May 5, 2020

Dear Superintendent,

Thank you for submitting the Dayton Public Schools 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 includes district decision rules that match students to diagnostic assessments and interventions.
- Shared leadership is evident throughout the plan.
- The professional development will be followed up with classroom visits and feedback related to implementation.

This plan will benefit from:
- A deeper analysis of learner performance data and a root cause analysis related to the identified factors contributing to low reading achievement.
- Opportunities to connect with families and the community.

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: Dayton Public Schools

DISTRICT IRN: 043844

DISTRICT ADDRESS: 115 South Ludlow Street, Dayton, OH 45402

PLAN COMPLETION DATE: 12/18/19

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Brandon Booher, Teacher Leader

Jennifer Knupp, Teacher Leader

Alicia Thomas, Teacher Leader

Contents

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

A team of Teacher Leaders and curriculum staff worked to create the plan in alignment with the District Leadership Team's goals. The Senior Academic Coordinator for K-6 ELA in Dayton Public Schools facilitated the meetings.

The team reviewed the district goals created by DLT, district data, and district programming. The team reviewed the data relating to the Reading Achievement Plan from 2018-2019 to see which goals had been met/what progress toward the goal had been met.

The plan was written and will be shared with the school board, the full District Leadership Team, principals, and Teacher Leaders. The DLT meets monthly to review BLT data and building walkthrough data. In those meetings, reading goals are discussed and the data reviewed.

The monitoring of the plan will take place on both a BLT and DLT level with adjustments made as necessary. DLT and BLT members are monitoring using a walkthrough tool. They look for targeted high-yield strategies that have been introduced in the district through modeling. They also look at the instructional framework used in each lesson. That data is analyzed and reviewed at DLT meetings.

The plan will also be shared with stakeholders who support the district such as our consultants from the 95% Group and members of State Support Team 10. (See Appendix for more information on the 95% Group.).

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

This plan was created around district initiatives and goals and is in alignment with the strategic plan for the district. Our focus for improvement has been the development of a district vision for literacy and a strong foundation for early readers. That is woven through this plan, as well as in all improvement efforts in the district.

At the beginning of the 2018-2019 school year, stakeholders (board members, teachers, administrators, community members, and others) met with Superintendent Dr. Elizabeth Lolli to outline "The Dayton Way." It was designed to capture the systems and beliefs of Dayton Public Schools. The graphic below captures the work that was completed with that team. The team determined that our students must be the center of everything that we do. Everything else that is done is in service of the goal to educate the whole child.

THE DAYTON WAY
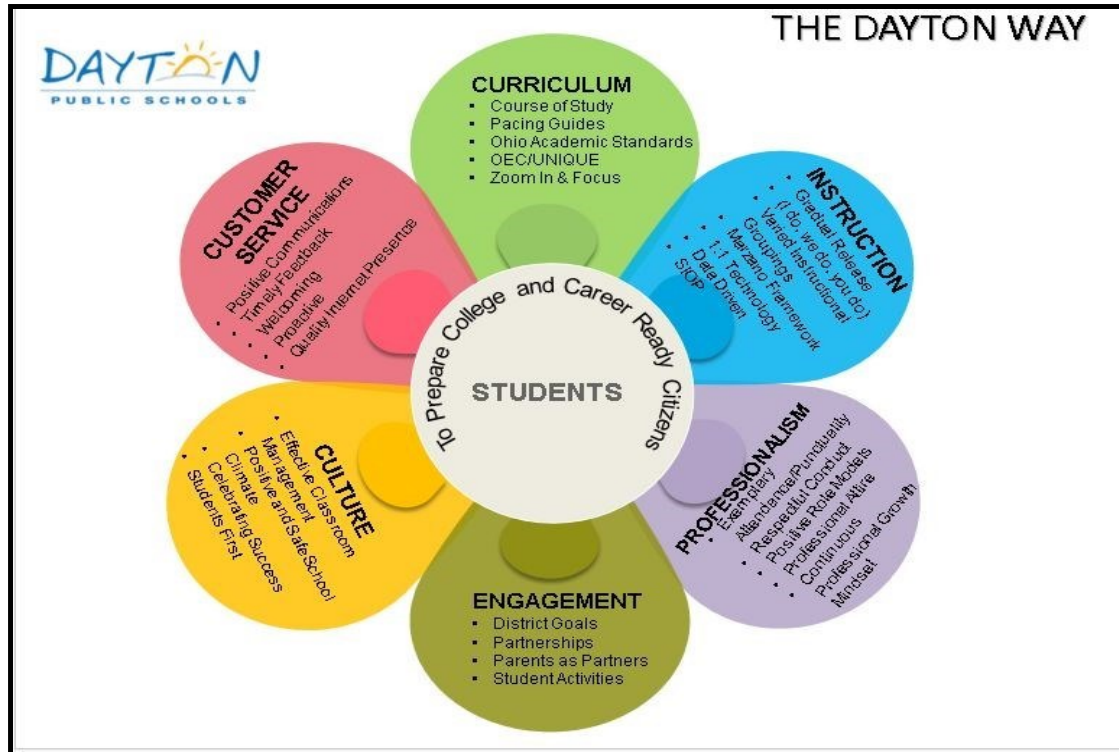
District Leadership Team Goals

