

# Targeted Literacy Plan (as of 9/18/2024)

This targeted literacy plan for grades K-5 includes components designed to address the diverse needs of young learners within **Trenton Public Schools** and ensure their success in developing literacy skills. This plan reinforces our commitment to focusing on the needs of the whole child.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD  
A collaborative approach to learning and health



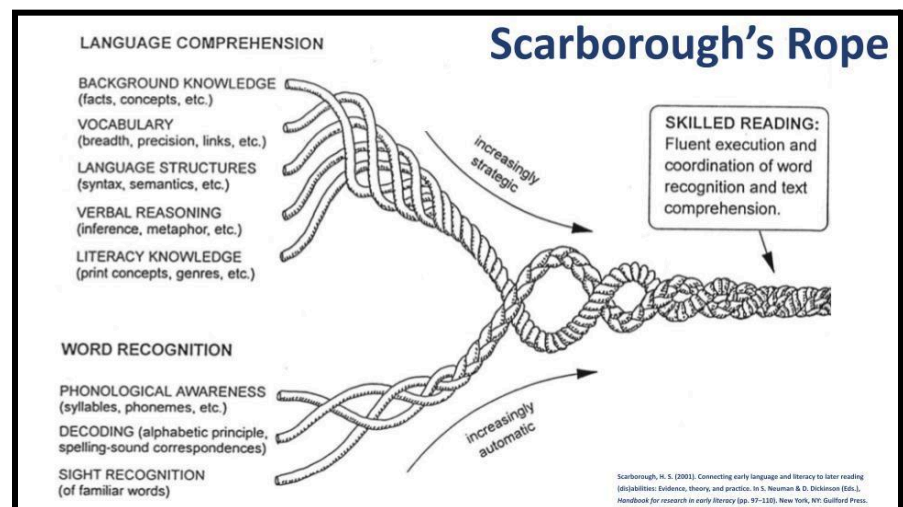
**Vision:** *To ensure every K-5 student becomes a proficient reader, writer, and critical thinker by grounding our literacy instruction in culturally responsive, research-based practices. Through a comprehensive approach that emphasizes the science of reading and focuses on the whole child, we aim to equip all students with the skills necessary to become confident readers and writers, preparing them for success in an ever-changing future.*

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 (MAISA/GELN, 2023). For this reason, 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 sustaining pedagogical approaches throughout the day
- sufficient time for physical activity, meals, and play (MAISA/GELN, 2023)

Our district is committed to providing all students with a culturally responsive literacy curriculum aligned to the science of reading. We believe the science of reading to be a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing (The Reading League, 2021). We are committed to ensuring our curricular

resources include each of the following components, as outlined in the Simple View of Reading (Hoover & Tunmer, 2020) and within both **Scarborough's Rope** (Scarborough, 2001) and the **Active View of Reading** (Duke & Cartwright, 2021). Those components include the following:

