



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Lakewood Local 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 an analysis of data that identifies root causes that may influence reading achievement.
- The plan includes the use of the Ohio Improvement Process to support and monitor improvement efforts.
- Professional development is on-going and job-embedded with follow-up coaching.

### **This plan will benefit from:**

- Data analysis that drills down to the reading skill level.
- Identification of evidence-based practices to be implemented and monitored in Tier-1 instruction.
- Inclusion of decision rules that describe how interventions are matched to student reading needs.

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](mailto: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](http://education.ohio.gov)

(877) 644-6338  
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# READING ACHIEVEMENT PLAN

DISTRICT NAME: Lakewood Local Schools

DISTRICT IRN: 014993

DISTRICT ADDRESS: 525 E. Main Street, Hebron, OH 43025

PLAN COMPLETION DATE: 12/12/19

LEAD WRITERS: Patti Pickering, Nikki Henry, Carol Field

## CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation.....	3
SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP .....	3
SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts .....	4
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School .....	5
SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNING PERFORMANCE DATA.....	5
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT.....	6
Section 4: Literacy Mission and Vision Statement(s) .....	6
Section 5: Measurable learner Performance Goals.....	6
Section 6: Action Plan MAP(s) .....	7
Section 7: Plan for Monitoring Progress toward the learner performance goal(s).....	9
Section 8:.....	10
Expectations and Supports for learners and Schools.....	10
SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS.....	10
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES.....	11
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN .....	11
Appendices .....	13

## 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
Patti Pickering	Director of District Services	Lakewood Local Schools 525 E. Main Street Hebron, OH 43025	ppickering@laca.org
Nikki Henry	Principal	Hebron Elementary School 709 Deacon Street Hebron, OH 43025	nhenry@laca.org
Carol Field	Principal	Jackson Intermediate School 9370 Lancer Rd. Hebron, OH 43025	cfield@laca.org
Melissa Flesher	K-12 Literacy Coach	Hebron Elementary School 709 Deacon Street Hebron, OH 43025	mflesher@laca.org
Michele DeGraeve	Title I Reading 3-5	Jackson Intermediate School 9370 Lancer Rd. Hebron, OH 43025	mrhenry@laca.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.*

Our district has several leadership structures in place that are focused on school improvement. Data from Teacher-based teams is shared with the Building Leadership teams K-3 and the District Leadership Team. The District Leadership Team reviewed data from state testing, STAR, GRA data, sight word and alphabet data to determine areas for improvement. We have noticed that approximately 60% of students in K-3 are consistently performing at grade level. Because of the lack of improvement over several years, we recognized the need for curriculum changes, additional resources and professional development for teachers in the five areas of reading instruction. Through our professional study, we learned that in order for improvement to take place, we needed change the skill level of teachers, the role of the learner and the rigor of the content. Therefore, we felt it important to implement/track an evidenced-based curriculum, provide support for teachers through ongoing, embedded professional development and ensure that students were more actively engaged in reading and writing. A comprehensive needs assessment was done as part of the OIP process and use of the 5 step process for school improvement is used. We monitor progress via the 5 step school improvement process during regular TBT, BLT and DLT meetings. The plan and progress on the plan are communicated to teachers and administrators at these

meetings and also shared quarterly with the Board of Education. Parents and community can also access the plan via our school website and progress is communicated via school newsletters and Facebook.

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

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

This plan supports the improvement efforts already taking place in the Lakewood Local School District. A needs assessment was conducted in June 2019 for our CCIP. As a result of the needs assessment and the completion of the Decision Framework, we determined that Reading was an area of concern. After many years of no movement in data scores, we recognized that the core instruction being provided and skill level of teachers both needed to be addressed. We developed a SMART goal, "By 2022, 80% of K-8 and ELA I & II students will be proficient on the Ohio State Tests." Our strategies for improvement included the implementation of Lucy Calkins program at the elementary levels and the provision for ongoing professional development for teachers as they implemented the program in their classrooms. In addition, the district has developed a strategic plan that includes a goal for Teaching and Learning that includes the same strategies for ongoing professional development and a focus on academic growth and achievement for all students.

