READING ACHIEVEMENT PLAN

DISTRICT NAME:

Columbus Preparatory and Fitness Academy

DISTRICT IRN:

000952

DISTRICT ADDRESS:

1258 Demorest Road

Columbus, Ohio 43204

PLAN COMPLETION DATE:

December 20, 2018

Revised: April 30, 2019

LEAD WRITERS:

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CONTENTS

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Stephanie Widner	Superintendent	Columbus Preparatory and Fitness Academy	swidner@performanceacademies.com
Ashley Graver	Regional Superintendent	Columbus Preparatory and Fitness Academy	agraver@performanceacademies.com
Jeff Luelleman	Principal	Columbus Preparatory and Fitness Academy	jluelleman@performanceacademies.com
Robert Jewell	Director of Academics	Columbus Preparatory and Fitness Academy	rjewell@performanceacademies.com
Misty Morgan	Second Grade & Lead Teacher	Columbus Preparatory and Fitness Academy	mmorgan@performanceacademies.com
Jessica Lisek	Middle School Math & Lead Teacher	Columbus Preparatory and Fitness Academy	jlisek@performanceacademies.com
Ercilia Contrera	Parent Representative	Columbus Preparatory and Fitness Academy	Econtrera0728@gmail.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The district leadership team met to discuss the needs of the district and how to best express the needs in the plan. During the development time, the team compiled the data and resources into one document. The team will meet quarterly to discuss progress made in the action steps of this reading achievement plan. The team will communicate the plan through the district's BLT (building leadership team) and TBTs (teacher based team) at the school level, school-wide newsletters, Title 1 information nights, and with our sponsor, OCCS.

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.

Columbus Preparatory and Fitness Academy Literacy Action Plan provides goals specifically created to improve the necessary support and tools needed for the improvement of academic achievement for all of our students. Each goal is outlined with a series of action steps required to guarantee its efficacy and success. The plan speaks to the needs of the entire school district, with specific attention paid to implementation in the school, among all grades, with the hope of improving reading and writing of all students across all content areas. The plan will promote the implementation and value of a literacy program that is coordinated between all grade levels in the district. At the heart of this plan is the intention to actively pursue data analysis to guide and inform the plan in its continuing growth and development. The goals of the District Literacy Action Plan are aligned with the goals and CCIP of Columbus Preparatory and Fitness Academy Theory of Action. The alignment is as follows:

District Literacy Improvement Goals:
Goal 1: Leadership

By winter 2018, the District will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goals and establish responsibilities for implementation.

*Maximize our capacity to collaborate as a coordinated school system and instructional leaders.

Goal 2: Assessment
- 2.1: By spring 2018, the District will have articulated a comprehensive K-8 literacy assessment plan.
- 2.2: By spring 2019, this assessment system will be fully implemented, including a data management component.
- Design district benchmarks and pilot a student data management system for full implementation by 2019-2020 school year.

Goal 3: Instruction

By 2018, all teachers will implement grade appropriate literacy strategies based on data and driven by the CPFA curriculum.

- During the summer of 2018, K-8 teachers will initiate development of curriculum maps and pacing guides working with district instructional teammates in Literacy & Math with completion by July 15.
- All K-2 teachers will participate in district provided curriculum training. They will be coached by district academic and curriculum coaches.

Goal 4: Professional Development

By 2019, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

*Develop powerful coordinated professional development program to cultivate the professional skills of all staff.

Goal 5: Intervention

By 2020, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

- Expand our RTI model including successful interventions to all classrooms by 2018-19.

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.

DATA ANALYSIS:

While overall outcomes demonstrate some evidence of success at CPFA, the data shows that the school has areas in need of improvement. Overall, 100% of third graders have satisfied the requirements of the Third Grade Reading Guarantee over the past two years. Additionally, the percent of students passing the spring reading test has improved from 38% in 2017 to 46.8% in 2018.

According to fall 2018 diagnostic testing, 69% of young readers at CPFA are on "on track," with 80% of 2017 Not on Track readers having moved to On Track this year.

Despite these successes, there is evidence of additional improvement that needs to be made.

The percentage of third grades reaching a proficient level on the OST is below the state standard, as are passage rates in other grades. Performance across ethnic and economic subgroups shows that performance gaps at CPFA are significant and that overall performance for all subgroups needs to improve. Furthermore, the school earned a D on the report card for improving literacy, with only 26% of students moving to On Track last year.

Report Card findings are supported by other data points. For example, the school administers the NWEA Measure of Academic Progress (MAP) test at least twice a year. While CPFA's MAP data shows that 76% of students met academic targets between the fall of 2017 and the fall of 2018, in order to move from Not on Track to On Track, students must exceed expected growth.

Between the fall of 2017 and the fall 2018, the school met 116% of expected gains in reading. This supports the overall increase in reading proficiency between 2017 and 2018. Overall, third graders scored in the 43rd percentile in reading. The school understands that individual students must be between at least the 45th and 50th percentile in reading to be prepared for state testing.

The fall 2018 KRA results are also concerning, with only 16.2% of students scoring as "demonstrating readiness," with 40% in the "emerging readiness category.

Based on fall reading scores, CPFA's efforts in reading improvement are showing some results. Between the fall of 16 and the fall of 17, CPFA moved from 9% proficient or above on the fall reading test to 15%. The percentage of tests in the limited range dropped from 73% to 45%. The percent satisfying the reading guarantee on the fall test rose from 29% to 55%.