The plan is aligned with the following goals that the District Leadership Team has set based on the Decision Framework and our district's state report card.

Goal 1: By 2021, 80% of all Dayton Public School students will meet or exceed the proficient rating in reading and math as measured by state or national assessments.

Goal 2: All students in grades 1-8 will demonstrate at least 1.5 years of academic growth as measured by state or national assessments.

District Initiative of Gradual Release

The district has had a focus on the use of the Gradual Release model, and in this plan, it is supported by professional development and a walkthrough tool used by administrators. The plan's focus on curriculum development requires the use of Gradual Release for effective teaching.

Early Literacy Pilot

Two elementary buildings (Cleveland Elementary and Kiser Elementary) have Ohio's Early Literacy Grant in place. The work that the buildings do with State Support Team members and their building literacy coach with LETRS is supported by the strategies chosen in this plan.

Model Teacher Academy

Each school (elementary, middle, and high) were offered the opportunity to have a skilled teacher added to the DPS Model Teacher Academy. The intent of the program is to support and grow a cohort of teachers by providing ongoing, deep training on district initiatives such as Gradual Release, Data Analysis, and Robert Marzano's work.

They attend professional development sessions and are asked to put something from the PD into practice. They then meet again to reflect on how it worked for them. They have also recorded and reflected upon videos of themselves teaching. The Model Teacher Academy teachers will become a group who can be used as resources for other teachers to visit to see high-quality instruction that is in line with district goals.

Reinforcement of High Yield Strategies

Setting Objectives and Providing Feedback

Examining Similarities and Differences

Summarizing and Note-Taking

Non-Linguistic Representation

Homework and Practice

Reinforcing Effort

Cooperative Learning

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

Ohio's State Test (OST) in English Language Arts

Dayton did not meet any indicators in grades 3-8 English Language Arts in the 17-18 or 18-19 school years.

Grade 3

17-18: 31.6% of students were proficient on the ELA OST.

18-19: 33.46% of students were proficient on the ELA OST

Grade 4

17-18: 41.9% of students were proficient on the ELA OST.

18-19: 29.7% of students were proficient on the ELA OST

Grade 5

17-18: 38.7% of students were proficient on the ELA OST.

18-19: 37.22% of students were proficient on the ELA OST.

Grade 6

17-18: 28.6% of students were proficient on the ELA OST.

18-19: 23.29% of students were proficient on the ELA OST.

Kindergarten Readiness Assessment (KRA), Fall 2019

Score Category	Score Range Description (from ODE)	Percentages for DPS Kindergarten Students entering school in the fall of 2019
Demonstrating Readiness	*Entering kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction*	**21%**
Approaching Readiness	*Will need support to be able to engage with kindergarten-level instruction*	**36%**
Emerging in Readiness	*Will need significant support to engage in kindergarten-level instruction*	**42%**

Acadience Reading (Formerly known as DIBELS Next)

Fall of 2018 & Fall of 2019

Kindergarten First Sound Fluency		
Fall 2018	41%	15%
Fall 2019	43%	15%

Grade 1 Phoneme Segmentation Fluency (PSF)		
Fall 2018	30%	31%
Fall 2019	25%	33%

Grade 1 Nonsense Word Fluency (NWF)		
Fall 2018	35%	25%
Fall 2019	31%	21%

Grade 2 Nonsense Word Fluency, Whole Words Read		
Fall 2018	39%	21%
Fall 2019	34%	20%

Grade 2 Nonsense Word Fluency, Correct Letter Sounds		
Fall 2018	44%	22%
Fall 2019	38%	23%

Grade 2 Oral Reading Fluency, Accuracy		
Fall 2018	38%	14%
Fall 2019	40%	12%

Grade 3 Oral Reading Fluency, Fluency		
Fall 2018	45%	16%
Fall 2019	40%	15%

Grade 3 Oral Reading Fluency, Accuracy		
Fall 2018	36%	18%
Fall 2019	32%	18%

Grade 3 DAZE		
Fall 2018	55%	17%
Fall 2019	68%	18%

NWEA Measures of Academic Progress (MAP)

The following table shows the percentage of students who scored as "Not on Track" according to the cut scores on alternative assessments for the Third Grade Reading Guarantee established by ODE and NWEA.

