May 21, 2020

Dear Superintendent,

Thank you for submitting the Imagine Columbus Primary Academy 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 feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:
- The plan includes multiple stakeholders in improvement efforts.
- The plan describes the establishment of a parent resource room to support families as partners in language and literacy development.
- The plan includes a progress monitoring plan that is aligned to goals and embedded in shared leadership structures.

This plan will benefit from:
- Further identification of explicit and systematic instruction aligned to data to be implemented and monitored in tier 1 instruction.
- Identify a plan to implement evidence-based practices that support the reading achievement specific to English Learners.

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.

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME:

Imagine Columbus Primary Academy

DISTRICT IRN:

014139

DISTRICT ADDRESS:

Imagine Columbus Primary Academy

4656 Heaton Rd

Columbus, Oh 43229

PLAN COMPLETION DATE:

December 2019

LEAD WRITERS:

Selethia Benn: Principal and Superintendent

Kelly Brewington: STEAM Coach

Vanessa Perez: Academic Coach

Sherri de la Cruz: Reading Interventionist

Heather Carrick: Regional Academic Coach

Jennifer Keller: Regional Director

CONTENTS

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
Selethia Benn	Principal/Superintendent	Imagine Columbus Primary Academy	selethia.benn@imagine schools.org
Kelly Brewington	STEAM Coach	Imagine Columbus Primary Academy	kelly,brewington@ima gineschools.org
Sherri de la Cruz	5th/6th ELA & Social Studies	Imagine Columbus Primary Academy	sherri.delacruz@imagin eschools.org

Darreyon Anderson	3rd Grade Teacher	Imagine Columbus Primary Academy	ashley.alexander@imagineschools.orh
Kathy Cameron	3rd Grade Teacher	Imagine Columbus Primary Academy	kathy.cameron@imagineschools.org
Lachuman Timsina	ESL Paraprofessional	Imagine Columbus Primary Academy	lachuman.timsina@imagineschools.org
Vanessa Perez	Academic Coach	Imagine Columbus Primary Academy	vanessa.perez@imagine schools.org

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.

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.

In order to ensure alignment between the district reading achievement plan and the Ohio Improvement Process (OIP), the leadership team conducted a thorough crosswalk to help align existing needs assessments, data analyses and specific strategies, actions and professional learning opportunities.

1. The building leadership team annually completes the decision framework to help identify data concerns and guide next steps in our improvement plans and professional development. Data specific to K-3 literacy is being addressed with the following measures: incorporation of literacy across the curriculum with the specific focus on reading foundational skills (phonological awareness, phonics, comprehension, fluency and vocabulary), and receiving professional development on and using the SIOP (Sheltered Instruction Observation Protocol).

2. Imagine Columbus Primary's OIP reading goals states:

   - By the end of the 2019-2020 school year, the mean Reading Learning Gain for all students will improve from 1.04 to 1.08 as measured by the Fall to Spring STAR Reading Assessment.

   - By the end of the 2019-2020 school year, 60% of students (3-6) will be at the Proficient Level or higher as compared to 30% (2018-2019) as measured by the Reading State Assessment.

   - By the end of the 2019-2020school year, the number of students deemed off-track will decrease by 10%.

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.*

A targeted reading achievement plan is needed in our community school to support and maintain literacy during the critical phase of a student's early learning experiences. The plan will more effectively support our K-3 teachers to implement current literacy best practices, tools and resources into daily reading and writing instruction. The following information provides an in-depth analysis of relevant student performance data and factors believed to contribute to low reading achievement in the school.

Students on RIMPS:

Kinder - 29/58 (50%)

1st - 19/34 (56%)

2nd - 30/42 (71%)

3rd - 33/38 (87%)

STAR Longitudinal Report 2019-20

District Benchmark Distribution of Same Set of Students Over Multiple Years

🟥 Urgent Intervention 🟨 Intervention 🟦 For Watch 🟩 Benchmark 🟩 Advanced

Grade
Kindergarten

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 49 PR Number	%	50 - 74 PR Number	%	At/Above 75 PR Number	%	# Students
2019-2020 School Year	K		25	45%	7	13%	11	20%	10	18%	3	5%	56

1st

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 49 PR Number	%	50 - 74 PR Number	%	At/Above 75 PR Number	%	# Students
2019-2020 School Year	1		9	27%	7	21%	5	15%	9	27%	3	9%	33
2018-2019 School Year	K		5	19%	1	4%	11	42%	3	12%	6	23%	26

