

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the Dayton Leadership Academies 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:

- This plan is aligned to the Simple View of Reading. Through data analysis, foundational skills and language skills were identified as areas of need. The Professional Development plan included learning for teachers to develop instructional skills in both areas of reading skill development.
- The professional development plan is tied to the data, and linked to evidence-based practices
- The professional development plan is job-embedded and provides for follow up and collaboration among teachers.

This plan will benefit from:

- While the plan describes the evidence-based practices for Tier 1 instruction, it does not explicitly address students who fail to make progress. The plan would benefit from a description of how struggling readers and students with complex needs will be supported.
- Identify progress monitoring expectations between benchmark assessments. This would allow for more timely adjustments to learners' needs (both students and teachers).

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: Dayton Leadership Academies

DISTRICT IRN: 133454

DISTRICT ADDRESS: 1416 W. Riverview Ave

PLAN COMPLETION DATE:

LEAD WRITERS: Becky Yerman and Tess Mitchner Asinjo

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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.

Leadership Team Membership

Name	Title/Role	Organization	Email
Tess Mitchner Asinjo	Principal	DLA	tasinjo@dlaeagles.org
Becky Yerman	Assistant Principal	DLA	byerman@dlaeagles.org

Annie Fasone	Teacher Coach for Data and Instruction	DLA	afasone@dlaeagles.org
Jennifer Mills	Family and Community Engagement Coordinator	DLA	jmills@dlaeagles.org
Donna Rickman	Middle School Coordinator	DLA	drickman@dlaeagles.org
Trina Stewart	Parent Advisory Council President	DLA	
Ellen Ireland	Vice-Chair of DLA board	DLA	eireland@dlaeagles.org
Kate Wesolowski	Kindergarten Teacher and K-2 department chair	DLA	kwesolowski@dlaeagles.org
Debra Walls	6th Grade English Teacher and 3-8 ELA department chair	DLA	dwalls@dlaeagles.org
Marc Smith	Board Chair of Academic Committee	DLA	
Eric Wright	Dean of Students	DLA	ewright@dlaeagles.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.

This Dayton Leadership Academy Reading Achievement Plan (RAP) was developed alongside the district's 5 year strategic plan and Ohio Improvement Plan (OIP). The process of developing, implementing and monitoring the progress of the RAP is a collaborative effort and involves members of the school's leadership team including teachers, parents, administrative team and governing board. After completing the Ohio Improvement Process and 5 year strategic plan, Dayton Leadership Academies identified the following areas of focus for our 2018-2020 school improvement plan:

- K-3 Literacy Improvement
- Math Fluency and Reasoning in 3-8
- Assessment Development
- High Suspension Rates

Through the OIP process, the leadership team was able to identify the key areas of focus for the DLA RAP. The leadership team utilized a District Decision Framework to analyze data from various sources. Specific to this plan, the team conducted a comprehensive needs assessment by analyzing data from over three years from the Kindergarten Readiness Assessment (KRA), i-Ready reading diagnostic, the Ohio State Assessment System (AIR test) and the Fountas and Pinnell Reading Inventory. The outcomes of the needs assessment were used to set performance targets aligned to the district's goals. The leadership team then utilized research learned from the Ohio Literacy Conference and What Works Clearinghouse to identify specific strategies and interventions to implement to improve literacy outcomes in grades K-3. The leadership team communicated contents of the plan and solicited feedback from teachers, parents and the governing board.

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.

Dayton Leadership Academies embodies the five step Ohio Improvement Process in all aspects of planning and decision making. DLA has specific leadership team structures which are composed of administrators, teacher leaders, parents and members of the governing board to support continuous improvement efforts. The academic team focuses on developing and leading professional development, overseeing implementation of the curriculum, coaching teachers, and analyzing student data on an ongoing basis to make data informed decisions. The culture team focuses on all aspects of school culture including the implementation of positive behavior supports and interventions. Finally, the full leadership team meets on a quarterly basis to review data aligned to yearly school goals and make refinements to practices based on student data. Results of efforts from both the school's academic and culture team are reported to the DLA Governing Board and Parent Advisory Council.

Specific to DLA's Reading Improvement Plan, the leadership team focused on K-3 data, areas of weakness, practices and interventions and desired student outcomes. As part of DLA's improvement process, in preparation for the 2018-2019 school year, leaders gathered to complete a district data analysis. The team compiled and reviewed a variety of data from an array of sources, including the iReady diagnostic results, KRA, state assessment results and teacher performance evaluations from the previous school year.

During this process, DLA identified several areas of concern related to early literacy which are included in both the OIP and RAP, including:

- Low scores in word reading (phonics, phonological awareness, high frequency words and vocabulary)
- Low achievement scores in reading on Ohio State Assessments, specifically in the writing domain
- On-track status in literacy of students in K-3
- Low KRA scores over multiple years of kindergarten students

Finally, through the OIP process, the team identified several key strategies to address the areas of concern, including the following directly impact DLA's Reading Achievement Plan:

- High-quality professional development to enhance instructional practices grounded in evidence based literacy strategies
- Supplemental curriculum aligned to student needs in K-3
- Explicit writing instruction in K-3

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.**

Dayton Leadership Academies (DLA) is focused on improving literacy skills for all students. This section outlines DLA's comprehensive needs assessment which focused on a deep dive of learner performance data and a root cause analysis. The DLA leadership team examined data from multiple sources to identify needs and root causes of low performance in literacy in grade Kindergarten through 3rd grade.