Grade Level	Fall 2018 Students "Not on Track"	Fall 2019 Students "Not on Track"
Kindergarten	28.5%	27%
Grade 1	45.2%	36.4%
Grade 2	73%	69.9%
Grade 3	63.4%	55.5%

MAP Areas of concern:

- Kindergarten: Foundational Skills
- Grade 1: Language & Writing
- Grade 2: Informational and Literary Text-Main Idea and Details; Key Ideas and Details ● Grade 3: Informational Text

Dayton Public School district is located in Dayton, OH. It is considered an urban district. 100% of students receive free lunch and breakfast daily.

Some factors that contribute to low reading achievement in DPS are:

- 42% of incoming kindergarten students scored in the "Emerging Readiness" category on the Kindergarten Readiness Assessment (KRA). According to KRA supporting documents distributed by ODE, students who are "Emerging in Readiness" need "significant support to engage in kindergarten-level instruction."
- Student Attendance: The goal for student attendance is 95%. At this time, average attendance in the elementary buildings in DPS ranges from 90.1% to 95.2%
- Chronic Absentee Percentages by Grade Level:
  - Kindergarten: 25.9%
  - First Grade: 21.2%
  - Second Grade: 20.7%
  - Third Grade: 16.4%

- Staff Turnover;
  - There were 110 new teachers hired this year. As of the writing of this plan, there are 15 unfilled teaching positions in the district.
  - There were 28 new administrators hired for the 2019-2020 school year.

- Curriculum: MAP and Acadience Reading (DIBELS) data show that students in grades 2-5 need systematic, explicit phonics and phonemic awareness instruction. Many teachers in grades 4-5 have reached out for support in teaching phonics to their struggling readers.
- There is a high number of transient students in the district.
- Our English Learner population continues to grow.

School Year	Number of English Learners
2017-2018	931
2018-2019	1039
2019-2020	1288

  - There are 30 languages spoken in the district

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

The Dayton Public School District will provide each and every student with the opportunities and supports needed to become literate, well-educated citizens. Through the use of high quality, research-based instructional practices and materials, students will be exposed to the necessary skills in reading, writing, speaking and listening.

Our Mission: To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.

Beliefs:

Students in Dayton Public Schools will have access to high-quality core instruction. The curriculum supports Ohio's Learning Standards and will show evidence of differentiation and a mix of groupings (whole group, small group, and one on one instruction).

This curriculum and instructional framework will include:

- Lessons presented using the Gradual Release Model (I do, we do, you do)
- The use of a workshop model for reading each day for a minimum of 45 minutes
- The use of a workshop model for writing each day for a minimum of 45 minutes
- Instruction that provides a strong base of foundational skills
  - Systematic, explicit phonics instruction (45-60 minutes per day)
  - Phonological awareness practice daily in K-1
- Robust vocabulary instruction
- Phonics and Language Study
- Shared Reading and Community Writing based on shared experiences
- Time spent reading connected text to build decoding and comprehension skills
- Time for independent reading
- Opportunities for students to speak about and listen to high-quality, rich literature that supports vocabulary growth
- Opportunities for students to write about literature and shared experiences
- Intentional, high-quality interventions for Tier 2 and Tier 3 needs
- Ongoing professional development for all K-3 staff that includes district-led sessions, support from outside consultants, as well as in-building coaching and feedback for teachers.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Our plan is a 3 year roadmap that supports DPS DLT goals. Below are the goals from our 2018-2019 plan along with our progress toward those goals. On page 17, please find our updated goals.

Kindergarten

Goal Statement #1: By the Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 38% to 80% as measured by the Acadience Reading composite score.

Spring 2019 Results:

- 58% of students scored **at or above** benchmark (20% growth)
- 18% scored **below** benchmark (yellow)
- 24% scored **well below** benchmark (red/intensive)

Goal Statement #2: Increase the percentage of students meeting or exceeding targets for Phonemic Awareness from 39% to 85% by Winter 2018 as measured by Acadience Reading First Sound Fluency (FSF) subtest.

December 2018 Results:

- 63% of students scored **at or above** benchmark (green/blue)
- 15% scored **below** benchmark (yellow)
- 22% scored **well below** benchmark (red/intensive)

Goal Statement #3: *By the end of the 2018-2019 school year, 85% of students will meet benchmark goals fo*r Phonemic Awareness as measured by Acadience Reading Phoneme Segmentation Fluency (PSF) subtest.

