

# MILAN AREA SCHOOLS

## Targeted Literacy Plan 2023-2024



### Literacy Plan Statement

Milan Area Schools has historically been focused on providing high quality literacy instruction for all students by strategically coordinating the use of evidence-aligned instructional techniques, impactful curricular resources, and intentional assessment practices. This targeted literacy plan for grades K-5 includes components designed to address the diverse needs of young learners within Milan Area Schools and ensure their success in developing literacy skills. This plan reinforces our commitment to focusing on the needs of the whole child and is aligned to the district's vision, mission, and beliefs.

In order to ensure all children we serve receive the high-quality literacy instruction they deserve, we embrace the ***Essential Instructional Practices in Early Literacy*** and the fact that there are many wide-ranging conditions that enable children to thrive in literacy. <sup>\*(1)(2)</sup>

As such, we strive to enact the following enabling conditions within every K-5 Classroom:

- an asset orientation toward children and their families and communities
- positive relationships between and among teachers, children, and families
- opportunities for children to develop healthy identities
- culturally relevant, responsive, and lasting pedagogical approaches throughout the day
- sufficient time for physical activity, meals, and play <sup>\*(1)(2)</sup>

Milan Area Schools is committed to providing all students with a culturally responsive literacy curriculum with the intent to advance phonological awareness, phonics, fluency, vocabulary, and comprehension. Our instruction is deeply rooted in evidence-based practices supported by research and scientific findings. We adhere to the principles outlined by the National Reading Panel and the Essential Instructional Practices of Early Literacy, and utilize frameworks such as Scarborough's Reading Rope to guide our approach. By integrating the latest research into our curriculum and instructional methods, we strive to empower students with the essential literacy skills necessary to become proficient readers and lifelong learners. <sup>\*(3)</sup>

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<sup>\*(1)</sup> Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy TaskForce (2023). *Essential instructional practices in early literacy:K to 3*. Lansing, MI: Authors.  
[https://www.gomaisa.org/downloads/literacy\\_essentials/k\\_to\\_3\\_essential\\_practices\\_2023\\_update.pdf](https://www.gomaisa.org/downloads/literacy_essentials/k_to_3_essential_practices_2023_update.pdf)

<sup>\*(2)</sup> Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2023). *Essential instructional practices in early literacy: Prekindergarten*. Lansing, MI: Authors  
[https://literacyessentials.org/downloads/geIndocs/pre-k\\_literacy\\_essentials.pdf](https://literacyessentials.org/downloads/geIndocs/pre-k_literacy_essentials.pdf)

<sup>\*(3)</sup> The Reading League. (2022). *Science of Reading: Defining Guide*. <https://whatisthescienceofreading.org/>

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### Literacy Vision and Mission Statement

<b>Vision for High-Quality Literacy Instruction</b>	<p>The vision of Milan Area Schools is that, “Partnering together as a community, all individuals will achieve their greatest potential.”</p> <p>Specifically addressing literacy instruction, our vision is in line with the MAISA GELN Early Literacy Task Force in that we are “united in our belief that all children thrive when research deeply informs practice; education builds on every child’s interests and individual, cultural, and linguistic assets; and educators hold high expectations for all children’s development.”</p>
<b>Literacy Mission Statement</b>	<p>The mission of Milan Area Schools is that our district “prepares individual learners to realize the best version of themselves, by creating a supportive, caring, and inclusive educational community.</p> <p>We believe...</p> <ul style="list-style-type: none"><li>• All individuals have equal value and unique gifts</li><li>• In providing a safe and nurturing environment that contributes to successful learning</li><li>• In utilizing instructional strategies that are based on best practice</li><li>• In offering relevant learning</li><li>• In fostering an inclusive and affirming school culture</li><li>• In investing in student capacity to learn and in personal success</li><li>• In engaging the entire community to maximize student learning and preparedness”</li></ul>
<b>Goals</b>	<ol style="list-style-type: none"><li>1. <i>Targeted Literacy Plan Goal</i> - All elementary students will be provided a literacy instructional program aligned to the Science of Reading and the MAISA Literacy Essentials.</li><li>2. <i>Benchmark Achievement Goal</i> - The collective scores for all students and student subgroups will increase 5 RIT points (Grades K-2) and 4 RIT points (Grades 3-5) in Reading/ELA from Fall to Winter and from Winter to Spring as measured by NWEA.</li><li>3. <i>MICIP Goal</i> - Our goal is to reduce the gap in NWEA Reading RIT scores by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.</li></ol>