Data Point 1: Kindergarten Entry

The DLA team analyzed data from the Kindergarten Readiness Assessment (KRA) and the iReady Diagnostic Assessment to identify needs in Kindergarten. Given that DLA does not offer pre-kindergarten, the kindergarten year is integral in supporting students who enter kindergarten with emergent literacy skills. 56% of kindergarten students at DLA scored emerging which is the lowest performance category on the KRA. Research shows without substantial intervention, these students will continue to struggle in language and literacy.

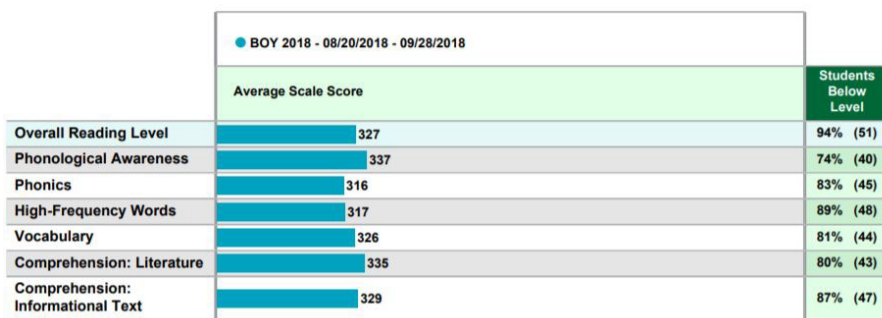
Data Point 2: K-3 Reading Diagnostic

At DLA, all students are administered the iReady Reading Diagnostic at the beginning of each year. Results of the diagnostic are used to tailor individual reading instruction for students. Based on the results of these assessments, 94% of kindergarten, 95% of first grade, 89% of second grade and 83% of third grade students are not on track in reading.

Below are the Fall 2018 results of the needs analysis by grade level and by domain in K-3 reading.

