May 5, 2020

Dear Superintendent,

Thank you for submitting the Central Academy of Ohio Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:
- The plan is aligned with the school's overall improvement efforts.
- The plan includes BLT and TBT weekly meetings to discuss strategies and differentiation of instruction along with analysis of data.
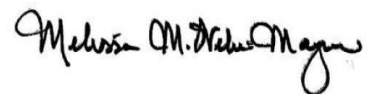
This plan will benefit from:
- A deeper analysis of the factors contributing to low reading achievement.
- Implementation of evidence-based strategies with explicit instruction for students based on the science of reading.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN

DISTRICT NAME:

CENTRAL ACADEMY OF OHIO

DISTRICT IRN:

009164

DISTRICT ADDRESS:

2727 KENWOOD BLVD, TOLEDO OHIO 43606

PLAN COMPLETION DATE:

DECEMBER 14, 2018

LEAD WRITERS:

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
JAMIE JOHNSON	PRINCIPAL	CENTRAL ACADEMY OF OHIO	JOHNSONJA@GEE-EDU.COM
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MICHAEL CONRAN	SUPERINTENDENT	GLOBAL EDUCATIONAL EXCELLENCE	CONRANM@GEE-EDU.COM

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The Central Academy of Ohio district leadership team developed the plan while reviewing current individual testing data results, and classroom assessments to identify skill deficiencies. The team meets during building leadership time and monitors the plan by noting how many times per week a student is receiving additional reading reinforcement of below and on-level skill levels, how many people are assisting in the hands-on delivery and recalling, while looking for areas of improvement for each student. The team meetings will focus on moving students forward, and changing individual plans as needed. The Building Leadership team oversees the Teacher Based Teams in an effort to support data analysis.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

*This Reading Achievement Plan is the word of the district and school leadership team in an effort to improve language and literacy outcomes for all students. Its basis is the historical data of student performance on multiple assessments administered by the district as well as classroom teachers.

The Literacy Plan will be delivered to the district for approval on January 17, 2020. The plan will then be distributed to the building leadership team (BLT) to review and release to the building staff by January 24, 2020 for implementation with fidelity.

The Literacy plan and data will be reviewed quarterly and adjustments made according to the results. The plan will be revised yearly in the spring for the following year based on the Ohio State Testing Data.

This Reading Achievement Plan of the district is aligned to all efforts to improve reading and writing outcomes for all students.

The Central Academy of Ohio RAP aligns with other improvement areas because it ties in the SCHOOL IMPROVEMENT PLAN with the BOARD GOALS, DATA TEAMS, and BUILDING LEADERSHIP GOALS. School improvement efforts include a revamping of instructional programs that promote comprehensive evidenced-based curricula that are aligned to state standards including interventions and assessments needed to maintain student progress in the core content areas.

The Reading Achievement Plan encompasses all the specific skills and instructional support resources put forth by the interventions and progress monitoring tools through a comprehensive curriculum as well a daily schedule that included deliberate intensified remediation for all students.

The district has been focused on refining teacher skills in the use of teacher leadership teams to address students' needs relative to reading progress and targeting essential skills needed to achieve grade level reading proficiency and beyond. This process ensures the implementation of the District's Reading Achievement Plan with Fidelity, i.e. intentional, consistent implementation of the Reading Achievement Plan with all its components and progress monitoring protocols.

This year we spent extensive hours reviewing constantly how our goals can create active programming and strategies to improve student achievement. Our RAP plan outlines the scheduling of professional developments that model best practices, creation of living intervention strategies and monitors quarterly and daily assessments on student growth measures with targets to address low- performing skills practice.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.

* Nearly 4 of our 81 students who were "Not on Track" in one grade improved to "On Track" by the next grade (2018 District Report Card, K-3 Literacy section).
* 12% of our third graders scored proficient on the sate Reading test as indicated on the state Reading test's 2019 Fall assessment. On the district report card 26.7% of third graders were proficient and 69.2% met the Third Grade Guarantee requirements for promotion to the fourth grade.
* At Central Academy of Ohio, 9 out of the 29 assessed (31%) kindergarteners started the year at risk at Initial Sound Fluency. At this point in kindergarten, students should be able to produce and hear 10 sounds and by the middle of the year, it should be 30 initial sounds. This data analysis is based upon KRA results.
* 9 students out of 29 assessed (31%) were identified as at-risk in LETTER SOUND FLUENCY. By the middle of the year in kindergarten students are expected to identify at least 19 correct letter sounds and words.
* After reviewing AIR, NWEA MAP , AIMSWEB and KRA data, the following areas of weakness for Central Academy of Ohio in the area of Reading is...