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Literacy Leadership Team	
<b>Assistant Superintendent</b>	<ul style="list-style-type: none"> <li>● Schedule &amp; Run Quarterly Literacy Team Meetings</li> <li>● Allocate funding for curricular materials, training, etc.</li> <li>● Communicate district literacy vision, mission, and expectations.</li> <li>● Coordinate and communicate the implementation of the literacy plan</li> <li>● Allocate professional development time during district PD days</li> <li>● Provide release time for classroom teachers as needed for professional development, administration of assessments, and other needs as determined by the literacy plan</li> <li>● Provide professional development for classroom teachers as needed for implementation of the literacy plan</li> </ul>
<b>Elementary Principals</b>	<ul style="list-style-type: none"> <li>● Allocate professional development time during district PD days</li> <li>● Facilitate instructional coaching</li> <li>● Communicate district literacy vision, mission, and expectations</li> <li>● Advocate for building needs to implement literacy plan</li> <li>● Provide training for teachers as needed for PD, administration of assessments, and other needs as determined by the literacy plan</li> <li>● Collaborate with teachers and the Instructional Coach to identify critical topics for PD and coaching or classroom teachers as needed for professional development, administration of assessments, and other needs as determined by the literacy plan</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>● Provide PD in researched-based instructional practices</li> <li>● Provide instructional coaching aligned with the literacy plan</li> <li>● Oversee curriculum and assist with intervention coordination</li> <li>● Identify potential curricular needs and interventions</li> <li>● Collaborate with teachers to identify critical coaching topics</li> <li>● Provide PD as needed for curriculum implementation, best practices, administration of assessments, or other needs within the literacy plan</li> </ul>
<b>Literacy Interventionists</b>	<ul style="list-style-type: none"> <li>● Provide research-based targeted intervention to students</li> <li>● Monitor student progress</li> <li>● Identify students who would benefit from targeted instruction</li> <li>● Identify potential curricular interventions based on assessed needs</li> <li>● Create and maintain rank-order intervention lists</li> </ul>



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Instructional Framework			
Literacy Component	Represented within the literacy block?	What materials are used to support literacy (provide description)?	What assessments will be used to measure performance and progress?
Phonemic Awareness	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>High Scope</li> <li>Heggerty</li> <li>Foundations</li> <li>Intensive Phonemic Awareness Intervention</li> <li>Elkonin boxes</li> <li>Manipulatives/Letter tiles</li> <li>Dry erase boards</li> </ul>	<ul style="list-style-type: none"> <li>COR Advantage</li> <li>Local assessment for phonological and phonemic awareness PreK-2 (UOS)</li> <li>PAST Assessment as indicated 3-5</li> <li>NWEA-K-2</li> </ul>
Phonics	PK No K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Foundations</li> <li>Morpheme Magic</li> <li>Lexia as a supplement</li> <li>Magnetic boards/letter tiles</li> <li>Alpha/Syllable types Charts</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Decoding (UOS)</li> <li>Primary Spelling Inventory</li> <li>Upper Spelling Inventory</li> <li>Lexia Skills Assessments</li> <li>NWEA (K-2)</li> </ul>
Fluency	PK No K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Decodable texts, poems, rhymes, grade level texts, readers theater, passages, fry phrases</li> <li>The Megabook of Fluency</li> <li>Wilson Fluency</li> <li>Updated Heinemann Units of Study in Reading, (K-2)</li> <li>Heinemann Units of Study for Teaching Reading (3-5)</li> <li>Foundations</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Running record with decodable passages</li> <li>Benchmark Assessment Running Records</li> <li>Rasinski Fluency Rubric</li> <li>Hasbrouk and Tindal Oral Reading Fluency Chart</li> </ul>
Vocabulary	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Foundations</li> <li>Morpheme Magic</li> <li>Word Love</li> <li>Tier 2 words for Read Alouds</li> <li>Content area words during science, social studies, math and read-alouds</li> <li>Lexia Core 5 as Supplement</li> <li>Updated Heinemann Units of Study in Reading, Grades K-2</li> <li>Reading UOS (3-5) Reading</li> </ul>	<ul style="list-style-type: none"> <li>K-2 informal observations</li> <li>K-2 NWEA MAP Growth</li> <li>3-5 NWEA MAP Growth</li> <li>Writing in the content areas</li> <li>Student talk</li> <li>Classroom Discussion</li> </ul>

