



Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

April 6, 2020

Dear Superintendent,

Thank you for submitting the Springfield 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 plan includes detailed analysis of contributing factors that highlight the lack of fidelity of implementation of the literacy block, the consistent use of curriculum maps and common assessments, and the use of data to drive instruction.
- The plan describes strong system level school improvement with data driven decisions within district leadership teams, building leadership teams and teacher-based teams.

This plan will benefit from:

- Rewriting the goals to ensure they are strategic/specific and time-bound.
- Identify subgoals that outline specific evidence-based strategies proposed to meet overall goals.
- Include a professional development plan that is more specific and ties directly to the data analysis and the action plan map.

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

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

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Springfield Local School District

DISTRICT IRN: 050062

DISTRICT ADDRESS: 2410 Massillon Rd., Akron, Ohio 44312

PLAN COMPLETION DATE: 12/20/19

LEAD WRITERS: David Jurmanovich, Jenny Ganzer, Mary Meadows

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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
Laura Hancock	Literacy Coach	Springfield Local School District	Sp_hancock@springfieldspartans.org
Jenny Ganzer	Principal - Young Elementary School	Springfield Local School District	Sp_ganzer@springfieldspartans.org
David Jurmanovich	Principal - Spring Hill Elementary School	Springfield Local School District	Sp_djurmanovich@springfieldspartans.org
Brad Beun	Director of Special Service - Springfield Local School District	Springfield Local School District	Sp_beun@springfieldspartans.org
Mary Meadows	Director of Curriculum and Instruction	Springfield Local School District	Sp_meadows@springfieldspartans.org
Dena Scrimo	/Kindergarten Teacher/DLT member	Springfield Local School District	Sp_scrimo@springfieldspartans.org
Denise Freeze	First Grade Teacher/ DLT member	Springfield Local School District	Sp_dfreeze@springfieldspartans.org
Lisa Vardon	DLT member	Springfield Local School District	Sp_vardon@springfieldspartans.org
Holly Reed	DLT member	Springfield Local School District	Sp_reed@springfieldspartans.org
Shaun Morgan	DLT member	Springfield Local School District	Sp_smorgan@springfieldspartans.org
Michelle King	HS teacher/DLT member	Springfield Local School District	Sp_king@springfieldspartans.org
Michelle Hanna	HS teacher/DLT member/district parent	Springfield Local School District	Sp_hanna@springfieldspartans.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.

N/A

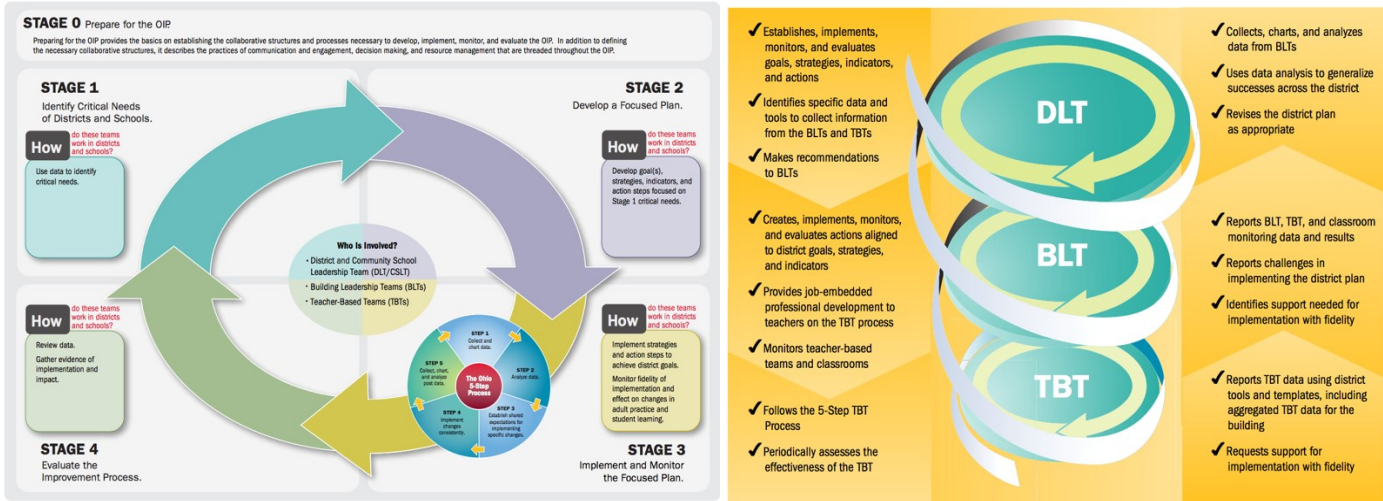
SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

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.

