

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Dayton Public 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:**

- Aligns to other district plans;
- Ambitious goals for all students;
- Use of decision rules


**This plan will benefit from:**

- The plan would benefit from ensuring leaders are trained on how to use adult implementation/fidelity checker tools.

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](mailto:readingplans@education.ohio.gov).

Questions may be sent to Dr. Melissa Weber-Mayrer at [readingplans@education.ohio.gov](mailto: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 Public Schools

**DISTRICT IRN:** 043844

**DISTRICT ADDRESS:** 115 South Ludlow Street, Dayton, OH 45402

**PLAN COMPLETION DATE:** 12/21/18

**LEAD WRITERS:**

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Brandon Booher, Teacher Leader

Rebecca Hackney, Senior Academic Coordinator for K-6 ELA

Jennifer Knupp, Teacher Leader

Victoria Palmieri, Teacher Leader

Alicia Thomas, Teacher Leader

## CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation	3
Section 1, Part A: Leadership Team Membership	3
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts	4
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School	5
Section 3, Part A: Analysis of Relevant Learner Performance Data	5
Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement	5
Section 4: Literacy Mission and Vision Statement(s)	6
Section 5: Measurable Learner Performance Goals	7
Section 6: Action Plan Map(s)	8
Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)	9
Section 8: Expectations and Supports for learners and Schools	10
Section 8, Part A: Strategies to Support Learners	10
Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies	10
Section 8, Part C: Professional Development Plan	10
Appendices	11

## 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
Joy Stokes	Principal	Bell Haven	jstokes@daytonpublic.com
Teresa Leo	Librarian	Belmont	tleo@daytonpublic.com
Karrie-Ann Chase	Teacher Leader	Charity Adams	kachase@daytonpublic.com
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Channey Goode	Principal	Edwin Joel Brown	cmgoode@daytonpublic.com
Jamie Huston	Teacher Leader	Fairview	jhuston@daytonpublic.com
Mark Fairhurst	Teacher Leader	Horace Mann	mhfairhu@daytonpublic.com
Stacy Maney	Principal	Kemp	sjmaney@daytonpublic.com
Shari Watts	Teacher Leader	Kiser	swatts@daytonpublic.com
Jennifer Brown	Teacher Leader	Louise Troy	jennbrow@daytonpublic.com
Mona Nassar	Teacher Leader	Meadowdale	mnassar@daytonpublic.com
Jessica Lomax	Teacher Leader	River's Edge	jmlomax@daytonpublic.com
Michelle Fulcher	Principal	Rosa Parks	mfulcher@daytonpublic.com
Bryan Erstgaard	Principal	Ruskin	bertsgaa@daytonpublic.com
Meghan Mitman	Teacher Leader	Stivers	mmmitman@daytonpublic.com
Sharon Goins	Principal	Thurgood	sgoins@daytonpublic.com
Shawnkeida Whitlow	Principal	Valerie	srwhitlo@daytonpublic.com
Akisha Sheehee	Principal	Westwood	aksheehee@daytonpublic.com
Megan Hottle	Teacher Leader	Wogaman	mrhottle@daytonpublic.com
Pauline Wilson	Teacher Leader	World of Wonder	pawilson@daytonpublic.com
Eric Krissek	Principal	Wright Brothers	ejkrisse@daytonpublic.com
Yvette Walker	Positive School Culture (PSC) Coach	District	ywalker@daytonpublic.com
Ricky Terrell	Positive School Culture (PSC) Coach	District	rlterrel@daytonpublic.com
Katie Young	Positive School Culture (PSC) Coach	District	klyoung@daytonpublic.com
Judy Spurlock	Human Resources	District	jspurlock@daytonpublic.com
Greg Taylor	Office of Accountability	District	gstaylor@daytonpublic.com
Lynsa Davie	Chief of Special Projects	District	lcdavie@daytonpublic.com

Wyetta Hayden	Chief of Elementary Schools	District	wmhayden@daytonpublic.com
Carolyn Mack	Chief of Academics and PD	District	cmack@daytonpublic.com
Erin Dooley	Chief of Middle and High Schools	District	edooley@daytonpublic.com
Angela Nichols	Chief of the Office of Exceptional Children	District	arnichol@daytonpublic.com
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Betsy Apolito	State Support Team 10		betsy.apolito@mcesc.org
Stephanie Oakes	Academic Coordinator, K-6 math	District	saoakes@daytonpublic.com
Brooke Goodwine	School Improvement Grant Director	District	bgood@daytonpublic.com
Kathy Borneman	Senior Academic Coordinator, 7-12 ELA and Media Centers	District	klbornem@daytonpublic.com
Promise Spaeth	Office of Exceptional Children	District	pcspaeth@daytonpublic.com
Michelle Dinsmore	Office of Exceptional Children	District	mldinsmo@daytonpublic.com
Marcia Watts	State Support Team, OEC		marcia.watts@mcesc.org
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Mary Brooks	State Support Team, Literacy		mary.brooks@mcesc.org
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Sheila Burton	Associate Superintendent	District	sburton@daytonpublic.com
David Romick	President, Dayton Teachers Association	District	daromick@daytonpublic.com
Jo'el Jones	Community Member		jones-joelthomasjones@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.*

A subcommittee of the District Leadership Team was created to write the achievement plan. The Senior Academic Coordinator for K-6 ELA in Dayton Public Schools facilitated the meetings.