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Instructional Framework (Cont'd)			
Literacy Component	Represented within the literacy block?	What materials are used to support literacy (provide description)?	What assessments will be used to measure performance and progress?
Comprehension	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Heinemann Units of Study</li> <li>Diverse literature and informational texts</li> <li>Grade level texts</li> <li>Graphic Organizers</li> <li>Anchor Charts</li> <li>Comprehension questions</li> <li>Read Works</li> <li>Lexia Core 5 as Supplement</li> </ul>	<ul style="list-style-type: none"> <li>K-5th grade running records with comprehension questions</li> <li>PreK-5 Informal teacher observations during whole and small group instruction</li> <li>K-5 NWEA MAP</li> </ul>
Writing	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>K-1 Foundations (penmanship)</li> <li>K-5 Heinemann Units of Study</li> <li>K-2 Hochman Writing Meth.</li> <li>Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>On demand writing assessments</li> <li>Dictation</li> <li>Informal observations</li> </ul>
Language	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Read Alouds with discussion</li> <li>Partnerships, Book Clubs, and Debates within UoS</li> <li>Vocab words for read aloud/content area instruction</li> <li>Hochman writing</li> <li>Foundations</li> <li>Morpheme Magic</li> <li>Lexia Core 5 as supplement</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>Informal observations</li> <li>Lexia Skills Assessments</li> </ul>
Speaking/Listening	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	<ul style="list-style-type: none"> <li>Grade level texts (literature and informational)</li> <li>Read Aloud texts</li> <li>PreK-2 Explicit instruction</li> <li>Partnerships, Book Clubs, and Debates within UoS</li> <li>Anchor charts</li> <li>Math, Science, and social studies content</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations</li> </ul>

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### Summary of Literacy Plan

#### Core Instruction

Milan Area Schools has maintained a long-standing focus on supporting elementary literacy instruction. Instructional practices continuously evolving to align with the Literacy Essentials and the Science of Reading, especially in the following three areas:

**Teacher-Led Instruction:** Teachers will provide explicit instruction with guided practice, feedback, and facilitated discussions. Supporting materials will include Foundations and Morpheme Magic for word study, grade-level texts, decodable texts, and diverse literature in classroom texts sets. Assessments will be used to guide and inform instruction in all areas of literacy, provide feedback to students, and inform parents.

**Small Group Instruction:** Students will be provided explicit instruction with guided practice and feedback. Supporting materials will include decodable texts, grade level texts, and Elkonin boxes with letter tiles. Assessments will be used to guide instruction, provide feedback to students, and inform parents.

**Independent/Student-Led Instruction:** Students will participate in small group and partnership discussions, peer coaching, and Dyad Reading. Supporting materials will include decodable texts, grade level texts, shared reading and read-aloud texts. Assessments will be used to inform instruction and provide feedback to students.

#### PLAN FOR UTILIZING 35j FUNDS:

To maintain a focus on improved literacy instruction, MAS will utilize additional funding to support the participation of all teachers in professional development aligned to the Literacy Essentials and Reading Science. Funds will cover stipends for teachers to participate in asynchronous PD outside of standard work hours through the MAISA Literacy Essential Modules (Pre-K through Grade 3) and Lexia Aspire and Morpheme Magic training (Grades 4-5). Funds will also support the planning time and materials needed for summative PD during designated district PD days. Additional grant funds will be used to purchase decodable classroom texts, additional texts to diversify classroom libraries, a penmanship curriculum, materials and supplies to support best instructional practices, and stipends for instructional coaches to develop and provide training.