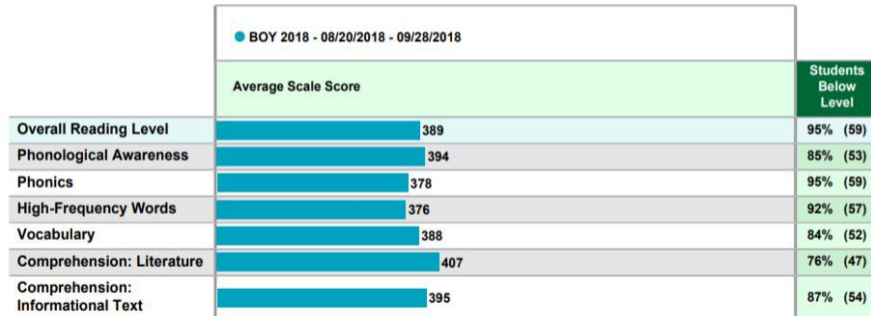
Grade K

Number of Students Assessed: 54
Total Number of Students: 62



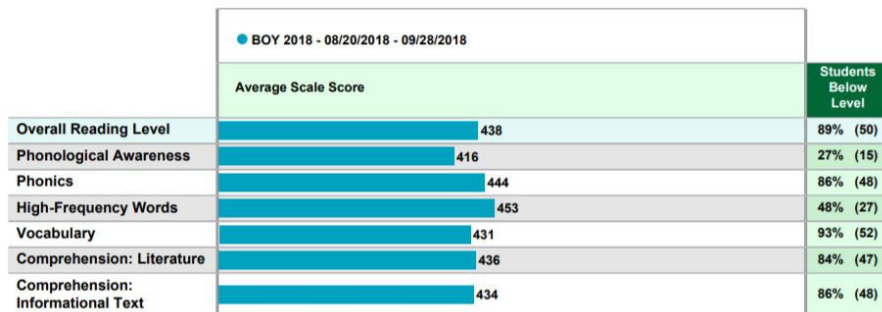
Grade 1

Number of Students Assessed: 62
Total Number of Students: 63



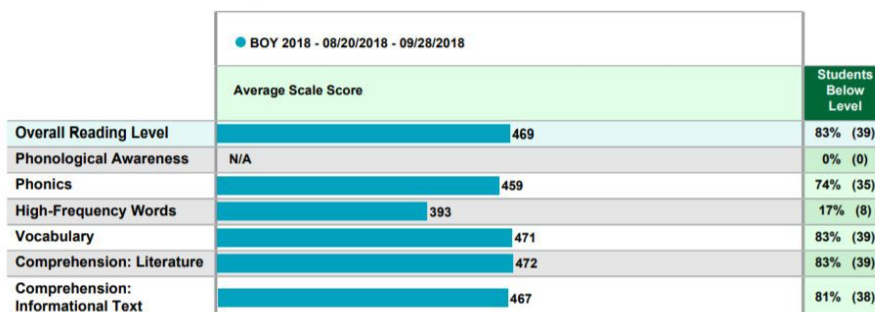
Grade 2

Number of Students Assessed: 56
Total Number of Students: 60



Grade 3

Number of Students Assessed: 47
Total Number of Students: 48



Data Point 3: K-3 Fountas and Pinnell Benchmark Assessment System Data

The Fountas and Pinnell Benchmark assessment system (F and P) is a 1:1 reading assessment designed to gather qualitative data on student reading ability including reading comprehension, phonics and fluency. Overall, the majority of students in K-3 are below grade level in reading Below are the results of the Fall 2018 administration of F and P in grades

K-3:

Grade	Below	Approaching	On/Above
K	97%	3%	0%
1	80%	18%	1%
2	76%	20%	9%
3	72%	22%	5%

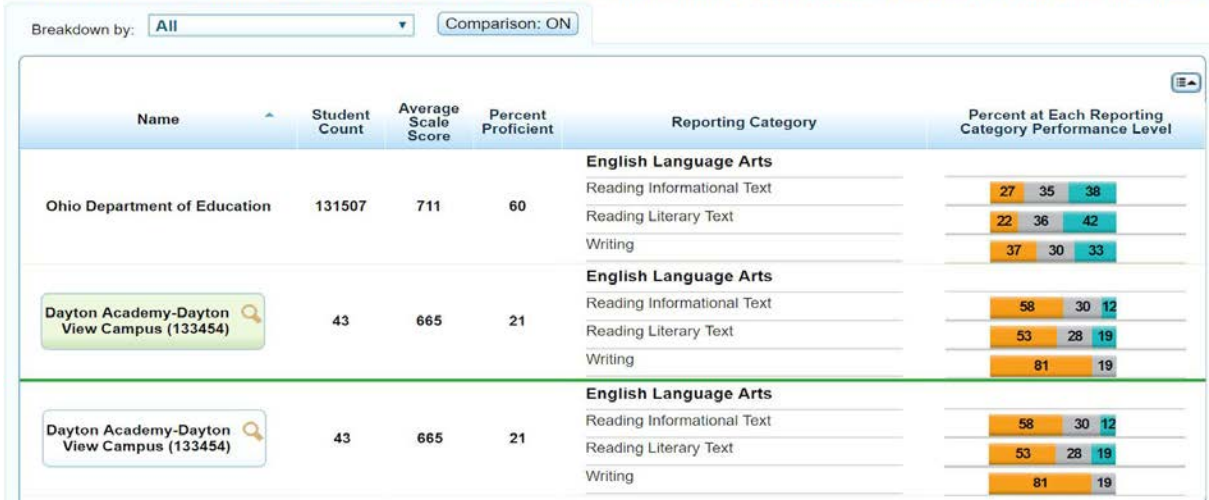
Data Point 4: Grades 3-8 Ohio State Assessment Data

Overall, less than 25% of 3rd-8th grade students at DLA were proficient or above on the Ohio State Test in English language arts. Below are the overall scores by grade level at DLA:

Spring 2017 English Language Arts		
Grade Level	# of Students Tested	Percent Proficient
Grade 3	46	25%
Grade 4	39	15%
Grade 5	35	11%
Grade 6	33	36%
Grade 7	43	14%
Grade 8	31	23%

The leadership team also analyzed Ohio State Assessment data by student performance by reporting category and found writing to be significantly below in all grade levels. Below is a summary of 3rd grade performance by reporting category.

Performance on the Grade 3 English Language Arts Test, by Reporting Category: Dayton Academy-Dayton View Campus, Spring2018



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 DLA leadership team used root cause analysis to identify the language and literacy needs of K-3 students which is an approach for identifying the underlying causes of problems and identifying effective solutions aligned to key data points.

The DLA Leadership team utilized the Simple View of Reading (Gough and Turner, 1986) and the language and literacy development curriculum as a framework when identifying the root causes for underperformance in K-3 literacy.

Root Cause 1:

Students in K-3 need specific instruction in phonological and phonemic awareness and high frequency words to support decoding, one key component of the Simple View of Reading. Research suggests that phonological and phonemic awareness and exposure to high frequency words are all critical to decoding and literacy success and students who have deficits in one or more of these areas are likely to struggle in literacy.

