

## Outcome 4 - Children are prepared to succeed in 4<sup>th</sup> grade and beyond by reading proficiently by the end of 3<sup>rd</sup> grade (FY19)

<b>Goal:</b> “Teachers” (including professionals who have contact with children birth to 3 <sup>rd</sup> grade) have an understanding of fundamental skills for early literacy that lead to 3 <sup>rd</sup> grade reading proficiency.			
<b>Objective:</b> “Teachers” have access to evidence based literacy practices and implement with fidelity.			
<b>Strategy 1:</b> Disseminate and track implementation of evidence based literacy practices.		<b>Performance Measures:</b> 95% of Birth-PRE-K grade “teachers” have received the Essential Instructional Practices for Early Literacy and 100% K-3 “teachers” have received the Essential Instructional Literacy Practices % Birth-K “teachers” trained on implementing evidence based instructional literacy practices	
<p><b>QUESTIONS: How does the Spotlight (Macaroni Kid) align with Outcome Group Activities?</b></p> <ul style="list-style-type: none"> <li>• Essential Practice #10 Family &amp; Community Involvement</li> <li>• Read by Grade Three Law (add info articles) <ul style="list-style-type: none"> <li>• Birth-3, Pre-K, K-3</li> </ul> </li> <li>• Link to the Early Learning &amp; Early Literacy Calendar.</li> <li>• Schools can link with Macaroni Kid to add events.</li> <li>• Highlight literacy activities on Macaroni Kid calendar—color coded.</li> </ul>			
<i>Group Members:</i> <b>Katie Price, Rachel Murray, Mari Garza, Corrie Mervyn, Jason Mellema, Mary Jo Wegenke</b>			
<b>Year 2 Activities</b>	<b>Persons/Groups Responsible</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of Activities):</b>
Disseminate Essential Instructional Practices of Early Literacy to “teachers” through Central Resource Center, LARA, school district literacy coaches.	Central Resource Center Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee	Essential Instructional Practices of Early Literacy, Modules and supporting resources	Identify who has received Essential Instructional Practices for Early Literacy  <b>09/12/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>• Sharing info re Training on Essentials of Literacy (flyers)</li> </ul> <b>10/17/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>• ID of systems &amp; dissemination opportunities around TOT</li> <li>• Sent Essential Literacy flyer to GSC</li> </ul> <b>11/14/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>• Pre-K modules and videos available online @ <a href="http://literacyessentials.org">literacyessentials.org</a></li> </ul>
Connect “teachers” with training on Essential Instructional Practices of Early Literacy	Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee. Central Resource Center, MiAEYC. Ingham ISD Early Literacy Consultants, Early Childhood Specialists	Trainers for Essential Instructional Practices for Early Literacy, Essentials of Early Literacy Modules and supporting resources, <a href="http://www.literacyessentials.org">www.literacyessentials.org</a> , K-3 Essentials training	GSRP Professional Learning Communities are focused on Essential Instructional Practices Early Literacy  <b>09/12/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>• Implementation of training for GSRP/Head Start</li> </ul> <b>10/17/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>• Meeting as School Readiness Committee to ID TOT</li> <li>• AYC-April conference Essential Opportunities</li> <li>• TOT staff ID w/ IISD Region</li> </ul>