Our district goals were then more thoroughly outlined in the building goals below:

### Hebron Elementary (K-2)

Literacy Goal (K-2): By June 2020, at least 80% of Hebron students will read/comprehend a range of grade level selections including literature and informative texts as measured by Scholastic Guided Reading Assessments.

- ELA teachers will effectively implement Wilson Foundations (Grade K-2), and Lucy Calkins Reading Units of Study (K-2) by collaborating in bi-weekly professional learning teams facilitated by building administrators, instructional coaches and outside consultants.
- 0 ELA teachers will progress monitor grade level sight words for students a minimum of four times a year. Teachers will differentiate sight word instruction to work with students. Our goal is 80% of our K-2 students will know their grade level sight words by May 2020.
- The Kindergarten team will work towards a December 20, 2019 target that 80% of kindergartners are able to identify their upper and lower case letters.
- Teachers will complete a book study on conferring conferences and implement strategies learned to support students reading/comprehending grade level selections.
- Kindergarten will be piloting the Lucy Calkins writing program, while 1 st and 2nd grade will be completing a unit every 9 weeks. Jackson Intermediate (3-5)
- ELA teachers will effectively implement Lucy Calkins Reading & Writing Units of Study by collaborating in weekly professional learning teams facilitated by building administrators, instructional coaches and outside consultants.
- Third grade PD will focus on full implementation of Writing Units of Study and grades 4-5 will continue focus on year 2 implementation of Reading Units of Study. Reading/Writing consultants will provide monthly PD on site while building level instructional coach supports through weekly TBT meetings and classroom coaching.
- Teachers will administer and analyze unit pre/post-assessments during facilitated ELA TBT to measure instructional impact and standards alignment.
- General, Gifted and Special Education Teachers will track and report the number of reading conferences to ensure all readers have instruction targeted to individual needs.
- Building schedule is blocked for 120 minutes of daily ELA instruction per grade level; goals set and progress monitored using STAR diagnostic.

## 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.***

Our KRA data shows approximately 64% of students enter Kindergarten on track in Language and Literacy. This is consistent with past years where scores have been similar. Diagnosis assessments, such as STAR and GRA indicate that student growth and achievement is persistently low. In grades K-2, approximately 40% of students have scored at the proficient level on STAR in Fall of 2017 & 2018. Grade 3 was at approximately 49-50% during the same time period. End of year GRA data showed that between 55-59% of students K-3 were at benchmark. At K-2, there was significant growth of percent of students at benchmark, however at 3rd grade, despite interventions, there was only a 6% increase in the percent of students who were at benchmark on the GRA. Scores on the Ohio Achievement Assessments in Grades 3-8, data from 2016 to 2019, the data is relatively constant between 40-60% of students scoring at the proficient level. There is no upward or downward trend to any of the data.

Our analysis of data focuses on the idea that we are not getting more than a year's worth of growth from our students. The trends in their scores have not changed. In other words, if you started proficient, you will likely end proficient. If you began the year below proficient, you will likely finish below proficient. We are not "closing the gap" despite having many students with gaps who attend our elementary schools. This is the trend despite various interventions that have been implemented in both buildings. Could we be creating these gaps given the instruction we are providing to our students? With most benchmark scores between 40-60% percent and the lack of change from year to year, there seems to be a systemic issue with instruction that is impacting student learning, or lack of student learning.

## 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.*

There are several factors that are contributing to our students' lack of achievement and progress towards meeting grade level goals. Ultimately we believe that the core instruction must be addressed. We have discussed several factors:

1. We were not teaching with fidelity and consistency to mastery using evidence-based curriculum.
2. We were not tracking student progress and data. There were no short cycle assessments in place.
3. Students lacked resources such as books at their level.
4. We did not have professional development targeted to the evidence-based curriculum.

