

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the New London Local Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M'.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: New London Local School District

DISTRICT IRN: 047720

DISTRICT ADDRESS: 1 Wildcat Drive New London, OH 44851

PLAN COMPLETION DATE: Plan was revised Fall of 2019

LEAD WRITERS: Amanda Accavallo, Bradley Romano

IMPLEMENTATION START DATE:

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation..... 3

 Section 1: 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 3

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 4

 Section 3, Part A: Analysis of Relevant Learner Performance Data 4

 Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 6

Section 4: Literacy Mission and Vision Statement(s)..... 7

Section 5: Measurable Learner Performance Goals..... 7

Section 6: ActionPlan Map(s) 8

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)11

Section 8: Expectations and Supports for learners and Schools.....11

 Section 8, Part A: Strategies to Support Learners11

 Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies11

 Section 8, Part C: Professional Development Plan12

Appendices12

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
Brad Romano	Superintendent	New London Local School District	bromano@newlondon.k12.oh.us
Amanda Accavallo	Director of Curriculum and Instruction	New London Local School District	aaccavallo@newlondon.k12.oh.us
Chris Dulka	Principal	New London Elementary	cdulka@newlondon.k12.oh.us
Chris Crawshaw	Kindergarten Teacher	New London Elementary	ccraswshaw@newlondon.k12.oh.us
Carolyn Hamilton	1st Grade Teacher	New London Elementary	chamilton@newlondon.k12.oh.us
Patty Fuller	2nd Grade Teacher	New London Elementary	pfuller@newlondon.k12.oh.us
Angie Risner	3rd Grade Teacher	New London Elementary	arisner@newlondon.k12.oh.us
Amy Heller	Intervention Specialist	New London Elementary	aheller@newlondon.k12.oh.us
Maryann Cumberledge	Title 1 Teacher	New London Elementary	mcumberledge@newlondon.k12.oh.us

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.

New London Local Schools will use their TBTs to progress monitor the impact of the work in the area of literacy, from there, recommendations will be made to the BLT and on to the DLT. The District's Reading Achievement Plan will be communicated to stakeholders via the District's website and at our annual Title I parent engagement activities. Additionally copies of the RAP will be provided to all staff on an annual basis.

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.

Comprehensive Professional Learning in the area of literacy is a key component of our achievement plan, not only for the English Language Arts content areas but for all content areas. This plan aligns with our district improvement effort in that every child, in order to succeed must be able to read. Ongoing Professional Learning that focuses on the implementation of strategies in the classroom, received from the support of colleagues, administrators, and training, both within the district and throughout the region, will be aligned to the goals within the District's CCIP. In addition, progress monitoring will be ongoing with the purpose of measuring the impact on student achievement through the work of our Ohio Improvement Framework.

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.

An analysis of relevant student performance data from the 2016-17, 2017-18, & 2018-19 school years reveals why a Reading Achievement Plan is needed in New London Local Schools. Additionally, when available, data from the 2019-20 school year was analyzed to identify trends in student outcomes.

KRA Assessment Historical Scores		
2017	<p>Overall KRA Readiness 46.7% Demonstrating Readiness 40% Approaching Readiness 13.3% Emerging Readiness</p>	<p>Language and Literacy Range 202-298 Building Range 238-293 Mean-269.4 Median Score- 269</p>
2018	<p>Overall KRA Readiness 55.9% Demonstrating Readiness 30.5% Approaching Readiness 13.6% Emerging Readiness</p>	<p>Language and Literacy Range 202-298 Building Range 251-298 Mean- 270.7 Median Score- 269</p>
2019	<p>Overall KRA Readiness 63.5% Demonstrating Readiness 26.9% Approaching Readiness 9.6% Emerging Readiness</p>	<p>Language and Literacy Range 202-298 Building Range 230-298 Mean- 273.2 Median Score- 275</p>

KRA Data historically shows that approximately 40-50% of our Kindergarten students are below the readiness level for Kindergarten. The data also show that 10-13% of our kindergarten students are significantly below the readiness level.

Each year we have seen an increase in the student readiness level for kindergarten.