Spring 2019 Results:

- 70% of students scored ***at or above*** benchmark (green/blue)

- 17% scored *below* benchmark (yellow)
- 13% scored *well below* benchmark (intensive/red)

Goal Statement #4: By the end of the 2018-2019 school year, 85% of students will meet benchmark goals for Phonics as measured by Acadience Reading Nonsense Word Fluency Correct Letter Sounds (NWF) subtest.

Spring 2019 Results:

- 61% of students scored *at or above* benchmark (green/blue)
- 23% scored *below* benchmark (yellow)
- 16% scored *well below* benchmark (intensive/red)

Grade 1

Goal Statement: By the Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 36% to 80% as measured by the Acadience Reading composite score.

Spring 2019 Results:

- 39% of students scored **at or above** benchmark (green/blue)
- 13% scored **below** benchmark (yellow)
- 48% scored **well below** benchmark (intensive/red)

Goal Statement: By the end of the 2018-2019 school year, 85% of students will meet benchmark goals for Phonics as measured by Acadience Reading Nonsense Word Fluency Whole Words Read (NWF) measure.

Spring 2019 Results:

- 56% of students scored **at or above** benchmark (green/blue)
- 18% scored **below** benchmark (yellow)
- 26% scored **well below** benchmark (intensive/red)

Grade 2

Goal Statement: By the Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 44% to 80% as measured by the Acadience Reading composite score.

Spring 2019 Results:

- 49% of students scored **at or above** benchmark (green/blue)
- 13% scored **below** benchmark (yellow)
- 38% scored **well below** benchmark (intensive/red)

Goal Statement: Students meeting or exceeding targets for DORF Accuracy will increase from 47% in the Fall of 2018 to 80% by the Spring of 2019 and 90% by the Spring of 2020.

Spring 2019 Results:

- 53% of students scored **at or above** benchmark (green/blue)
- 12% scored **below** benchmark (yellow)
- 35% scored **well below** benchmark (intensive/red)

Grade 3

Goal Statement: By the spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 41% to 80% as measured by the Acadience Reading composite score.

Spring 2019 Results:

- 35% of students scored **at or above** benchmark (green/blue)
- 16% scored as **below** benchmark (yellow), up from 13% the beginning of the year
- 49% scored as **well below** benchmark (intensive/red), up from 45% at the beginning of the year

Goal Statement: Students meeting or exceeding targets for DORF Accuracy will increase from 45% in the fall of 2018 to 80% by the spring of 2019 and 90% by the spring of 2020.

Spring 2019 Results:

- 50% of students scored **at or above** benchmark (green/blue)
- 18% scored as **below** benchmark (yellow)
- 32% scored as **well below** benchmark (intensive/red)

For the 2019-2020 school year, we revised the goals to reflect that the plan was for 3 years.

Updated Goals for 2019-2021

Goal Statement #1: By the spring of 2021, we will create a literacy system for support and decision making in Dayton Public Schools.

Goal Statement #2: By the spring of 2021, 80% of kindergarten students will meet or exceed benchmark goals measured by the Acadience Reading composite score.

Year 1 (18-19): 20%: Achieved

Year 2 (19-20): 30%

Year 3 (20-21): 40%

Goal Statement #3: By the spring of 2021, 80% of first grade students will meet or exceed benchmark goals measured by the Acadience Reading composite score.

Year 1 (18-19): 20%: We did not meet this goal for 18-19, but in fall 2019, the BOY first grade composite scores were 6% higher than those for first grades in the fall of 2018.

Year 2 (19-20): 30%

Year 3 (20-21): 40%

Goal Statement #4: By the spring of 2021, 80% of second grade students will meet or exceed benchmark goals measured by the Acadience Reading composite score.

Year 1 (18-19): 10%

Year 2 (19-20): 15%: The goal of 10% was not met, so we will have to grow 18% to meet the goal for year 2.

Year 3 (20-21): 10%

Goal Statement #5: By the spring of 2021, 80% of third grade students will meet or exceed benchmark goals measured by the Acadience Reading composite score.

Year 1 (18-19): 10%: We lost 6 percentage points in the Spring of 2019.