Kindergarten - LETTER NAMES AND SOUNDS, BLENDING

1ST - BLENDING CVC AND BLENDS (CCVC, CVCC), SIGHT WORDS, EASY READERS

2ND -CVC E-WORDS, REVIEW R-CONTROLLED VOWELS, SIGHT WORDS, EASY READERS, BLENDS, COMMON PHRASES, CONSONANT DIGRAPHS, CHUNKING

3RD - COMPLEX PHONETIC PATTERNS, COMMON PHRASES/CHUNKING

4TH -61 % of the class scored below the 40th percentile in INFORMATIONAL TEXT; LANGUAGE, CRAFT AND STRUCTURE

5TH - 88% of the class scored below the 40th percentile on the NWEA Reading MAP test. The main area of concern is

INFORMATIONAL TEXT: KEY IDEA DETAILS.

6TH - 80% of students fell below the 40% percent6ile in INFORMATIONAL TEXT:LANGUAGE, CRAFT AND STRUCTURE

7TH - 81% of the students fell below the 40% percentile. The main area of concern is LITERARY TEXT, DRAWING CONCLUSION, INFERING, PREDICTING, and SUMMARIZING

8TH- 100% of the students fell below the 40% percentile. The main area of concern is LITERACY and INFORMATIONAL TEXT: LANGUAGE, CRAFT and STRUCTURE

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

- 100% free and reduced lunch, high poverty
- Lack of family reinforcement at home of skills learned at school
- Teacher turnover
- 12.8% student population in special education
- Students move in and out of different schools yearly
- Behavior that causes removal from class and instruction

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of Ohio's Plan to Raise Literacy Achievement.

It is our mission to ensure that every student is literate by providing high quality challenging and accessible literacy education to our student.

Literacy Vision and Beliefs:

A. We believe it is our duty to ensure that students can read, write, speak, and listen.
B. Every teacher will implement literacy strategies in the content areas.
C. Within three to five years each student will read at grade level or above. We will achieve this by providing teachers with on the job professional development.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

1. OVERALL STUDENT PERFORMANCE GOAL: Increase the percentage of students meeting or exceeding Third grade proficiency standards from 0% to 25% by spring 2020, as measured by the Ohio State Assessment.

Kindergarten

2. Increase the percentage of kindergarten students meeting or exceeding targets for phonics and words recognition skills to 75 % by spring 2020 as measured by NWEA MAP Assessment.

1st grade:

3. Increase the percentage of 1st grade students meeting or exceeding targets for phonics and words recognition skills to 75% by spring 2020 as measured by NWEA MAP Assessment.

4. Increase the percentage of 1st grade students meeting or exceeding oral reading fluency targets to 75% by spring 2020 as measured by EASYCBM Fluency.

2nd Grade:

5. Increase the percentage of 2nd grade students meeting or exceeding oral reading fluency targets to 75% by spring 2020 as measured by EASYCBM fluency.

3rd grade:

6. Increase the percentage of 3rd grade students meeting or exceeding oral reading fluency targets 90% by spring 2020 as measured by EASYCBM fluency.

SECTION 6: ACTIONPLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Action Map-Goal # 1

Goal Statement:

Evidence-Based Strategy or Strategies: Increase the percentage of students meeting or exceeding Third grade proficiency standards from 0%-25%

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Central Academy will have a school wide reading plan that outlines activities for implementing the Tier 1 components of reading instruction.	Communication plan will be developed between the BLT and the other teams that support school priorities.	Central Academy will develop team structures to oversee interventions supports and to engage in individualized intensive problem solving for students with reading difficulties.
Timeline	2019-2020 School Year	2019-2020 School Year	2019- 2020 School year
Lead Person(s)	Building Leadership Team	Building Leadership Team	Building Leadership Team
Resources Needed	Building Leadership Team packet with reading Achievement Plan	1. Guidance document to assist the team in creating 90-minute reading block (Benchmark Advanced)	Teachers, and Grade level teams and BLT to access to PD Grade level Instruction Plan via the reading curriculum
Specifics of Implementation	1. Central Academy of Ohio will ensure that the Building Leadership team members are able to install the School-wide reading Model. Building Leadership team will have access to high-quality Professional Training in the Teir 1 components of the school wide model.	. 1.Meeting with school principal and Building Leadership team to ensure that staff can meet the responsibilities needed. 2.School-wide Reading Plan	. TBT meeting will occur in all grades starting after the winter screening window. Central Academy will ensure students have access to reading intervention supports and that those supports are effective.
Measure of Success	Training evaluation data, fidelity data, assessment data	Fidelity data, assessment data	assessment data
Check-in/Review Date	Twice monthly	Twice monthly	Twice monthly