K-3 Rimp Data

	2016	2017	2018
K	58.2% On Track 41.8% Off Track	70.5% On Track 29% Off Track	1.7% On Track 98.3% Off Track
1	69.5% On Track 30.5% Off Track	84% On Track 15.1% Off Track	4.9% On Track 95% Off Track
2	63.8% On Track 36.3% Off Track	80.6% On Track 19.4% Off Track	100% Off Track
3	60.0% On Track 40% Off Track	62% On Track 38% Off Track	2.4% Off Track 97.6% Off Track

Over the past three years we have seen our K-3 Reading Improvement Plan numbers vary. From 2016-2017 there was more movement in students progression from not on track to on track. From 2017-2018 we saw very little movement in the number of students who were not on track being moved to on track levels. K-3 Fall 2019- iReady

Reading Diagnostic

Grade Level	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension/ Literature Text	Comprehension/ Informational Text
K	31% At Grade Level 69% Approaching	15% At Grade 85% Approaching	6% At Grade 94% Approaching	31% At Grade 69% Approaching	44% At Grade 56% Approaching	52% At Grade 48% Approaching
1	30% At Grade Level 54% Approaching 16% Below	19% At Grade 65% Approaching 16% Below	14% At Grade Level 60% Approaching 24% Below	14% At Grade Level 62% Approaching 24% Below	16% At Grade Level 76% Approaching 8% Below	25% At Grade Level 62% Approaching 13% Below
2	77% At Grade Level 9% Approaching 14% Below	18% at Grade 45% Approaching 37% Below	55% at Grade 14% Approaching 32% Below	17% at Grade 51% Approaching 32% Below	15% at Grade 49% Approaching 35% Below	20% at Grade 46% Approaching 34% Below
3	100% at Grade Level	48% at Grade 6% Approaching 45% Below	88% At Grade 3% Approaching 9% Below	33% At Grade 27% Approaching 41% Below	41% At Grade 20% Approaching 39% Below	41% At Grade 16% Approaching 44% Below
4	100% at Grade Level	59% at Grade Level 41% Below	93% at Grade Level 7% Below	28% At Grade Level 37% Approaching 35% Below	35% At Grade Level 26% Approaching 39% Below	30% At Grade Level 28% Approaching 41% Below
5	100% at Grade Level	88% at Grade Level 12% Below	100% At Grade Level	22% at Grade Level 45% Approaching 34% Below	35% at Grade Level 37% Approaching 28% Below	18% a Grade Level 42% Approaching 40% Below

Fall iReady reading diagnostic scores show low levels of core reading skills at the K-2 levels and progression towards grade level expectations in the core reading areas of phonological awareness, phonics and high frequency words. As students age we see stagnant abilities in vocabulary and comprehension in student's fall scores.

Results of Grade 3 through 8 Reading Achievement Assessments.

	16-17	17-18	18-19	Average
3rd Grade	52	48	49	50
4th Grade	59	65	66	63
5th Grade	58	75	73	69
6th Grade	52	55	63	57
7th Grade	45	50	54	50
8th Grade	45	56	63	55
Average	52	58	61	57

As the above chart illustrates, New London Local Schools has not had a grade level meet the state indicator in Reading. Additionally, the data reflects that 3rd grade has not demonstrated growth towards meeting its indicator, while all other grade levels have demonstrated growth. Overall, the district has averaged 57% passage rate over the analyzed years on our Reading Achievement Assessments.

New London Elementary has two subgroups represented: Students with Disabilities and Economic Disadvantaged. The subgroups data is limited due to the shift towards Performance Index when examining AMO/GAP Closing. In the years prior to the shift, Students with Disabilities averaged a success rate of 20.1%, while Economically Disadvantaged Students averaged a success rate of 41.2%. Both of these averages are significantly below the success rate of their peers.

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.

Analysis of data indicates that the following factors contributed to literacy gaps in the New London Local School District:

Student Absenteeism	Student Poverty	Lack of Common Reading Curriculum
Student Mobility	Teacher Absenteeism	Lack of Common Progress Monitoring Tool

Research conducted by Linda L. Williams identifies the impact of excessive student absenteeism. Due to fewer hours in instruction, students may have an increase of unlearned course material. The efforts to provide remediation for the absent student, according to Williams’ research also causes a disruption of class instruction for the teacher. New London Middle School has an average attendance rate of 95.7% during the studied years, with an average chronic absenteeism rate of 10%.