The team reviewed the district goals created by DLT, district data, and district programming. The team also looked at the Reading Achievement Plan from 2017-2018 to see where goals were met and which action steps could be built upon for this year's plan.

The plan was written and will be shared with the full District Leadership Team, principals, and Teacher Leaders. The DLT meets monthly to review BLT data. In those meetings, reading goals are discussed and the data reviewed. Monitoring will take place on both a BLT and DLT level with adjustments made as necessary.

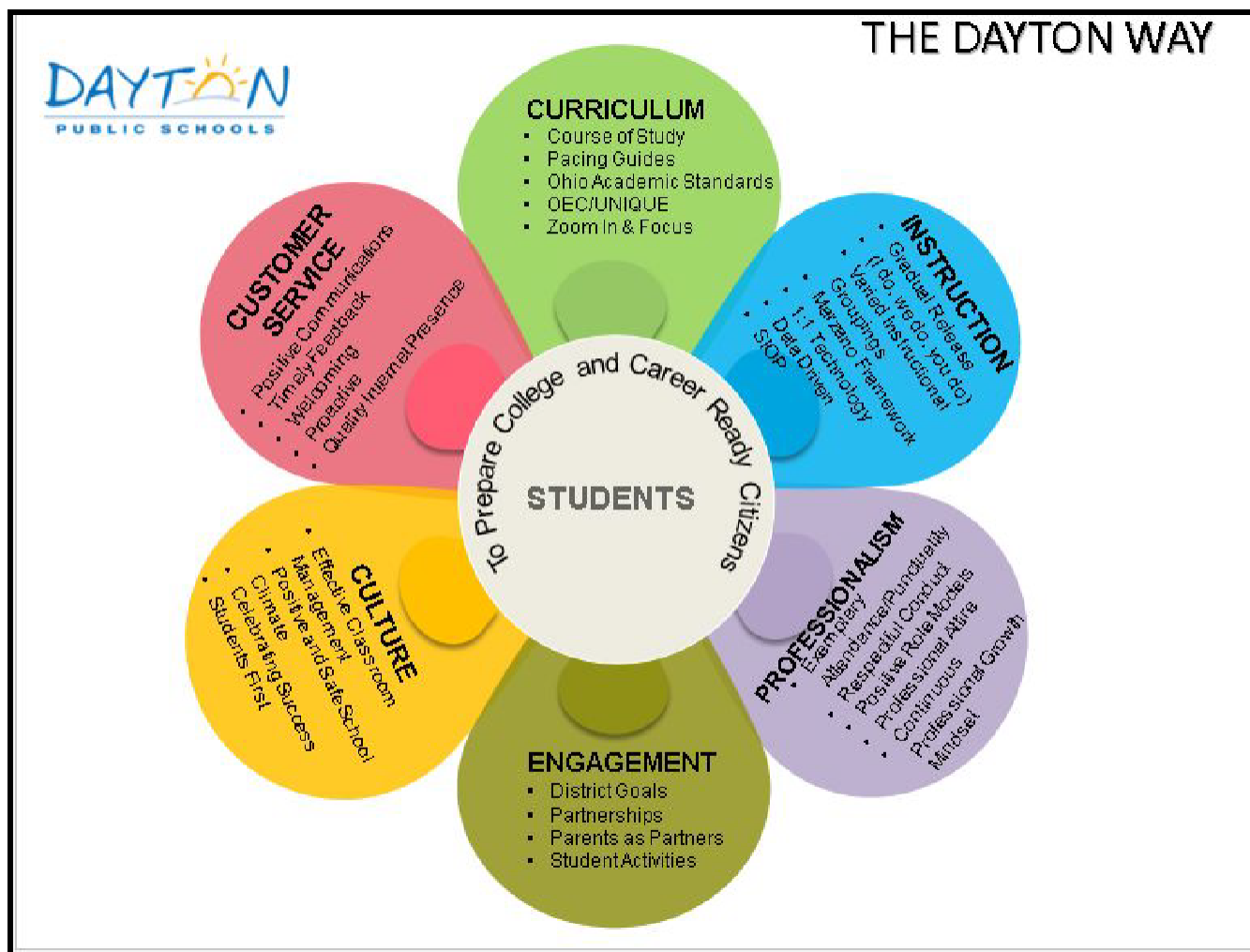
The plan will also be shared with stakeholders who support the district such as our consultants from the 95% Group. (See Appendix for more information on the 95% Group.).