## 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: To provide high quality literacy instruction that goes beyond test scores and fosters a life-long love of reading.

Mission: We will provide an evidence-based core curriculum in literacy that includes and addresses the five foundational literacy skills. We will also provide support for teachers through embedded professional development and hold staff accountable for teaching with fidelity. We will provide grade appropriate and engaging resources and materials to ensure student's active participation and grade level reading proficiency.

## 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.*

Overarching Goal:

Lakewood Local Schools-Hebron Jackson Intermediate

By 2022, 80% of third grade students will be proficient on the Ohio State Tests.

Subgoals:

1. By June 2020, at least 60% of third grade students will meet/exceed the correlated OST benchmark in literacy knowledge as measured by STAR.
2. By June 2020, at least 70% of students will meet/exceed the benchmark reading level as measured by GRA.



## 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: Goal 1: By June 2020, at least 60% of third grade students at Jackson will meet/exceed the correlated OST benchmark in literacy knowledge as measured by STAR.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<ul style="list-style-type: none"> <li>•Implement schoolwide reading program (Units of Study-R/W and Level 3 Foundations) to effectively address tier one foundational skills.</li> <li>•Create blocked ELA schedule to ensure 120 minutes of tier one instructional time and an additional 30 minutes of tier two intervention time daily.</li> </ul>	<ul style="list-style-type: none"> <li>•Provide embedded professional support/learning for ELA teachers facilitated daily/weekly by building literacy coach/administration and monthly by on-site expert literacy consultants.</li> </ul>	<ul style="list-style-type: none"> <li>•Measure/analyze student progress monthly using STAR and Guided Reading Assessments (GRA) to determine and provide effective targeted instruction during tiers one and two.</li> <li>•Track phonemic awareness/phonics skills mastery using end of unit Foundations assessments.</li> </ul>
<b>Timeline</b>	<p>Reading program began 2017-18 school year</p> <p>ELA instructional schedule implemented 2019-20 school year</p>	<p>Building literacy coaching 2014-present</p> <p>Monthly literacy support from expert consultants began 2018-19 school year.</p>	<p>2019-20 school year:</p> <p>STAR/GRA fall, winter, spring screeners; STAR monthly progress monitoring; reading level progress during weekly reading conferences</p> <p>1/20-5/20: Determine Foundations student data tracking process and format</p>
<b>Lead Person(s)</b>	Building Administrators, Literacy Coach	Principal, Literacy Coach, Contracted Literacy Consultants	Principal, Literacy Coach, ELA Teachers
<b>Resources Needed</b>	Computers, NWEA MAP program, School, classrooms, and students Fall Reading assessment results, distribution template for school and classrooms	Computers, NWEA MAP program, School, classrooms, and students Winter Reading assessment results, distribution template for school and classrooms	Computers, NWEA MAP program, School, classrooms, and students Spring Reading assessment results, distribution template for school and classrooms
<b>Specifics of Implementation</b>	<p>Curricular student consumables-Foundations</p> <p>Leveled texts</p>	<p>Consultant fees/substitute pay</p> <p>Foundations training</p>	<p>STAR subscription cost</p> <p>Reading Assistant Plus-tier 2</p> <p>After school intervention cost</p>