Research on student mobility’s impact on reading levels also paint a bleak picture; suggesting that students lose about three months of reading learning each time they switch schools. New London Elementary’s average mobility rate of 4% over the studies years have had significant impact on the reading gap. Especially when the mobility rate within our economically disadvantaged subgroup is significantly higher at 5.4%.

Another factor that contributes to our gap in reading achievement is our poverty levels. During the studies years, New London Elementary has averaged 46.47% with the data trending up. According to research presented in Impact of Poverty, 2016, low income households tend to have a literacy poor environment.

Doug Roby wrote in his 2013 article “Teacher Attendance Effects on Student Achievement: Research Study of Ohio Schools”, the 30 highest performing school districts in Ohio had an average teacher attendance rate of 97.8%, while the 30 lowest performing districts had an average teacher attendance rate of 87.28%. New London Local School has an average teacher attendance rate of 94.2%. The rate of teacher absenteeism hurts the continuation of curriculum, having a negative impact on student outcomes.

Furthermore, New London Elementary does not have a common reading curriculum in place K-5. Our teachers are using the same whole class curriculum in K-2, with teachers pulling their own resources together for small group and guided instruction. In grades 3-5 teachers are working independently of a consistent program, pulling their own resources into their instruction. This creates inconsistencies in foundational reading instruction. We should be able to move students through the grade levels with a continuation of reading knowledge that progresses through the grade levels.

Finally, the elementary reading program does not have a progress monitoring tool that goes beyond the beginning of the year assessments. Without a progress monitoring tool it is impossible to meet the individualized needs of students and measure the effectiveness of core instruction and intervention being utilized in reading.

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](#).

The Mission of the New London Local Schools is to work with and unite community resources to provide continuously improving academic, extracurricular, and work-related programs designed so that all students can achieve a successful level of performance. The Literacy Mission of New London Local Schools is to develop a learning environment that establishes the fundamental reading and writing skills, comprehension skills, and literary analysis skills necessary for students to engage in and learn from a variety of literary mediums.

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.

The New London Local School District Reading Achievement Plan has been designed to support progress towards increased reading proficiency as measured by state and local assessments. By the end of the 2021 school year the District will increase the number of students who meet or exceed literacy state proficiency standards by 10% on each state ELA assessment.

Overarching Goal

By the end of the 2021 school year New London Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 10% on each state ELA assessment.

Sub Goals

1. By the end of the 2021 school year the district will increase the percentage of preschool students that enter Kindergarten exhibiting on grade level skills in phonological awareness by 20% as measured by the iReady Reading Diagnostic.
2. By the beginning of the 2022 school year the district will increase of the number of on track readers by 10% as measured by the district diagnostic assessments.
3. By the end of the 2021 school year 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by the iReady Reading Diagnostic in the areas of Phonemic Awareness, Phonics, and High Frequency Words.

4.

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 the end of the 2021 school year New London Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 10% on each state ELA assessment.

Sub Goal 1: By the end of the 2021 school year the district will increase the percentage of preschool students that enter Kindergarten exhibiting on grade level skills in phonological awareness by 20% as measured by the iReady Reading Diagnostic.

Evidence-Based Strategy or Strategies: Phonological Awareness- develop an awareness of the segments of sound in speech and how they link to letters.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide professional development in phonological awareness.	Teachers, Intervention Specialists, and Paraprofessionals will instruct students in recognizing and manipulating segments of sound in speech and letter-sound relations.	Parent/Home Support
Timeline	On Going January 2020-Spring 2021.	On Going January 2020-Spring 2021.	On Going January 2020-Spring 2021.
Lead Person(s)	Literacy Team, Curriculum Director, Building Principal	Literacy Team, Teachers, Intervention Specialists, Title 1 Teacher, Paraprofessionals.	Help Me Grow Coordinator, Preschool Teachers
Resources Needed	Professional development services and supplies.,	Evidence-based resources to support the instruction of phonological awareness and letter-sound relations, including lessons, activities and assessments.	Evidence-based resources to support instruction including lessons, activities and assessments, (OSU Keep books)
Specifics of Implementation	Training, coaching, system structures, implementation support and leadership support.	Teachers, Intervention Specialists, paraprofessionals and title one teacher will plan and provide phonological awareness and alphabetic principle instruction.	Provide family focused interventions to prepare birth-age 5 children for school readiness; provide activities aligned to Ohio's Early Learning Language and Literacy Standards.
Measure of Success	Administrative observations and walkthroughs.	Student growth on phonological assessments	Student growth on iReady Reading Diagnostic in Phonemic Awareness
Check-in/Review Date	Monthly	Monthly	Monthly/Yearly

