



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- The plan utilizes the Ohio Improvement Process to support and monitor implementation of the plan and ongoing data analysis.
- The plan includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Professional development is ongoing and supported by embedded opportunities for feedback and coaching.

This plan will benefit from:

- Further definition of professional development for teachers.
- Continued attention to phonological awareness in response to data.
- Consideration of the language comprehension component of the Simple View of Reading.

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

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

Sincerely,

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

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For people who are deaf or hard of hearing,
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READING ACHIEVEMENT PLAN

DISTRICT NAME: Renaissance Academy

DISTRICT IRN: 011439

DISTRICT ADDRESS: 1555 Elaine Road, Columbus, Ohio 43227

PLAN COMPLETION DATE: December 18, 2019

LEAD WRITERS: Christopher D. Geisler, Ph.D., Tracy Tocco

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
Christopher D. Geisler, Ph.D.	Principal	Renaissance Academy	cgeisler@renaissanceacademyedu.org
Tracy Tocco	Title One Reading Teacher	Renaissance Academy	ttocco@renaissanceacademyedu.org
Thomas McIntyre	Dean of Students	Renaissance Academy	tmcintyre@renaissanceacademyedu.org
Alison Furlong	Kindergarten Teacher	Renaissance Academy	afurlong@renaissanceacademy.org
Gregory Baldrige	First Grade Teacher	Renaissance Academy	gbaldrige@renaissanceacademyedu.org
Diane King-Sargent	ELA Teacher – Middle Division	Renaissance Academy	dkingsargent@renaissanceacademyedu.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.

Members of the group will collaborate during all-day professional development sessions and during regularly scheduled DLT/BLT meetings, which occur monthly. Data from assessments will be analyzed and evaluated to determine an overall objective for the school. The reading plan along with all data will be communicated to stakeholders through TBT's.

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

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

The Renaissance Academy Reading Achievement Plan aligns with the efforts of the school improvement plan designed to improve overall student achievement in reading and ensure students are on on-track upon entering 3rd Grade. Renaissance Academy is a Non-SIG Priority School and has adopted the Ohio Improvement Process (OIP) and Elements of Effective Instruction to assist with the efforts to improve the school. We utilize the OIP 5-Step Process throughout all BLT's and TBT's to efficiently and effectively analyze and evaluate data. All decisions made within the Reading Achievement Plan and the School Improvement Plan are based upon data, and encourage teachers to use multiple points of data to review student progress throughout the year. Additionally, students in grades K-3 receive regular Orton-Gillingham instructional strategies to improve student phonemic awareness, vocabulary, fluency, comprehension, and writing. Because we are a data-driven school, test data was used to inform the creation of the Reading Improvement and Monitoring Plans (RIMP's) were created for students who do not pass MAP testing in the Fall for students in grades K-3.

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.

Renaissance Academy has a history of limited academic progress. Real growth has been hampered by excessive teacher turnover and the fluid movement of students from this school to other schools, which has contributed to the difficulty in tracking longitudinal progress. We are seeing growth in student reading achievement on benchmark/local assessments in

all grades K-8, but particularly in the primary grades. We are beginning to see small growth in the area of state testing during the Fall administration of the AIR test, in which 62% of the 3rd Grade class passed or was within three points of passing the state reading assessment.

We are cautiously optimistic in our gains; however, our focus remains on increasing all aspects of the state report card. Based upon extant longitudinal data from the past five consecutive years, there are trends showing positive growth, despite the limitations described above. With the aid of HB 410, we are redoubling our efforts to ensure students are coming to school on a regular basis so as to receive regular instruction in reading, writing, and language. We are beginning to see positive trends in this area as well.

KRA Data:

Based upon Kindergarten Readiness Assessment Data (KRA), student deficits were noted in the area of phonemic awareness and letter knowledge. Of the 15 students tested, only 20% could identify letters, 53% could identify the beginning sounds, 33% could identify the number of syllables in a word, 47% of students could correctly identify the rhyming words, and no student could correctly identify letters sounds. Based upon these data and in conjunction with data obtained from the 1st through 3rd Grade MAP assessments, a reading series was adopted to provide a heavy focus on phonics and phonemic awareness, Zaner-Bloser's *SuperKids* reading curriculum. The program focuses heavily upon phonics with options to extended the daily lesson from 60 minutes to 90 minutes. To support students in their acquisition of literacy skills, we have incorporated the Orton-Gillingham Remedial Language Approach to assist students in grades K-3 who struggle with specific deficits in reading, writing, decoding, encoding, and expressive and receptive language.