Springfield Local School District's local literacy plan aligns with other local and community plans that are focused on literacy outcomes. As participants in the Ohio Improvement Process (OIP), the literacy plan enhances our overall plan. Our OIP goal is that by 2020, all students in PreK-12 will demonstrate at least one year of growth annually on state and/or district approved assessment. It continues on that low performing subgroups will also earn at least 70 Annual Measurable Objectives (AMO) points on the building and district report cards. In order to work on achieving this goal, SLSD embraces

the OIP framework. Teacher Based Teams (TBT) are in place in every school and grade level grades kindergarten through 12 and meet weekly in grades K-6 and monthly in grades 7-12 due to scheduling issues. Teachers in each team follow the Ohio 5step process to establish collaborative communication to meet the OIP goal. TBT data is forwarded to the BLT determine if job embedded professional development is needed, gives feedback on meeting the district plan, and identifies fidelity. BLTs meet monthly in the Springfield District.

BLTs then forward information to the District Leadership Team (DLT). The DLT monitors and evaluates the appropriateness of the goal for the district. It makes recommendation to the BLTs from the data that is collected and analyzed.



The SLSD literacy plan also aligns with community partners goals. Summit Education Initiative has set the goal as increasing the number of students who are ready for kindergarten and success in school and students with career credentials and college degrees. SEI's imposes three strategies to obtain this goal at the third-grade level:

- 1) *Identify schools or communities with the greatest need for literacy development support.* Data partnerships with each of the school districts in Summit County allow our team to study aggregate counts of the number of students in need of specialized reading support and improvement monitoring. These aggregate numbers help the action team to identify schools with the highest numbers of students in need of support. Success on this strategy is measured by our ability to reduce the number of students in need of a Reading Improvement Monitoring Plan in future years.
- 2) *Increase teacher capacity through literacy coaching.* Effective coaching is one of the best ways to make reading achievement sustainable. Literacy coaches, trained and supported through The University of Akron's Center for Literacy, work directly with teachers in the schools to model lessons, provide feedback and develop new resources that target student needs. We measure the success of this strategy through teacher and principal feedback in schools and classrooms where coaching has been delivered.

Identify and replicate effective volunteer tutoring programs. Summit County students are fortunate to have many caring adults who want to support student success. There are many tutoring programs and models that exist across the county. We are working to identify and replicate the characteristics of the most effective volunteer programs. This strategy will be successful when all volunteer tutoring programs have similar characteristics in grades K through 3, and when we can demonstrate significant gains in reading achievement among the students who receive that tutoring.

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.

Citing stagnant/limited progression towards the K-3 literacy and lack of achieving indicators in ELA across the board on the state report card, our team continues to monitor data and information that includes the state assessment scores,

Renaissance STAR diagnostics, and recently developed classroom common assessments that were aligned Ohio's New Learning Standards in ELA and created with higher depth of knowledge (DOK) in mind.

Currently, both elementary schools have data days, referred to as charting, where all students are monitored for growth. This information is used to discuss current and future interventions that students will need to be successful and what professional development needs are required for teachers to support students in this success.

Because of the number of students who are not meeting the required score, the district is required to produce a Reading Achievement Plan (RAP). SLSD's percentage of students who are not proficient in reading in grade 3-8 is 54.7%, while similar districts are at 69.7% and the state average is 66.7%. The data below supports that professional development is needed to strategically provide interventions in the early grade levels. Filling gaps at earlier grade levels should produce fewer needs for interventions in the higher-grade levels, thus having students become successful on Ohio's State Test (OST).

Reading Diagnostic

Our school district currently has a D rating for Improving At-Risk K-3 Readers, with an average of 24.6% on the state report card. As this is reflective of the number of students on RIMPS from one point in time to the next, this reflects our reading diagnostics. Individually the breakdown is as follows:

District	2016-2017 Report Card Literacy Rating %	2017-2018 Report Card Literacy Rating %	2018-2019 Report Card Literacy Rating %
Springfield	47.3%	32.1%	24.6%
Springfield	C	D	D

KRA, Ohio's State Tests in English Language Arts 3-5

Our Kindergarten Readiness Assessment, and 3rd through 8th grade ELA data shows that as a district, we struggle with proficiency. However, by following the cohorts of children throughout the testing, indications show that progress is being made while students are in the banded grade-levels of grade 3 through 5. Cohort students also show progress from grade 6 to grade 7.