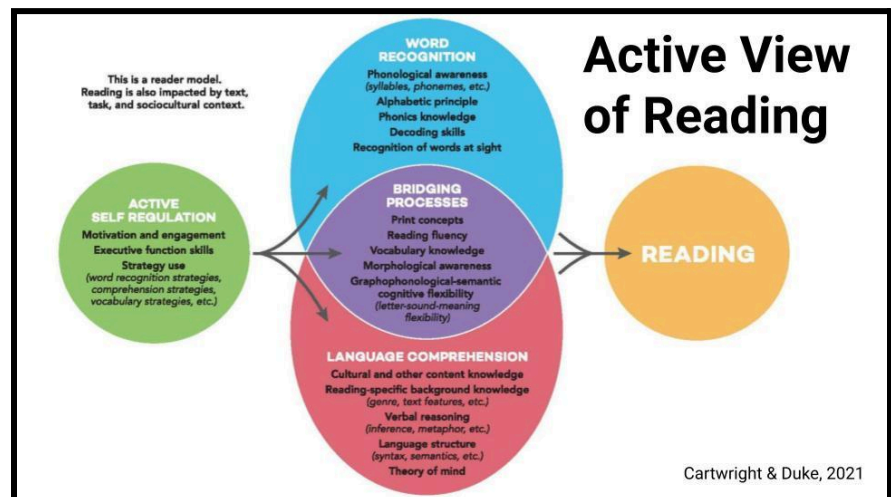


- **Language Comprehension**

- **Background Knowledge:** This includes both the information necessary to understand a specific text or activity, but also appropriate content knowledge developed through exposure to high-quality science and social studies curricula. Such experiences significantly enhance background knowledge by fostering critical thinking, curiosity, and an understanding of the natural world, which supports academic success and lifelong learning.
- **Explicit Vocabulary Instruction:** This instruction should occur throughout the school day and plays a crucial role in improving comprehension, communication, and critical thinking, thereby supporting academic achievement (Beck & McKeown, 2007).
- **Opportunities to Explore Language Structures:** This is crucial because it provides the foundation for constructing meaningful sentences and assists in developing an understanding of the meaning of words and phrases.
- **Instruction and Practice related to Verbal Reasoning:** emphasizes higher-level thinking skills like inference-making and understanding figurative language, crucial for deep comprehension and critical engagement with texts.
- **Bolstering Students' Literacy Knowledge-** Attention must be paid to developing an understanding of the concepts of print in order to lay the foundation for other early literacy skills.