Year 2 (19-20): 20%

Year 3 (20-21): 15%

SECTION 6: ACTION PLAN MAP(S)

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Goal # 1 Action Map

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Goal Statement: *By the Spring of 2021, we will create a literacy system for support and decision making in Dayton Public Schools.*

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Increase district understanding of the science of and best practice in the teaching of reading. (The "why")	Decision rules for interventions will be created for use in PK-6 buildings district-wide	Provide training and resources to teachers in grades 4-6 in the area of phonics.
Timeline	August 2019-May 2021	August 2019-August 2020	August 2019-May 2021
Lead Person(s)	Curriculum Staff, Teacher Leaders	Curriculum Staff, Teacher Leaders	Curriculum Staff, Teacher Leaders
Resources Needed	Trainers to support PD for teachers in the science of reading	Team of stakeholders to create the decision rules	Multisyllabic word routine materials Supplemental phonics resources as needed Trainers for the materials
Specifics of Implementation	Teachers will receive training in the science of reading	Curriculum leaders will create a list of data-based decision rules for interventions in the district The rules will be communicated to principals, Teacher Leaders, and teachers	Teachers in grades 4-6 will receive training on how to support students who have gaps in their phonics skills. Teachers will put into place routines to practice how to decode multisyllabic words.
Measure of Success	Professional Development Plan, Sign-in Sheets, Use of evidence-based strategies in TBT minutes and lesson plans	The list/flowchart Use of the decision rules district-wide	An increase in ORF Accuracy scores in grades 5-6 as measured by Acadience Reading.
Check-in/Review Date	5/10, 7/20, 12/20, 5/21	4/20, 7/20, 12/20, 5/21	5/20, 7/20, 12/20, 5/21

 # 2

Goal Statement: By the Spring of 2021, 80% of kindergarten students will meet or exceed benchmark goals as measured by the Acadience Reading composite score.

Year 1 (18-19): 20%: Achieved

Year 2 (19-20): 30%

Year 3 (20-21): 40%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to develop awareness of the segments of sounds in speech and how they link to letters.	Teach students to decode whole words and read simple sentences using decodable text.	Teachers will work as teams to analyze data and plan instruction.
Timeline	August 2019-May 2020	August 2019-May 2020	August 2019-May 2020
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Curriculum Team, Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	Engage New York big books and decodable readers, Reading A-Z decodable texts, Shared Reading materials (big books)	Acadience Reading data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction. The walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms. Teachers will use the Gradual Release model to deliver instruction.	Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction (45-60 minutes per day). Kindergarten teachers will receive training in Shared Reading. Teachers will use decodable texts when appropriate and will know when and how to use them effectively.	Teachers will meet weekly in Teacher Based Teams (TBTs). Each building will have a master schedule in place that allows for data chats with the Teacher Leader and classroom teachers. Teachers will progress monitor Acadience Reading skills every 4 weeks. Teachers will progress monitor the success of interventions with students receiving 95% interventions every 3 weeks. Teachers will receive two days of training (fall and winter) in how to use the MAP Learning Continuum (and other reports) to plan instruction.
Measure of Success	There will be an increase in Phoneme Segmentation Fluency (PSF) scores as measured by Acadience Reading.	There will be an increase in Nonsense Word Fluency (NWF) scores as measured by Acadience reading.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Principals review lesson plans weekly TBTs weekly BLT Monthly 5/20, 7/20, 5/21

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Goal Statement: By the Spring of 2021, 80% of first grade students will meet or exceed benchmark goals as measured by the Acadience Reading composite score.

Year 1 (18-19): 20%: We did not meet this goal for 18-19, but in fall 2019, the BOY 1st grade composite scores were 6% higher than those for first graders in the fall of 2018.

Year 2 (19-20): 30%

Year 3 (20-21): 40%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads decodable, connected text every day to support reading automaticity (automatic blending), accuracy, fluency, and comprehension.	Teachers will work as a team to analyze data and plan instruction.
Timeline	August 2019-May 2021	August 2019-May 2021	August 2019-May 2021
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Curriculum Team, Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	Engage New York decodable readers, Reading A-Z decodable texts, 95% Phonics Lesson Library, Teaching Blending book from the 95% group	Acadience Reading data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction (45-60 minutes per day). The walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms. Teachers will use the Gradual Release model to deliver instruction.	Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction (45-60 minutes per day). Consistent use of blending routines to build automaticity in whole word reading. The walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms. Teachers will use the Gradual Release model to deliver instruction.	Teachers will meet weekly in Teacher Based Teams (TBTs). Each building will have a master schedule in place that allows for daily data chats. Teachers will progress monitor Acadience Reading skills every 4 weeks. Teachers will progress monitor the success of interventions with students receiving 95% interventions every 3 weeks.