Below are the key data points from the fall 2018-2019 iReady reading diagnostic assessment to support this claim:

- 74% of students in kindergarten, 85% of students in first grade and 27% of students in 2nd grade need intensive instruction in phonological awareness
- 83% of kindergarten, 95% of first grade, 86% of second grade and 74% of third grade students need instruction in phonics
- 89% of kindergarten, 92% of first grade, 48% of second grade and 17% of third grade students need instruction in high frequency words

Root Cause 2:

Students in K-3 need specific instruction in vocabulary and academic language. In their book, *Meaningful Differences in the Everyday Experiences of Young American Children* (1995), Hart and Risley state, "by age 3 the children in

professional families would have heard more than 30 million words, the children in working class families 20 million, and the children in welfare families 10 million" (p. 132). Given that 86% of students at DLA are economically disadvantaged, explicit vocabulary instruction is a critical component to success in literacy. According to the Fall 2018 iReady diagnostic assessment, 81% of kindergarten, 84% of first grade, 93% of second grade and 83% of third grade students need explicit instruction in vocabulary.

Root Cause 3:

After a thorough analysis of the 3rd grade Ohio State English Language Arts Assessment, the leadership team identified that students need specific instruction in written expression and more practice writing about anchor text. 81% of third grade students scored below proficiency on the writing component of the AIR assessment.

The result of the root cause analysis reveals that DLA needs to implement a curricular model that reflects a Simple View of Reading (Gough and Tunmer, 1986) to ensure all students are supported throughout the language and literacy development continuum. Also, DLA needs to integrate targeted writing instruction beginning in kindergarten to support student development in written expression. The root cause analysis is the foundation for DLA's reading achievement plan including the vision outlined in section 4 and objectives, activities and strategies outlined in section 5.

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](#).

Dayton Leadership Academies Mission Statement

The mission of Dayton Leadership Academies is to educate and nurture each child to perform at his or her highest academic ability in a school culture of pride and excellence.

Dayton Leadership Academies Literacy Vision Statement

DLA is committed to ensuring that all students develop the literacy skills needed to be successful in high school, college and beyond by implementing a comprehensive literacy program grounded in the theory of the Simple View of Reading (Gough and Tunmer, 1986) and ensuring that all students are supported throughout the language and literacy development continuum. Additionally, DLA will cultivate a school culture that reflects a hyper-focus on literacy and involves students, teachers, parents and members of the school community in language and literacy initiatives.

The DLA Reading Achievement Plan is grounded in the theoretical framework of the Simple View of Reading (Gough and Tunmer, 1986). According to this framework reading includes two basic components: decoding and language comprehension. DLA is committed to ensuring that all literacy improvements outlined in the Reading Improvement Plan are grounded in the Simple View of Reading including curriculum adjustments, professional development for teachers and parent training.

In addition to the Simple View of Reading, DLA also follows the Universal Design for Learning framework to ensure equal opportunities for all learners. All students who are designated as being "Not on Track" are assigned a Reading Improvement and Monitoring Plan (RIMP) based on state and district cut scores. Students with a RIMP are monitored regularly to ensure growth and adjust instruction. District resources are available to support teachers in determining appropriate evidence-based interventions to support struggling readers. DLA also implements a Multi-Tiered Support System (MTSS) to help identify strengths and needs of struggling students and to develop a plan for instruction and monitoring growth.

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.

Goal # 1: Kindergarten

- By spring 2019 and spring 2020, students in kindergarten will achieve an average of 1.5 years of growth in reading from fall to end of year with 85% of kindergarten students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Goal # 2: First Grade

- By spring 2019 and spring 2020, students in first grade will achieve an average of 1.5 years of growth in reading from fall to end of year with 85% of first grade students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Goal #3: Second Grade

- By spring 2019 and spring 2020, students in second grade will achieve an average of 1.5 years of growth in reading from fall to end of year on the with 85% of second grade students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Goal #4: Third Grade

- By the end of the 2018-19 school year, 45% of third grade students will be proficient in English Language Arts as measured by the spring 2020 Ohio State Assessment.
- By the end of the 2019-2020 school year, 65% of third grade students will be proficient in English Language Arts as measured by the spring 2020 Ohio State Assessment.

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.

SubGoal # 1 Action Map

Goal Statement:

By spring 2019 and spring 2020, students in kindergarten will achieve an average of 1.5 years of growth in reading from fall to end of year with 85% of kindergarten students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Evidence-Based Practices:

- Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
- Develop awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
- Teach students to decode words, analyze word parts and recognize words

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop teachers and identify a systematic approach to incorporating instruction in phonemic and phonological awareness, high frequency words and explicit vocabulary instruction on a daily basis	Leadership team will develop systems to support teachers with implementing effective Reading Improvement Plans aligned to student needs	Develop data systems to support effective and efficient monitoring of Kindergarten literacy skills
Timeline	December 2018-May 2020	December 2018-May 2020	December 2018-May 2020
Lead Person(s)	Assistant Principal Data Coach	Assistant Principal Data Coach	Assistant Principal Data Coach
Resources Needed	Fundations (Wilson Reading), Core Knowledge Language Arts, Phonemic Awareness: <u>The Skills they Need to Help them Succeed</u> (Haggerty),	Professional Development for teachers related to data analysis and instructional strategies	Systematic monitoring tool of growth on iReady, F and P and RIMP plans

