

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Dayton SMART Elementary School 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 school has begun the systematic implementation of programs and curriculum that will support the needs of the student population based on their current data analysis.
- The school has included an adequate amount of data from multiple sources to help identify the needs of the student population.

This plan will benefit from:

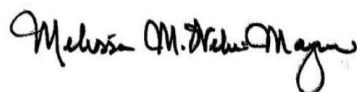
- Additional information regarding interventions for students who are provided Reading Improvement and Monitoring Plans.
- Analyzing the trends in the data by comparing the data vertically and not just by individual grade level.

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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Dayton SMART Elementary

DISTRICT IRN: 014149

DISTRICT ADDRESS: 601 S. Keowee Street, Dayton, Ohio 45410

PLAN COMPLETION DATE: December 17, 2019

LEAD WRITERS:

Cindy Koth - Principal

Samantha Ennis - Kindergarten

Alicia Macy - First Grade

Ashley Morris - Second Grade

Sanjii Johnigan - Third Grade

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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 |
|-------------------|----------------|----------|--|
| Genesis Henderson | Superintendent | District | ghenderson@miniyaacademies.org |
| Samantha Ennis | Kindergarten | School | sennis@daytonsmart.com |
| Alicia Macy | First Grade | School | amacy@daytonsmart.com |
| Ashley Morris | Second Grade | School | amorris@daytonsmart.com |
| Sanjii Johnigan | Third Grade | School | sjohnigan@daytonsmart.com |
| Cindy Koth | Principal | School | ckoth@daytonsmart.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 DLT met and reviewed district data from a variety of resources including the district decision framework, KRA, NWEA Map data, Heggerty Phonics, Ohio State Tests.

The data gained from the above sources were analyzed to determine the root cause of reading struggle for the school and develop a plan. The team will meet monthly to discuss progress made in the actions steps of this reading achievement plan. The monitoring will include student performance assessment; curriculum assessments and classroom observations to ensure the instructional strategies and professional development are appropriately implemented.

The team will communicate the plan through the district’s BLT (building leadership team) and TBTs (teacher based team) at the school level, school-wide newsletters, Title 1 information nights and with our board and sponsor, OCCS.

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.

The Reading Achievement Plan is in full alignment with the OIP School Improvement Plan goals and actions steps. Much of the content in this reading achievement plan is also addressed in each student’s RIMP plan. DSE’s Reading Achievement Plan provides goals specifically created to improve areas of academic weaknesses as determined by the analysis of the data.

In the OIP School Improvement Plan the areas of explicit vocabulary, phonological awareness screener and instruction, effective teaching practices and targeted/explicit intervention 3 times a week for 30 minutes are all goals. These are areas of concern that we have uncovered in our data analysis and have addressed in this plan.

Students that have been placed on a RIMP, for the 2019-2020 school year, are receiving targeted/explicit intervention 3 times a week for 30 minutes. During this explicit intervention instruction in phonological awareness and vocabulary is being targeted. Progress monitoring is occurring bi-weekly to make sure students are making progress and receive the correct intervention. Students are regrouped according to the data and the cycle continues throughout the year.

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.

The data that was evaluated to determine root causes included:

Grade 3 Spring 2019 Ohio State ELA scores:

| Limited | Basic | Proficient | Accelerated | Advance |
|---------|-------|------------|-------------|---------|
| 44% | 25% | 25% | 6% | 0% |

As we analyzed the results of proficiency on the State Mandate Test our students are scoring far below the standards of proficiency. There is a significant need to address literacy skills, such as determining the meaning of academic domain specific words, students struggle with compare and contrast text, understanding text structure, knowing the parts of a book and how they build upon each other. We noticed that the higher achieving areas include theme, own perspective from author's and writing conventions.

Grade 4 Spring 2019 Ohio State ELA scores:

| Limited | Basic | Proficient | Accelerated | Advance |
|---------|-------|------------|-------------|---------|
| 37% | 31% | 0% | 5% | 0% |

After analyzing the data we were able to form the following conclusions; understanding academic vocabulary, text structure, main ideas and details in informational text are areas of weaknesses. In literary text students scored weak in character development, theme and summarizing. Students struggle with writing multi-paragraph responses and were not able to score more than two points of the four possible points.