Action Map-Goal #2

Goal Statement

Evidence-Based Strategy or Strategies: Increase the percentage of kindergarten students meeting or exceeding targets for phonics and word recognition

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-quality use of phonics and word recognition curriculum resource materials (Benchmark curriculum)	Grade Level Data Analysis	Reading Specialist will pull out students scoring below 20% to give small-group intensive intervention
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	Kindergarten teacher & Reading Specialist	Teacher Based Teams	Reading Specialist
Resources Needed	Teacher copies of the Benchmark phonics program. Funds to pay for the trainer to teach the phonics and word recognition portion of the Benchmark curriculum Substitute costs Attendance at Friday afternoon early literacy.PD	Leveled Literacy Intervention Fountas and Pinnell	Teacher copies of the Benchmark phonics and use of online Benchmark resources for students
Specifics of Implementation	Teachers will access high-quality professional learning to use phonics and word recognition (Benchmark)	Monthly grade level data analysis meetings will occur. The first meeting will result in the development of K-3 Grade Level Instructional Plans (RIMPS)	Reading specialist will pull out Tier 3 students for scoring below 20% for small-group, intensive interventions 3 times/week. Focus on the bottom 20% and 21-49%
Measure of Success	Training, evaluation, data, fidelity data, assessment data	Instruction Plans	Aimsweb progress monitoring results and Benchmark Assessment System
Check-in/Review Date	January 2020 & bi-weekly for fidelity checks, coaching access	Monthly meetings	Weekly check-ins &quarterly progress monitoring results summaries. Benchmark Advance Assessments

Action Map-Goal #3

Goal: Increase the percentage of 1st grade students meeting or exceeding targets for phonics and word recognition skills.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-quality use of phonics and word recognition curriculum resource materials (Benchmark curriculum)	Grade Level Data Analysis	Reading Specialist will pull out students scoring below 20% to give small-group intensive intervention. Students below 20% will receive push in and pull out services.
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	1st grade teacher & Reading Specialist	Teacher Based Teams	Reading Specialist
Resources Needed	Teacher copies of the Benchmark phonics program Funds to pay for the trainer to teach the phonics and word recognition portion of the Benchmark curriculum Substitute costs	Benchmark advance and LEXIA	Teacher copies of the Benchmark phonics intervention program
Specifics of Implementation	Teachers will access high-quality professional learning to use phonics and word recognition (Benchmark)	Monthly grade level data analysis meetings will occur The first meeting will result in the development of Grade K-3 RIMPS.	Reading specialist will pull out Tier 3 students scoring below in20% for small-group intensive interventions 3 times/week.
Measure of Success	training evaluation data, fidelity data, assessment data	Instruction plans	Aimsweb progress monitoring results BAS BASA
Check-in/Review Date	January 2020 & bi-weekly for fidelity checks, coaching access	Monthly meetings	weekly check-ins & quarterly progress monitoring results summaries

Action Map-Goal #4

Goal Statement: Increase the percentage of 2nd grade students meeting or exceeding oral reading fluency targets to 80%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-quality use of oral reading fluency curriculum resource materials (Benchmark curriculum)	Grade level Data Analysis	Reading Specialist will pull out students scoring below 20% to give small-group intensive intervention. Intervention Specialist will pull out the students that are on an Individualized Education Program.
Timeline	2019-2020 School year	2019-2020 School year	2019-2020 School year
Lead Person(s)	2nd grade teacher, reading specialist and Intervention Specialist	Teacher Based Teams	Reading Specialist and Intervention Specialist
Resources Needed	Teacher copies of the Benchmark oral fluency program Funds to pay for the trainer to teach the phonics and word recognition portion of the Benchmark curriculum	Teacher copies of the Benchmark Advanced Oral Fluency program	Teacher copies of the Benchmark oral fluency program, AIMSWEB Oral Reading Fluency
Specifics of Implementation	Teachers will access high-quality professional learning about oral reading fluency (Benchmark)	The first meeting will result in the development of Grade Level Instructional Plans Weekly grade level data analysis meetings will occur	Reading specialist will pull out Tier 3 students scoring below 20% for small-group, intensive interventions 3 times/week. The Intervention Specialist will pull out and push in the bottom 20% and the 21-49% will also receive RIMPS. The students on an IEP will receive interventions every day for 30 minutes.
Measure of Success	training evaluation data, fidelity data, assessment data	instructional data and plans	AIMSWEB progress monitoring data. Benchmark Assessment System.
Check-in/Review Date	January 2020 & bi-weekly for fidelity checks	Weekly meetings	weekly check-ins & quarterly progress monitoring results summaries