	<p>research based practices on teaching vocabulary</p> <p>Time to develop a scope and sequence for teaching phonics and phonological awareness and vocabulary and professional development for teachers</p>	<p>Family engagement opportunities on high impact literacy practices</p> <p>PD and resources to support differentiated instruction for diverse learners</p>	<p>PD on data analysis for teachers</p> <p>Ongoing coaching and support to teachers on data informed instructional practices</p>
Specifics of Implementation	<p>The leadership team will identify and implement PD for teachers on best practices following Simple View of Reading</p> <p>Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research</p>	<p>Use a system to monitor completion/compliance of RIMP plans</p> <p>Identify strategies to support progress monitoring</p>	<p>Conduct ongoing analysis of iReady diagnostic data and F and P reading benchmark data in coaching, professional development on data analysis protocols</p>
Measure of Success	<p>iReady and F and P growth data.</p>	<p>Utilize systematic progress monitoring skills to monitor growth data on RIMP plans-increase in the number of students moving from to on-track status, improved score on State Report Card</p>	<p>iReady and F and P growth data.</p>
Check-in/Review Date	<p>End of 2018-2019 school year and beginning of the 2019-2020 school year</p>	<p>Continuous</p>	<p>End of 2018-2019 school year and beginning of the 2019-2020 school year</p>

SubGoal # 2 Action Map

Goal Statement:

By spring 2019 and spring 2020, students in first grade will achieve an average of 1.5 years of growth in reading from fall to end of year with 85% of first grade students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Evidence-Based Practices:

- Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary

- Develop awareness of the segments of sounds in speech and how they link to letters to impact phonological awareness
- Teach students to decode words, analyze word parts and recognize words

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop teachers and identify a systematic approach to incorporating instruction in phonemic and phonological awareness, high frequency words and explicit vocabulary instruction on a daily basis	Leadership team will develop systems to support teachers with implementing effective Reading Improvement Plans aligned to student needs	Develop data systems to support effective and efficient monitoring of first grade literacy skills
Timeline	December 2018-May 2020	December 2018-May 2020	December 2018-May 2020
Lead Person(s)	Assistant Principal Data Coach	Assistant Principal Data Coach	Assistant Principal Data Coach
Resources Needed	Fundations (Wilson Reading), Core Knowledge Language Arts, <u>Phonemic Awareness: The Skills they Need to Help them Succeed</u> (Haggerty), research based practices on teaching vocabulary Time to develop a scope and sequence for teaching phonics and phonological awareness and vocabulary and professional development for teachers	Professional Development for teachers related to data analysis and instructional strategies Family engagement opportunities on high impact literacy practices PD and resources to support differentiated instruction for diverse learners	Systematic monitoring tool of growth on iReady, F and P and RIMP plans PD on data analysis for teachers Ongoing coaching and support to teachers on data informed instructional practices
Specifics of Implementation	The leadership team will identify and implement PD for teachers on best practices following Simple View of Reading	Use a system to monitor completion/compliance of RIMP plans Identify strategies to support progress monitoring	Conduct ongoing analysis of iReady diagnostic data and F and P reading benchmark data in coaching, professional development on data analysis protocols

	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research		
Measure of Success	iReady and F and P growth data.	Utilize systematic progress monitoring skills to monitor growth data on RIMP plans-increase in the number of students moving from to on-track status, improved score on State Report Card	iReady and F and P growth data.
Check-in/Review Date	End of 2018-2019 school year and beginning of the 2019-2020 school year	Continuous	End of 2018-2019 school year and beginning of the 2019-2020 school year

Goal #3 Action Map

Goal Statement:

By spring 2019 and spring 2020, students in second grade will achieve an average of 1.5 years of growth in reading from fall to end of year with 85% of second grade students making at least 1 year of growth in reading on the i-Ready reading diagnostic.

Evidence-Based Strategy or Strategies:

- Teachers will implement research based practices to teach vocabulary instruction including academic language
- Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
- Teachers will implement research based practices to explicitly teach students to analyze and write about text

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop teachers and identify a systematic approach to incorporating phonics instruction during the English Language Arts block	Develop teachers and identify a systematic approach to incorporating vocabulary instruction during the English Language Arts block	Develop teachers and identify a systematic approach to incorporating writing instruction during the English Language Arts block
Timeline	December 2018-May 2020	December 2018-May 2020	December 2018-May 2020

Lead Person(s)	Assistant Principal Data Coach	Assistant Principal Data Coach	Assistant Principal Data Coach
Resources Needed	Wilson Reading System, Core Knowledge Language Arts, time to develop a scope and sequence for teaching phonics, professional development for teachers	Professional development offered by outside consultant on incorporating vocabulary instruction in the English Language arts block	Professional development on incorporating writing instruction in the English Language arts block. iReady Writing Curriculum <u>The Writing Revolution</u> text for all 2nd grade teachers
Specifics of Implementation	The leadership team will identify time during the literacy block to implement phonics instruction. The leadership team will identify and implement PD for teachers on best practices for phonics instruction	The leadership team will identify and implement PD for teachers on best practices for vocabulary instruction	The leadership team will identify and implement PD for teachers on best practices for writing instruction
Measure of Success	iReady Growth data and 2019 Ohio State Assessment Data	iReady Growth data and 2019 Ohio State Assessment Data	iReady Growth data and 2019 Ohio State Assessment Data
Check-in/Review Date	End of 2018-2019 school year and beginning of the 2019-2020 school year	End of 2018-2019 school year and beginning of the 2019-2020 school year	End of 2018-2019 school year and beginning of the 2019-2020 school year

Goal #4 Action Map

Goal Statement:

By the end of the 2019-2020 school year, 65% of third grade students will be proficient in English Language Arts as measured by the spring 2020 Ohio State Assessment.