TGRG – The following numbers of students are currently on reading improvement and monitoring plans (RIMP).

Kindergarten: 12

First Grade: 8

Second Grade: 11

Third Grade: 12

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.

Renaissance Academy welcomes all individuals from a variety of socio-economic environments. We find a majority of students in our school come from impoverished environments where education is given little credence or value. While some of our students are developmentally delayed, many of our students have significant learning deficits. A majority of our students are significantly unprepared socially, emotionally, behaviorally, and academically for success in school.

In the age of HB 410 and the stringent attendance requirements, a majority of our students are habitually tardy or absent from school without justification. We currently offer incentives to our students so as to improve attendance rates, yet, even with these supports, attendance still continues to affect student learning.

For many of our students there are a host of physiological, psychological, and medical anomalies, which interfere with, or hamper, our students' abilities to attain grade-level reading progress. We are currently incorporating an Orton-Gillingham program to provide optimal remedial reading instruction for many of our students with RIMP's. While these factors provide significant obstacles, as a school of professional educators, we are working tirelessly to provide our students with the skills and resources for success.

Equitable Staffing-

A critical component to the success of our students is a highly-trained faculty, deeply committed to our mission and vision. Extent research demonstrates the relationship between student and teacher are key in attaining academic success.

Turnover with the teaching faculty continues to be an ongoing area of contention. Due to the multiple needs of our students and the challenging nature of their behaviors, coupled with less than desirable wages (when compared to their public school counterpart), and the limited materials and resources available to teachers, it is often difficult to retain talented, highly-qualified, caring teachers.

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 the goal of Renaissance academy to ensure all students are proficient readers and writers by the end of 3rd Grade. This mission will be accomplished with the assistance of administration, teachers, students, family, and community.

Utilizing research-based, direct instructional practices in reading and writing, students will develop the skills needed to become strategic and critical thinkers. The curriculum is developmentally appropriate, is diagnostic and prescriptive, is cognitive, sequential, systematic, flexible, and emotionally sound. It is our vision that all students will become life-long readers and effective communicators in the English language.

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 May 30, 2020, 75% or more of students in grades K-3 will be on-track in reading as evidenced from data received from the MAP and/or AIR Assessment scores as set forth by the State of Ohio for each grade level.

SECTION 6: ACTIONPLAN 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 May 30, 2020, 75% or more of students in grades K-3 will be on-track in reading as evidenced from data received from the MAP and/or AIR Assessment scores as set forth by the State of Ohio for each grade level.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	Provide 90 minutes of uninterrupted reading instruction.	Create and implement RIMPs for all identified students.	Provide remedial reading instruction in the form of Orton-Gillingham-based curriculum	Provide 90 minutes of uninterrupted reading instruction.
Timeline	Year-long	Year-long	Year-long	Year-long
Lead Person(s)	Title I Teacher Classroom Teachers K-3 Principal	Classroom teachers K-3 Principal	Classroom teachers K-3 Title I Teacher Principal	Title I Teacher Classroom Teachers K-3 Principal
Resources Needed	Super Kids Language and Reading Curriculum	RIMP templates Provide time during TBTs to plan and implement RIMPs	OG remedial reading supports in the form of phonemic awareness, decoding and encoding strategies.	Super Kids Language and Reading Curriculum
Specifics of Implementation	Teachers have been given a 90 minute instructional block during each morning for continuous, focused reading instruction, which includes 30 minutes of multisensory instruction in phonics.	Teacher have created RIMP’s for those students identified as off-track to follow them from grade to grade. The principal will facilitate and assist as needed.	Teachers will introduce OG remedial multisensory reading interventions as appropriate for each student identified as off-track. There will be a strong emphasis placed upon phonemic awareness, decoding, encoding, fluency, and comprehension.	Teachers have been given a 90 minute instructional block during each morning for continuous, focused reading instruction, which includes 30 minutes of multisensory instruction in phonics.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Measure of Success	Students score at or on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment.	Students score at or on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment.	Students score at or on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment.	Students score at or on track level on the MAP assessment OR students show one year progress towards grade appropriate level on final assessment.
Check-in/Review Date	Quarterly review	Quarterly review	Quarterly review	Quarterly review

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.