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.

CONTRIBUTING FACTORS:

Many factors contribute to the reading performance of some students. Most immediately, 100% of students at CPFA are economically disadvantaged—a population of students with the largest achievement gap when compared to non-economically disadvantaged students. Additionally, the school is over 88% minority and 49% LEP—subgroups that also show large achievement gaps compared with a general population of students.

Secondarily, while school attendance is at 94% overall, chronic attendance issues, which affected 16.3% of students last year, is closely correlated with lower student achievement.

These factors are largely shared with the local district, which also received an F on its K-3 literacy grade.

Additionally, the school's special education program is not properly addressing the needs of all students qualifying for services. Additional professional supports and staff may be necessary to support those students in reading.

Similarly, the level of preparation for regular classroom teachers is not adequate to meet the reading needs of students. According the 2018 Local Report Card, only 18% of teachers in the 17-18 school year had at least a master's degree. Also, 68% of teachers were considered "inexperienced" with no "lead" or "senior" teachers. The lack of teaching staff with superior qualifications and the lack of adequate professional development support for those teachers with at least a bachelor's degree contributed to the reading performance of the school.

A need for more targeted use of Title funds for professional development and tutoring support provided a final contributing factor.

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.

District Mission:

The mission of Columbus Preparatory and Fitness Academy is to provide a first-rate academic and fitness program to students in grades K-8 emphasizing math, reading, writing, science and citizenship, as well as tennis, martial arts, soccer and sports psychology and physiology, in an extended school day environment (8:00 a.m. to 4:00 p.m.) Our foremost goal is to develop strong minds and strong bodies in each of our students.

District Vision:

To be among the most desirable elementary/middle schools in the region, recognized both locally and nationally, by high-achieving schools and fitness programs and for developing outstanding youth who achieve academic and fitness excellence.

To be one of the most sought-out public middle schools (as we grow to eighth grade), in which both private and competitive public high schools will recruit promising high school students.

Core Principals for Students:

A. Strive for Academic Excellence

- Students seek out ways to grow, learn and improve.
- Students come to class with a positive attitude prepared to learn.

- Students initiate ways to improve the world around them and look for ways they can make their classroom, school, and community a better place.

B. Strive for Fitness Excellence

- Students perform to the best of their abilities in the health and fitness program.
- Students appreciate the value of lifelong health and fitness.

C. Inspire Teamwork

- *Students appreciate the value of lifelong health and fitness.*
- *Students demonstrate collaboration, teamwork, and inspiration.*
- *Students treat others with respect and dignity.*
- *Demonstrate listening to others and cooperation.*

D. Uphold Moral and Ethical Principles

- Students set the example by working hard and demonstrating leadership skills both in the classroom and in athletics.
- Students demonstrate integrity and honesty by being honest and trustworthy with their teachers, parents and peers.

E. Encourage the Spirit

- Students recognize the contributions of other individuals.
- Students nominate and recognize their fellow classmates for jobs well done.
- Envision a positive future for themselves and their peers.
- Students celebrate team, class, and school accomplishments together.

Additionally, our district has developed a more specific literacy vision statement that will guide our decision-making process in regards to moving the district forward in reading proficiency.

It is the vision of Columbus Preparatory and Fitness Academy that all students will be literate readers who have fully developed the five essential literacy skills through a variety of means, across all media, while considering each individual student's learning needs.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Overarching District Literacy Goal:

By 2020, 75% of all Columbus Preparatory and Fitness Academy students in grades 3-8 will read at or above grade level as measured by approved district and state assessments.

Goal 1: Leadership

By winter 2018, CPFA will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goal and establish responsibilities for implementation.

Goal 2: Assessment

By Spring 2018, the District will have articulated a comprehensive K-8 literacy assessment plan.

By spring 2019, this assessment system will be fully implemented, including a data management component.

Goal 3: Instruction

By 2019, all teachers will implement grade appropriate literacy strategies based on data and driven by the CPFA curriculum.

Goal 4: Professional Development

By 2019, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Goal 5: Intervention

By 2020, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.

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 winter 2018, the District will have a revised comprehensive literacy plan in place to monitor progress on the district literacy goal and establish responsibilities for implementation.

Evidence-Based Strategy or Strategies:

Develop early literacy skills in K-3 students who lag behind their peers. - Students in grades K-3 who are reading below grade level requires a specific set of practices to improve reading outcomes. Practices include: Dedicated time each day for explicitly guiding students' reading activities; and dedicated time each day for targeted and purposeful instruction in one or more of the core elements of literacy foundations. - **Tier 2, Moderate** – Source: Early Skills and Predictors of Academic Success. (2016). Hanover Research

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Write a comprehensive literacy plan for grades K-8	Implementation of District Literacy Plan by each classroom	Monitoring of District Literacy Plan
Timeline	October 2016 - December 2016	Present to 2020	Present to 2020
Lead Person(s)	Chief Academic Officer, Superintendent	Superintendent and Principal	BLT and DLT
Resources Needed	collaboration time, meeting space	collaboration time, meeting space	time
Specifics of Implementation	The Literacy team will meet in order to discuss the literacy plan, collect information and create the reading achievement plan	Using grade level goals, school and grade level teams will implement strategies to meet common goals weekly using the OIP 5-Step process data tracking form. Literacy teams will meet a minimum of four times per year and send measures of success to BLT and DLT quarterly. Training was provided at the beginning of the year and during a PLC day on the 5-Step process and analyzing student data. The 5-Step process is monitored by the BLT and DLT. Coaching and action	BLT and DLT will support grade level and literacy teams, attend literacy meetings, respond to support needed, and collect measures of success. The team will also plan a District Literacy Meeting as needed to review progress and attain goals. Training was provided at the beginning of the year and during a PLC day on the 5-Step process and analyzing student data. The 5-Step process is monitored by the BLT and DLT. Coaching and action steps are fluid between the TBTs, BLTs, and DLTs.