Evidence-Based Strategy or Strategies:

- Teachers will implement research based practices to teach vocabulary instruction including academic language
- Teachers will supplement the curriculum to provide targeted phonics instruction to to decode words, analyze word parts and recognize words
- Teachers will implement research based practices to explicitly teach students to analyze and write about text

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop teachers and identify a systematic approach to incorporating phonics instruction during the English Language Arts block for third grade students	Develop teachers and identify a systematic approach to incorporating vocabulary instruction during the English Language Arts block for third grade students	Develop teachers and identify a systematic approach to incorporating writing instruction during the English Language Arts block for third grade students
Timeline	December 2018-May 2020	December 2018-May 2020	December 2018-May 2020
Lead Person(s)	Assistant Principal Data Coach	Assistant Principal Data Coach	Assistant Principal Data Coach
Resources Needed	Wilson Reading System, Core Knowledge Language Arts, time to develop a scope and sequence for teaching phonics, professional development for teachers	Professional development offered by outside consultant on incorporating vocabulary instruction in the English Language arts block	Professional development on incorporating writing instruction in the English Language arts block. iReady Writing Curriculum <u>The Writing Revolution</u> text for all 3rd grade teachers
Specifics of Implementation	The leadership team will identify time during the literacy block to implement phonics instruction. The leadership team will identify and implement PD for teachers on best practices for phonics instruction	The leadership team will identify and implement PD for teachers on best practices for vocabulary instruction	The leadership team will identify and implement PD for teachers on best practices for writing instruction
Measure of Success	iReady Growth data and 2019 Ohio State Assessment Data	iReady Growth data and 2019 Ohio State Assessment Data	iReady Growth data and 2019 Ohio State Assessment Data
Check-in/Review Date	End of 2018-2019 school year and beginning of the 2019-2020 school year	End of 2018-2019 school year and beginning of the 2019-2020 school year	End of 2018-2019 school year and beginning of the 2019-2020 school year

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.

Goal # 1: Kindergarten

Students in kindergarten will achieve an average of 1.5 years of growth in reading from fall to end of year on the i-Ready reading diagnostic.

- Weekly leadership team walk throughs, classroom observations and coaching to monitor implementation of RAP plan
- Leadership team to analyze the iReady reading diagnostic data and F and P benchmark data in January 2019, June 2019, January 2020 and June 2020
- During the 2018-2019 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
- Team meetings will take place after each quarter to analyze student data and develop action plans to support students

Goal # 2: First Grade

Students in kindergarten will achieve an average of 1.5 years of growth in reading from fall to end of year on the i-Ready reading diagnostic.

- Weekly leadership team walk throughs, classroom observations and coaching to monitor implementation of RAP plan
- Leadership team to analyze the iReady reading diagnostic data and F and P benchmark data in January 2019, June 2019, January 2020 and June 2020
- During the 2018-2019 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
- Team meetings will take place after each quarter to analyze student data and develop action plans to support students

Goal #3: Second Grade

Students in second will achieve an average of 1.5 years of growth in reading from fall to end of year on the i-Ready reading diagnostic.

- Weekly leadership team walk throughs, classroom observations and coaching to monitor implementation of RAP plan
- Leadership team to analyze the iReady reading diagnostic data and F and P benchmark data in January 2019, June 2019, January 2020 and June 2020
- During the 2018-2019 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
- Monitor student progress on district writing assessment at BOY and EOY

- Team meetings will take place after each quarter to analyze student data and develop action plans to support students

Goal #4: Third Grade

By the end of the 2019-2020 school year, 65% of third grade students will be proficient in English Language Arts as measured by the spring 2020 Ohio State Assessment.

- Weekly leadership team walk throughs, classroom observations and coaching to monitor implementation of RAP plan
- Leadership team to analyze the iReady reading diagnostic data and F and P benchmark data in January 2019, June 2019, January 2020 and June 2020
- During the 2018-2019 and 2019-2020 school year, between the administration of each of the BOY, MOY and EOY benchmark assessments, DLA will utilize a monitoring tool to monitor student progress on interventions and adjust instructional practices aligned to student RIMP plans
- Monitor student progress on district writing assessment at BOY and EOY
- During the 2018-2019 and 2019-2020 school year, between the administration of quarterly interim assessments, DLA will monitor student proficiency on standards and develop interventions aligned to data analysis
- Team meetings will take place after each quarter to analyze student data and develop action plans to support students

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

An analysis of student data in K-3 (described in section 3) coupled with the needs assessment conducted for DLA's Ohio Improvement Plan demonstrates foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics, vocabulary acquisition and writing have been identified.