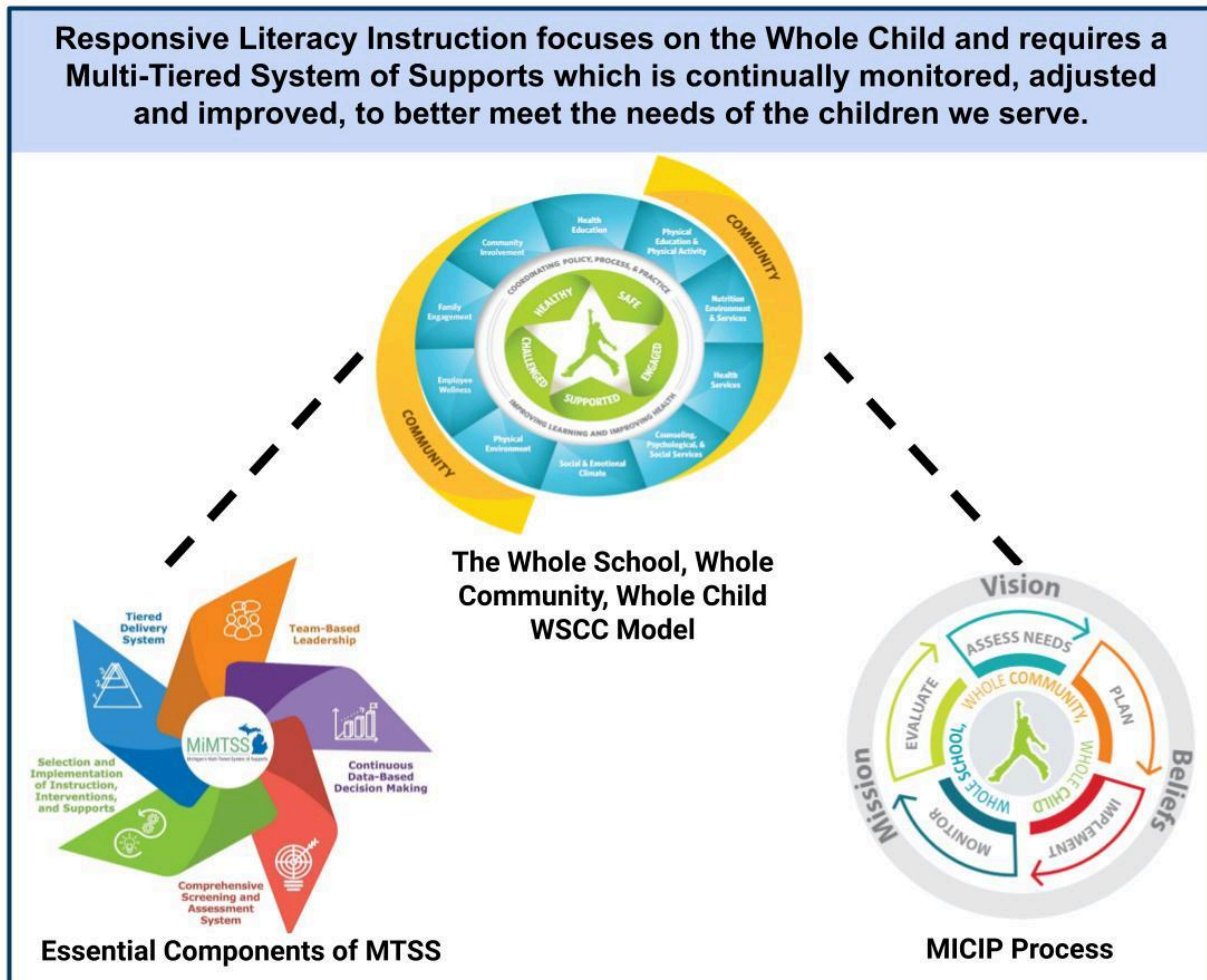
- **Word Recognition**

- **Phonological Awareness** - Readers must have an awareness of the speech sounds that letters and letter combinations represent in order to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling) (Moats, 2010). Additionally, although phonological awareness as a construct does not involve letters, phonological awareness instruction is best provided primarily in connection to letters (MAISA/GELN, 2023).
- **Decoding-** Explicit instruction in letter-sound and sound-letter relationships is a pivotal component of early literacy (MAISA/GELN, 2023). For this reason, we have implemented [UFLI](#) and ensure the scope and sequence of that curricular resource is adhered to in each of our classrooms.
- **Sight Recognition of Familiar Words** is acknowledged and appreciated in our young readers, but should not be confused with High-frequency words, which we believe must be taught with full



analysis of letter-sound relationships within the words (MAISA/GELN, 2023).

- **Encoding** - Students must also be given opportunities to practice transferring spoken sounds into letters and writing opportunities should be given throughout the school day.
- **Abundant Reading Materials**
  - Diverse Classroom Libraries: A large body of research reveals that equitable access to books promotes reading achievement and motivation (MAISA/GELN, 2023). Additionally, [Literacy Footprints](#) and [Making Meaning](#), our curricular resources, recommend the inclusion of independent reading time within our literacy block. For this reason, each of our K-5 classrooms has a robust classroom library containing a variety of culturally relevant, high-interest texts that students have access to on a daily basis.
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Instructional Framework and Materials			
Literacy Component	Represented within the literacy block?	What materials are used to support literacy (provide description)?	What assessments will be used to measure performance and progress?
<b>Phonemic Awareness</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes UFLI Literacy Footprints/InTandem Heggerty	PK: COR Advantage K-5: iReady Jan Richardson Next Step Forward
<b>Phonics</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes UFLI Literacy Footprints/InTandem	PK: COR Advantage K-5: iReady Jan Richardson Next Step Forward
<b>Fluency</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes UFLI Literacy Footprints/InTandem	PK: COR Advantage K-5: F&P BAS Jan Richardson Next Step Forward
<b>Vocabulary</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes Literacy Footprints/InTandem Making Meaning HMH:Into Reading	PK: COR Advantage K-5: iReady Jan Richardson Next Step Forward
<b>Comprehension</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes Literacy Footprints/InTandem Making Meaning HMH:Into Reading	PK: COR Advantage K-5: iReady F&P BAS Jan Richardson Next Step Forward
<b>Writing</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes Literacy Footprints/InTandem Making Meaning Being a Writer HMH:Into Reading	PK: COR Advantage K-5: F&P BAS Jan Richardson Next Step Forward
<b>Language</b>	PK Yes K-1 Yes 2-3 Yes 4-5 Yes	HighScopes Literacy Footprints/InTandem Making Meaning HMH:Into Reading	PK: COR Advantage K-5: iReady Jan Richardson Next Step Forward
<b>Speaking/ Listening</b>	PK Yes	HighScopes Literacy Footprints/InTandem	PK: COR Advantage K-5: Common rubrics from



	K-1 <b>Yes</b> - 2-3 <b>Yes</b> - 4-5 <b>Yes</b> -	Making Meaning HMH:Into Reading	Collaborative Classroom Assessments (Making Meaning) Jan Richardson Next Step Forward HMH Assessments
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The following table is meant to provide an overview of our overall approach to literacy.