	Action Step 1	Action Step 2	Action Step 3
		steps are fluid between the TBTs, BLTs, and DLTs. (For more information, see Section 8, part C and Appendix C)	
Measure of Success	completed and submitted reading achievement plan	agendas, meeting dates and reported outcomes, district and state outcomes	collect data from grade-level and building teams, district and state assessments
Check-in/Review Date	Completed and submitted reading achievement plan December 2016	Quarterly	Quarterly

Goal # 2.1 Action Map

Goal Statement: By Spring 2018, the District will have articulated a comprehensive K-8 literacy assessment plan.

Evidence-Based Strategy or Strategies: **Use formal and informal assessment data to inform academic instruction. - I**dentify and use assessments that gather the appropriate information for determining and/or adapting instruction. **- Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create a comprehensive literacy assessment calendar	Write and implement District Literacy Assessment Plan schools and grade levels	Monitoring of District Literacy Assessment Plan
Timeline	Completed by June 2018	Present - 2019	Present - 2020
Lead Person(s)	District Literacy Subcommittee	Building Principal and Literacy Team	District Leadership Team
Resources Needed	collaboration time	collaboration time	time, literacy assessment data
Specifics of Implementation	The subcommittee will meet, collect information regarding current assessments utilizing 18 months of literacy work and create assessment calendar (For more information, see Appendix A)	Literacy Data Teams will meet a minimum of four times per year to articulate plan and send measures of success to District Literacy Leadership Team quarterly. Teachers and building administrators will administer NWEA assessment three times a year (September, January, and May) to all students. Teachers and building	The District Literacy Leadership Team will support grade level and building based Literacy Data Teams, attend literacy data meetings, and collect measures of success documentation. The team will also plan District Literacy Data meetings as needed to review progress and attain stated goals

	Action Step 1	Action Step 2	Action Step 3
		administrators will administer state assessments as prescribed by the state to applicable students. Kindergarten teachers will administer the KRA to all kindergarten students within state required time lines. Teachers and building administrators will have data folders for each student that include results from grade-level appropriate assessments such as NWEA MAP and AIR state assessments. Teachers and students will have data walls to track NWEA MAP data three times a year.	
Measure of Success	Document: District Assessment Calendar	agendas, data meeting dates, and reported outcomes through the Literacy assessments; district and state assessments data analysis	collected data from grade-level
Check-in/Review Date	June 2018	Quarterly	Quarterly

Goal # 2.2 Action Map

Goal Statement: By Spring 2019, this assessment system will be fully implemented, including a data management component.

Evidence-Based Strategy or Strategies:

Use formal and informal assessment data to inform academic instruction. - Identify and use assessments that gather the appropriate information for determining and/or adapting instruction. **- Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Explore data management options	Secure a data management system	Implement District Assessment System
Timeline	2017/2018 school year	by January 2019	September 2018-2019
Lead Person(s)	Administrative Team Subcommittee with representatives from the Tech Center	Administrative Team Subcommittee	Administrative Team Subcommittee & Instructional Team
Resources Needed	collaboration time	funding	collaboration time and PD
Specifics of Implementation	The subcommittee will determine district needs, research data management options, and determine technical specifications. Subcommittee seeks to find a program that can communicate to all aligned parts of information sources and programs such as DASL, student grades and student information.	The subcommittee will oversee purchase and installation of system	Align Literacy Plan with Data Management System capabilities, train staff in Data Management System
Measure of Success	Recommendation to the Superintendent	Data Management System installed at every site	Submission of student data to the Instructional and Leadership Teams as required by assessment plan
Check-in/Review Date	February 2018 to meet budgetary deadlines (date updated - June 2018)	September 2019	Quarterly from 9/2019 to 6/2020

Goal # 3 Action Map

Goal Statement: By 2019, all teachers will implement grade appropriate literacy strategies based on data and driven by the CPFA curriculum.

Evidence-Based Strategy or Strategies:

Implement specific set of core in-school strategies and practices to support reading. – Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to: Direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades; Explicit vocabulary instruction for English learners. - **Tier 1, Strong** – Source: School-based Strategies for Narrowing the Achievement Gap: February 2017.

