all grades Pre-K through 5. We will continue to utilize our assessment system to screen and diagnose difficulties (i.e. gaps) and use that data to target specific areas of professional development as required by the law.

After reviewing recent data trends for grades Pre-K to 5, we noticed consistent gaps in areas such as language comprehension, language structures and word recognition. We would allocate grant funds to purchase supplemental resources that are part of our new ELA curricula that was purchased last school year and instructional materials and engage in professional development provided by the publishers. The curriculum is aligned to the science of reading and will include literacy best practices, such as language comprehension, language structures and word recognition. Along with guidance on instructional routines the curriculum will also include assessment materials.

In reviewing data, we also realized that abundant reading materials were lacking in many classrooms. We would allocate remaining grant funds to purchase materials for diverse classroom libraries and engage in professional development provided by MAISA through EduPaths and also around the literacy essentials.

We believe that improving our tier one core curriculum and instructional materials, along with improving knowledge and access of abundant reading materials in classrooms for students, that literacy proficiency will improve.

Below are more details regarding the district literacy plan.

Component	Ideas or District-Created Documents to Include
<i>Literacy Vision and Mission of High-Quality Literacy Instruction</i>	Success for All PreK-5 students by having access to high quality systematic literacy instruction at the Tier 1 level to prepare and guide students to be productive citizens in an evolving world.
<i>Core Instruction</i>	Open Court Reading PreK-5th <ul style="list-style-type: none"> ● 90-120 minutes per day ● Foundational Skills/Word Study Skills ● Reading Comprehension Skills ● Writing/Language Skills Heggerty Phonemic Awareness PreK-1st <ul style="list-style-type: none"> ● 10-15 minutes per day ● Phonemic Awareness Skills ● Phonological Awareness Skills

<p><i>Assessment (consider all layers of data)</i></p>	<p>The assessments listed below are given three times per year. Data is reviewed by the grade level along with the coach and Title I reading teacher to identify students in need of support and plan the appropriate interventions. Progress monitoring completed regularly between benchmark assessment timelines.</p> <ul style="list-style-type: none"> ● Acadience Reading ● NWEA ● MLPP ● Classroom assessments to support Open Court Reading lessons ● Various assessments are used to look closer at specific needs of students as needed <ul style="list-style-type: none"> ○ iReady (special education only) ○ LETRS ○ Heggerty ○ 95% Group
<p><i>Intervention</i></p>	<p>The resources listed below are used with students 30-60 minutes per day based on need. Title I reading teachers provide the support during an intervention/enrichment block to prevent students from missing Tier 1 instruction. We have at least one certified teacher per grade level providing those pull out interventions. During that time classroom teachers also provide intervention and enrichment opportunities as needed based on district level and classroom level data.</p> <ul style="list-style-type: none"> ● Orton-Gillingham ● KPALS ● F&P LLI ● Open Court Intervention
<p><i>Professional Development</i></p>	<p>Our PreK-5 classroom teachers have engaged in the PD listed below.</p> <ul style="list-style-type: none"> ● Open Court Reading Training (2018-present) <ul style="list-style-type: none"> ○ PreK-5 classroom teachers ○ Title I Reading Teachers ○ ELL Teachers ○ Special Education Teachers ● LETRS (2022-present) <ul style="list-style-type: none"> ○ PreK-3rd Grade Teachers ● Orton-Gillingham IMSE Training (2021-present) <ul style="list-style-type: none"> ○ Title I ○ PreK-5 Classroom Teachers ○ Special Education ● Literacy Essentials Modules/Coaching (2019-present) <ul style="list-style-type: none"> ○ Title I ○ PreK-5 Classroom Teachers ○ Special Education

	<ul style="list-style-type: none"> ● Literacy Leaders Collaborative Network (ongoing) <ul style="list-style-type: none"> ○ Title I Reading Teachers
<p><i>Parent and Community Engagement/Involvement</i></p>	<p>Parent and Family Engagement Plan 23-24 In accordance with the <i>Elementary and Secondary Education Act of 1965 (ESEA)</i>, as amended by the <i>Every Student Succeeds Act of 2015 (ESSA)</i></p> <p>Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Stoney Creek and Pine Island Elementary School in the ways listed in each Section.</p> <p>2023-2024 Parent and Family Engagement Plan</p>
<p><i>Monitoring and Evaluating the District Literacy Plan</i></p>	<p>Monitoring a school literacy program is a systematic process of examining students' reading progress and teachers' instructional strategies in order.</p> <p>The evaluation process involves tracking and assessing the progress of different initiatives and programs put in place to improve the overall quality of education. The district has utilized the MDE evaluation tool for each of our programs.</p> <p>Below is a sampling of the questions.</p> <ul style="list-style-type: none"> ● What was the impact of the literacy program on student achievement? What evidence do you have to support this? ● Was the program well received by parents? What evidence do you have to support this? ● Do you feel you were well prepared to utilize the district literacy program – resources, guidance, etc.? Please give examples. ● Did you follow the literacy program with fidelity? Please share the pro's and con's of the program <ul style="list-style-type: none"> ● Overall do you feel the literacy program is a success? Please give examples.