#### Assessment

Milan Area Schools currently uses the NWEA MAP Growth Assessments as a universal screener. Additional assessments used to inform instruction are:

- Phonics Decoding Assessment
- Fountas and Pinnell Benchmark Assessment System
- Elementary Spelling Inventory
- PAST Assessment



	<ul style="list-style-type: none"> <li>• LETRS Assessment</li> <li>• Informal Phonics Inventory.</li> </ul> <p><b>PLAN FOR UTILIZING 35j FUNDS:</b> To continue supporting teacher development in effective use of assessment to support instruction, grant funds will be used to cover stipends and registration for assessment-based teacher PD, as well as stipends to support the planning and implementation of assessment-based teacher PD.</p>
<b>Intervention</b>	<p>Milan Area Schools will continue to provide a multi-tiered system of support (MTSS) to provide appropriately layered, research-based instructional intervention for students identified through a variety of data points. Tiered intervention supports are provided by classroom teachers, highly qualified paraprofessionals, and Reading Interventionists. Assessment materials to support student intervention needs include:</p> <ul style="list-style-type: none"> <li>• Sound Partners K-1</li> <li>• Elkonin boxes</li> <li>• Letter Tiles</li> <li>• Decodable Texts</li> <li>• Wilson Just Words</li> <li>• Wilson Fluency</li> <li>• Grade-Level Texts</li> <li>• Phoneme-Grapheme Mapping</li> <li>• Orton-Gillingham</li> </ul> <p><b>PLAN FOR UTILIZING 35j FUNDS:</b> To continue supporting teacher development in effective use of assessment to support instructional intervention, grant funds will be used to cover stipends and registration for assessment-based teacher PD, as well as stipends to support the planning and implementation of assessment-based teacher PD.</p>
<b>Professional Development</b>	<p>Milan Area Schools has a long-standing history of supporting and providing professional learning focused on elementary literacy instruction. MAS offers teachers seven full days of PD throughout the course of the year, awarding teachers up to 42 State Continuing Education Clock Hours (SCECH) each year. MAS also supports additional professional learning with external partners, including the Washtenaw Regional Service Agency, area post-secondary institutions, and the Michigan Department of Education, as well as internal PD opportunities facilitated by the district's literacy coaching and intervention professionals.</p> <p><b>PLAN FOR UTILIZING 35j FUNDS:</b> To continue and enhance professional development efforts, MAS intends to use grant funds to support synchronous and asynchronous PD opportunities. Focused areas of professional development include:</p> <ul style="list-style-type: none"> <li>• PK - Grade 3: MAISA Literacy Essentials Modules</li> <li>• Grades 4 - 5: Lexia Aspire and Morpheme Magic training</li> </ul>



<b>Parent and Community Engagement/ Involvement</b>	<p>Milan Area Schools intentionally engages with families, caregivers, and the community to promote student literacy development. The district will continue to communicate with families and caregivers through routine classroom and school newsletters, social media and website updates, and individual conferences.</p>
<b>Monitoring and Evaluating the District Literacy Plan</b>	<p>Milan Area Schools has a long-standing commitment to cyclical school improvement through the annual Internal Review process used to create building-based comprehensive needs review. The Internal Reviews include a thorough analysis of academic data, stakeholder perception data, school improvement goals, and building initiatives. The resulting comprehensive needs analysis in each school informs the goal, strategy, and activity review in MICIP.</p> <p>Milan Area Schools will further commit to a regular review of the Targeted Literacy Plan during the quarterly Literacy Leadership Team meetings. The Targeted Literacy Plan will be shared with the Board of Education and also posted on the district's transparency reporting page. Updates to the Target Literacy Plan will be shared on both the website and at Board of Education meetings.</p>