Summary of Literacy Plan	
<b>Core Instruction</b>	<p>Curricular Resource(s) Being Used (may need to differentiate by grade level)</p> <p>PreK: High Scopes</p> <p>K-2: UFLI, Literacy Footprints/InTandem, Collaborative Classroom (Making Meaning and Being a Writer)</p> <p>3: HMH: Into Reading, Literacy Footprints, Collaborative Classroom (Being a Writer), UFLI as needed</p> <p>4-5: HMH: Into Reading, Literacy Footprints, Collaborative Classroom (Being a Writer)</p> <p>Commitment to Essential Instructional Practices: We actively support educators in understanding how literacy best practices should be represented and organized in class-wide reading curriculum resources to provide daily instruction to students in all the skills and processes needed for reading at or above grade-level expectations. To this end, teachers currently receive job-embedded professional learning in these Essential Practices from our designated literacy coach.</p> <p>We have committed to small group book studies and PLC days around “Shifting the Balance”, “LETRS” and district literacy philosophy.</p>
	<p><b>Plan for Utilizing 35j Funds:</b></p> <p><i>In order to strengthen our core instruction, we plan to invest in the following curricular resource (state resource and why you believe it to be a good choice - clearly articulate a specific gap that it fills and how you will monitor its success)</i></p> <p>Pioneer Valley Phonics Storybooks K-2          Pioneer Valley In Tandem K-2</p>

Both of these curricular resources will support the phonological development of our youngest readers and writers. Phonics Storybooks allow students to apply the phonemic awareness and phonics skills being explicitly taught during their independent reading time. Additionally, *In Tandem* uses a phonics first approach to their lessons, immersing students in the word study component of literacy (phonological awareness, phonics, and high frequency words) and emphasizing decoding strategies through connected text. *In Tandem* then bridges a connected text to an authentic text within the same lesson sequence to foster the language acquisition (vocabulary and comprehension) piece of the Simple View of Reading. This resource ensures students are getting both of the critical components of the equation. Being that *In Tandem* utilizes Literacy Footprint texts, our current resource, it is an attainable shift to better our teaching practices.

Professional learning around the Essential Instructional Practices in Early Literacy provides insight into instructional routines that provide effective and equitable early literacy practices for every child every day. For this reason, we will be investing in the following professional learning opportunities for our teachers designed to strengthen instruction in literacy best practices. (State specific professional learning opportunities)

These opportunities will be provided in a Tiered approach based on the level of instruction and the model of PD suitable for the grade level staff.

- UFLI training
- LETRS
- Essential Practice Modules
- SIOP training
- Close Reading training
- Professional learning book studies
- District Elementary PD for all staff in literacy provided by Literacy Coach
- Literacy grade level PLC days with Literacy Coach and Wayne RESA consultants focused on guaranteed and viable curriculum in literacy as related to the Essentials and Standards
- Wayne RESA supported coaching in developing Diverse Classroom Libraries

<b>Assessment</b> (consider all layers of data)	<b>Screener: iReady</b> <b>Diagnostic: F&amp;P BAS</b> <b>Other: SIPPS assessments</b>
	<b>Plan for Utilizing 35j Funds:</b>  <i>In order to better support educators in understanding the types of assessment practices needed to identify students with reading difficulties and for monitoring their progress in reading intervention instruction, we are choosing to invest in the following:</i> Additional F&P kits UFLI Materials SIPPS HMH: Into Reading grades 3-5
<b>Intervention</b>	A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all levels (MDE, 2023). For this reason, the following intervention(s) are currently being used (may need to differentiate by grade level and/or Tiers of Support)  Tier 2: Differentiated small group instruction, LLI, UFLI, Heggerty Bridge the Gap  Tier 3: SIPPS (Collaborative Classroom)
	<i>After carefully considering our current MTSS structures, and in order to better meet the needs of all learners, we plan to invest in the following:</i>  <b>Materials to continue build and refine intervention tool kits</b>  <b>Tutoring (before school, after school, Summer)</b>  <b>Specific professional learning that will be provided in order to help meet the needs of the whole child:</b> <b>UFLI training</b>

