



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Imagine Madison Avenue School of Arts 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 allows for progress monitoring data from observations to be shared with grade level leaders and teams at TBTs.
- The importance of intentional and explicit literacy instruction in Kindergarten is acknowledged.

This plan will benefit from

- Analyzing factors for low achievement rates other than learner performance, such as adult implementation and family engagement.
- Including a data-driven Multi Tiered System of Support with defined decision rules for interventions and exit strategies along with differentiated core instruction.

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

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

25 South Front Street Columbus,
Ohio 43215 education.ohio.gov

(877) 644-6338
For people who are deaf or hard
of hearing, please call Relay
Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Imagine Madison Avenue School of Arts

DISTRICT IRN: 009955

DISTRICT ADDRESS: 1511 Madison Ave. Toledo, OH 43604

PLAN COMPLETION DATE: December 20, 2019

LEAD WRITERS: Lindsey Day (Principal), Megan Ochoa (Academic Coach), Ashley Tipping (Title One Coordinator)

IMPLEMENTATION START DATE:

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

SECTION 1: 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.

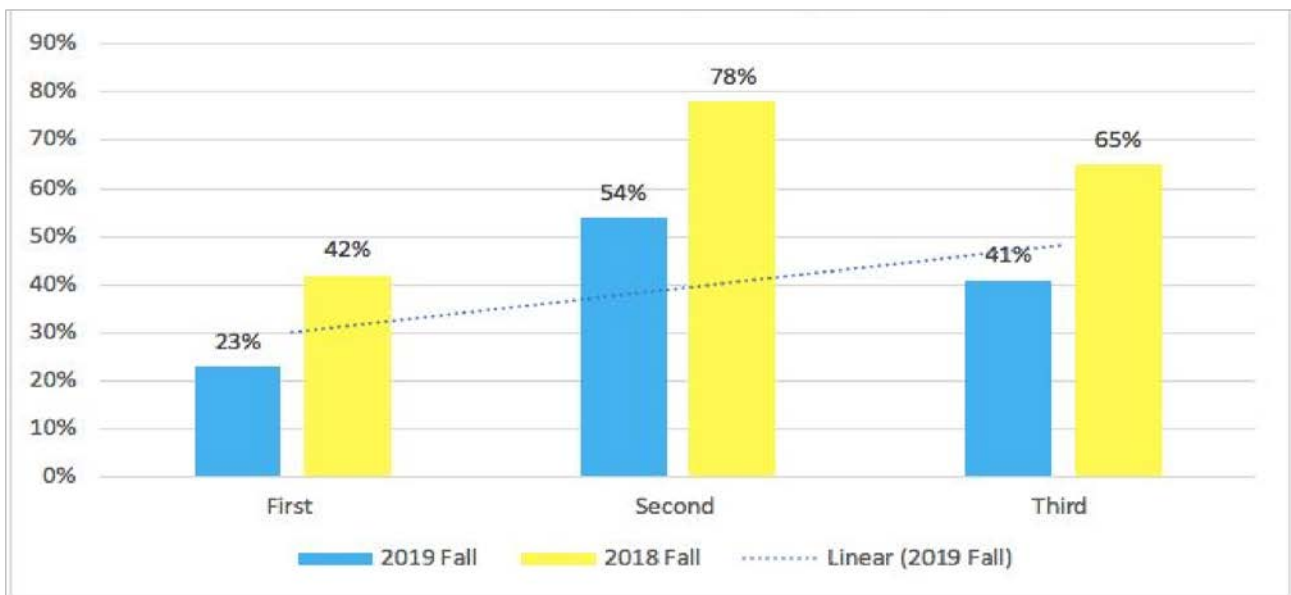
Name	Title/Role	Location	Email
Ashley Tipping	1st Grade Teacher, Title Coordinator	Imagine Madison Avenue School of Arts	ashley.tipping@imagineschools.org
Megan Ochoa	Academic Coach	Imagine Madison Avenue School of Arts	megan.ochoa@imagineschools.org
Lindsey Day	School Leader	Imagine Madison Avenue School of Arts	lindsey.day@imagineschools.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.