Data collection measures:

- Benchmark tests every quarter to assess the State of Ohio standards taught, and teacher and/or curriculum created tests.
- Quarterly encoding and decoding diagnostics.
- Quarterly measures of fluency and comprehension utilizing Read Naturally Live.
- Gray Oral Reading Test data (based upon student need).
- Comprehensive Test of Phonological Processing (based upon student need).
- Unit and weekly assessments from curriculum will guide instruction.
- NWEA MAP assessment data from August, December, and May
- AIR scores for 3rd Grade from the Fall '19 and Spring '20 administrations.
- Teacher-based Teams meet weekly to address specific academic or behavioral concerns for each grade level and plans are developed to improve and strengthen observed deficits.
- BLT meets monthly to discuss building-wide data in the areas of academics, attendance, and behavior.
- The principal will monitor teacher behaviors and teaching effectiveness through formal and informal evaluations.

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.

An analysis of past student data reveals the core literacy curriculum, *SuperKids*, has not been implemented with fidelity across all classrooms. Additionally, our students require greater remedial learning in the areas of phonemic awareness, vocabulary, fluency, and comprehension. To rectify the issues with valid implementation of the core literacy curriculum, teachers have been given training in the key components to the curriculum and how each should be used as organized by the five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and, comprehension. The curriculum also incorporates handwriting, spelling, expressive writing, listening, and speaking. The evidenced-based instructional practices in the curriculum align the elements of quality reading instruction with the specific needs of our school demographic.

In addition to the curriculum, all teachers in elementary grades will be utilizing the Orton-Gillingham (OG) approach to assist with non-intuitive and remedial language learners. The OG approach is a research-based and evidence-based remedial language program, which focuses on the non-traditional language learner. The approach is diagnostic and prescriptive; direct and explicit; sequential, systematic, and flexible; cognitive, and, emotionally sound. The OG approach incorporates all of the five essential components to reading instruction with added elements of handwriting, spelling, speaking, and critical thinking.

The use of the *SuperKids* curriculum coupled with the Orton-Gillingham evidenced-based strategies will work to improve reading and language for students on the Reading Improvement and Monitoring Plans (RIMP):

Extended Time:

All students will participate in core reading instruction as outlined in the *SuperKids* curriculum for 90 minutes every day, five days a week. Additionally, students will receive remedial OG interventions in small groups as needed for an additional 60 minutes every day, as needed based upon each student's data. Teachers are provided with specific, targeted reading and language interventions to strengthen skills taught during core instruction.

Guided Reading:

Throughout the language curriculum, all reading is done in small, purposeful groupings. All teachers vary their instructional routines to provide the specific skills and strategies as identified by multiple assessments.

Students work with our Title I reading teacher in small groups daily. The teacher provides instruction in the areas of fluency, comprehension, text analysis, and phonemic awareness.

Leveled books will be used for each unit within the curriculum. All students are instructed at their reading level and progress through each level in each unit. Students on a RIMP will receive additional targeted interventions based upon assessment data.

Phonemic Awareness, Phonemic Decoding, and Phonemic Encoding:

Student will receive daily multisensory, direct, explicit, systematic, and sequential instruction in phonemic awareness, decoding and encoding. Students on a RIMP will receive additional targeted instruction in remedial language skills in small groups and one-on-one.

Shared Reading:

Students follow along and track the words and phrases as the teacher and/or other student reads. Roles are changed frequently to allow all students to participate reading short, directed phrases from simple leveled readers.

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.*

In order to ensure effectiveness, teachers will be provided quality on-going professional development and job-embedded coaching. We will also monitor the fidelity of program implementation (adult indicators) by classroom walk-throughs, TBT minutes, lesson plans, and teacher interviews. Data collected will be used to inform future professional development opportunities and strategic coaching. Student performance data will be collected and analyzed regularly to ensure student growth and identify trends. Data will include NWEA MAP scores, program embedded assessments, and teacher created assessments.