Grade
2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 49 PR Number	%	50 - 74 PR Number	%	At/Above 75 PR Number	%	# Students
2019-2020 School Year	2		16	41%	11	28%	9	23%	3	8%	0	0%	39
2018-2019 School Year	1		5	16%	3	9%	10	31%	6	19%	8	25%	32
2017-2018	K		6	30%	7	35%	4	20%	2	10%	1	5%	20

Consolidated Status Report 2019-20

School
Imagine Columbus Primary Academy

| Grade	Star Early Literacy Avg Grade Equivalent (GE) Fall	MidTerm	Star Early Literacy Avg Percentile Rank (PR) Fall	MidTerm	Star Reading Enterprise Avg Grade Equivalent (GE) Fall	MidTerm	Star Reading Enterprise Avg Percentile Rank (PR) Fall	MidTerm
Grade K	0	0.2	4	14	-	-	-	-
Grade 1	0.3	0.8	15	26	-	2.1	-	75
Grade 2	0.8	1.2	10	13	1.3	1.2	14	11
Grade 3	1.2	-	8	-	2.3	2.5	16	18
Summary	**0.6**	**0.6**	**10**	**17**	**1.9**	**2.0**	**15**	**17**

***See Attachments for additional data*

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.

- High ELL population 51% (Asian)
- Parents of the ELL students not academically sound in their native language so they find it hard to assist their student
- Students consistently tardy or absent from school
- Parental involvement and language barriers
- Lack of pre-school experience
- Unreliable transportation
- High poverty
- Students are trauma victims and there is no onsite counselor and many cannot afford counseling services outside of school: (parents in jail, death, high drug and alcohol abuse)
- Poor fine motor skills
- High teacher turnover
- Lack of teacher pedagogy
- Lack of ESSA evidenced curriculum
- Lack of technology access at home
- Refugees coming to America that are illiterate in their language and English
- Lack of social exposure-especially in lower grades (knowing how to be in a school setting)

We came to the above conclusions after conducting a root cause analysis that we've inserted below. This depicts what is adult/student based and within our control or outside of our control.

4.2.3T: Fishbone Analysis—Version 1.0   3/3
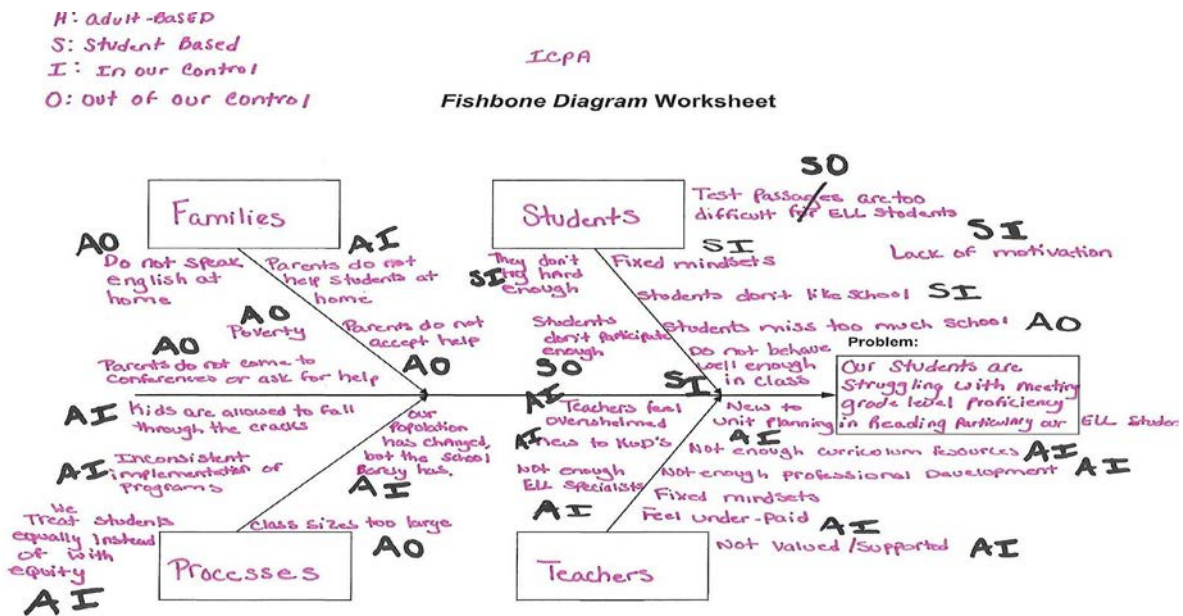
Kindergarten Readiness Assessment 2018

2 (4.2%) **Demonstrating Readiness**

22 (45.8%) **Approaching Readiness**

24 (50.0%) **Emerging Readiness**

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.