The evidence based practices grounded in the Simple View of Reading (Gough and Tunmer, 1986) and recommendations outlined in the What Works Clearinghouse (WWC), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades support the need for both core literacy instruction and intervention aligned to student needs. Additionally, the team utilized strategies outlined in The Writing Revolution: A Guide to Advancing and Thinking Through Writing in All Subjects and Grades (Hochman and Wexler, 2017).

Below is a description of how each strategy will be used to meet specific learner needs to improve instruction and/or support learners on RIMP plans.

Evidence-Based Practice	Description of How Strategy is Implemented
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge	<p>Engage students in conversations that support the use and comprehension of inferential language.</p> <p>Explicitly engage students in developing narrative language skills.</p> <p>Teach academic vocabulary in the context of other reading activities.</p>
Develop awareness of the segments of sound in speech and how they link to letters.	<p>Teach students to recognize and manipulate segments of sound in speech.</p> <p>Teach students letter-sound relations.</p> <p>Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.</p>
Teach students to decode words, analyze word parts, and write and recognize words.	<p>Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</p> <p>Instruct students in common sound-spelling patterns.</p> <p>Teach students to recognize common word parts.</p>

	<p>Have students read decodable words in isolation and in text</p> <p>Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p> <p>Introduce non-decodable words that are essential to the meaning of the text as whole words</p>
Provide students with explicit writing instruction beginning in the early grades	<p>Teach the components of a sentence and how to expand sentences</p> <p>Teach the writing process: plan, revise and edit</p> <p>Provide writing assignments that are anchored in text</p>
Provide small group instructional intervention to students struggling in areas of literacy or who are on Reading Improvement and Monitoring Plans	<p>Use diagnostic and formative assessment data to identify individual student needs</p> <p>Develop interventions for students using evidenced-based practices to target students' identified needs</p>

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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

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

The leadership team will utilize progress monitoring tools and assessment data to monitor effectiveness of strategies on a monthly basis. As part of the weekly teacher based teams process, teachers will share and discuss student literacy data, progress on RIMP plans and instructional supports needed.

Additionally, the leadership team will conduct daily and weekly instructional walkthroughs to monitor the implementation of strategies and to provide targeted feedback to teachers on instructional practices. The leadership team will utilize data from student assessments, instructional observations and walkthroughs and teacher coaching to drive professional development for teachers in literacy strategies.

We will build on strategies utilized during the prior two consecutive school years by offering tailored professional development aligned to the Simple View of Reading and strategies outlined in What Works Clearinghouse. Additionally,

the leadership team will work with teachers to supplement the core curriculum to include a more balanced literacy framework that addresses the needs outlined in section 3 of this plan.

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.

Description of Professional Development Model

The leadership team met to develop a professional development plan to support the implementation of the evidence based strategies described in section 8 A. The professional development model at DLA meets the six criteria as delineated by ESSA for high-quality professional learning:

- **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop. The professional development plans outlined below will take place over several weeks. Teachers will learn new concepts on during early release days and then bring results to teacher based teams during the week to get feedback and suggestions from the leadership team and colleagues.
- **Intensive:** Focused on a discreet concept, practice or program. Each professional development plan is aligned to an evidence-based practice from the What Works Clearinghouse.
- **Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.
- **Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
- **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students.
- **Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process

Evidence-Based Practice or Intervention:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:

- Engage students in conversations that support the use and comprehension of inferential language.
- Explicitly engage students in developing narrative language skills.
- Teach academic vocabulary in the context of other reading activities.

For each session follow the Professional Learning Communities 5 Step Process:

1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:

The leadership team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

Start and End Dates: February 2019-1 full staff PLC and then 2 additional grade level specific PLCs

Resources Required

1. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 6-9

Activity 1: Inferential Language Examples

Activity 2: Developing Inferential Language

Activity 3: Prepare to Share Video 1: Inferential Language, Read Aloud & Discussion, Grades K/1 Video 2: Inferential Language, Read Aloud & Discussion, Grade 3

2. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 9-11

Activity 3: Prepare to Share (completed)

Activity 4: Narrative Language Skills Examples

Activity 5: Video Viewing Guide, Narrative Language Skills, Prediction

Activity 6: Video Viewing Guide, Narrative Language Skills, Retell Activity 7: Video Viewing Guide, Narrative Language Skills, Main Idea

Activity 8: Video Viewing Guide, Narrative Language Skills, Cause & Effect

Activity 9: Narrative Language Skills Lesson Plan Template: Small Group

Activity 10: Narrative Language Skills Lesson Plan Template Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect

Activity 11: Prepare to Share Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect

Video 3: Narrative Language, Connectives

Video 4: Narrative Language, Prediction, Kindergarten

Video 5: Narrative Language, Retell, Grade 1

Video 6: Narrative Language, Main Idea, Grade 1

Video 7: Narrative Language, Cause & Effect, Grade 3

3. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 11-12

Activity 11: Prepare to Share (completed)

