

## **ISD Early Literacy Coaching Grant**

1 yr-Memorandum of Understanding

between

**West Branch- Rose City Schools**

and

**COOR ISD**

**Award Amount:** \$28,000 in 2024-25

**K-3 Literacy Coach:** A total of 25% of the LEA Teacher contracted days will be dedicated to K-3 Early Literacy Coaching during the 2024-25.

**MOU Agreement Date:** July 1, 2024 to June 30, 2025

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:**

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Surline Elementary and/or Rose City School for a period of one year (2024-2025).

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:**

- ☐ Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
  - ☐ Attend the K-3 Professional Learning Practice Institute (if offered)
  - ☐ Literacy Coaching Network Professional Learning opportunities,
  - ☐ Coaching Intensive Institutes (when available),
  - ☐ Quarterly meetings (when available)
  - ☐ Participate in the Advanced ISD Early Literacy Coaching Institute in August 2024, and 2024 (Dates TBD). Any new coaches for the 2024-25 school year may also attend the August 2023 institute virtually (August 5-8)
  - ☐ Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
  - ☐ Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
  - ☐ Ensure that direct services to students do not count as part of the K-3 coaching FTE.
  - ☐ Provide necessary reporting information which shall include:
    - ☐ The COOR ISD approved coaching log submitted with the request for reimbursement
    - ☐ Coaching effectiveness data (state surveys for teachers to complete if available)
    - ☐ Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.  
*example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.*
  - ☐ Detailed budget information in a timely manner
- ☐ Create a separate accounting cost center for grant funds.
- ☐ Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)

- ☐ Work collaboratively with COOR ISD Early Literacy Coach, Director of Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the COOR ISD Coaches' Cohort monthly meetings.
- ☐ Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:**

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.**

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
  - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
  - Has knowledge of current state literacy standards for pupils in grades K-3
  - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
  - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
  - Has a strong knowledge base in working with adults.
  - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
  - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or

has completed professional development in evidence based literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

**2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:**

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

**Funding Disclaimer:** Both the West Branch-Rose City Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the West Branch- Rose City Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

West Branch- Rose City Schools Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_