Action Map- Goal #5

Goal Statement:

Evidence-Based Strategy or Strategies: Increase the percentage of 3rd grade students meeting or exceeding oral reading fluency targets to 95%

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-quality use of oral reading fluency curriculum resource materials (Benchmark curriculum)	Grade level Data Analysis	Reading Specialist will pull out students scoring below 20% to give small-group intensive intervention. Intervention Specialist will pull out the students that are on an Individualized Education Program.
Timeline	2019-2020 School year	2019-2020 School year	2019-2020 School year
Lead Person(s)	3rd grade teacher, reading specialist and Intervention Specialist	Teacher Based Team	Reading Specialist and Intervention Specialist
Resources Needed	Teacher copies of the Benchmark oral fluency program Funds to pay for the trainer to teach the phonics and word recognition portion of the Benchmark curriculum	Teacher copies of the Benchmark Advanced Oral Fluency program	Teacher copies of the Benchmark oral fluency program, AIMSWEB Oral Reading Fluency
Specifics of Implementation	Teachers will access high-quality professional learning about oral reading fluency (Benchmark)	The first meeting will result in the development of Grade Level Instructional Plans Weekly grade level data analysis meetings will occur	Reading specialist will pull out Tier 3 students scoring below 20% for small-group, intensive interventions 3 times/week. The Intervention Specialist will pull out the students on and IEP every day for 30 minutes.
Measure of Success	training evaluation data, fidelity data, assessment data	Instructional Data and plans	AIMSWEB Progress monitoring data
Check-in/Review Date	January 2020 & bi-weekly for fidelity checks	weekly meetings	weekly check-ins & quarterly progress monitoring results summaries

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.
1. Formative Reading Assessments from reading curriculum.
2. Achievement, diagnostic test scores (Fall, Winter, Spring)
3. Observation during walk-throughs.
4. 4 Intervention logs (aimsweb progress)
5. Reading Improvement Plans.
6. Fountas and Pinnell Assessments quarterly
7. LEXIA interventions

Progress monitoring provides the data that determines the effectiveness of instruction and intervention. It is a formative assessment which occurs between benchmark data to predict the students performance on the next benchmark assessment. The frequency of progress monitoring depends on the student's classification of either core, strategic or intensive.

While collected the progress monitoring data at provides us the data, it is critical that it is analyzed and then acted upon. The teachers will meet weekly to review data to determine if the strategies that they are teaching are working and if they are ready to move to the next level. If the strategies are not working they will re-eveluate and try a new strategy. Data used includes progress monitoring, pre and post assessments and EASYCBM assessments.

The collection of valid data is critical in making the decisions that drive the instruction of skills. It is critical that teachers participate in fidelity checks prior to each benchmark window. New students placement is determined by previous data from prior school. If necessary an assessment will need to be conducted to determine the skill levels of the student to properly place then in the correct group (tier). Administrators will ensure that Tier 2 and Tier 3 instruction is skill focused, systematic and explicit. The instruction will need to be completed on a regular basis. Conducting walk-troughs during intervention to collect data of quality instruction that occurs during interventions. Conducting walkthroughs during small group to determine if teachers are meeting differentiating instruction. Review intervention logs on a weekly basis with TBT.

Diagnostic testing provides school personnel with in-depth information about a student's strengths and weaknesses in the key skill areas. These assessments serve as a follow-up for gathering data for planning instruction for students who struggle within a skill. The district will administer NWEA MAP to students K-6 three times a year, EASYCBM will be also be administered every 2 weeks. Teacher Based Teams will analyze the data to drive instruction in the classroom. Teachers will administer pre and post tests for focus skill. Teachers will use this data to inform instruction and during the TBT meetings.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Students participate in several intervention strategies throughout the school day. RTI Remediation time is administered at least 45 minutes per day which includes additional small group and one-on-one practice of low-level skills with classroom teachers, community volunteers, the Reading Specialists, the Special Education instructor and ESL teacher. Additional RTI remediation time happens during the monthly student centered Principal Parties. Information used to gather living data is calculated from Benchmark curriculum assessments, EASYCBM and Fall, Winter NWEA testing. Teachers additionally utilize knowledge gained from various online basic skills practice such as Khanacademy.org, Frontrow.com, Lexia, Prodigy, and dream box. During the remediation students are grouped by skill level and receive additional instruction on those skills. Some groups need to "meet" every day other groups "meet" 2 to 3 times a week. This all depends on how much additional instruction the students need to understand the skill.