Goal # 2 Action Map

Goal Statement: By the end of the 2021 school year New London Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 10% on each state ELA assessment.

Sub Goal 2: By the beginning of the 2022 school year the district will increase of the number of on track readers by 10% as measured by the district diagnostic assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide professional development in comprehension strategies.	Teachers, Intervention Specialists, Title 1, Paraprofessionals will instruct students in grades K-3 to use comprehension strategies including prior knowledge, visualization, monitoring, inference, retelling, questioning.	Teachers, Intervention Specialists, Title 1 teacher, and Paraprofessionals will provide explicit comprehension and vocabulary instruction including guided practice.
Timeline	Ongoing January 2020- Spring 2021	Ongoing January 2020- Spring 2021	Ongoing January 2020- Spring 2021
Lead Person(s)	Literacy Team, Curriculum Director, Principal, Teachers, Intervention Specialists, Title	Literacy Team, Teachers, Intervention Specialists, Title	Literacy Team, Teachers, Intervention Specialists, Title
Resources Needed	One Teacher Paraprofessionals.	One Teacher Paraprofessionals.	One Teacher Paraprofessionals.
Specifics of Implementation	Professional Development Services, Professional Development Supplies.	Evidence-based resources to support instruction of comprehension, including lessons, activities and assessments.	Evidence-based resources to support the instruction of reading comprehension and vocabulary, including lessons, activities and assessments.
Measure of Success	Literacy team, Curriculum Director and Principal to plan and provide professional development to all teachers and paraprofessionals providing reading instruction.	Teachers, Intervention Specialists, Title One teacher will provide reading comprehension instruction. Administration will provide feedback to staff through observations and walkthroughs.	Teachers, Intervention Specialists, Title One teacher will provide reading comprehension instruction. Administration will provide feedback to staff through observations and walkthroughs.
Check-in/Review Date	Administrative observations, and walkthroughs	Student Growth on State Assessments and iReady.	Student Growth on State Assessments and iReady.

Goal # 3 Action Map

Goal Statement: By the end of the 2021 school year New London Local School District will increase the number of students who meet or exceed literacy state proficiency standards by 10% on each state ELA assessment.

Sub Goal 3: By the end of the 2021 school year 60% of students in grades K-2 will meet or exceed targets for literacy foundational skills as measured by the iReady Reading Diagnostic in the areas of Phonemic Awareness, Phonics, and High Frequency Words.

Evidence-Based Strategy or Strategies: Phonemic Awareness, Phonics and Word Recognition- Teach students to decode words, analyze word parts and write and recognize words.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide professional development in phonemic awareness, phonics and word recognition.	Teachers, Intervention Specialists, and Paraprofessionals will instruct students to blend letter sounds and sound - spelling patterns from left to right within a word to produce recognizable pronunciation and common sound spelling patterns.	Teachers, Intervention Specialists, and Paraprofessionals will instruct students to recognize common word parts, to read decodable words in isolation and text, and recognize regular and irregular high frequency words.
Timeline	Ongoing January 2020-Fall of 2021.	Ongoing January 2020-Fall of 2021.	Ongoing January 2020-Fall of 2021.
Lead Person(s)	Literacy Team, Curriculum Director, Principal, Teachers, Intervention Specialists, Title One Teacher Paraprofessionals.	Literacy Team, Teachers, Intervention Specialists, Title One Teacher Paraprofessionals.	Literacy Team, Teachers, Intervention Specialists, Title One Teacher Paraprofessionals.
Resources Needed	Professional Development Services, Professional Development Supplies.	Evidence-based resources to support instruction of phonics, including lessons, activities and assessments.	Evidence-based resources to support the instruction of word recognition, including lessons, activities and assessments.
Specifics of Implementation	Literacy team, Curriculum Director and Principal to plan and provide professional development to all teachers and paraprofessionals providing reading instruction.	Teachers, Intervention Specialists, Title One teacher, and paraprofessionals will plan and provide phonics instruction. Administration will provide feedback through classroom observations and walk-through	Teachers, Intervention Specialists, Title One teacher, and paraprofessionals will plan and provide phonics instruction. Administration will provide feedback through classroom observations and walk-through
Measure of Success	Administrative observations, and walkthroughs	Student growth on phonics assessments	Student growth on word recognition assessments
Check-in/Review Date	Monthly	Monthly	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.