Vision: Imagine Columbus Primary Academy will utilize multiple evidence based strategies to provide literacy instruction that teaches students to effectively read, write, listen, and speak ready to embrace the challenges of our global society.

Mission: Imagine Columbus Primary Academy recognizes that literacy skills and providing a literacy rich environment and access is the responsibility of all school personnel, teachers across all grade levels and disciplines, community members, parents, guardians, and public libraries. We wish to partner with all the aforementioned entities so that we may provide a high-quality learning environment that will prepare students for lives of leadership, accomplishment and exemplary character.

The following expectations have been set to ensure we are supporting our mission and vision:

- High quality literacy instruction that specifically addresses the 5 components of reading (Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension)
- Schools having literacy-rich classrooms in every content area (all classrooms have a classroom library and while some books are AR coded, others are not as we are also trying to teach students how to find books they are interested in, at their level when they go to a local library.)
- Parent Resource room on campus that provides support systems for parents in literacy awareness.
- Professional learning opportunities playing a critical role in the growth and development of teacher capacity.
- Collaboration among teachers and administration in plan implementation and monitoring
- Site-based professional development to train teachers and others in to provide research-based strategies for literacy instruction.
- Systematic utilization of small group and individualized instruction for differentiation (especially during SUCCESS time)
- Implementation of authentic formative and summative assessments (EDULASTIC).

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.

- By the end of the 2019-2020 school year, the mean Reading Learning Gain for all students will improve from 1.04 to 1.08 as measured by the Fall to Spring STAR Reading Assessment.

- By the end of the 2019-2020 school year, 60% of students (3-5) will be at the Proficient Level or higher as compared to 30% (2018-2019) as measured by the Reading State Assessment.

- By the end of the 2019-2020 school year, the number of students deemed off-track will decrease by 10%.

Progress Monitoring Report By Teacher

STAR™ Reading

Same Student

1 of 1

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School: Imagine Columbus Primary Academy
Grade: All
Teacher: All
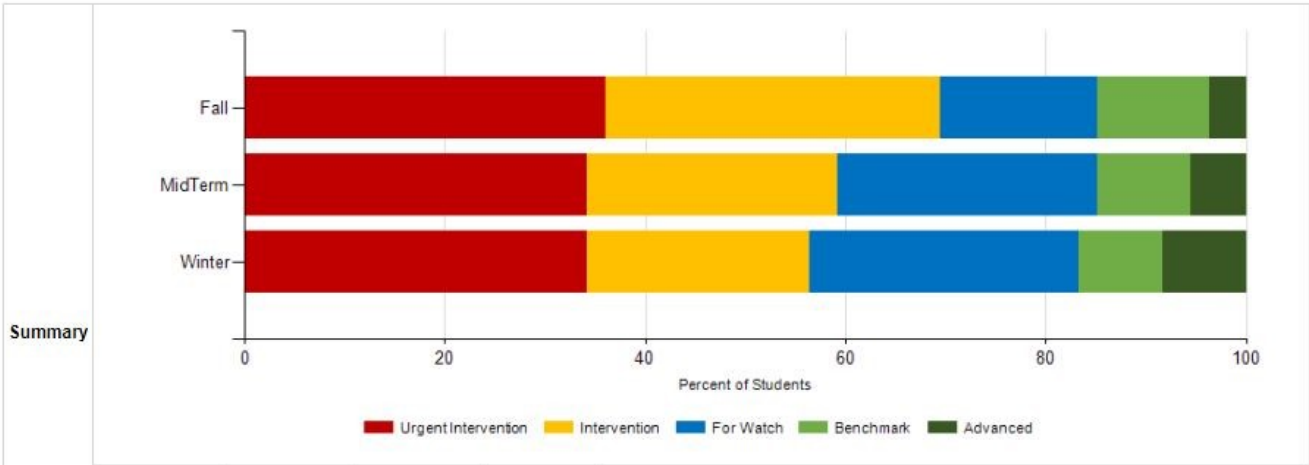
Summary