Grade 5 Spring 2019 Ohio State ELA scores:

| Limited | Basic | Proficient | Accelerated | Advance |
|---------|-------|------------|-------------|---------|
| 28% | 28% | 14% | 14% | 14% |

Areas of concern for fifth grade are academic vocabulary, citing text evidence (explicitly/inferential), comparing/contrasting characters, character development, and overall structure of a story. Writing seemed to be an area of strength for the fifth graders. A 100% of the students scored the two points that were available for conventions. Writing multi-paragraph responses is still a challenge in this grade level.

Grade 6 Spring 2019 Ohio State ELA scores:

| Limited | Basic | Proficient | Accelerated | Advanced |
|---------|-------|------------|-------------|----------|
| 16% | 33% | 16% | 33% | 0% |

Analyzing the sixth grade data showed that the students struggle with figurative language, analyzing the overall structure of a text, and how it contributes to the development of the ideas, citing textual evidence in both informational text and literary text. Lastly, compare/contrast texts in different forms or genres proved to be a challenge. The students' area of strength was writing an informative text with multi-paragraphs.

Percentage on Track Reading Diagnostic:

| Grade | Percentage on Track |
|----------------|---------------------|
| Kdg. (Class A) | 42.1% |
| Kdg. (Class B) | 53% |
| First | 12% |
| Second | 28% |
| Third | 25% |

Based upon the results of the data the areas of concern are: phonemic and phonological awareness, vocabulary and comprehension. These areas of concerns are addressed in each students' RIMP Plan.

NWEA MAP Beginning of Year Reading scores (Fall 2019):

| Grade | Benchmark Standard | Average RIT for MAP | Percent of students at or above benchmark |
|----------------|--------------------|---------------------|---|
| Kdg. (Class A) | 141 | 140.3 | 42.1% |
| Kdg. (Class B) | 141 | 141.5 | 53% |
| First | 161 | 149.5 | 12% |
| Second | 175 | 164.2 | 28% |
| Third | 189 | 175.9 | 25% |
| Fourth | 199 | 192.7 | 31% |
| Fifth | 206 | 198.2 | 35% |
| Sixth | 211 | 195 | 22% |

The data above is another indicator of our students' literacy needs.

- The data for kindergarten shows that students' foundational skills are weak, whereas, vocabulary and oral comprehension is an area of strength.
- Two weaknesses that were obvious in first grade were foundational skills and vocabulary. Due to lack of these skills the students scored low-to-low average in all the other domains tested.
- In second grade students struggle with vocabulary, informational text. We noticed that literary text was strength and a weakness. Key ideas and details were strengths, however, language craft and structure was a weakness.
- Third graders are weak in vocabulary, language craft and structure in both literary and informational text. Key ideas and details in literary text was an area of strength.
- In fourth grade an area of weakness was literary and informational text key ideas and details. Another area of concern was literary craft and structure. Vocabulary is another area of weakness for fourth grade. Informational text language craft and structure was an area of strength.
- Fifth graders are weak in literary and information key ideas and details. Students also struggled with literary and informational language craft and structure. The area of strength for fifth grade was vocabulary.
- After analyzing the data for sixth grade 1 to 2 students scored high average to high, which leads us to conclude that all areas of reading need to be strengthened.

KRA FALL 2019

| Readiness Level | State Average % | DSE % | +/- |
|-------------------------|-----------------|-------|-------|
| Demonstrating Readiness | 40.9% | 25% | -15.9 |
| Approaching Readiness | 36.4% | 46% | +9.6 |
| Emerging Readiness | 22.7% | 40% | +17.3 |

This data shows us that our kindergarteners are not entering kindergarten with the necessary skills to be successful. The areas of deficit are identifying beginning sounds, determine word meaning and identifying rhyming words. Areas of strength were using prepositions and name nouns.

Heggerty Phonics Fall Assessment: 2019

| Grade | Overall Percentage of Students NOT on Track |
|----------------|--|
| Kdg. (Class A) | 35% |
| Kdg. (Class B) | 28% |
| First | 40% |
| Second | 32% |

Students in K-2 grades were given the Heggerty Phonemic Awareness screener in Fall 2019. The screener assesses the following 9 phonemic awareness skills, rhyme production, onset fluency, blending phonemes, isolating final sounds in words, segmenting words into phonemes, isolating medial sounds in words, deleting phonemes and substituting phonemes.