Through our analysis of data, we identified gaps in our instructional approach. Based on assessment results, (KRA, MAP, AIR) the program we were using was not meeting the instructional needs of our students. A research based reading curriculum, Zaner- Bloser's SuperKids Reading Program, was adopted for use with K-2 students. We are in our second year of the program and we have recognized gains in student growth. By way of Professional Development and research data, teachers of the program are committed to the validity and importance of all aspects of the reading program and are implementing all aspects with students.

SUPERKIDS RESEARCH REPORT Superkids Students Outperform Control Group

During the 2007–2008 school year, the Superkids reading program was tested in a quasi- experiment conducted by Dr. Jerome V. D'Agostino, associate professor at The Ohio State University. The sample consisted of 21 kindergarten classrooms in 11 schools using The Superkids and 22 classrooms in 11 demographically similar schools using other reading programs. Seventy-three percent of the students in the sample attended public schools. Schools were located in Arizona, Florida, Kansas, Maryland, Missouri, Ohio, and Texas. The demographic characteristics of the student sample were representative of schools nationally. The student sample was 12% African American,

24% Hispanic, and 64% White. Forty-five percent of students received free or reduced-price lunch. The 382 Superkids students and 368 control students were tested at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS).

Results of D'Agostino's analysis showed that, at the end of the school year, Superkids students outperformed control students on four measures of reading skills, including Reading Comprehension, Word Analysis, Reading Words, and Total

Reading. Effect sizes ranged from .23 to .41, which are large for whole-classroom programs implemented for a full school year. The effect sizes mean that the average Superkids classroom performed from 9 to 16 percentiles higher than the average control classroom. D'Agostino wrote, "The comprehensive approach of Superkids, which involves a combination of alphabetical skill development and comprehension building, seemed to be advantageous to students across a full spectrum of language arts outcomes."

D'Agostino found that these superior effects were achieved by the Superkids teachers despite the fact that they reported spending less time teaching language arts than control teachers, 99 minutes compared to 141 minutes. These findings are consistent with those from an earlier, quasi-experimental study by

Dr. Geoffrey Borman of the University of Wisconsin. Borman also found that Superkids teachers spent less time teaching language arts but achieved greater gains in student reading achievement than teachers in control classrooms. Both studies suggest that The Superkids helps teachers provide more efficient reading instruction.

In D'Agostino's study, Superkids teachers also reported spending a greater proportion of their language arts time teaching The Superkids than control teachers spent teaching their core reading programs (91% compared to 49%). This suggests that Superkids teachers did not feel the need to supplement the Superkids program to the extent that control teachers supplemented their core reading programs. Finally, Dr. D'Agostino found that Superkids teachers reported significantly greater satisfaction with The Superkids than control teachers reported about their core reading programs. On a 5-point scale, Superkids teachers reported greater overall satisfaction, greater perceived effectiveness, greater perceived motivation of students, and easier implementation than control teachers.

D'Agostino concluded, "The evidence collected in this study indicates that The Superkids is a complete program that is easy and efficient to implement and that produces positive learning outcomes that are most vital for student success." D'Agostino's full report can be found at <http://people.ehe.ohio-state.edu/jdagostino/publications/>. For more information or additional copies of this report, please contact us at:

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Peer-Reviewed Scientific Study Confirms Superkids Superior Results "It's a powerful and efficient foundation for literacy."

In a study published in the peer-reviewed *Journal of Education for Students Placed at Risk*, the Superkids® Reading Program improved reading achievement more than traditional basal reading programs in a large-scale, treatment/control study. (See citation on the next page.) Dr. Geoffrey Borman, Professor of Educational Leadership and Policy Analysis at the University of Wisconsin, conducted the study during the 2006–07 school year. A total of 750 kindergarten students in 12 schools in 6 states participated. He compared 23 kindergarten classrooms (390 students) that used the Superkids program as their core reading curriculum to a well-matched group of 20 classrooms (360 students) in the same schools that used traditional basal reading programs often supplemented with leveled readers.

The Superkids students' performance was superior to the control group's on all domains tested. "These results bear serious consideration by any school seeking to improve its reading program," said Dr. Borman. "This study demonstrates the potential for widespread improvement of literacy through the implementation of The Superkids— a systematic, phonics-based literacy curriculum. Quantitative studies of published reading programs using such a broad national sample of schools, classrooms, teachers, and students are rare," he said.