Design and provide specific and systematic phonemic awareness and phonics instruction. - To become successful readers, all young students require: Focused and explicit phonemic awareness instruction on one or more skills rather than a combination of three or more; Phonemic awareness instruction in small groups rather than individually or in whole classroom settings; and Systematic phonics instruction to impact children's growth in reading. - **Tier 1, Strong** – Source: Langenberg, D. et al. (1999) National Reading Panel Report. (online) Accessed 6 May 2018.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure school curriculum is aligned to the OH Curriculum Frameworks for ELA and Literacy	Standardize literacy instruction K to 5 with explicit and systematic instruction of: Phonemic awareness, Phonics, Fluency, Vocab, Comprehension and Writing	Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice
Timeline	September 2017-2018 (ongoing through 2018-2019 school year)	Begin in August 2017 and ongoing through 2019	Begin in September 2017 and ongoing through 2019
Lead Person(s)	ELA Supervisor ELA and RDG. Curriculum Mapping Team Literacy Team members	Principals Coaches Teachers Literacy Specialists	Classroom teachers Coaches SpEd Teachers Title 1 Teachers ELL Teachers Title Coordinator
Resources Needed	OH Curriculum Framework, collaboration time, training	time for and facilitation of PD, consistent K-5 reading/writing materials	scope and sequence, professional development, differentiated materials, planning time
Specifics of Implementation	curriculum committee meetings, completion of curriculum maps, maps disseminated to all stakeholders for implementation, collaboration and training from Hamilton County ESC	provide at least a 120 minute block for core literacy instruction, provide PD to teachers in the five components of reading and data driven instruction (see professional development plan and strategies to support students in Section 8, part A)	implement a systematic tiered model of instruction, provide PD opportunities on differentiated instruction and interventions, Title 1 coordinator is working with teachers to implement tiered intervention services with the school by providing trainings and on-site visits. (see section 8)

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	standards are clearly visible, verbalized, and referenced to enhance student understanding of expectations	feedback from PD, student data from formative and summative assessments, observable evidence in classrooms (walk-through form with post-analysis and conference used as a coaching tool), an increase in student writing across all content area that reflects student knowledge and understanding of the content	student data, formative and summative assessments, student engagement, observable evidence in classrooms.
Check-in/Review Date	quarterly check-ins from September 2017-2019	following professional development days; Quarterly 2017-2019	Quarterly Check-ins from September 2017-2019

Goal # 4 Action Map

Goal Statement: By 2019, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Evidence-Based Strategy or Strategies: **Provide professional development and ongoing instructional support to all instructors. -** Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional leaving needs of teachers. **- Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Solicit PD needs and requests from Principals & Supervisors	Develop a catalog and calendar of PD Offerings	Implement and monitor a consistent cycle of PD based on the needs of the district, including literacy needs
Timeline	June 2018	August 2018	2017-2019
Lead Person(s)	Superintendent Principals Leadership Team Literacy Team Instructional Team	Superintendent, Leadership Team Literacy Team, Instructional Team Principals, Supervisors Coaches, Staff, Leadership Team	Superintendent Leadership Team Instructional Team Principals Coaches
Resources Needed	List of PD Needs Time	Calendar Catalog Time Resources	Presenters Money – PD Budget Time Electronic Evaluation Form to assess PD

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	Principals will fill out form outlining building/District needs Instructional Team will analyze data for trends	• Share calendar with stakeholders: • Principals and building leaders • Get calendar approval from School • Committee • Write course offerings • Solicit providers – internal and external providers with stakeholders input • Assign PD courses • (For more information, See Section 8, Part C and Appendix C)	Collect data, reflect on and assess information to develop new cycle of PD based on the needs of teachers and district goals.
Measure of Success	List of PD needs Catalog	Catalog and Calendar	Changes in classroom instruction Improved student achievement Improved climate & culture in buildings
Check-in/Review Date	June 2018	August 2018	Annually 2017-2019

Goal # 5 Action Map

Goal Statement: *By 2020, the District will have implemented a tiered instructional model that provides interventions for all students with a detailed focus on students that are placed on a Reading Improvement and Monitoring Plan (RIMP) with multiple levels of support for both students and staff.*

Evidence-Based Strategy or Strategies:

Instructional coaching is an effective model of school-based professional development. - The effects of instructional coaching are not thought to be immediate but transform pedagogy over time **- Tier 2, Moderate** – Source: Teemant. A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v40(5), pp. 574-604. DOI: 10.1177/0042085913491362

Use formal and informal assessment data to inform academic instruction. - Identify and use assessments that gather the appropriate information for determining and/or adapting instruction. **- Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

Provide professional development and ongoing instructional support to all instructors. - Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional leaving needs of teachers. **- Tier 4, Demonstrates a Rationale** – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify current interventions used with students on Reading Improvement and Monitoring Plans (RIMPs) district wide and site level	Develop goals to provide district wide intervention services for students on Reading Improvement and Monitoring Plans (RIMPs)	Maintain a professional development plan to train teachers and reading specialists on identified interventions for students on Reading Improvement and Monitoring Plans (RIMPs)
Timeline	August 2018	December 2018	May 2019
Lead Person(s)	Leadership Team Instructional Team Director of Special Ed Principals Coaches	Leadership Team Instructional Team Director of Special Educator Assistant Special Educator Directors Title 1 Coordinator Principals Coaches	Leadership Team Instructional Team Director of Special Ed Principals Coaches
Resources Needed	N/A	N/A	Intervention and training materials for schools
Specifics of Implementation	Create spread sheet identifying current interventions used district wide and at each site, add position of Title 1 Coordinator to monitor correct implementation of tired services for students. (For more information, see Section 8 part A and Appendix B)	Collaborate with district literacy coaches to identify interventions to implement district wide and at specific sites based on student need, increase oversight and accountability of Title and ELL teachers, add position of Title 1 Coordinator to monitor correct implementation of tired services for students, create guidelines for entry and exit into Title programming, implement use of various data tracking tools such as MAP mountain data walls, data folders, etc. (For more information, see Section 8 part A and Appendix B)	Work with each site to identify intervention needs, offer training, and support through district coaches
Measure of Success	Develop a spreadsheet identifying interventions	Create a timeline and proposal for implementation	Monitor use of interventions identified in RIMPs by attending data meetings and analyze student data to identify specific interventions

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	December 2018	March 2019	annually in the spring for budgetary purposes

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.