	Action Step 1	Action Step 2	Action Step 3
			Teachers will receive two days of training (fall and winter) in how to use the MAP Learning Continuum (and other reports) to plan instruction.
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in Acadience Reading Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Principals review lesson plans weekly TBTs weekly BLT Monthly 5/20, 7/20, 5/21

4

Goal Statement: By the spring of 2021, 80% of second grade students will meet or exceed benchmark goals as measured by the Acadience Reading composite score.

Year 1 (18-19): 10%

Year 2 (19-20): 15%: The goal of 10% was not met, so we will have to grow 18% to meet the goal for year 2. Year 3 (20-21): 10%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads decodable, connected text every day to support reading automaticity (automatic blending), accuracy, fluency, and comprehension.	Teachers will work as teams to analyze data and plan instruction.
Timeline	August 2019-May 2021	August 2019-May 2021	August 2019-May 2021
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Curriculum Team, Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	"Wonders" curriculum, Mindplay program	Reading A-Z decodable texts, leveled/decodable text from the "Wonders" curriculum	Acadience Reading data and collection platform ("Amplify" system), Professional Development in data analysis, Measures of Academic Progress (MAP) assessment

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	Teachers will teach 45-60 minutes of phonics and word study per day following the district pacing guide and using the Wonders curriculum Students will participate in Mindplay 30 minutes per day, 4 days per week. Teachers will use the Gradual Release model to deliver instruction.	Consistent use of blending routines to build automaticity in whole word reading. Students will read connected text each day. Teachers will use the Gradual Release model to deliver instruction.	Teachers will meet weekly in Teacher Based Teams (TBTs). Each building will have a master schedule in place that allows for daily data chats. Teachers will progress monitor Acadience Reading skills every 4 weeks. Teachers will receive two days of training (fall and winter) in how to use the MAP Learning Continuum (and other reports) to plan instruction.
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in Acadience Reading Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Principals review lesson plans weekly TBTs weekly BLT Monthly 5/20, 7/20, 5/21

5

Goal Statement: By Spring of 2021, 80% of third grade students will meet or exceed benchmark goals measured by the Acadience Reading composite score.

Year 1 (18-19): 10%: We lost 6 percentage points in the spring of 2019.

Year 2 (19-20): 20%

Year 3 (20-21): 15%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize multi-syllabic words.	Ensure that each student reads connected text every day to support reading automaticity (automatic blending), accuracy, fluency, and comprehension.	Teachers will work as team to analyze data and plan instruction.
Timeline	August 2019-May 2021	August 2019-May 2021	August 2019-May 2021
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Curriculum Team, Principals, Cluster Leaders, Teachers, Intervention Specialists, Title I Teachers

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	"Wonders" curriculum, Mindplay program	"Wonders" curriculum, Mindplay program, Reading A-Z licenses, LLI	Acadience Reading data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	Teachers will teach 45-60 minutes of phonics and word study per day following the district pacing guide and using the Wonders curriculum Students will participate in Mindplay time 30 minutes per day, 4 days per week. Teachers will use the Gradual Release model to deliver instruction.	Teachers will use 45 minutes per day for Reading Workshop. They will use texts from "Wonders" and Reading A-Z to give students access to connected text. Teachers will use decision rules to determine which students receive intervention and what intervention they receive. Teachers will use the Gradual Release model to deliver instruction.	Teachers will meet weekly in Teacher Based Teams (TBTs). Each building will have a master schedule in place that allows for daily data chats. Teachers will progress monitor Acadience Reading skills every 4 weeks. Teachers will receive two days of training (fall and winter) in how to use the MAP Learning Continuum (and other reports) to plan instruction.
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in Acadience Reading Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs
Check-in/Review Date	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20.	Acadience Reading progress monitoring every 4 weeks Acadience Reading benchmarking 12/19, 4/20	Principals review lesson plans weekly TBTs weekly BLT monthly 5/20, 7/20, 5/21

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

Monitoring of the literacy plan will be done through analysis of student performance data and tracking of adult implementation. Tools and procedures will be used to examine fidelity to programs and the Gradual Release model (see list below). Teacher leaders and principals will be trained to use these tools for walkthroughs using a consistent district monitoring tool, such as EZ Walkthrough.

Data will be collected from various sources such as Acadience Reading , MAP, Ohio's State Test, 95% Group's Phonological Awareness Screener for Intervention (PASI), 95% Group's Phonics Screener for Intervention (PSI).

Analysis of data will occur at TBT, BLT, and DLT meetings as well as in the Curriculum Office. Professional Development for teachers and administrators to support the use of these tools and their data will be ongoing.