To show the potential power of Superkids, Borman cited an extreme example. Moving a school from the 10th percentile—in which most children are barely reading—to the 90th percentile would require that a program have an effect size of 0.65. Superkids provided nearly 40% of this effect in just one year of instruction.

Borman also compared the effect size shown in the study to the effects of other well-known efforts to improve academic achievement. These included Title I, the federal program that has funded the largest remedial interventions in the U.S. since 1965, and Tennessee's Student-Teacher

Comparisons of Program Effects

Achievement Ratio (STAR) program, which reduced primary-grade class sizes from 22–26 students to 13–17. The measurable effects of using The Superkids were as great or greater than the effects of these established interventions.

"The Superkids' effects are both statistically and practically significant," Borman wrote. "The pattern of first-year treatment effects we found appears to provide a powerful foundation for student literacy.

Using The Superkids also proved more efficient. While Superkids teachers reported that they spent about 20 minutes more per day using Superkids than control teachers did using other core reading programs, Superkids teachers spent significantly less time overall teaching language arts. Superkids teachers spent an average of 105 minutes per day teaching language arts, whereas teachers in the control classrooms spent an average of 132 minutes per day. Dr.

Borman's report noted, "The Superkids appeared to offer a more efficient overall language arts program in that it produced stronger achievement effects but demanded less overall time to teach."

Dr. Borman attributed the efficiency of The Superkids to its comprehensive structure. A premise of the Superkids program is that reading skills must be developed in concert with other language skills. The program teaches the five components of reading instruction

deemed essential by the National Reading Panel—phonemic awareness, phonics, fluency, comprehension, and vocabulary. It also incorporates handwriting, spelling, expressive writing, listening, and speaking. "Because skills from multiple strands are taught simultaneously and in support of one another," Dr. Borman wrote, "teachers are likely to gain greater efficiency and effectiveness in teaching the overall language arts curriculum."

Overall, teachers using The Superkids reported a much higher satisfaction rate than teachers in control classrooms using basal programs. Teachers in the study ranked the reading programs they were using across four measures. Dr. Borman wrote: "In all cases, the Superkids teachers reported greater satisfaction, greater perceived effectiveness, greater perceived motivation among students, and easier implementation of the Superkids core reading program over the control teachers' reading programs."

Orton-Gillingham Approach:

Research supporting the Orton-Gillingham approach is extant and varied, but current research supports the positive effects of the approach for non-intuitive, remedial, and disabled language learners. According to Bautista (2019), students in primary grades who came from a similar demographic as our students, were provided instruction using the Orton-Gillingham approach. Data show a 50% increase in student achievement in the areas of phonemic awareness, spelling, and reasoning skills.

Similarly, Warnick and Caldarella (2015), examined the effectiveness of a multisensory phonics-based remedial reading program. The demographic composition of the sample participants is similar in many regards to the population of students at Renaissance Academy. Over a period of eight weeks, students received 30-hours of multisensory phonics reading interventions. Data from the treatment group showed significant improvement in reading skills.

Lim and Oei (2015), demonstrated specific gains in reading and spelling following a one-year targeted intervention of students with dyslexia. ANOVA clearly showed significant improvement in standardized reading and spelling assessments ($d=0.52-0.58$).

Finally, in a study by Davis (2011) of Orton-Gillingham reading interventions on students who were classified as exhibiting emotional/behavioral disorders. Data showed significant improvement in decoding skills as measured by the Dynamic Indicators of Basic Early Literacy Skills. Since we too have a small population of students with emotional and/or behavioral disorders, similar correlatives may be drawn.

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 use of targeted, highly effective professional development is the result of systematic evaluation and analysis of all student data. Based upon these student data, trends in these data will define the academic needs of the students and create the direction for the planning of professional development activities. Such was the case with the extant data from Spring and Fall MAP and AIR testing. Clear deficits in reading were a first priority.

All members of the teaching faculty receive continuous training in the proper manner of providing targeted, systematic remedial reading instruction. Teachers receive training in phonemic awareness, phonics, decoding, encoding, fluency, comprehension, spelling and vocabulary, along with the ability to utilize specialized decoding and encoding diagnostic assessments to determine the specific nature of the reading difficulty along with the ability to create targeted interventions. All teachers meet in teacher-based teams weekly to discuss student data trends and the types of interventions being utilized. The principal meets with each teacher to determine how the curriculum is being implemented.

APPENDICES

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

N/A