Window	Number of Students	Mean NCE	Learning Gain	% of Students				
				Urgent Intervention	Intervention	For Watch	Benchmark	Advanced
Fall	108	28.8		36.1	33.3	15.7	11.1	3.7
MidTerm	108	31.8	1.029	34.3	25.0	25.9	9.3	5.6
Winter	108	32.6	1.038	34.3	22.2	26.9	8.3	8.3

Progress Monitoring Report By Teacher

Same Student

1 of 1

Printed On: 5/3/2019 12:43:57 PM

STAR™ Early Literacy

School: Imagine Columbus Primary Academy
Grade: All
Teacher: All

Window	Number of Students	Mean NCE	Learning Gain	% of Students				
				Urgent Intervention	Intervention	For Watch	Benchmark	Advanced
Fall	58	30.4		32.8	24.1	22.4	17.2	3.5
MidTerm	58	40.2	1.098	22.4	19.0	27.6	19.0	12.1
Winter	58	39.9	1.096	10.3	34.5	25.9	24.1	5.2
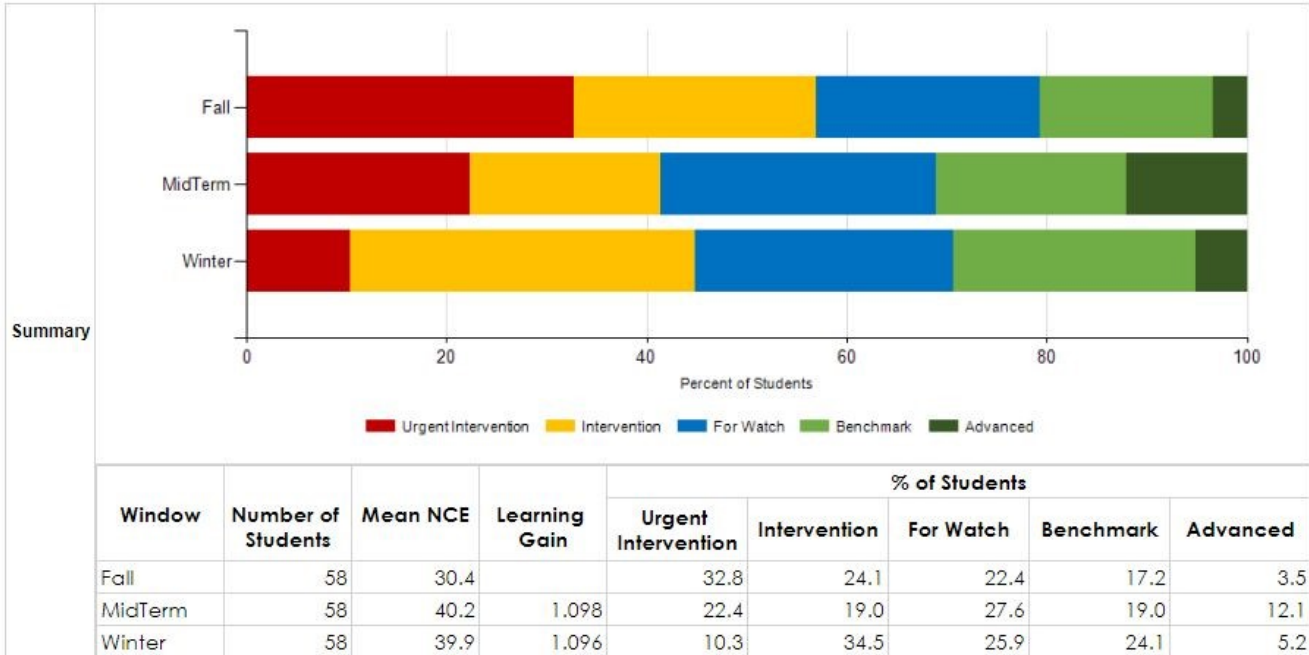
SECTION 6: ACTION PLAN MAP(S)

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.