Heggerty Phonics Fall Assessment Breakdown: 2019

| Skills | Kindergarten (Class A) Results | Kindergarten (Class B) Results | First Grade Results | Second Grade Results |
|----------------------------------|--------------------------------|--------------------------------|---------------------|----------------------|
| Rhyme Production | 92% not mastered | 100% not mastered | 44% not mastered | 50% not mastered |
| Onset Fluency | 85% not mastered | 100% not mastered | 16% not mastered | 6 % not mastered |
| Blending Phonemes | 100% not mastered | 87% not mastered | 68% not mastered | 25% not mastered |
| Isolating final sounds in words | 85% not mastered | 100% not mastered | 12% not mastered | 25% not mastered |
| Segmenting words into phonemes | 92% not mastered | 81% not mastered | 60% not mastered | 25% not mastered |
| Isolating medial sounds in words | Not applicable | Not applicable | 72\$ not mastered | 50% not mastered |
| Deleting phonemes | Not applicable | Not applicable | 68% not mastered | 50% not mastered |
| Substituting phonemes | Not applicable | Not applicable | 92% not mastered | 50% not mastered |

An area of focus for all grade levels is rhyme production and blending phonemes. Onset fluency was an area that was a little stronger for first and second grade.

Overall, with a large number of students performing at non-proficient levels, an analysis of the curriculum alignment to the learning standards will be necessary, as well as an evaluation of the resources being used for Tier 1 and Tier 2 instruction. In addition, progress-monitoring data will be collected through short cycle assessments and analyzed for success.

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.

Dayton SMART Elementary is a school of high poverty. We are CEP eligible and all students receive free breakfast and lunch. Due to the effects of poverty much of our time is spent on addressing social and emotional learning. Our ESL population continues to grow annually, with the school currently supporting students representing 14 countries. Due to the lack of an ESL instructor and classroom teachers not versed SIOP strategies our students struggle in literacy. Student attendance is also a factor, as numerous students are chronically absent and therefore missing instruction.

Many of our kindergarten students do not enter school with the phonological skills nor the phonemic awareness skills (rhyming, letter identification, letter/sound correspondence) needed to begin reading. Many of them don't have experience in a classroom setting; therefore they don't know how to do school. In turn, a large percentage of instruction in kindergarten is dedicated to teaching the recognition and identification of letter names and sounds. We have found that the

lack of preparedness does not allow for the more rigorous components of grade-level standards to be taught. This cycle continues to grow from grade to grade.

It is also evident, that staff turnover plays a part in the instructional rigor, effectiveness, and consistency.

Many of our first year teachers have not been prepared adequately in their education classes. Classroom management and dealing with inclusive students are just a few areas of unpreparedness.

Another factor that contributes to low reading achievement is the multi-level grade classrooms that we have had over the past two years. Teachers not understanding how to meet the needs of two grade levels were a challenge. We also noticed that teachers had the tendency to teach to one grade level while unconsciously neglecting the other grade level.

SECTION 4

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](#).

Dayton SMART Elementary will provide each student with the support needed to become productive, literate, and well-educated citizens who are efficient in speaking, listening, reading, and writing. We will accomplish this through the use of high quality, research-based instructional practices.

We believe that:

Early literacy must include systematic phonics instruction for all students, vocabulary development through word work, shared reading experiences, use of rich, authentic text for read-alouds and shared writing and speaking opportunities.

High quality core instruction must include a gradual release model of scaffolding, (I do, we do, you do) that is supported by a wealth of reading research (Paris, Cross, and Lipson, 1984; Keene & Zimmerman, 1997).

That all students deserve high quality interventions in both Tier 2 and Tier 3.

Early intervention addressing literacy gaps is essential to meet the goal of proficiency by grade 3.

SECTION 5

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.

This reading plan will address the following goals:

Goal 1:

70% of students in grades kindergarten through second will meet or exceed the nine phonemic awareness skills as measured by Heggerty by the spring of 2020.

Goal 2:

80% of third through sixth grade will be able to write a multi-paragraph essays/responses by May 2019.

Goal 3:

A minimum of 80% of students in kindergarten through sixth grade will meet or exceed target for vocabulary use and functions as measured by NWEA MAP.

SECTION 6

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.

Goal # 1 Action Map

Goal Statement: 70% of students in grades kindergarten through second grade will meet or exceed the nine phonemic awareness skills as measured by Heggerty by the spring of 2020.