	Action Step 1	Action Step 2	Action Step 3
<b>Measure of Success</b>	<p>Provide ongoing PD for ELA teachers to ensure effective instructional fidelity</p> <p>Use BLT/TBT 5 step Process to ensure accountability to and progress toward grade level/building literacy goals through regularly scheduled data-informed meeting times</p> <p>Ensure ample supply/resupply of high-quality classroom instructional materials</p>	<p>Schedule weekly ELA TBTs</p> <p>Focus district-scheduled PD days on ELA instruction and data analysis</p> <p>Budget for/schedule outside literacy consultants for on-site PD days</p> <p>Secure substitutes for on-site PD days</p> <p>Plan/debrief weekly with building literacy coach; plan/debrief monthly with literacy consultants</p>	<p>Ensure all students participate in universal STAR/GRA screeners per district assessment calendar</p> <p>Schedule times for administrators, coaches, and teachers to review/analyze data to inform instruction and interventions</p> <p>With K-2 literacy colleagues, determine and implement the most effective way to monitor student mastery of Foundations instruction-phonemic awareness/alphabetic skills</p>
<b>Check-in/Review Date</b>	STAR/GRA/OIP data	<p>PD feedback from teachers, coaches, consultants</p> <p>STAR/GRA/OIP data</p>	<p>STAR/GRA/OIP data</p> <p>Foundations progress data form in use</p>

### Goal #   2   Action Map

Goal Statement: By June 2020, at least 70% of students will meet/exceed the benchmark reading level as measured by GRA.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p>Ongoing, embedded</p> <p>Professional development will be provided to support the implementation of the Lucy Calkins' reading program, as well as, the utilization of running records and conferring notes to move students from one reading level to the next. Daily collaboration and co-teaching with reading teachers.</p>	<p>Grade level data analysis to determine differentiated groups and skill focus.</p>	<p>High quality use of reading materials and curriculum with fidelity.</p>
Timeline	<p>Begin piloting program in grades 1&lt;-1, 2018-2019 School year. Full implementation at Hebron Elementary K-2 for the</p> <p>2019-2020 School Year.</p>	<p>Ongoing 2019-2020 School Year</p>	<p>Ongoing 2019-2020 School year</p>
Lead Person(s)	<p>Professional Development</p> <p>Reading consultants, and</p>	<p>Teacher based teams, reading team consisting of Title 1 teachers and administration</p>	<p>Classroom Teachers, Title I</p> <p>Reading teachers, Reading</p>

	Action Step 1	Action Step 2	Action Step 3
	District Reading Coach		Coach and Intervention Specialists
Resources Needed	Sub Costs Monthly Professional Development dates Consultant Costs	Grade level calibration of running records School Wide data sheet	Funds for classroom libraries Materials to support the Foundations phonics program
Specifics of Implementation	Acquire knowledge and strategies to implement the Lucy Calkins Reading program and to understand how to take running records and conferring notes that will inform instruction and support moving students from one reading level to the next.	Monthly meetings to analyze data-look at conferring notes, running records, student writing samples and other data to determine student groups and interventions.  Partner plans with classroom teacher and Title teacher on specific goals for students during conferring to support moving GRA levels.	Schedule w/ 120 minutes for Foundations, Reader's and Writers Workshops. Title I and Reading Coach daily co-teaching. Teacher/student reading conferences.  Teachers complete running records biweekly.
Measure of Success	Training Evaluation Data Adult implementation-Fidelity Data Increase in STAR and GRA	Partner data plans Grade level GRA data	Fidelity Checks Conferring notes with the use of materials
Check-in/Review Date	Monthly Consultant Professional Development	Weekly Title Check-in's with classroom teacher.  Monthly progress monitoring checks  Assessment data (BOY, MOY, EOY)	Walkthrough Assessment

## 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.*

STAR data is reviewed and analyzed in Fall, Winter and Spring in screeners. Students are also progress monitored monthly. Administrators and teachers review the data. Data is also reported to DLT by BLTs. Additionally, student reports are shared with parents.

The Guided Reading Assessment Data is also examined in Fall, Winter and Spring. The progress monitoring and movement from benchmark to benchmark is done through running records and use of conferring notes. This data is reviewed by teachers, literacy coaches/title I reading teachers and administrators in TBTs. It is reported to BLT, DLT and parents during conferences and on report cards.