Assessment:

The district will collect data on all Kindergarten - 8 students following the assessment calendar. (Appendix)

Reporting Methods:

The District Literacy Leadership Team will provide an annual report to Columbus Preparatory and Fitness Academy.

Committee:

The District Literacy Team has shared its progress through staff meetings and professional development opportunities. It is the intention of the District Literacy Team to share its progress using digital newsletters and the district's website. TBT meetings occur weekly (the five literacy components are addressed at least once a month) and reports are submitted to the BLT each week. The BLT reviews each TBTs reports on a monthly basis.

Section 6 Goal Updates:

Goal 1-

Accomplishments: Reading Achievement Plan was submitted by December 31, 2017. Training occurred on the 5-step process for teachers.

Next Steps: Continue implementation of updated Reading Achievement Plan.

Goal 2.1-

Accomplishments: Assessment calendar was implemented with fidelity.

Next Steps: Continued analysis of literacy data per the assessment calendar.

Goal 2.2-

Accomplishments: Narrowing down of systems that will allow our data systems to communicate with each other

Next Steps: Final choosing and implementation of a data management component

Goal 3-

Accomplishments: Hiring of Title 1 Coordinator to oversee full use of Title services, use of updated classroom walk through tool.

Next Steps: Implement changes suggested by Title 1 coordinator aligned with the Reading Achievement Plan and student data

Goal 4-

Accomplishments: Teachers have a variety and choice of professional development options based on need and teaching experience.

Next Steps: Continue to seek feedback and use results to plan future professional development.

Goal 5-

Accomplishments: Hiring of Title 1 coordinator for added oversight of title, RIMPs, and ELL services.

Next Steps: Continue to cement qualifications for students to enter and leave tired support systems. Continue quarterly monitoring of Reading Improvement and Monitoring Plans (RIMPs) for students currently on and students that were on one previously.

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.

Evidenced-Based Strategies Identified:

*Implement specific set of core in-school strategies and practices to support reading. – Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to:

Direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades

Explicit vocabulary instruction for English learners.

Tier 1, Strong – Source: School-based Strategies for Narrowing the Achievement Gap: February 2017.

- Design and provide specific and systematic phonemic awareness and phonics instruction. - To become successful readers, all young students require:

Focused and explicit phonemic awareness instruction on one or more skills rather than a combination of three or more;

Phonemic awareness instruction in small groups rather than individually or in whole classroom settings; and

Systematic phonics instruction to impact children's growth in reading.

Tier 1, Strong – Source: Langenberg, D. et al. (1999) National Reading Panel Report. (online) Accessed 6 May 2018.

- Develop early literacy skills in K-3 students who lag behind their peers. - Students in grades K-3 who are reading below grade level requires a specific set of practices to improve reading outcomes. Practices include:

Dedicated time each day for explicitly guiding students' reading activities; and

Dedicated time each day for targeted and purposeful instruction in one or more of the core elements of literacy foundations.

Tier 2, Moderate – Source: Early Skills and Predictors of Academic Success. (2016). Hanover Research

- Instructional coaching is an effective model of school-based professional development. - The effects of instructional coaching are not thought to be immediate but transform pedagogy over time - Tier 2, Moderate – Source: Teemant. A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v40(5), pp. 574-604. DOI: 10.1177/0042085913491362
- Use formal and informal assessment data to inform academic instruction. - Identify and use assessments that gather the appropriate information for determining and/or adapting instruction. - Tier 4, Demonstrates a Rationale – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).
- Provide professional development and ongoing instructional support to all instructors. - Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional leaving needs of teachers. - Tier 4, Demonstrates a Rationale – Source: Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009-012).

These above strategies are embedded and monitored within our research based curriculum which includes: (Within the parentheses below, each piece of curriculum is identified by its instructional purpose. (core, supplemental, and used with students on RIMPs)) (See Appendix B for additional information regarding curriculum program components)

Phonics- SRA Open Court Imagine It! (core, used with students on RIMPs), Learning A to Z (which includes Reading A to Z, Vocabulary A to Z, Raz Kids, Science A to Z) (supplemental, used with students on RIMPs), Learning without Tears' program Handwriting without Tears (core), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and The Phonics Dance (supplemental, used with students on RIMPs).

Phonemic Awareness- SRA Open Court Imagine It! (core, used with students on RIMPs), Learning A to Z (which includes Reading A to Z, Vocabulary A to Z, Raz Kids, Science A to Z) (supplemental, used with students on RIMPs), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and The Phonics Dance (supplemental, used with students on RIMPS.

Vocabulary- SRA Open Court Imagine It! (core, used with students on RIMPs) , Learning A to Z (which includes Reading A to Z, Vocabulary A to Z, Raz Kids, Science A to Z), Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core), Edmentum's Study Island (supplemental, used with students on RIMPs), and Time for Kids (supplemental, used for students with RIMPs), Triumph's Performance Coach (supplemental) , Delta Education's Foss (core), and Write Reflections (supplemental, used with students on RIMPs).