ELA State Testing (AIR)

	2015-16 % Proficient	2016-17 % Proficient	2017-18 % Proficient	2018-19 % Proficient
Grade 3	44.7	63.8	52.7	54.7
Grade 4	60.6	67.5	58.9	54.3
Grade 5	51.2	69.7	65.2	65.1
Grade 6	50.5	54.2	59.8	50.3
Grade 7	52.0	61.9	58.1	67.7
Grade 8	40.5	46.3	53.0	49.3

KRA Language and Literacy below 262

Based on the Language and Literacy of the Kindergarten Readiness Assessment, on average, for a three-year trend, 55% of students are coming to Kindergarten below what is expected.

	% students below	Total Number of Students	# of students below 262
2017-18	54%	162	87
2018-19	54%	155	84
2019-2020	58%	153	88

District benchmark data

District Data	F&P end of year Benchmark 2017-2018				F& P end of year Benchmark 2018-2019						
	Grade Level	# of students who took the assessment	# and % of students who are on track	# and % of student who are not on track	Grade Level	# of students who took the assessment	# and % of students who are on track	# and % of student who are not on track	# and % of student who are not on track		
K	159	98	61.6%	139	88.50%	K	162	108	66.6%	54	33.4%
1	167	79	47%	88	53%	1	162	98	60.4%	64	39.6%
2	132	83	62.9%	49	37.1%	2	163	106	65%	57	35%
3	168	103	61.3%	65	30.7%	3	145	99	68.3%	46	31.7%

RIMP DATA (Based on Diagnostic Testing, Teacher Data, Curriculum Based Measures)

	15/16 School Year		16/17 School Year		17/18 School Year		18/19 School Year	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track
Grade K	50.0%	50.0%	47.0%	53.0%	56.4%	43.6%	66.9%	33.1%
Grade 1	74.5%	25.5%	70.4%	29.6%	72.5%	27.5%	66.7%	33.3%
Grade 2	63.3%	36.7%	63.4%	36.6%	52.4%	47.6%	56.0%	44.0%
Grade 3	49.3%	50.7%	69.1%	30.9%	28.6%	71.4%	57.0%	43.0%

OELPA Data

Based on the OELPA scores from 2016 through current day, English Language (EL) students are struggling, but showing improvement, to be proficient in the Reading section of the OELP Assessment.

District Data	2016-2017		2017-2018		2018-2019	
	# of students who took the assessment	% of students who received a 4 or higher on the Reading Section	# of students who took the assessment	% of students who received a 4 or higher on the Reading Section	% of students who received a 4 or higher on the Reading Section	% of students who received a 4 or higher on the Reading Section
Kindergarten	0	0%	0	0	8	50%
First	3	0%	1	100%	2	50%
Second	2	0%	1	0%	0	0
Third	3	33%	3	67%	2	0%

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.

The district leadership team reviewed the data to determine relevant factors to increasing reading scores. The team determined possible issues that could contribute to lower reading score in the district, including:

- 1) Teachers feel that there is a lack of school-wide and district wide reading plan or an emphasis on Tier 1 instruction in addition to the missing component of professional development to help teachers continue to strive to meet the needs of learners.
- 2) Classroom walkthrough and evaluation data indicates that teachers are struggling to implement the 90-minute literacy block with fidelity. A priority focus is to be sure that all K-3 teachers received proper training to be able to successfully plan and instruct students using resources as well as research-based strategies within the balanced literacy block.
- 3) Professional learning is an additional identified area of need. The District Leadership Team is working to implement a quarterly walk through process to look for the use of researched based strategies. This process will focus on collecting data and providing building level support for schools. This process will enable the team to target professional learning resources toward school staff to address specific needs identified (e.g., professional development, coaching, etc.). Through this strategy, the District will be able to differentiate the support that is provided to schools increasing opportunities for success.
- 4) The Teacher Based Team Process is an important tool that must be used towards school improvement. The District Leadership Team has seen through data collection and observation that the process seems to be focused on compliance instead of digging deep into the process of analyzing student data to differentiate instructional practices.
- 5) Use of district wide curriculum mapping and common assessments (both which were completed last school year and implemented this year) must be used.

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](#).