The leadership team developed our reading achievement plan by following Ohio’s new strategic plan to raise literacy and collectively reviewing our report card data (especially at risk K-3 data) and looking for trends as a team. Once we reviewed the data, we conducted a comprehensive needs assessment inclusive of a root cause analysis to narrow our focus to ensure that we were all aligned with the identified needs found within our school improvement plan. As a team, we determined that the root cause was related to the lack of evidenced based instructional strategies at Madison Avenue School of Arts. Based on our data analysis, we found a significant increase and pattern in second grade regarding the percentage of students identified as off track for reading with the fall data. Please see below:

% of Students Off Track Fall 2019/2018



With this identified pattern, we identified 2nd grade as a focus area. This data has been shared with all stakeholders via monthly report outs regarding our progress towards our goals found within our school improvement plans. We are monitoring the plan daily, with classroom observations from the Academic Coach and Principal. The data collected from the observations, is shared with the grade level leaders and their teams during weekly TBT meetings. The data is then shared school-wide during our monthly report sessions with members of the CSLT reporting out.

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.

Imagine Madison Avenue School of Arts (IMASA) is required by the state of Ohio to have an improvement plan. Our priority need 2 in the plan is to increase student achievement in literacy. Specifically:

- “By Spring 2022, 80% of ALL students at Imagine Madison Avenue School of Arts (grades K-5) will be proficient or above as measured by their perspective ELA assessments (AIR or STAR using the Ohio Benchmark Measure)

In addition to our Ohio Improvement Plan, IMASA is required to submit a School of Excellence Plan to its parent company (Imagine Schools). The goals outlined in that plan are as follows:

- By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.07 to 1.08, as measured by the Fall to Spring STAR Reading Assessment.
- By the end of the school year, the median Reading SGP for all students should be 40 or greater.
- By the end of the school year, 45 % of students will be at the Proficient Level or higher, as measured by the Reading State Assessment.

Upon creation of these goals, the team put together action steps of improvement efforts as follows: We have and continue to provide professional development to build capacity for inexperienced teachers in instructional methods. We have restructured our Daily Literacy RTI Block to ensure implementation and monitoring of the selected evidenced-based strategy (Direct Instruction). We are tracking lesson progress/pacing, student mastery, and fidelity to implementation in addition to providing real-time coaching and weekly “booster PD sessions.” We analyze this data during TBT meetings, CSLT meetings, and weekly grade-level leader meetings. Furthermore, we group students based off their STAR data and provide targeted literacy instruction to them in small groups. Each of these action steps allow us to track the effectiveness of our literacy instruction, make appropriate adjustments, and ensure an improvement in our students’ literacy proficiency which is the ultimate goal of this Reading Achievement Plan.

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.

KRA (Kindergarten Readiness Assessment Results)

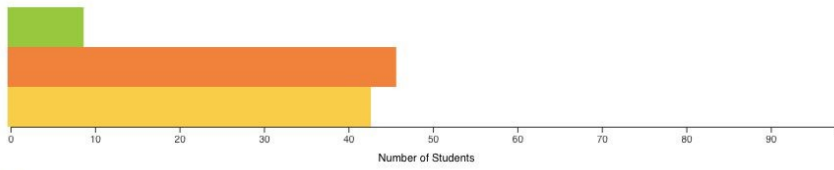
Overall KRA Score

Domain report

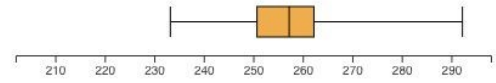
HOW TO READ THIS CHART

CHART TYPE  

All Students



- 9 (9.2%) **Demonstrating Readiness**
- 46 (46.9%) **Approaching Readiness**
- 43 (43.9%) **Emerging Readiness**



Range Minimum: 202 Range Maximum: 298

■ Whole population

Lowest Score: 234

Highest Score: 293

Mean Score: 257.7

Median Score: 258

Standard Deviation: 9.8

The bar graph above shows 9.2% of kindergarteners demonstrating school readiness according to the KRA. 46.9% were considered to be approaching readiness and 43.9% fell into the emerging readiness category. This is a concern. ODE explains the correlation between the Third Grade Reading Guarantee and the KRA. They suggest “The Language and Literacy area cut score for on track in reading is 263 (scaled-score) and above. If a student scores 262 or below on the Language and Literacy area, the child is not on track for reading on grade level.” The box and whisker plot shows the mean score for Literacy was a 257.7 (below the cut score for on-track).