Activity 12: Video Viewing Guide, Academic Vocabulary in Text

Activity 13: Academic Vocabulary Lesson Plan Template

Activity 14: Prepare to Share Brief engaging text Video 8: Morphology Video 9: Academic Vocabulary in Text

Evidence-Based Practice or Intervention:

Develop awareness of the segments of sounds in speech and how they link to letters

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:

- Teach students to recognize and manipulate segments of sound in speech.
- Teach students letter–sound relations.
- Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

For each session follow the Professional Learning Communities 5 Step Process:

1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:

The leadership team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

Start and End Dates: March 2019-1 full staff PLC and then 2 additional grade level specific PLCs

Resources Required

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 14-18

Activity 14: Prepare to Share (completed)

Activity 15: Video Viewing Guide, Phonological Awareness

Activity 16: Phonological Awareness Lesson Plan Template-Small Group

Activity 17: Phonological Awareness Lesson Plan Template

Activity 18: Prepare to Share

Video 10: Sentence Segmentation

Video 11: Compound Words

Video 12: Syllables

Video 13: Rhyme

Video 14: Onset & Rime

Video 15: Phonemes Linked to Letters

Video 16: Phonemes

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 18-21

Activity 18: Prepare to Share (completed)

Activity 19: Video Viewing Guide, Teaching Letter–Sounds

Activity 20: Video Viewing Guide, Word-Building

Activity 21: Word-Building Lesson Plan Example

Activity 22: Word-Building Lesson Plan Template

Activity 23: Prepare to Share Video 17: Letter–Sounds

Video 18: Word-Building

Video 19: Letter–Sound to Phonemic Awareness Link: CVCe

Video 20: Advanced Word-Building

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 22-26

Activity 23: Prepare to Share (completed)

Activity 24: Building Words with Sound Boxes Lesson Plan Example

Activity 25: Building Words with Sound Boxes Lesson Plan Template

Activity 26: Building Words with Sound Boxes Lesson Plan to Implement

Activity 27: Prepare to Share Pocket chart for each small group Letter cards for each small group White board and marker for each small group

Video 21: Blending by Chunking; Blending by Sounding Out

Video 22: Building Words with Sound Boxes

Video 23: Vowel Pattern Word Sort

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 26-28

Activity 27: Prepare to Share (completed)

Activity 28: Video Viewing Guide, Decodable Words in Isolation and in Text

Activity 29: Manipulating Word Parts with Sound Boxes

Activity 30: Decodable Words in Isolation and in Text

Activity 31: Decodable Words in Isolation and in Text Lesson Plan Template

Activity 32: Prepare to Share Decodable Text

Video 24: Base Word, Prefix, Suffix

Video 25: Syllable Sort

Video 26: Contractions

Video 27: Derivational Suffix

Video 28: Word Analysis Strategy

Video 29: Decodable Words in Isolation and in Text

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 28-30

Activity 32: Prepare to Share (completed)

Activity 33: Video Viewing Guide, High-Frequency Words

Activity 34: High-Frequency Words Lesson Plan

Activity 35: Non-Decodable Words

Activity 36: Prepare to Share

Video 30: High-Frequency Words

Video 31: Non-Decodable Words

Evidence-Based Practice or Intervention:

Teach students to decode words, analyze word parts, and write and recognize words.

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:

- Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
- Instruct students in common sound– spelling patterns.
- Teach students to recognize common wordparts.
- Have students read decodable words in isolation and in text
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words

For each session follow the Professional Learning Communities 5 Step Process:

1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:

The leadership team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

Start and End Dates: April-1 full staff PLC and then 2 additional grade level specific PLCs

Resources Required

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 28-30

Activity 32: Prepare to Share (completed)

Activity 33: Video Viewing Guide, High-Frequency Words

Activity 34: High-Frequency Words Lesson Plan

Activity 35: Non-Decodable Words

Activity 36: Prepare to Share

Video 30: High-Frequency Words

Video 31: Non-Decodable Words

Evidence-Based Practice or Intervention:

Provide students with explicit writing instruction beginning in the early grades

Professional Development Description:

Objectives/Outcomes:

Teachers will be able to:

- Teach the components of a sentence and how to expand sentences
- Teach the writing process: plan, revise and edit
- Provide writing assignments that are anchored in text

For each session follow the Professional Learning Communities 5 Step Process:

1. Debrief
2. Define Session Goals
3. Explore New Practices and Compare Them to Current Practices
4. Experiment with Newly Learned Strategies
5. Reflect and Implement

Evaluation:

The leadership team will conduct instructional walk throughs, formal observations and coaching meetings to monitor implementation of professional development

Start and End Dates: April-1 full staff PLC and then 2 additional grade level specific PLCs and then Summer PD

Resources Required

The Writing Revolution: A Guide to Advancing Thinking in Writing in All Grades and Subjects

APPENDICES

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