Fluency- SRA Open Court Imagine It! (core, used with students on RIMPs), Learning A to Z (which includes Reading A to Z, Vocabulary A to Z, Raz Kids, Science A to Z) (supplemental, used with students on RIMPs), Time for Kids (supplemental, used for students with RIMPs), and Write Reflections (supplemental, used with students on RIMPs).

Comprehension- SRA Open Court Imagine It! (core, used with students on RIMPs), Learning A to Z (which includes Reading A to Z, Raz Kids, Science A to Z) (supplemental, used with students on RIMPs), and Northwest Evaluation Association's MAP assessment data used to inform individual instruction (core, Edmentum's Study Island (supplemental, used for students on RIMPs, Triumph's Performance Coach (supplemental), and Time for Kids (supplemental, used for kids on RIMPs), Write Reflections (supplemental, used with students on RIMPs)

The professional development which has occurred to support these five major components of reading include, but are not limited to: SRA Open Court large group training, SRA Open Court individual teacher push-in observations with instructional recommendations, Write Reflections training, Reading A to Z training, Study Island training, Responsive Classroom training, and Hamilton County Educational Service Center delivery on learning targets and state standards.

(For more information, see Action Map Goal #3, Action Step 2)

(For more information, see Action Map Goal #5, Action Step 1)

(For more information, see Action Map Goal #5, Action Step 2)

The below strategies will be used in classrooms to meet student's specific needs. These strategies include Marzano strategies which will support the growth of our students on reading improvement and monitoring plans.

- activating prior knowledge - Students are unable to understand what they are reading without thinking about what they already know. Students will develop their schema (previous experiences, knowledge, emotions, and understanding) to understand how it has an effect on their learning. Students will be taught to use their schema to help develop their reading skills.
- questioning - Teaching students to ask questions while reading will allow them to understand the text better. We will teach our students to ask questions before, during, and after reading. Our students will be taught to use questions to increase comprehension.
- making inferences- Students will be taught to draw conclusions about what they read. Teaching students to make inferences will allow them to understand the deeper meaning of the text being read. We will teach students to take what they already know (schema) and combine it with what's in the text to form inferences about deeper meanings or ideas in the reading.
- visualizing - Students will be taught to create mental images of what they read in the text. Research shows that when readers create mental images in their head while reading, the level of engagement increases.
- determining importance- Students will be taught to determine the important information in the text. They will determine the purpose for reading the information, this will guide them in determining the important information. It will be important for students to filter the important from the non-important information. Determining this will allow students to better answer questions and comprehend the information
- summarize and synthesize information - Students will be taught to sift through all of the information in a text to provide the most important ideas and a general idea of what was read. Students will be taught to take what was read and combine with previous knowledge. Students will then form their own opinion about the information read.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

District Expectations:

Columbus Preparatory and Fitness Academy will ensure the proposed strategies in the Columbus Preparatory and Fitness Academy Literacy Action Plan are effective by: 1. Communicating consistently during TBT and BLT meetings using the OIP process, that literacy is a priority, Kindergarten-8, at each grade level and in all content areas every day. 2. Administrating of assessments such as the NWEA-MAP three times a year, District Short Cycle assessments, and state mandated tests as outlined in the Columbus Preparatory and Fitness Academy Assessment Calendar. 3. Implementation and monitoring of district mandated reading program and literacy strategies by professional development opportunities and monitoring through lesson plans and teacher learning walks. 4. Utilization of completed teacher surveys after professional development with analysis of the data to drive future professional development opportunities.

Columbus Preparatory and Fitness Academy will ensure the proposed strategies will show progress on the Reading Achievement Plan by having data teams analyze NWEA-MAP, District Short Cycle assessments, and state testing results to ensure that reading strategies are showing progress.

Columbus Preparatory and Fitness Academy will ensure the proposed strategies will improve upon strategies utilized during the two prior consecutive school years by: 1. Evaluating staff schedules to maximize effective use of staff to

achieve literacy goals by implementing change in these schedules. 2. Ensuring the sustainment and monitoring of the district mandated reading program and literacy strategies that were implemented the last two consecutive years. 3. Analyzes of NWEA-MAP, District Short Cycle assessments, and state testing results. 4. Sustaining consistent building literacy teams and continuing literacy discussions across building and district levels as outlined in this plan by monitoring of TBT, BLT, and DLT notes and communications. 5. Will perform an annual needs-assessment to identify the schools target areas and goals needed and how they connect with current data trends. 6. Adult indicators linked to prior school years are examined annually when updating and adjusting action steps as indicated in the Columbus Preparatory and Fitness Academy District Reading Achievement Plans goals.

District Expectations for strategies to support all students:
- 120 minutes of core reading instruction daily
- Small group instruction
- Reduced Student/Teacher Ratios- class sizes are the average of 18:1
- Extended school day - classes are from 8am-4pm daily
- Direct phonics instruction given in grades K-3
- Students on Reading Improvement and Monitoring Plans are given individualized plans the meet each learner's individual's needs.
- NWEA MAP data is analyzed to determine core needs for instruction and tiered intervention in the areas of vocabulary acquisition and use, literature, and informational text, foundational skills, and language and writing.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

District Supports:

Columbus Preparatory and Fitness Academy and its building principal will provide the necessary training, and resources for all new interventions and assessments as called for by the Columbus Preparatory and Fitness Academy Literacy Action Plan.