The data provided by the KRA demonstrates the deficit our students face. They begin their education “unready” for school in many areas but especially literacy (unaware of phonemic awareness, their first and last name, common nouns and verbs, letter identification, oral reading comprehension, and concepts of print). Most of the students served at IMASA did not attend preschool or any school-readiness program. This is an added obstacle which invites us to look at our kindergarten practices. We must be intentional about what happens here first and foremost to catch students up rather than waiting for 3rd grade reading guarantee data to show they are off track. Early detection and intervention is the best way to ensure our students are getting what they need in regards to their literacy proficiency. Without this, IMASA will continue a cycle of students being off-track in regards to literacy.

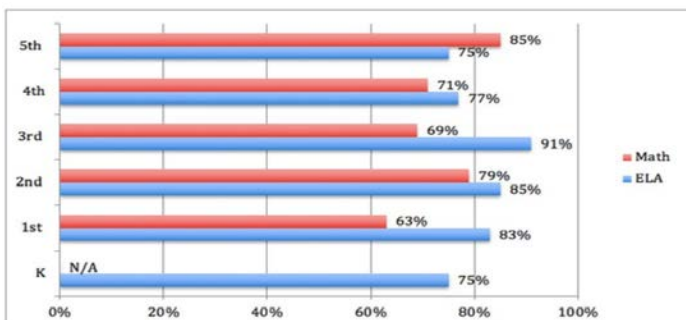
Our third graders scored at 29% proficient compared to 2018 at 17% proficient. Our fourth graders scored 23% proficient compared to 2018 at 26% proficient. Our fifth graders scored at 54% proficient compared with 2018 at 44% proficient. While the fourth and fifth grade did increase slightly in proficiency this is significantly lower than the state proficiency average.

Based on state Diagnostic Reading test administered by September 20, 2019 for the third grade we determined that 35/86 students were off track. This result was a similar trend found in K through 2 in regards to their Diagnostic Reading test.

Although we only had state data for our third through fifth graders, based on our STAR scores, RIMPS, and other school based data we know that our Kindergarten through second grade students were one to two years below in reading as well.

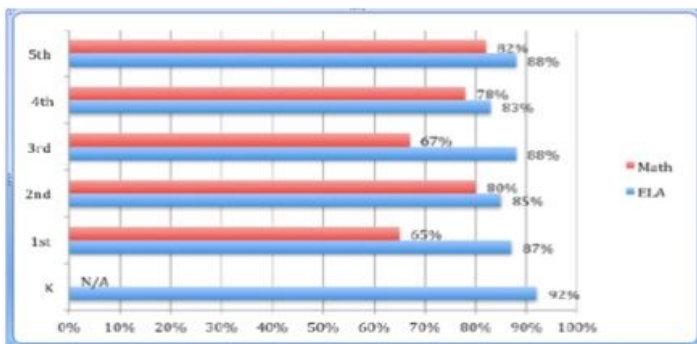
During our needs assessment and root cause analysis the diagnostic data via STAR reading demonstrated the following:

% of students identified as below benchmark via STAR Reading-Midterm



1st- 83%/2nd- 85%/3rd-91%/4th- 77%/5th-75%

% of students identified as below benchmark via STAR Reading -Fall



1st-87%/2nd-85%/3rd-88%/4th-83%/5th-88%

Based on the data reflected above we noticed the following trends within the fall-midterm STAR reading data analysis:

- First grade- decreased the amount of students identified as below benchmark by 4% from the fall STAR administration
- Second grade- did not decrease the amount of students identified as below benchmark- the amount remained the same -0% GROWTH - **CONCERN**

- Third grade- increased the amount of students identified as below benchmark by 3%-**CONCERN**
- Fourth grade- decreased the amount of students identified as below benchmark by 6%
- Fifth grade- decreased the amount of students identified as below benchmark by 13%

With the triangulation of data, 2nd grade has demonstrated a concerning pattern. 3rd grade has been identified as a concern considering that the second-grade students that are coming to them in the fall are significantly below as demonstrated by the off track data and in house diagnostic STAR data.