Teachers in grades K-3

RIMPs will continue to be monitored and updated as required by district and ODE regulations. Each TBT and BLT will be expected to monitor the components/goals of the plan as it relates to grade levels. DLT will review the data.

Tools and Procedures to Monitor Adult Implementation

- EZ Walkthrough (used by district and building administrators)
- DLT Walkthrough form (used by BLT and building administrators)
- 95% Group Intervention Snapshot
- Gradual Release Observation tool
- Collection of lesson plans by principals

Data Collection

- PASI (Following 3 weeks of intervention instruction)
- PSI (Following 3 weeks of intervention instruction)
- Acadience Reading progress monitoring for all students every 4 weeks
- Acadience Reading benchmarks 3 times per year
- MAP benchmarks 3 times per year
- Ed Incites district assessments

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

The strategies outlined in this plan support the skills that students need in core instruction and intervention. They are listed as strategies backed by strong evidence of effectiveness in the Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

The Simple View of Reading tells us that students need the ability to decode, multiplied by language comprehension ability, to achieve true reading comprehension. Acadience Reading, MAP, and OST data all show that that DPS students need explicit instruction in the decoding portion of the equation to improve their overall reading comprehension abilities. This plan reflects that, and as a result, teaching skills that support decoding is a major focus. This will support our students who are on Reading Improvement and Monitoring Plans (RIMPS). Once they are aware of sound segments and letter connections, they can analyze word parts, and write/recognize words, they will have the foundational skills necessary to be successful readers.

To support the language comprehension portion of the "Simple View" equation, we have included the strategy, "*Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.*" This will be included in core instruction as well as in interventions. Students in grades 2-3 will have the opportunity to receive Leveled Literacy Intervention (LLI) services, if their data shows that they have the appropriate foundational skills to support that intervention. District decision rules will be created to guide teachers and building leaders in the selection of interventions for their students.

The tools that we are using, such as the 95% Group interventions (grades K-1) and Mindplay (grades 2-6), use assessment to identify the skills that students need. The identified interventions build upon what the child knows and fill gaps that exist that are preventing the child from reading at grade level. In the 95% Group program, the PASI and PSI assessments show the teacher the exact skills that the child needs to work on, and after 3 weeks of instruction, the child's response to that intervention is measured. If the data reflects the child is ready to move on, he/she will. Should the child need more time on the identified skill, explicit instruction is provided. RIMPs will be monitored and adjusted as the intervention focuses change.

Amplify (our Acadience Reading data collection platform) provides lessons for teachers to use in small groups that address the specific deficits in the child's Acadience Reading assessment data. Teacher leaders and other district support personnel will provide teachers with resources to meet the needs of all students.

The data analysis strategy is essential to the success of the plan. Teacher Leaders, principals, and Academic Coordinators will support teachers as they plan instruction based on real-time progress monitoring data.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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

1. **Be effective**
   Teachers will embed phonological awareness instruction into their core instruction. Students will receive focused, standards-based instruction that explicitly teaches a skill and gives time for supported practice. By examining all parts of our instructional day (core instruction and intervention), we will ensure that students receive high-quality instruction.

2. ***Show progress***
   Progress will be continuously monitored through Ohio's Improvement Process. TBTs will drive the instruction, BLT will track TBT progress, and DLT will monitor data at a district level. Walkthroughs will monitor fidelity to the district expectations, specifically in the use of the Gradual Release model, and in K-1, effective use of the 95% Group interventions. Teacher leaders, principals, and teachers will be given opportunities to reflect on their own practice and implementation of district expectations.

3. ***Improve upon strategies utilized during the two prior consecutive school years.***
   This plan builds upon previous Reading Achievement Plans in Dayton Public Schools. We have taken Engage New York, which was used as an intervention, and made it part of core instruction. In 2017-2018, fidelity to 95% was monitored and there were gaps found. In 2018-2019. intensive support from company consultants, district curriculum personnel, and Teacher Leaders were provided to train teachers and to monitor fidelity. In the 2019-2020 school year, we are continuing to work through implementation with support of company consultants.

   To assist with teacher support, we are providing training to build capacity in Teacher Leaders. They are facilitators in building data chats and will have the knowledge necessary to support teachers. They will receive 95% support and were trained as DIBELS (Acadience Reading) mentors in 2018-2019. They attend BOY, MOY, and EOY Acadience Reading data reviews with an expert in the assessment. Principals received this same data review.

   The Curriculum Team has worked to ensure that principals have training in district tools and initiatives so that they can be instructional leaders in their buildings.