Tier one instruction: Multi-sensory approach to phonics-e.g. Heidi songs (incorporate movement, letter shape and sound), Big Book visual Tier 2 small group teacher led instruction (at least 3x per week focused on fluency, phonological awareness. Phonics and comprehension using evidence –based curricular intervention resources and instructional

routines. Tier 3; all of the above from teacher during core instruction time on a daily basis, and additional 3x/week for 20 minutes with a reading interventionist and or general education teacher during remediation time.

The following strategies will be systematically infused into the Reading Achievement Plan: Code-Focused Interventions (including phonological awareness instruction) Alphabet knowledge is an area that most students have not mastered upon enrollment and yet learning letter names and sounds is an important part of literacy development (Neuman & Dickson, 2011). Instruction in early decoding using a phonological approach combined with systematic phonics instruction facilitates improvement in early reading achievement (Neuman & Dickson, 2011).

Oral Fluency Interventions (sight words, phrases, chunking, repeated readings, student-adult reading, choral readings, paired reading) Reading fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to focus on decoding the words, they can focus on what the text means.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Literacy

The evidence-based instructional routines and intervention resources within Benchmark Advance curriculum, such as the structured routines for phonics instruction, Multisensory approach to phonics instruction, Daily small group stations targeting lowest foundational skills as well as the daily use of Lexia Core reading program to provide students with multiple targeted learning opportunities focusing on the foundational skills and beyond to help them improve their reading ability.

These newly added strategies will improve the prior two years strategies by utilizing data collected from the new onsite Data Manager to analyze, assess, interpret and create intervention strategies based on critical needs in basic skills and on-level targets. These strategies are created with the Reading Specialist, Intervention Specialist, Data Manager and any member of the school Data Team that has positive input to move students towards academic success. We have a Reading Specialist who is giving below 20% readers an extra dose of reading with small-group, focused interventions 3 times/week. We have revamped our school's library and all students now have access to check out reading materials on a weekly basis. Building Leadership Teams and Teacher Based Teams meet on a weekly basis for a minimum of 45 minutes to discuss strategies such as grouping, differentiating instruction and formative assessment data results.

The teachers, data manager, Building Leadership Teams, Teacher Based Teams, and other staff will look at reports of student progress, look at data from remediation and discuss where the students are currently. They can take this information and monitor the students progress toward the goals that will make the students successful. The TBT will look at the data during every other week. This gives data on the strategies used in remediation to see if they can continue or do the strategies need to change.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

Continuous and ongoing professional development teacher support in the use of the new literacy curriculum and all of its intervention components such as targeted intensifies phonics instruction, Lexia Core 5 reading program, and a balanced literacy approach to enhance student scaffolded instruction to improve reading ability for all tiers. Continuous PD for BLT and TBT Data and RTI teams to improve instructional strategies and progress monitoring efforts for student progress. Planning with coaches teacher collaboration time to enhance remediation block times and Tier one instruction for all students.

(See additional professional development topics in the attached Professional Development calendar)

Our weekly professional developments are aligned with our state and national standards utilizing our student centered curriculum of Benchmarks ELA, Bridges Mathematics, and TCI Science. Teachers receive mandatory weekly trainings a minimum of 3 hours per week every Friday of the school-year from 1:00pm – 4:00pm. These trainings give teachers

hands-on insight, idea think-tanks and useful practice before classroom implementation. The trainings are interactive and staff can ask questions, work in partnering teacher groups and cross-curricular staff to insure fidelity. High quality leaders in the curriculum industry give hands on training for all building staff that interact with students, not just classroom teachers.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

LNF= LETTER NAMING FLUENCY

LSF = LETTER SOUND FLUENCY

PSF = PHONEME SEGMENTATION FLUENCY

NWF = NONSENSE WORD FLUENCY

RCBM= READIN GCURRICULUM BASED MEASURE

MAZE= COMPREHENSION

PM= PROGRESS MONITORING

POP= PERCENT OF TOTAL STUDENT POPULATION