During the data analysis, of the STAR reading we identified the weakest domains by grade level that are consistent with the spring state AIR assessment results:

3rd grade weakest area(s)- informational text/literary text

4th grade weakest area(s)- literary text

5th grade weakest area(s)-informational text

In addition, we noticed that many of our students are struggling in the area of reading fluency. Based on our diagnostic assessments within the evidenced based reading intervention program Reading Mastery the majority of our students were identified as below grade level with the placement test for the program.

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.

Factors that contributed to our low reading achievement include lack of school preparation programs (preschool), lack of prior knowledge/exposure to literature in preschool years, lack of evidence-based instruction and intervention in first year(s) of schooling, insufficient written and typing communication skills, lack of content vocabulary knowledge specifically with nonfiction text, students with low sight word recognition, lack of analyzing text to answer questions, as well as entering school up to a year behind in their lexile levels. We derived the factors based on KRA results, STAR reporting domains and RIMP plan improvement strategies.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

It is Madison Avenue School of Art's vision to provide students with a continuum of literacy of instruction by beginning in kindergarten with the basics of phonemic awareness and phonics instruction paired with an evidenced based strategy that is proven to work. Our mission is inclusive of building fluent sight word vocabulary for our students while providing them with word attack strategies that they can utilize throughout their life experiences with fictional and nonfiction texts. Our mission is to equip students with rich vocabulary while equipping them with word attack skills thus producing readers that are comfortable with informational and literary texts. A similar progression will be instituted with writing instruction beginning in kindergarten to ensure that by third grade, we have built learners who have a strong understanding of the basic coupled with the writing process.

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 Spring 2022, 80% of ALL students at Imagine Madison Avenue School of Arts (grades K-5) will be proficient or above as measured by their perspective ELA assessments (AIR or STAR using the Ohio Benchmark Measure).
 - By the end of the 2019-2020 school year, the mean Reading Learning Gain for all students (K-5) will improve from 1.07 to 1.08, as measured by the Fall to Spring STAR Reading Assessment.
 - By the end of the school year, the median Reading SGP for all students (K-5) should be 40 or greater.
 - By the end of the school year, 45 % of students in grades 3-5 will be at the Proficient Level or higher, as measured by the Reading State Assessment.

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 Map

Goal Statement: “By Spring 2022, 80% of ALL students at Imagine Madison Avenue School of Arts (grades K-5) will be proficient or above as measured by their perspective ELA assessments (AIR or STAR using the Ohio Benchmark Measure).”

Evidence-Based Strategy or Strategies:

- Direct Instruction and Marzano High Yield Instructional/ Evidence based strategies

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Components	Provide on-going professional development to teachers on direct instruction Reading Mastery program and Marzano’s high-yield strategies.	Analyze evidence-based strategy data (direct instruction).	Analyze student performance data as a result of evidence based strategies (selected Marzano strategies) using the TBT 5 step process.	Administer STAR Reading assessment to progress-monitor.	CSLT Meeting-progress monitoring of improvement plan(s) and action step(s) making revisions as necessary
Timeline	Weekly	Weekly	Bi-Weekly	Quarterly	Monthly
Lead Person(s)	Academic Coach Educational consultants	Lead Teachers, SPED Coordinator, School Leader, Academic Coach	All Teachers (including SPED), School Leader, Academic Coach	School Leader, Academic Coach	School Leader
Resources Needed	-Resources for teaching Evidence-based strategies (videos, blogs, articles, book studies, etc.) -Direct Instruction Reading Mastery consultants -Reading Mastery program (books, workbooks, teacher books, digital components)	-D.I. Data Binders with tabs -Pens -Paper -Direct Instruction Reading Mastery consultants -Reading Mastery program (books, workbooks, teacher books, digital components)	-5 step protocol and norms -21C -Resources for teaching Evidence-based strategies (videos, blogs, articles, book studies, etc.) -Common planning time among grade-levels	STAR Renaissance	CSLT protocols
Specifics of Implementation	<u>Direct Instruction Reading Mastery</u> -Initial PD-introduction to program, practicing scripts and formats -Weekly Wednesday	<u>The lead persons will check data binders weekly using a checklist to monitor the following:</u> -Student attendance during	Teachers of each grade-level have common planning time where they will meet to complete the TBT 5 step process.	School leader and academic coach will run STAR reports and disaggregate data to conduct a thorough analysis. After, they will meet with the whole-staff	The team will meet to progress monitor the implementation of our various improvement plan(s) and action step(s). Stakeholders will