Columbus Preparatory and Fitness Academy and its building principals will utilize the professional development calendar to allow for District Literacy Team meetings and other needs as called for by Columbus Preparatory and Fitness Academy District Literacy Action Plan.

Teachers were provided the opportunity to have a variety of different trainings including trainings in tiered interventions, the five major components of reading, individualized specific training from

Academic and curriculum coaches provide embedded training to teachers throughout the school year.

During TBTs and cross-curricular meetings, time to review strategies based on the five components of reading are completed and monitored.

Formal and informal conversations are encouraged among peers to get advice on strategies and improving practices within the classroom.

(See Action Map - Goal #1, Action Step 2 for more information)

(See Action Map - Goal #4, Action Step 2 for more information)

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

Appendix A: CPFA 2017-2018 Assessment Calendar (For more information, see Action Map Goal 2.1, Action Step 1)

(Assessment Dates State/District Grade(s) / (Assessment Name Due to Office of Assessments by))

8/15/18 through 9/28/18 - State K-3 State Reading Diagnostic fulfilled with NWEA MAP (9/28/18)
8/15/18 through 10/31/18 - State Kindergarten Readiness Assessment (10/31/2018)
9/10/18 through 9/28/18 - District K-8 NWEA-MAP Fall Benchmarking (9/28/2018)
10/29/18 through 11/2/18 - State 3rd grade Third Grade ELA AIR test (11/2/2018)
1/14/19 through 2/1/19 - District K-8 NWEA-MAP Winter Benchmarking (2/1/2018)
2/4/19 through 3/29/19 - State K-8 Ohio English Limited Proficiency Assessment (3/29/2019)
2/18/19 through 4/12/19 - State K-8 Alternate Assessment for Students with Significant Cognitive Disabilities (4/12/2019)
4/8/19 through 4/26/19 - State Third-Eighth ELA AIR test (4/26/2019)
4/22/19 through 5/10/19 - State Third-Eighth Math AIR test (5/10/2019)
4/22/19 through 5/10/19 - State Fifth and Eighth Science AIR Test 5/10/2019)
5/13/19 through 5/24/19 - District K-8 NWEA-MAP Spring Benchmarking (5/24/2019)
7/22/19 through 7/26/19 - District 3rd Grade NWEA-MAP Summer Benchmarking (7/26/2019)

Appendix B: Curriculum Program Components:

- SRA Imagine It! addresses the five key areas of Reading. Students will begin instruction in these key areas so they understand not just how to read and write, but the meaning and purpose of what they are learning:
    - Phonemic Awareness
    - Systematic, Explicit Phonics
    - Fluency
    - Vocabulary
    - Comprehension
- SRA Imagine It!:
    - Lays the foundation of reading skills
    - Provide practice that increase confidence
    - Allows teacher to assess progress along the way
    - Provides additional help and challenge where needed
    - Guide in Inquiry that helps students learn to question, investigate, and explore
    - Teach writing strategies
    - Inspire students with reading selections across a variety of genres
    - Bolsters instruction with technology resources
- Learning A-Z - provides an instructional path that works best for individual students. They provide a library of meticulously differentiated learning materials and eLearning tools, they provide the assessment, instruction, and practice students require. By combining reading and writing with many other 21st century skills, their resources give students the tools they need in the classroom today and in the workplace tomorrow.
    - Key Features:
        - Personalized Learning - Leveled resources ensure that students have access to an abundance of developmentally appropriate resources available in multiple formats.
    - Interactive eLearning - Kid-friendly eLearning environment allows students to take learning on the go with a number of developmentally appropriate learning resources and tools accessible 24/7.
    - Assessments and Reporting - With a variety of assessments covering foundational skills, fluency, and comprehension, as well as digital reporting tools, it's easy to track student progress and determine additional instruction needs.
- Learning without Tears - Comprised of developmentally appropriate and multi-sensory instruction, Learning Without Tears promotes written communication success in the classroom from Pre-K to elementary school. Handwriting Without Tears uses proven methods from years of innovation and research. The developmentally appropriate instruction and multi-sensory strategies empower children of all learning styles to master handwriting as an automatic skill.
    - Developmentally Appropriate -Developmentally appropriate instruction ensures success
    - Multisensory - Multi-sensory strategies address all learning styles
    - Physical Approach -Unique physical approach builds good writing habits

- o   Innovative Letter Order - Innovative letter order simplifies letter formation
- Edmentum's Study Island -
    - o   -Practice built from Ohio's state standards
    - o   -Interactive lessons and activities
    - o   -Real time progress monitoring
    - o   -Built in remediation
    - o   -Technology-enhanced item types
    - o   -Benchmarks for learning
- The Phonics Dance! - A quick and easy way our primary grade educators teach phonics and increase the reading and writing skills of students in their classrooms. It is multilevel learning at its best, and can provide success for all students, regardless of their developmental level. This is a nationally recognized program which is based on research. This Six Step Program offers learning through   strategies that incorporate rhyme, movement and chant. Building on phonemic awareness, students become confident, successful   writers. In the process they develop strong decoding skills through the use of "hunking and chunking" to build poise and fluency in reading. Teachers also use the word wall to teach multiple language arts concepts!