For Grade 3, Fall OST data informs both K-2 and 3rd grade teachers/administrators. Teachers and administrators review and analyze the data, including item analysis. A student report with a cover letter is sent home to third grade parents within two weeks of release of results. It is also shared with K-2 teachers, BLT and DLT.

K-3 created an adult implementation plan (checklist). These components are reviewed when walkthroughs are done by administrators. The administrators analyze this data and consult with professional reading consultants and in-house reading experts to determine areas for reinforcement and refinement for teachers during the upcoming professional development sessions or coaching.

K-2 progress on knowing letters, sounds and sight words is monitored and shared in TBTs, BLT and DLT as part of the continuous improvement plan.

## 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 evidenced-based strategies include the implementation of schoolwide Reading/Writing workshop instructional model (Lucy Calkins) and scoped/sequenced phonemic awareness/phonics/fluency instruction (Foundations), ongoing and embedded professional development that includes regular modeling and coaching and frequent monitoring of data to inform instruction.

The implementation of the Reading and Writing workshop and Foundations programs are strategies aimed to address the "Big 5" Reading areas. Here are the areas addressed with each program:

Lucy Calkins-addresses comprehension, vocabulary, reading fluency through reading and writing workshops. Based on the gradual release of responsibility, teachers model proficient literacy strategies, provide shared practices, and release learners to independent application of skills and strategies that include effective decoding/encoding, prediction, inferencing, determining importance, text structure identification, monitoring of comprehension, and fix-up strategies.

Foundations-phonemic awareness, phonics (alphabetic principle), fluency. This multi-sensory structured language program provides direct instruction of these key foundational skills: phonemic awareness, phonics/word study, high frequency word work, fluency, automaticity, comprehension, spelling, and handwriting through explicit daily lessons and independent practice.

Based on STAR/GRA/curricular diagnostics/unit assessments/progress-monitoring, teachers identify priority intervention goals and deliver targeted instruction for students on RIMPs.

A second evidence-based strategy is an ongoing professional development plan that is embedded in teachers' daily practice. Teachers receive bi-weekly professional development from the Reading Coach based on student data gathered in the classroom and adult implementation data. Reading consultants have also been hired to work with teachers in small groups on a monthly basis to assist in implementation and answer questions/address issues. Modeling and coaching is done both in the small group PD sessions, as well as in teacher classrooms. Title I Reading teachers and the Reading Instructional coach have planning time and push-in daily in all classrooms to model differentiation strategies, as well as work with teachers and students. During professional development, Reading Improvement and Monitoring Plans are also discussed (what strategies to use with specific students, when to change strategy, frequency of intervention, etc).

Lastly, the strategy of purposefully setting data goals, analyzing data and taking temperature checks through progress monitoring such as the 1 to 1 conferring, and running records has an impact on student progress. Progress monitoring used to assess student performance is a measure to evaluate the effectiveness of instruction and the response to the instruction. Teachers meeting with students regularly to confer about the students reading helps align what is needed for that particular child to move them to the next reading level. A formal grade reading evaluation assessment is done three times a year, but ongoing running records helps support teacher knowledge on areas the child needs refinement to support their progress to the next reading level. The teachers then take running record data and conferring notes and

work with reading consultants and the title teacher assigned to their class to group students based on goals and needs to support student movement to the next reading level.

## 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.*

Administrators will ensure these strategies are effective by offering high-quality professional learning opportunities, monitoring adult implementation of curriculum and data collection/use through regular meetings. This includes meetings of the building literacy teams, such as TBTs and BLT, and the evaluation of PD by debriefing with the consultants who provide feedback on teacher progress and plan for the next steps (guided by teacher feedback and improvement needs).

DLT/BLT/TBTs will ensure these strategies show progress by regularly monitoring student progress data and fidelity of consistent adult implementation to inform ongoing instruction and future planning as needed.