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
	<p>maintenance boosters</p> <ul style="list-style-type: none"> -Coach conducts daily observation and provides real-time coaching to teachers -Teachers keep a D.I. data binder that is checked weekly (see step 2) <p><u>Marzano High-yield strategies</u></p> <ul style="list-style-type: none"> -professional learning during weekly TBT and/or planning meetings (reading articles, watching videos, etc. to learn about evidence-based strategies and plan instruction in alignment with what works) 	<p>Literacy</p> <p>Intervention block</p> <ul style="list-style-type: none"> -Lesson progress/pacing -Student performance (assessment) mastery data <p>After checking the binders, lead persons will provide written feedback to teachers and make suggestions for future instruction (including remediation)</p>	<p>They will conduct a pre-assessment then analyze data.</p> <p>Afterwards, they will select an evidence-based strategy that fits an upcoming standard. At this point they will participate in professional learning (reading articles, watching videos, etc.).</p> <p>Following that meeting, teachers will plan for instruction using the strategy they selected.</p> <p>After teaching for the prescribed period of time, they will bring post data. We will analyze it paying close attention to students on RIMPS and plan appropriate next steps while considering differentiation and moving students through RTI (response-to-intervention) tiers as necessary.</p>	<p>and individual teams to determine next steps. We will pay close attention to those on RIMPS and move them through RTI (response-to-intervention) tiers as necessary.</p>	<p>report out data they've collected. We will discuss and analyze the collected data then reflect on our improvement efforts making revisions and taking actions necessary</p>
Measure of Success	<ul style="list-style-type: none"> -Weekly Data Binder Checklist (see step 2) -Bi-weekly TBT data (pre & post) -Quarterly STAR data 	<ul style="list-style-type: none"> -Weekly Data Binder Checklists 	<ul style="list-style-type: none"> --Bi-weekly TBT data (pre & post) - Lesson plans -Walkthrough data 	<ul style="list-style-type: none"> -Quarterly STAR data 	<ul style="list-style-type: none"> -Quarterly STAR data --Bi-weekly TBT data (pre & post) - Lesson plans -Walkthrough data -Ohio Assessment Results -Weekly Data Binder Checklists
Check-in/Review Date	Weekly	Weekly	Bi-weekly	Quarterly	Monthly

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.

Consistent monitoring of student progress toward performance goals will occur at the classroom, building, and district

As soon as a student is identified as at risk, via diagnostic testing, his or her progress is monitored in relation to TIER 1 instruction that is taking place within the classroom. Any students that score below benchmark are monitored frequently and tested frequently. Their progress is measured by comparing his or her growth from the quarterly STAR benchmark assessments. Based on the data analysis of the RIMPs at each grade level, as the teachers are looking for growth they will target the areas of fluency, phonics, and phonemic awareness as these areas are identified as the weakest areas school-wide. Each teacher is expected to utilize these measures to gauge the effectiveness of teaching and to adjust evidenced based strategies to meet the needs of each individual student. The students that are not responding accurately to Tier 1 instruction move on to Tier 2 instructional interventions with increasingly intensive levels of intervention and instruction. Currently, the effectiveness of the Tier 1 instruction is measured within 2-week time frame prior to advancement to Tier 2 instructional strategies.

Once it is determined that a student is in need of Tier 2 instructional strategies, they receive more intensive intervention strategies on a daily basis during the school-wide 120-minute ELA block during small group instruction with their classroom teacher. Students that continue to show little progress at this level of intervention are then considered for more intensive interventions as Tier 3 interventions.

At this point the students are referred to the Intervention Assistance Team process consisting of a meeting with the Special Education Coordinator, Testing Coordinator, Academic Coach, the classroom teachers involved in the interventions provided to the students, and parents (if needed) prior to the referral to the Intervention Assistance Team and a plan is discussed regarding next steps for this student.