	<p> <b>LETRS</b>  <b>SIPPS training</b>  <b>Close Reading training</b>  <b>SIOP training</b>  <b>Professional learning book studies</b>  <b>Diverse Classroom Libraries Training</b> </p>
<p><i>Professional Development</i></p>	<p>Share current structures for professional learning (ex: literacy coaches, 5 days of district-provided professional learning, etc.)</p> <p><b>Literacy Coach</b></p> <ul style="list-style-type: none"> <li>• Learning Labs</li> <li>• Grade Level PLC days</li> <li>• District provided professional development</li> <li>• Book Study</li> <li>• InTandem Curriculum Training</li> <li>• HMH Curriculum Training</li> <li>• Lessons from LETRS</li> <li>• District Elementary Literacy Committee</li> </ul> <p><b>4.5 Days of District provided professional development days</b>  <b>6 Early Release days for PLC time</b></p>
	<p>Reiterate the professional learning in which you are planning to invest.</p> <ul style="list-style-type: none"> <li>• UFLI training (Y5-3 will be trained by December 2024)</li> <li>• LETRS (16 staff across 2 elementary schools)</li> <li>• SIPPS training (interventionists)</li> <li>• Essential Practices modules (All elementary staff including administration)</li> <li>• Close Reading training (All staff in small groups with Connie Hamilton and Literacy Coach)</li> <li>• SIOP training (EL trained staff member)</li> <li>• Professional learning book studies (Led by Literacy Coach)</li> <li>• Diverse Classroom Libraries Training (Wayne RESA)</li> </ul> <p>The professional learning we are proposing is offered using a professional development platform that allows educators to engage in synchronous (live learning with a trainer of record) and asynchronous (learning on the participant's own schedule and timeline accessing readings within an online platform. We will ensure participants engage in a pre- and post-assessment in order for us to analyze the data to understand the knowledge gained having participated in the learning.</p>



	<p>We committed to making the professional learning opportunities accessible to all of our GSRP and Y5/K-5 educators and have reached 100% participation. This professional learning continues in 2024-2025 with more PLC grade level days and Close Reading facilitation.</p>
<p><i>Parent and Community Engagement/Involvement</i></p>	<p>Our district intentionally engages with families, caregivers, and the community to promote literacy. A few of the ways we involve families, caregivers, and the community are as follows:</p> <p>Get Involved Fair/Open House Literacy Nights: (BINGO night, Book Fairs) Principal and teacher newsletters Schoology Groups with Literacy resources for families Curricular family informational letters Pen Pals</p>
<p><i>Monitoring and Evaluating the District Literacy Plan</i></p>	<p><b>Describe current structures for evaluating literacy plan.</b> Currently our Literacy Committee meets regularly to discuss and evaluate our literacy plan. Additionally, our DIP/SIP teams are continuously monitoring and evaluating our programs, identifying gaps, and discussing areas of success and improvement. When identifying areas of improvement, both the DIP/SIP team and Literacy Committee discuss and plan for strategies to implement adjustments and change.</p> <p>At the building level, our Student Success Team (SST) meets 4 times yearly. Each grade level team of teachers joins the meeting for a time to review student data and determine action steps and strategies for students needing support. If a student is receiving intervention, their progress is monitored and discussed during the SST meeting to determine their continuation or dismissal of intervention support services.</p> <p><b>In order to ensure the success of this targeted literacy plan, we commit to the following:</b></p> <p>Continuous professional development for all K-5 educators in the area of literacy specifically around the Essential Practices.</p> <p>Purchasing resources that align with research around the science of reading in order to best meet the literacy needs of our students.</p> <p>Utilize assessment data to continuously identify successes and/or areas that need improvement.</p>

## Resources:

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