Goal #_1__ Action Plan Map

Goal Statement:

Evidence-Based Practice:

	Action Step 1	Action Step 2	Action Step 3
Components	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Monthly STAR Reading or Early Literacy Progress Monitoring and Goal Setting (Bottom 25% of students)	Weekly Professional Learning Communities (PLC)/TBT's (Teacher Based Teams)
1.Timeline	Quarterly	Monthly	Weekly
2.Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Test Coordinators, Instructional Coaches, Teachers	Teachers Instructional Coaches,

	Action Step 1	Action Step 2	Action Step 3
3.Resources Needed	STAR Renaissance	STAR Renaissance	STAR Data, Coaching Support, data chat and feedback protocols
4.Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	STAR Reading or STAR Early Literacy will be administered quarterly to all students. Students identified in urgent intervention or intervention will take	Using STAR scores, progress monitoring goals will be established for all students falling in urgent intervention, intervention or for watch quartile	Grade-level teachers (including SPED and Title and Instructional Coaches) will meet weekly as a Professional Learning Community (PLC) to examine review
5.Measure of Success	STAR monthly to more closely monitor progress		formative and summative data, including STAR, to engage in feedback protocols and strengthen literacy instruction.
6.Check-In/ Review Date	Quarterly STAR learning gain reports	Quarterly progress on established student goals	Monthly classroom observations

Goal #_2__ Action Plan Map

Goal Statement:

Evidence-Based Practice:

	Action Step 1	Action Step 2	Action Step 3
Components	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Monthly STAR Reading or Early Literacy Progress Monitoring and Goal Setting (Bottom 25% of students)	Weekly Professional Learning Communities (PLC)/TBT's (Teacher Based Teams)
1.Timeline	Quarterly	Monthly	Weekly
2.Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Test Coordinators, Instructional Coaches, Teachers	Teachers, Instructional Coaches
3.Resources Needed	STAR Renaissance	STAR Renaissance	STAR Data, Coaching Support, data chat and feedback protocols
4.Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	STAR Reading or STAR Early Literacy will be administered quarterly to all students. Students identified in urgent intervention or intervention will take STAR monthly to more closely monitor progress	Using STAR scores, progress monitoring goals will be established for all students falling in urgent intervention, intervention or for watch quartile	Grade-level teachers (including SPED and Title and Instructional Coaches) will meet weekly as a Professional Learning Community (PLC) to examine review formative and summative data, including STAR, to engage in feedback protocols and strengthen literacy instruction.
5.Measure of Success	Quarterly STAR learning gain reports	Quarterly progress on established student goals	Monthly classroom observations

	Action Step 1	Action Step 2	Action Step 3
6.Check-In/Review Date	June 2020	June 2020	June 2020

Goal #_3__ Action Plan Map

Goal Statement:

Evidence-Based Practice:

	Action Step 1	Action Step 2	Action Step 3
Components	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Monthly STAR Reading or Early Literacy Progress Monitoring and Goal Setting (Bottom 25% of students)	Weekly Professional Learning Communities (PLC)/TBT's (Teacher Based Teams)
1.Timeline	Quarterly	Monthly	Weekly
2.Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Test Coordinators, Instructional Coaches, Teachers	Teachers, Instructional Coaches
3.Resources Needed	STAR Renaissance	STAR Renaissance	STAR Data, Coaching Support, data chat and feedback protocols
4.Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	STAR Reading or STAR Early Literacy will be administered quarterly to all students. Students identified in urgent intervention or intervention will take	Using STAR scores, progress monitoring goals will be established for all students falling in urgent intervention, intervention or for watch quartile	Grade-level teachers (including SPED and Title and Instructional Coaches) will meet weekly as a Professional Learning Community (PLC) to examine review formative and summative
5.Measure of Success	STAR monthly to more closely monitor progress		data, including STAR, to engage in feedback protocols and strengthen literacy instruction.
6.Check-In/Review Date	Quarterly STAR learning gain reports	Quarterly progress on established student goals	Monthly classroom observations

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.

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the district leadership team. The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- Classroom/Curriculum-based assessments
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)
- Developmental Spelling Inventories (Words Their Way)
- Sight Word Assessments Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers meet weekly with the principal and instructional coach to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress.

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.

The following is a comprehensive list of evidence-based strategies that are based on the five critical components of reading. These strategies will be used both in the general education classroom and targeted small-group intervention groups in order to meet specific student needs and improve literacy instruction.

PHONOLOGICAL AWARENESS AND PHONICS TECHNIQUES Increase student's awareness of individual sounds letters make. Identify beginning, middle and ending sounds. Practice blending, segmenting and categorizing sounds.