In the last several years, we have implemented Foundations and the Reading and Writing Workshop (Lucy Calkins) in various phases. All of the Reading components are in place 1<-3 this year. The continuity now exists at all grade levels and between the buildings. The addition of consistent expectations for all teachers this year and the modeling of these expectations provides a higher level of engagement for teachers. The ongoing professional development is aimed at developing the knowledge and skills of teachers and builds upon the previous professional development provided the last two years in Reading and Writing.

## 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.*

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

**Sustained:** Taking place over an extended period; longer than one day or a one-time workshop. Lakewood has hired two reading consultants that meet monthly with grade levels to help with the implementation of the Lucy Calkins Reading and Writing Workshop. The coaching takes place from August until May during the 2019-2020 school year. Reading Coach offers biweekly professional development related to program. Modeling and coaching is done in classrooms by Title I Reading teachers and Reading Coach.

**Intensive:** Focused on a discreet concept, practice or program. This PD is focused on the key elements to a balanced literacy program that includes the five foundational elements in literacy. The coaches model, observe and plan with teachers based on the reading program. During the modeling, the coaches utilize our own Lakewood students and use our current data (conferring notes, running records and student work samples) to help teachers analyze student data and how that informs instruction.

**Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. The problem of practice is how to get all students reading at Grade Level.

Title teachers, general education teachers and intervention specialists are a part of the professional development, along with administrators and the reading coaches.

**Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.  
The meetings take place during the instructional day and the coaching and modeling takes place during the instructional day or district scheduled professional development and delay-start days.

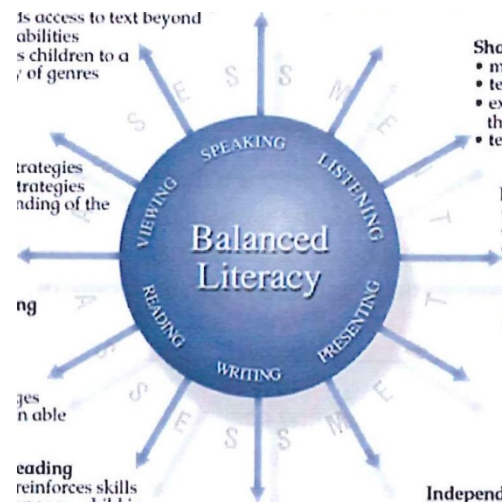
**Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students.

Teachers bring current running records, conferring notes and student samples to every coaching meeting and use the information to inform their next steps in instruction and working with specific groups of students.

**Instructionally Focused:** Related to the practices taking place in the learning environment during the teaching process.

The entire plan is focused on the high-quality core instruction that has been fully implemented K-5 of the 2019-2020 school year. The plan is based on the impact of lesson design and delivery on student progress and achievement.

## What is Balanced Literacy?



### Write Aloud/Modeled Writing

- demonstrates proficient writing
- expands access to writing beyond child's abilities

### Read Aloud/Modeled Reading

- demonstrates proficient reading
- exposes children to a variety of genres
- expands access to text beyond child's abilities

### Shared Writing

- models writing strategies variety of genres
- teaches writing strategies
- extends understanding of the writing process
- teacher scribes

### Shared Reading

- models reading strategies
- teaches reading strategies

### Interactive Writing

- extends understanding of the teacher & child chose topic
- reading process
- teacher & child share pen
- teacher reads
- teacher & child comp\*

### Interactive Reading

- teacher & child choose text
- teacher reinforces skills
- teacher & child share reading
- teacher engages child in questioning & discussion
- teacher encourages
- teacher acts as guide for child to read when able

### Guided Writing

- child does the writing
- child practices strategies
- child builds independence

### Guided Reading

- teacher reinforces skills
- teacher acts as guide

### Independent Writing

- teacher engages child in questioning & discussion
- child chooses topic

### Independent Reading

- child practices at his or her reading
- child chooses the text
- child does the reading
- child practices at his or her strategies
- child builds independence level
- time to practice demonstrates of writing the value of reading

## APPENDICES

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