			<ul style="list-style-type: none"> <li>• Leadership strand for Pre-K Essentials in development Nov 1<sup>st</sup> meeting.</li> <li>• PLC 2.0 content under creation/ID</li> <li>• PLC 1.0 – participants ID</li> </ul> <p><b>11/14/18 Progress and next steps:</b></p> <ul style="list-style-type: none"> <li>• Pre-K Train the Trainer completed. <ul style="list-style-type: none"> <li>◦ Planning beginning on PD learning opportunities across agencies and child care provider options.</li> </ul> </li> <li>• Birth-3</li> <li>• PLC began for Pre-K <ul style="list-style-type: none"> <li>◦ PLC 1.0 – Basic of the Essentials</li> <li>◦ PLC 2.0 – Digging Deeper into Essentials</li> </ul> </li> <li>• PLC admin content still under construction</li> <li>• K-3 Literacy Institute (3 day) completed and 5 evening sessions underway.</li> </ul>
<b>ACTIVITY COMPLETED in FY18</b> - Include preschool staff and coaches in Project Practice job- imbedded professional development.	Ingham ISD Staff	Project Practice Professional Development	Coaches complete Project Practice training
			<b>09/12/18 Progress and next steps:</b>
Determine if Birth -3 <sup>rd</sup> grade evidence based literacy practices are being used with fidelity.	Ingham ISD Staff, PreK Fidelity Tool, K-3 Self Assessments	Mechanism to collect data on fidelity of implementation	Mechanism determined along with next steps
			<b>09/12/18 Progress and next steps:</b>
			<ul style="list-style-type: none"> <li>• Review fidelity tools and discuss how being used.</li> </ul>
Collect Data from literacy screening tools that school districts are using in pre-K and K-3 classrooms and use to determine PD needs	Ingham ISD Instructional Administrators	Access to Screening Data	Data is collected and reviewed annually
			<b>09/12/18 Progress and next steps:</b>
			<ul style="list-style-type: none"> <li>• List of screening tools used by each district.</li> </ul>
Connect with local school districts through Ingham ELA Steering Committee on supporting students with IRIP by supporting Read at Home Plans through: <ul style="list-style-type: none"> <li>• Work with ISD literacy staff, WKAR, and Capital Area District Library to develop and distribute Ingham Early Literacy Calendar as companion to Ingham Early Learning Calendar to support families with children with Individual Reading Improvement Plan</li> <li>• Parents Read at Home Plan for Student Success with Families booklet</li> <li>• Parents Read at Home Plan booklet</li> </ul>	Ingham ELA Steering Committee, Ingham ISD staff, WKAR, Capital Area District Library	Plans and Resources that will be used for Read At Home Plans, Access to staff that will be responsible for the Plans	Read at Home Plans and resources collected and shared with the community Ingham Early Literacy Calendar developed, # of Calendars distributed to families
			<b>09/12/18 Progress and next steps:</b>
			<ul style="list-style-type: none"> <li>• Read Aloud Campaign started through WKAR</li> <li>• K-1 Literacy Calendar developed and being translated</li> <li>• TOT on Essentials in Nov/Dec</li> </ul> <p><b>11/14/18 Progress and next steps:</b></p> <ul style="list-style-type: none"> <li>• Jason will search districts across the state that have volunteer listening/readers with students.</li> <li>• Plan for Pre-K Essential Practice sessions into the setting.</li> <li>• Look into resources for parents.</li> </ul>

<b>Strategy 2:</b> Use an “Early Childhood/Birth-3 <sup>rd</sup> grade in All Policies” framework for evidence based instructional literacy practices.	<b>Performance Measures:</b> Policies of local school district and community initiatives are reviewed for references to and inclusion of early childhood		
<b>Year 2 Activities</b>	<b>Persons/Groups Responsible</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of Activities):</b>
Identify what ISD departments and local districts have early childhood (Birth-age 5) representation on committees to align resources for early childhood in local districts (time, money, policies, knowledge, PD)	GSC Co- Coordinators, Operations Committee	Access to Ingham ISD Department Directors and local district administrators	List of committees and early childhood representatives generated <b>09/12/18 Progress and next steps</b>
GSC staff will go out to local school districts and meet with individual superintendents (6 new superintendents coming on board) and their early childhood representative	GSC Co- Coordinators	Ingham ISD Superintendent support and introduction to new superintendents	Meetings held with new superintendents <b>09/12/18 Progress and next steps:</b>
Identify which Economic Development, Workforce Development groups: Teach, Talent, Thrive (T3), Capital Area Michigan Works, Chamber of Commerce, DHHS, other Collaboratives and Coalitions in the Community support P-20 initiatives and have early childhood representation (Birth-age 5) on their groups.	GSC Co- Coordinators and Members	Access to chair for each group, Access to Goals/targets for each group	Committee chair and Goals/targets for identified groups <b>10/17/18 Progress and next steps:</b> <ul style="list-style-type: none"> <li>Who needs to be invited to join GSC from: State, health care, business, faith based, LARA, GSTQ, ECIC.</li> </ul>
GSC staff/members meet with community groups (named above) who do not have early childhood representation on how to include.	GSC Co- Coordinators and Members	Access to chair for each group, Access to Goals/targets for each group	Committee chair and Goals/targets for identified groups <b>09/12/18 Progress and next steps:</b>