Evidence-Based Strategy or Strategies: Early Reading Intervention

| | Action Step 1 | Action Step 2 | Action Step 3 |
|---------------------------------|--|---|---------------|
| Implementation Component | Fully implement the systemic and explicit program, Heggerty with fidelity. | Focused intervention will be provided for students with reading deficits. Groups will be flexible and re-evaluated monthly at a minimum. This intervention will include both Tier 2 and Tier 3 support. | |
| Timeline | October 2019 - May 2020 | December 2019 - May 2020 | |
| Lead Person(s) | Cindy Koth - Principal Samantha Ennis - Kdg. Teacher Victoria Buechler - Kdg. Teacher Alicia Macy - First Grade Teacher Ashley Morris - Second Grade Teacher | Cindy Koth - Principal Classroom teachers ORC member, Sydney Avery | |
| Resources Needed | Heggerty materials, lesson plans | Research-based intervention tools. | |
| Specifics of Implementation | The teachers received professional development in October. Information will be revisited throughout the year at staff meetings. | Data will be reviewed to evaluate and make needed changes to flexible groups in January 2020 for second semester. Intervention will be delivered in 30-minute sessions, three times a week with fidelity. | |
| Measure of Success | Principal will make walkthroughs to determine implementation. Students' growth will be measured monthly. | Increased student scores on targeted area of Heggerty Phonics instruction. | |
| Check-in/Review Date | Check in at least twice per month at TBT and BLT for building-wide data. | Check in bi-weekly. | |

Goal # 2 Action Map

Goal Statement: 80% of third through sixth grade will be able to write a multi-paragraph essay/responses by May 2019.

Evidence-Based Strategy or Strategies: Writing across the curriculum.

| | Action Step 1 | Action Step 2 | Action Step 3 |
|---------------------------------|---|---------------|---------------|
| Implementation Component | Train teachers on how to use writing across the curriculum resources. | | |
| Timeline | Writing across the curriculum training to be completed by May 1, 2020. | | |
| Lead Person(s) | Cindy Koth - Principal Sanjii Johnigan - Third Grade Teacher | | |
| Resources Needed | Writing across the curriculum materials. Scheduled meeting time for training. | | |
| Specifics of Implementation | Training will be held during the January professional development day, and continue during staff meeting times. | | |
| Measure of Success | Principal will make walkthroughs to determine implementation. Short cycle assessments will be given monthly. | | |
| Check-in/Review Date | Check in at least twice per month at TBT and BLT for building-wide data. | | |

Goal # _3_ Action Map

Goal Statement: A minimum of 80% of students in kindergarten through sixth grade will meet or exceed target for vocabulary use and functions as measured by NWEA MAP.

Evidence-Based Strategy or Strategies: Explicit Vocabulary Instruction

| | Action Step 1 | Action Step 2 | Action Step 3 |
|---------------------------------|---|---|---------------|
| Implementation Component | Vocabulary instruction following Marzano's six steps. | Focused intervention will be provided for Tier 2 and Tier 3 vocabulary lessons. | |
| Timeline | November 2019 - May 2020 | December 2019- May 2020 | |
| Lead Person(s) | Cindy Koth - Principal Classroom teachers | Cindy Koth - Principal Classroom teachers ORC member, Sydney Avery | |
| Resources Needed | Teacher materials, lesson plans, Marzano resources | Research-based intervention tools. | |

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-----------------------------|---|--|---------------|
| Specifics of Implementation | The teachers received professional development in November. Information will be revisiting throughout the year at staff meetings. | Data will be reviewed to evaluate and make needed changes to flexible groups in January 2020 for second semester. Intervention will be delivered in 30 minute sessions, three times per week with fidelity. Classroom teachers, principal, and ORC will deliver interventions to create smaller group sizes to maximize effectiveness. | |
| Measure of Success | Principal will make walkthroughs to determine implementation. Lesson plans. Shorty cycle assessments will be given bi-weekly. | Increased student scores on academic vocabulary as measured by NWEA MAP. | |
| Check-in/Review Date | Check in at least twice per month at TBT and BLT for building-wide data. | Check in bi-weekly. MOY NWEA MAP and EOY NWEA MAP | |

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.

For the remainder of the 2019-2020 school year, we will monitor implementation through professional development sign in sheets and administrative walk-throughs. Data collection is via Heggerty, NWEA MAP assessments, and Ohio State Test results. Analysis of this data will occur at TBTs and BLTs and be reported to the DLT for analysis/monitoring monthly. RIMPs will continue to be monitored and updated as required by the district and ODE regulations.