Literacy is foundational to academic success and the achievement of career goals. To improve students' life chances for achievement it is essential that schools and educators support the acquisition of basic literacy skills that are the foundation of learning and work. All students need to acquire the knowledge and skills to read at grade level. Making sure that students read at grade-level will help guarantee their success during school and once they graduate. All

students must be given the necessary tools to master literacy acquisition and to tear down any barriers that keep them from achieving this vision.

Aligning to Ohio's Vision for Literacy, to achieve our vision, we are also committed to adopt Simple View of Reading (Gough and Tunmer, 1986) to help drive instruction in our districts. We will make sure that all learners are represented across the Literary Development Continuum. We are enhancing our collaboration across the educational cascade between general education and special education and with our disadvantaged learners, including economically disadvantaged, homeless and English Learners in closing the achievement gap. We are also building relationships with parents and families, preschools, higher education, State Support Team, other non-profit education services (e.g. Summit Education Initiative) and between the districts of this consortium.

The expectation of Springfield is that all teachers and staff will engage in the implementation of high-quality, evidence-based practices to increase achievement in reading.

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.

1. Increase reading instructional level by one-year, annually, measured through diagnostic assessments (STAR) and benchmarking as prescribed by Fountas and Pinnell.
2. Increase the number (percentage) of students annually, who are performing at the proficient level through use of researched-based strategies and interventions.
3. Have the number of students served by RIMPS decrease by at least 5% annually.

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 # 1-3 Action Map

Goal Statement: SLSD will increase the instructional reading level of students who are below level by one year, thus decreasing RIMPs, and moving student towards the proficient level using interventions and remediation that has been researched-based.

Evidence-Based Strategy or Strategies: OIP process

	Action Step 1	Action Step 2	Action Step 3
Implementation Components			
Timeline	Winter 2019/2020	Monthly BLT's throughout next year.	
Lead Person(s)	Principals, BLT, Curriculum Director	Principals, BLT, TBT, building staff	
Resources Needed	PD on research-based Intervention Strategies for systematic implementation.	Time, STAR results, RIMPS, Charting meetings, PD for differentiation and interventions	
Specifics of Implementation	BLT/ TBT's will investigate research-based intervention strategies for utilization in the classroom.	Through data driven meetings, staff will work to identify students who are in need of additional intervention and provide research-based intervention strategies to those in need.	
Measure of Success	Identifying and scheduling PD for said strategies to begin successful implementation	Progress monitoring through STAR, F&P benchmarking, and increase on classroom assessments	
Check-in/Review Date	Spring 2020	Quarterly report cards, progress reports	

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.

- 1) Buildings will monitor the growth of students through benchmarking (F&P) throughout the year. Charting meetings will review the data and determine need for interventions. Monthly RTI meetings will be held for students who are on intervention plans for progress monitoring.
- 2) TBT and BLTs will work to identify researched-based strategies. The DLT will support this process by regularly reviewing request for specific PD and determining the appropriate ways to allocate district PD monies.

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 evidence-based strategies that will be used to meet the specific students' needs and improve instruction will be divided into three areas of focus: curriculum, instruction, and assessment. These strategies are evidence based and have been proven to be successful in supporting students to improve their skills in all areas of reading, as measured by Hattie's ranking of influences on visible learning. Below is a description of how these strategies support students on reading improvement and monitoring plans along with other students who are performing below grade level.

Curriculum:

- The district will use systematic approaches to reading instruction through implementation of a differentiated curriculum (Fountas and Pinnell leveled reading with LLI supports at tier 2 as needed)
- The district will implement a multi-tiered system of deliver and support in all grade levels and content areas. This will be done through Response to Intervention (RTI). The following core ideas will be followed:
- Early intervention
- Implementation of a multi-tiered delivery system
- Research-based interventions
- Progress monitoring to inform instruction
- Data driven decision making and lesson planning

Instruction:

- All students will receive high quality, grade appropriate literacy instruction by having a committed literacy block. During this block, all teachers will utilize the components of effective literacy instruction including phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. All teachers will systematically teach the strategies in all of these areas.
- The district uses a multi-tiered system of supports to address the needs of all learners. These supports are data driven. Data will be collected through formal, informal, formative, and summative assessments. • Small groups will be utilized for focused interventions. These interventions will be aligned with specific student literacy needs.
- After reviewing district data, the following strategies will be used to improve the different areas of literacy instruction. Timothy Rasinski explains many of the following strategies in his work on Effective Reading Strategies. Marzano's ideas (Teaching Strategies that Work) are also applied and will be utilized.
- Phonemic Awareness: Phoneme segmentation, word change, discriminating phonemes, oral segmentation word recognitions, and sound boxes. All of these research based strategies can be used to teach our students the relationships between written letters and sounds.
- Phonics: Writing simple words, syllable analysis, word studies, word sorts, letter/sound matching, choral reading, sound boxes, and read alouds. These research based strategies will help students develop their understanding of phonics skills and its application to reading.
- Vocabulary: Vocabulary sorts, word meanings, categorizing, synonyms/antonyms creation, word analysis, graphic organizers, note taking, cooperative learning, and nonlinguistic representation. These research based strategies will enrich students understanding of words and what words mean.
- Fluency: Choral reading, read alouds, paired reading, repeated reading, word speed practice, cooperative learning, and scaffolding. These research-based strategies will provide opportunities for students to practice reading and improve their fluency to become better readers.

- Comprehension: Main idea, story maps, retelling, summarizing, note taking, graphic organizers, sequencing, identifying details, predicting, and questioning. These research-based strategies will provide opportunities for practice to improve comprehension skills.
- Writing: Advanced organizers, questioning, nonlinguistic representation, ACE, note taking, graphic organizers, predicting, questioning, and summarizing. These research-based strategies will provide specific opportunities for students to improve their writing skills.

Assessment:

- Response to Intervention will be utilized after assessment data has been collected in order to optimize achievement for all of the diverse literacy learners.
- The district provides structures to identify which students need more intensive support, below-onand above grade level.
- The district provides guidance, support and differentiated professional development on the use of assessments of all types, including formative, summative, informal, formal, and benchmark assessments. • The district communicates assessment results through TBTs, BLTs, and DLTs. The assessment results will be utilized to determine next steps for intervening to meet the needs of all of the learners.

By implementing all of the research-based strategies and plan listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficient or above for all of our students in the area of English Language Arts.

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:

In order to ensure that the research-based strategies are being utilized and students are progressing in the area of English Language Arts, the district will do the following:

- Implement a curriculum that utilizes research-based materials, interventions, and strategies aligned with Ohio’s Learning Standards and effective literacy instruction practices.
- • Continue implementation of a differentiated curriculum • Provide support (RTI) in all grade levels and content areas.
- Instruction in the district is evaluated frequently.
- Administrators will evaluate the implementation and fidelity of the use of the research-based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- Hold charting days by grade level to determine areas of need and student need in order to develop specific skill-based intervention groups.
- Use data driven decision making.
- Communicate assessment results to all stakeholders to reflect the most recent student performance data.
- Work with DLT, BLT, and TBTs to assure students are making progress in the area of reading. If progress is not being made, the teams will convene and determine next steps to assure student progress and growth.

To ensure that the proposed evidence-based strategies will be effective and improved upon the strategies utilized during the two prior consecutive school years, the district will:

- Progress monitor using the STAR Early Literacy and STAR Literacy Assessment quarterly for all students.
- Progress monitor using the STAR Early Literacy and STAR Literacy Assessment monthly for all students who are not on track. This will be completed more often than in previous years.
- Review intervention data weekly at TBT meetings across all grade levels. Data will be the discussion weekly. In the past, it has not been the focus of each weekly TBT meeting.
- Instruction and strategies will be modeled and all K-6 teachers will be provided with appropriate support throughout the year.
- Teachers will model teaching the curriculum for their peers. This will provide support we have not had in the past.

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.

In order to assure that the staff is fully supported in the implementation and ongoing training of existing strategies to support our Reading Achievement Plan, the district will do the following:

- Communicate the Reading Achievement Plan to all stakeholders through DLT, BLTs, and TBTs.
- Evaluate all current and new professional development in reading. We will provide differentiated professional development to assure all administrators, teachers, and support personnel are sufficiently trained in the research-based intervention strategies.
- Offer parent informational meetings or events to communicate reading strategies to parents to assist with the intervention and growth of our students in the area of reading. (Literacy Night, Fall Festival Literacy Tent, Author's Visit, etc.)
- Administrators will evaluate the implementation and fidelity of the use of the research-based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- DLT, BLT, TBT members will attend training on research-based intervention strategies such as Tim Rasinski's Effective Reading Strategies and Marzano's Teaching Strategies that Work.
 - A book study group may be developed to closely examine the work of the above listed researchers to assist with implementation of research-based intervention strategies.

APPENDICES

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

N/A