Sound Manipulation Activities: Explore sound elements of spoken language. Find a variety of ways to play with words. Involve gestures, hopping, marching, dancing or other movement. For instance, have the student segment sounds and clap along while pronouncing syllables. Incorporate music. Sound Boxes and Word Boxes: Connected boxes are drawn on paper. One sound is written in each box. The teacher says the word. Then the student slides a token across the boxes while the teacher and student together say the word slowly. The structure of the connected boxes is gradually faded. Eventually, student can write letters and articulate sounds that form the words.

Sound Sorts: Categorize sounds according to beginning and ending sounds. Find rhyming words. Teacher begins by modeling and narrating process. After sorting words, student should pronounce them and explain why s/he sorted them together.

Alphabetic Principle: This principle refers to letter-sound correspondences. Teach phonics skills directly through demonstration 1:1 correspondences with letters and sounds in words. Have student practice and provide feedback. Once the student reads a word successfully several times, ask him or her to distinguish it from another. Teach word families, or phonograms—also called onsets and rimes. These allow the student to generalize and thereby command a greater number of words. Follow by teaching sight words from lists of irregular and high frequency examples.

Word Sorts: Devise activities that allow the student to sort phonograms. Allow the student to identify and discuss similarities and differences in spelling and sound patterns.

FLUENCY TECHNIQUES Target oral reading rate and expression, which contribute to comprehension, first through repeated practice under timed conditions. Traditional Flashcard Drill and Practice: The teacher models reading the word printed on a flashcard, asks the student to read the word and follows up with feedback.

Simultaneous Verbal Prompting: Use flashcards as above. Teacher presents the word and its definition, then pronounces word just ahead of student who repeats the word in quick succession. To a listener, this drill sounds like teacher and student are reading the words simultaneously.

Incremental Rehearsal: This technique is built upon teaching 10 percent of new words in a group that is 90 percent familiar words. The teacher writes 10 new words and nine known words on cards. The teacher presents the new word and its definition, then asks the student to pronounce it. This first unknown word is added to the deck of nine known words and flashcard drill is conducted nine times. Once the student masters the first new word, it becomes part of the known deck, the first known word is dropped, and a second unknown word is presented. This continues until all 10 new words have been mastered and the original deck of nine has been completely replaced.

Repeated Readings: In successive lessons, student repeats reading of the same text. Readings may be timed to determine correct words per minute. The texts are usually short passages, 50–300 words. Teacher records and corrects errors. Student should be able to read 85 percent of the words on the first try and with these repeated readings, work toward 100 percent.

Phase Drill: The student reads a text while teacher notes words read inaccurately. Teacher gives feedback on oral reading miscues, Page 21 of 23 models correct reading, and has student reread the sentence or phrase where the error happened three times. After practice, student rereads entire text.

Listening While Reading: If a student has difficulty reading words in a passage or reads very slowly, teacher models reading a text aloud and requires student(s) to follow along with their finger. After student follows along, s/he rereads the text.

VOCABULARY AND COMPREHENSION TECHNIQUES When a student experiences difficulty, the teacher must provide explicit instruction on comprehension. Comprehension difficulties may arise for many reasons, but various vocabulary deficits seem to contribute significantly. New words and concepts should be taught a few at a time, and care should be taken to constantly review those that have been mastered (see Incremental Rehearsal).

Semantic Webs: A graphic organizer, effective for pre-reading. Key concept or word is placed in the center of the web. Characteristics applicable to the word are placed around the center. The teacher guides the student to complete the web by asking questions.

Story Map: A graphic organizer, effective during or after storybook reading to aid comprehension of characters, setting, theme/main idea, plot, conflict and additional elements. A teacher demonstrates and guides practice.

Response Cards: This strategy increases participation among all students. Teacher uses available media to prepare either blank spaces where students construct a response or options for them to select. After reading, teacher asks group comprehension questions and students respond on their cards.

Questioning: Student generates his or her own factual and inferential questions—before, during and after reading.

Paraphrasing: Student restates reading in his or her own words.

Retelling: Student reports reading in exact words from the text.

Increasing Rate of Comprehending Text: Teacher sets up and helps student participate with/track timed repeated readings and timed repeated drills answering comprehension questions.

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the district leadership team. The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- Classroom/Curriculum-based assessments
- Developmental Reading Assessments (DRA) administered 2 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)(LLI)
- Sight Word Assessments (Fry Words) -LASLINKS -OELPA -KRA-L benchmark assessed quarterly Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers meet weekly with the principal and instructional coach to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress.