During the 2019-2020 school year and beyond the previous tools will continue to be monitored for implementation and analyzed for effectiveness.

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.

Based upon our diagnostic and testing data, our K-2 students are lacking the fundamentals in foundational skills. With a concentrated plan designed around rigorous instructional practices and strategies for implementing foundations skills literacy, our K-2 students will make continued progress to ensure that they are mastering these essential skills. With the addition of Heggerty Phonics Program to ensure consistency in lesson delivery for phonics instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and master pin phonics skills. After analyzing our data we recognize that word recognition and its components needs to be at the forefront of our literacy program in order to make gains in language comprehension, and together make improvements in our K-2 students' reading comprehension skills. Many of our students in K-2 have Reading and Improvement Monitoring Plans that have phonics as a component in which students need additional support, therefore, the Heggerty program will ensure that these additional supports are being met and that the students are receiving supplemental differentiation to master word recognition to help support their language comprehension.

After examining our diagnostic and state testing data, our 3rd - 6th grade students are lacking the skill in writing multi-paragraph essays and responses. With a concrete plan in place created around rigorous instructional practices, our 3rd - 6th grade students will make progress to ensure that they are able to write a multi-paragraph essay and response. With the implementation of writing across the curriculum our students will be equipped with a strategy to write a multi-paragraph essay and or response. We recognize that writing needs to be a focus across all content areas.

Vocabulary is a school-wide deficit that has been identified as problematic. With strategic and explicit instruction around Marzano's Six-Step Process for Building Academic Vocabulary in lesson planning and classroom instruction our students will make progress in understanding academic vocabulary, and comprehension of grade level text. Many of our third graders have Reading and Improvement Monitoring Plans that have vocabulary instruction as a component in with students need additional support. Through targeted and explicit intervention focusing on context clues, multiple meaning words, word relationships and nuances comprehend what they are reading.

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.*

The addition of the Heggerty Phonics Program will equip our teachers with a systematic and explicit program for the teaching of phonics. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K-2 literacy block, students will have daily phonics instruction for at least 20-25 minutes that will be essential in moving our students forward in their word recognition skills. Time dedicated towards each foundational skill was not included in literacy block in prior years, therefore, we expect to see gains in each component as teachers are responsible for creating lesson plans and interactive activities for each component that will be monitored for rigor by the building administrator.

Writing progress will be made by following a strategic rubric that shows guidelines of the necessary components needed for multi-paragraph essays and responses that will be implemented by all the content areas. Writing across the curriculum using rubrics for different genres was not evident in years pass. We expect to see improved writing that includes multi-paragraphs with details that focus on a specific genre. Teachers will be responsible for creating writing tasks and rubrics that will enable students to create quality writing. Student writing samples will be shared at staff meetings for teachers to evaluate and plan next steps.

With the new understanding of the importance of the three tiers of vocabulary, our teachers will begin to direct teach vocabulary in their literacy block. Based upon diagnostic results, it is evident that our students are entering kindergarten

with minimal exposure to rich vocabulary, and our students in grades K-y are not retaining and mastering Tier 1 and 2 vocabulary. Using Marzano’s six-step process for teaching academic vocabulary, teachers will have a procedure for teaching vocabulary for Tier 1 and 2 vocabulary. This will assist our students in developing their language and vocabulary skills that will in turn, ensure that they are making grade-level progress in their language comprehension. Combined with word recognition and a more powered approach to the teaching of vocabulary, our students will make the gains needed in reading comprehension. Prior to this reading plan, teachers were not focusing a portion of their reading instruction on the teaching of vocabulary. With the addition of this critical component, our students will begin the process of understanding and mastering critical academic vocabulary that will assist in overall reading comprehension.

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.

| Name of Session: | Focus | Participants | Date |
|-------------------------|--|---------------------|-------------------|
| January Release | Writing Across the Curriculum | K-6 Teachers | January 17, 2020 |
| February Staff Meeting | Evaluating Student Writing | K-6 Teachers | February 11, 2020 |
| March Release | Vocabulary Strategies Phonics | K-6 Teachers | March 20, 2020 |
| April Staff Meeting | Writing Across the Curriculum | K-6 Teachers | March 14, 2020 |
| Summer Institute | Deconstruction of Reading standards Gradual Release Model Multi-tiered systems of support | K-6 Teachers | June-Aug 2019 |

APPENDICES

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

N/A