   Gradual Release training was provided in 2018-2019. In 2019-2020, there are additional supports in place, such as the district's Model Teacher Academy, where teachers are receiving support and deeper training/coaching in their use of Gradual Release. The curriculum department is collecting videos of teachers modeling lessons that reflect the framework. These will be used with other teachers so that they can see Gradual Release used by peers in the district. The walkthrough tools used in the district will also help district and building leaders capture what they are seeing during instruction.

   We as a district continue to see a need for support with Foundational Skill instruction in grades 2-3. The decision rules for intervention that will be created will support teachers in deciding which intervention matches the needs of each student. Professional development for teachers in grades 2-3 about how to teach Foundational Skills in their grades is also needed. The prior plan focused on primary grades, but the updated plan for 2019-2020 incorporates training in how to support students in phonics for teachers in grades 4-6 as well.

   The revised plan includes an action step for building literacy system for support and decision making. The team believes that this will help to bring cohesion to all parts of our literacy programming in DPS

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

- New K-1 teachers, Title I teachers, and intervention specialists will receive a half-day training in the curriculum "Engage New York." This will be their core instruction for phonics and language skills.
- New K-1 teachers, Title I teachers, media center staff, and intervention specialists will receive training in the 95% Group program. Each building will have a consultant from the company assigned for support. The consultant will visit during the year and give feedback based on what is seen in the classrooms
- Principals will meet with the head consultant from the 95% group 2-3 times during the school year for a half day session on monitoring the program and data analysis. Teacher Leaders will receive the same training.

- Buildings will receive ongoing support from a consultant with the Mindplay company. New teachers will receive training to use Mindplay in their classrooms.
- Teacher leaders and curriculum staff will provide support and professional development as needed in the science of reading.
- Teachers in K-3 will receive ½ day of MAP training with a consultant and ½ day of data analysis with curriculum staff and Teacher Leaders. This will be held in the fall and again in the winter.
- Teacher Leaders hold data chats where the data from 95%, Acadience Reading, Ed Incites, and/or Mindplay are discussed. Teachers will receive support and training in how to regroup their intervention groups based on data.
- The district will provide professional development for teachers in grades 4-6 in the teaching of phonics and phonemic awareness.
- Interactive Read Aloud Professional Development sessions will be offered at the DPS Educator Conference.
- Training in Ed Incites will be provided at the district and building levels.

APPENDICES

Program Descriptions

95% Group Intervention: This is the intervention system used in grades K-1. Teachers, media center staff, Intervention Specialists, and Title I teachers administer screeners (PSI and PASI, as appropriate) to determine skill gaps that students have. They then receive scaffolded intervention that follows the Gradual Release model. Students are assessed after 3 weeks of instruction and regrouped based on the results.

Website: https://www.95percentgroup.com

Phonological Awareness Screener for Intervention (PASI)

Phonics Screener for Intervention (PSI)

Ed Incites: This is an assessment platform that was piloted in 18-19 is in use district-wide this year. Curriculum Coordinators create assessments based on the pacing guide and all teachers administer to their classes on computers. The questions are pulled from a bank or created by coordinators. Some buildings are beginning to create their own assessments for TBTs in the platform.

Engage New York (ENY): K-1 teachers use this for core instruction, 60 minutes per day, 5 days per week. They are supported by a Title I teacher who reduces their class size by taking students to receive this instruction in another setting. It covers foundational skills, language skills, and includes reading and writing components.

Website: https://www.engageny.org/resource/kindergarten-english-language-arts-skills-strand (Kindergarten)

Website: https://www.engageny.org/resource/grade-1-english-language-arts-skills-strand (Grade 1)

Learning A-Z: Provides the online tools "Reading A-Z" and "RAZ Kids." Classroom teachers in grades K-6 have licenses for this. They can assign text to students and also have students record themselves reading.

Website: readinga-z.com

Leveled Literacy Intervention (LLI): This is an intervention used in grades 2-3 in Dayton Public Schools. They meet in small groups to work on foundational skills, vocabulary, fluency, and comprehension with connected text.

Website: http://www.fountasandpinnell.com/lli/

Found to have "Positive Effects" by the What Works Clearinghouse

Mindplay: This is an intervention used in grades 2-9 in Dayton Public Schools. Students use the program 30 minutes per day, 4 days per week. Students are given a Universal Screening to determine what skills they need.

Website: http://mindplay.com/

Walk to Intervention Model: This is the model used in grades k-1 with the 95% Group intervention. Based on the data from the PASI and PSI tools, students are matched with an intervention across the grade level. Students transition to a group (possibly with another teacher and students who are not in their homeroom class) to participate in intervention for 30 minutes per day.