Effective progress monitoring will allow for program improvement that will impact the academic achievement of all students of New London Elementary. Progress towards our goals will be monitored through data collection and analysis on two fronts: Teacher Implementation and Student Growth.

Adult/Teacher Implementation will be monitored via administrative walk-throughs, teacher surveys, and Professional Learning topics/agendas. The data will be collected by district and building level administration. Adult/Teacher implementation will be reported via monthly Board Reports, monthly Administrative Reports, staff meeting presentations, and team meeting discussions.

Student Growth will be monitored through quarterly diagnostics, progress monitoring, and our RTI process in which all at risk students are evaluated and assigned various forms of tiered intervention and supports. Student Growth Data will be collected by classroom teachers. Student Growth will be reported through numerous communication mediums to appropriate stakeholders.

If data collection shows that students are not progressing towards meeting the Student Growth goals, timely adjustments will be made at the building level and classroom level in the identified area of need.

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 evidence-based practices and interventions will be used to improve the language and literacy development of learners: phonological awareness, phonics and word recognition, reading comprehension strategies, and intense, individualized intervention provided by trained specialists for struggling readers. New London Local Schools has adopted a balanced approach to literacy, using direct instruction for decoding and early reading skills while using thematic literacy units to develop comprehension, fluency, and vocabulary. Based on the results of our comprehensive needs assessment, we have determined that our core instruction should be supplemented with the evidence-based practices to provide a more comprehensive literacy program.

Grades PK-1 will utilize a daily phonemic awareness curriculum from Literacy Resources Incorporated (LRI), via Heggerty, to ensure a strong foundation in the students ability to isolate, manipulate, blend and segment the sounds into spoken language.

Grades K-2 will utilize the Foundations Language Program which is a recognized leader in multisensory, structured language program. This will bring a systematic and explicit approach to reading instruction within the critical foundational areas; phonological awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension. This program also helps to reinforce spelling generalizations and handwriting practices. Through guided reading and tiered-intervention groups, grades K-2 will utilize decodable texts and reading materials to support a direct, explicit, systematic approach to teaching reading skills, to learn incrementally.

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 leadership team will provide all necessary professional learning opportunities in order to ensure teacher competency in knowledge, skills, and abilities. Supports will include a well-defined plan, with accountability to timelines, and fiscal necessary to meet all goals. Time for planning and collaboration among teaching staff and leadership team will be embedded into weekly early release schedule.

Leadership Team will monitor student and adult data to analyze progress to determine success of evidence based strategies.

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.

Teachers will be trained to implement the various programs and instructional strategies by trainers from the companies that the programs are purchased through, as well as by consultants from our State Support Team and our District's

Curriculum Director. Implementation will be monitored through the building principals and district curriculum director. Through evaluation, the leadership team will identify staff that are struggling and establish additional professional learning opportunities and greater support from the curriculum director. In addition, struggling teachers will be provided opportunities to visit other classrooms where teachers are having greater success as well as opportunities to have the programs modeled within their classroom by the curriculum director.

APPENDICES

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

REFERENCES

Roby, Doug. (2013). Teacher Attendance Effects on Student Achievement: Research Study of Ohio Schools. *Education*, 134(2), 201-206.

Williams, Linda. (2002). Applying Interventions to Prevent or Reduce Excessive Absences in a High School Letting: An Action Research Study. *Action Res Exch.* 1.