Evidence Collection:

- STAR Reading Diagnostic Assessments- collected quarterly
- Student RIMP Plans- updated weekly
- RTI Process/IAT Process
- Daily monitoring and written feedback regarding the observations from the 120-minute ELA school wide block
- Daily monitoring and written feedback regarding the observation from the school-wide RTI evidenced based reading strategy of the Reading Mastery Program
- Built in mastery check out assessments (every 5 lessons) within the evidenced based Reading Mastery Program utilized during school-wide ELA RTI block
- Weekly grade level Teacher Based Team meetings focused on data analysis in school-wide weak areas (fluency, phonemic awareness, phonics) reviewing student data and evidenced based best practices that are helping boost student achievement levels.

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 on our data analysis of the RIMPs, across each grade level, our students' consistently demonstrated weakness in Literature (Craft and Structure) and Informational Text (Integration of Knowledge and Ideas). In an effort to grow our students in these areas, we currently have school-wide focus on Direct Instruction/Reading Mastery, Marzano High Yield Instructional Strategies and Evidence Based Strategies for Literacy. School wide we are utilizing Reading A-Z program and Freckle as a resource to assist with us ensuring that we are providing developmentally appropriate fictional and expository text for our students to practice and apply decoding and reading skill practice. The following Marzano High

- Yield Instructional/ Evidence based strategies are incorporated in the weekly lesson plans and the student RIMP plans.
- Identifying similarities and differences (expectations of 45% gain)
- Summarizing and note taking (expectation of 34% gain)
- Reinforcing effort and providing recognition (expectation of 29% gain)
- Homework and practice (expectation of 28% gain)

- Non-linguistic representation (expectation of 27% gain)
- Cooperative Learning (expectation of 23% gain)
- Setting objectives and providing feedback (expectation of 23% gain)
- Generating and testing hypothesis (expectation of 23% gain)
- Questions, cues, and advanced organizers (expectation of 23% gain)

In addition to the incorporation of Marzano's high yield strategies, a school wide reading success intervention block for one hour daily of direct instruction/Reading Mastery Program is implemented. This program focuses on decoding, comprehension, written work, and spelling to advance students from K to novel level. Teachers will plan targeted learning centers for students during this time as well.

Teachers will be differentiating center based activities planned on a daily basis as the teachers are working with students designated as intervention or urgent intervention based on the benchmarks of STAR reading assessment.

The universal design for learning incorporated with our students as evidenced by lesson plans will follow this outline:

Hook

I do

We do

you do

closure

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

The evidence based strategies that we are currently utilizing are supportive of student growth because we are tracking each strategy and monitoring student growth relative to each strategy based on student data, grade level chats, teacher based team cycles, and formative assessment. Each cycle the TBT process requires strict analysis of pretest, research into strategy teachers feel will be effective, specific outline to how each teacher will teach that lesson/use that strategy, post test data, reflection on level of implementation as well as strengths and weakness from that cyle, and next steps on how to continue to help those that did not reach mastery. The grade level leaders and leadership team will meet monthly and discuss evidence of adult implementation regarding Marzano High Yield strategies, differentiated instruction in centers and Direct Instruction/ Reading Mastery implementation. This year we have brought back Direct Instruction/ Reading Mastery evidence based program that has proven great success for us 4 years ago. We conduct frequent grade level specific classroom walkthroughs, observation and coaching with this program from our academic coach. We provide immediate written feedback regarding the reading program and observed implementation. In addition, we meet with every teacher once a week to discuss the observed strengths, weaknesses, and student progress as it relates to Direct Instruction and RIMPs.

In addition to the monthly grade level lead and leadership meeting, our grade level teams meet weekly to analyze student work specific to low areas, discuss shared expectations for implementing research based strategies across the grade level, and pre/post data comparisons.

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 academic coach and the leadership team will provide the staff with job embedded PD on a weekly basis for Direct Instruction/ Reading Mastery boosters to target specific skills or program implementation procedures refreshers.

Additional PD efforts to target specific outcomes based on data analysis:

- weekly staff boosters targeting observed areas of deficiencies in the building
- professional growth goals set by all classroom teachers as well as tracking system for progress towards that goal
- academic coach modeling research based strategies in classrooms
- Monday staff meetings to provide additional trainings, data reflection, and webinars

APPENDICES

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