- NWEA MAP - MAP® Growth measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. MAP Growth reports transform raw data into insights that help educators take action: Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.
- NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.
- Every question on a MAP Growth assessment is calibrated to our RIT scale. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career.
- TIME for Kids, puts authentic, rigorous journalism into the hands of students. It builds a connection between daily lessons and the world. We also know that it is really important that all students can access the reading. TIME for Kids engages our students with the following:
    - o   Informational texts: Developmentally appropriate news articles written by professional journalists provide students with the opportunity to analyze author's craft and purpose, using content developed specifically for them
    - o   21st-century reading: Support for blended classrooms with access to both digital and print articles
    - o   Standards-Aligned Lessons: Lesson plans align to Common Core State Standards to support instructional needs.
    - o   Power Words: Embedded vocabulary resources support students in building their understanding of Tier 2 and Tier 3 words
    - o   Assessments: Formative and summative assessments help gauge student mastery of skills and concepts taught during each lesson and help prepare students for common types of assessment questions
    - o   Rich media: TIME magazine's rich archive of photographs and videos help build background knowledge and create a more engaging learning experience with
    - o   Relevant reading: Articles connect to curriculum content topics, increasing the relevance and timeliness of your curriculum
    - o   Content-area reading: Connecting daily curriculum to daily current events allow students to learn about compelling topics as they read relevant texts in science, social studies, and other subject areas
- *riumph Performance Coach- Triumph's Performance Coach allows teachers to implement lessons in a variety of ways and reinforces Common Core instruction. Many examples are provided to students in order to solidify understanding. Practice tests mirror question types that will be seen on the state assessments and simulates in paper format what students will see online. Common Core Performance Coach is ongoing instruction throughout the year.
- Triumph's Performance Coach reinforces necessary skills and instill confidence in students:
    - o   Practice questions culminate with a performance task for exposure to all question types
    - o   Review of comprehension skills provided for both literary and informational texts
    - o   Rigorous writing and listening practice including informative, narrative, and argumentative texts

- Resources for teachers to differentiate or extend instruction including ELL support and journal prompts
- Plenty of tools to save time including rubrics, test complexity details, answer keys, and ways to integrate digital connections
- Write Reflections:
  - Scripted, organized, and easy-to-use.
  - Contains everything a teacher needs, including a scope & sequence, step-by-step lesson plans, classroom PowerPoints, writing prompts, organizers, assessments, rubrics, writing samples, and more.
  - Features color-coded system and predictable five-day routine that builds confidence in young writers.
- FOSS - The Full Option Science System (FOSS) engages students in science through active learning. It follows more closely the Next Generation Science Standards (NGSS) with the integration of the Common Core State Standards in ELA and Math, FOSS supports our goals.

  Every FOSS investigation follows a similar design to provide multiple exposures to science concepts. including these pedagogies:
  - Active investigation, including outdoor experiences
  - Recording in science notebooks to answer the focus question
  - Reading in FOSS Science Resources
  - Assessment to monitor progress and motivate student reflection on learning

  In practice, these components are seamlessly integrated into a continuum designed to maximize every student's opportunity to learn. An instructional sequence may move from one pedagogy to another and back again to ensure adequate coverage of a concept.

  - Aligned to Common Core and state standards, including text-response writing.
  - Works to build a love for writing and works with all types of learners.

Appendix C: *Professional Development Calendar*
August 6, 2018 - New staff training
August 7-10, 2018 - Professional Development Day
September 21, 2018 - PLC Day
October 19, 2018 - PLC Day
November 9, 2018 - PLC Day
January 22, 2019 - Professional Development Day
February 8, 2019 - PLC Day
March 8, 2019 - PLC Day

(Other professional development days vary based on individual needs)

(Other dates throughout the school year are included for administrative staff, special education staff, Title 1 teachers)
(See Action Map Goal #4, Action Goal #2)

Appendix D: Action Map Calendar

Quarterly - agendas, data meeting dates, and reported outcomes through the Literacy assessments; district and state assessments data analysis

Quarterly - collected data from grade-level

Present – 2019 - Write and implement District Literacy Assessment Plan schools and grade levels

Present to 2020 - Implementation of District Literacy Plan by each classroom

Present to 2020 - Monitoring of District Literacy Plan

Present – 2020 - Monitoring of District Literacy Assessment Plan

2017-2019 - Implement and monitor a consistent cycle of PD based on the needs of the district, including literacy needs

2017/2018 school year - Explore data management options

Begin in August 2017 and ongoing through 2019 - Standardize literacy instruction K to 5 with explicit and systematic instruction of: Phonemic awareness, Phonics, Fluency, Vocab, Comprehension and Writing

September 2017-2018 (ongoing through 2018-2019 school year) - Ensure school curriculum is aligned to the OH Curriculum Frameworks for ELA and Literacy

Begin in September 2017 and ongoing through 2019 - Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice

October 2016 - December 2016 - Write a comprehensive literacy plan for grades K-8

August 2018 - Identify current interventions used with students on Reading Improvement and Monitoring Plans (RIMPs) district wide and site level

December 2018 - Develop goals to provide district wide intervention services for students on Reading Improvement and Monitoring Plans (RIMPs)

June 2018 - Solicit PD needs and requests from Principals & Supervisors

June 2018 - Create a comprehensive literacy assessment calendar

June 2018 - Document: District Assessment Calendar

August 2018 - Develop a catalog and calendar of PD Offerings

May 2018 – June 2020 - Maintain a professional development plan to train teachers and reading specialists on identified interventions for students on Reading Improvement and Monitoring Plans (RIMPs) by January 2019 - Secure a data management system

September 2018-2019 - Implement District Assessment System