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.*

1. We will monitor strategies during walkthrough observations, lesson plans, weekly TBT and teacher collaboration meetings, and ongoing PLCs. We will use end of year staff and family surveys, the decision framework, and specific student data from AIR state tests, STAR Reading, Math and Early Literacy, weekly benchmarks/formative assessments, writing diagnostics to show progress and improve literacy strategies and instruction. We will analyze observation data, coaching notes and lesson plans to design future professional learning and coaching techniques for our teachers.

2. RIMPS are updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development. Balanced literacy brings together the best of both whole language and phonics reading education. It addresses our Reading Improvement and Monitoring Plan (RIMP) by allowing teachers to differentiate learning, to support learners where they are and to advance students who are ahead. Teachers are not forced to cover it all but they are provided the freedom to meet the child's need providing rigorous learning opportunities. Since over half of our students come to us as English Second Language learners, it is important that strategies vary to include hands-on, visual, interactive learning while still addressing students who learn auditorily. In the balanced literacy classroom students are exposed to both worlds optimizing learning for all. The core of balanced literacy addresses the big 5 areas of reading and writing. While this is not an exhaustive list, some of the strategies for phonological awareness and phonics techniques include: Categorizing sounds according to beginning, middle and end sounds through rhyming words. The teacher begins sort the words by modeling and narrating the process out loud (metacognition). After sorting the words, student should pronounce the words and explain why they were sorted together (I do, We do, You do Strategy). As an extension activity, students can practice blending, segmenting and categorizing sounds. The use of graphic organizers allows the student to grasp whole to part concepts. Concept maps/Frayer models etc. can be used to foster reading comprehension, language and vocabulary development, verbal communication, build background information, focus attention, make connections and demonstrate personal understanding of reading materials. Teaching phonic skills through direct instruction demonstrating 1:1 correspondence with letters and sounds in word called the alphabetic principle allows students to practice and to provide feedback. Once the student has read a word successfully several times, asking them to distinguish the word from another helps to build letter and sound awareness and understanding. Word sorts allow students to identify and discuss similarities and difference in spelling and sound patterns. Word walls can be created for content words to be used for reference and can be displayed alphabetically or by concept. Word walls support the growth of vocabulary and understanding of root words. Students are able to add/remove prefixes and suffixes. Students are able to test each other's knowledge using word cards and offering a definition. Some words lend themselves to illustration. Other activities include developing knowledge of the parts of speech, being able to categorize. Some of the other techniques that are best practices in all areas of teaching include scaffolding, questioning techniques, interaction, clarifying concepts, application, previewing and predicting, and encouraging more elaboration.

The monitoring of student data will allow for the creation of further professional development for teachers based on those outcomes has been happening quarterly for the past 2 years and teachers have met biweekly to review data from formative assessments. As a result of our analyzing the data and adjusting our instructional practices in literacy we conduct walk-throughs and classroom observations that provide data concerning job embedded, just in time professional development, to ensure that we have effective implementation throughout the building. We will continue these quarterly and bi-weekly meetings due to the benefit that they provide for out teachers and student growth.

Being that the principal and assistant principal are new to the campus this year, it is hard to decipher what worked and did not work previously over the past 2 years. We do know that some strategies listed were never utilized or implemented so we are hopeful that by implementing the above strategies and monitoring with fidelity, we will see significant improvement.

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.

The schools' comprehensive literacy professional development plan includes the following: 1. Components of balanced literacy framework (research, rationale and specific teaching techniques & strategies) K-2: guided reading, independent reading, shared reading, interactive read aloud, word work, phonics, phonemic awareness and writers workshop 3-5: guided reading, shared reading, interactive read-alouds, independent reading, book clubs, word study and writers workshop 2. 120 minute ELA/Writing block framework training, resources and coaching for new teachers 3. Ongoing classroom coaching and resources to support teacher understanding of interactive read-alouds, shared reading, guided reading and writing workshops 4. Leveled Literacy Intervention

(LLI) training and resources for new teachers 6. Creating culturally relevant classroom environments and resources for ELL students 7. SIOP strategies, resources and coaching for new teachers. These strategies, outside of grade level specific PD's apply to all instructional staff.

APPENDICES

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

N/A