## 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.*

This plan was created around district initiatives and goals and is in alignment with other plans that are in place. Our focus for improvement has been the development of a district vision for literacy and a strong foundation for early readers. That is woven through this plan, as well as in all improvement efforts in the district.

Earlier this year, all stakeholders (board members, teachers, administrators, community members, and others) met with Superintendent Dr. Elizabeth Lolli to plan “The Dayton Way.” The graphic below captures the work that was completed with that team and shows the true focus of Dayton Public schools. The team determined that our students must be the center of everything that we do. Everything else that is done is in service of the goal to educate the whole child.



### **District Leadership Team Goals**

The plan is aligned with the following goals that the District Leadership Team has set based on the Decision Framework and our district's state report card.:

**Goal 1:** By 2021, 80% of all Dayton Public School students will meet or exceed proficient rating in reading and math as measured by state or national assessments.

**Goal 2:** All students in grades 1-8 will demonstrate at least 1.5 years academic growth as measured by state or national assessments.

### **Early Literacy Grant**

Two elementary buildings have Ohio's Early Literacy Grant in place. The work that the buildings do with State Support Team members and their building literacy coach with LETRS is supported by the strategies chosen in this plan.

### **District Initiative of Gradual Release**

The district has had a focus of the use of the Gradual Release model, and in this plan, it is supported by professional development and a walkthrough tool used by administrators. The plan's focus on curriculum development requires the use of Gradual Release for effective teaching.



## 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.**

#### Ohio's State Test (OST) in English Language Arts

- Dayton did not meet any indicators in grades 3-8 English Language Arts in the 2017-2018 school year.
- Grade 3: 31.6% of students were proficient on the ELA OST.
- Grade 4: 41.9% of students were proficient on the ELA OST.
- Grade 5: 38.7% of students were proficient on the ELA OST.
- Grade 6: 28.6% of students were proficient on the ELA OST.
- Grade 7: 32.9% of students were proficient on the ELA OST.
- Grade 8: 21.2% of students were proficient on the ELA OST.

#### Kindergarten Readiness Assessment (KRA)

- 55.7% of incoming kindergarten students scored as "not on track."

#### Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

##### Fall of 2018

- **Kindergarten:** 42% of students scored as below, and 15% of students scored as well below on First Sound Fluency (FSF).
- **Grade 1:** 31% scored as below and 30% of students scored as well below on Phoneme Segmentation Fluency (PSF). 35% scored as well below and 25% of students scored as below on Nonsense Word Fluency (NWF).
- **Grade 2:** Both NWF and DORF Accuracy had 40% of students scoring in the "red"/critical area: This indicates a need for more support for students in foundational skills such as phonics and phonemic awareness
- **Grade 3:** 63% of students scored as not on track on DORF Fluency; 55% of students scored as not on track in DORF Accuracy.
- **Grade 4:** There was as 20% decrease (from 3rd grade scores) in off track students in DORF Fluency and Accuracy.

**NWEA Measures of Academic Progress (MAP)****Fall 2018**

- Kindergarten: 28.5% of students scored as not on track
- Grade 1: 45.2% of students scored as not on track
- Grade 2: 73% of students scored as not on track
- Grade 3: 63.4% of students scored as not on track

**MAP Areas of concern:**

- Kindergarten: Foundational Skills
- Grade 1: Language & Writing
- Grade 2: Informational and Literary Text-Main Idea and Details
- Grade 3: Informational Text
- An analysis of our data comparing general education students to subgroups of students with disabilities (SWD) and students with Limited English Proficiency (LEP) showed that a gap began in kindergarten. Students in those two subgroups scored lower than students in general education. (see table below)

Gap Between Subgroups and General Education Population	SWD	LEP
K	-2.4	-4.6
1	-7	-5
2	-6.9	-5.4
3	-11.3	-5.7

**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.*

There are many factors that contribute to a child's success in school. Dayton Public Schools is an urban district where a high percentage of our students live in poverty. Some factors that contribute to low reading achievement in DPS are:

- There is a high level of poverty in the district. 100% of students receive free lunch every day.
- 55.7% of students entering kindergarten entered school with a KRA score indicating that they are not on track.

- Student Attendance: This is a big focus area for the district and is reflected in the goals created by our District Leadership Team (DLT). At this time, the average student attendance in Dayton is 91%. However, it can range from the mid-80's to the mid 90's when buildings are looked at individually. Student attendance in grades K-3 has dropped slightly from the 2017-2018 school year to the 2018-2019 school year.
- Staff Turnover;
  - There were 141 new teachers hired this year. As of the writing of this plan, there are several classroom positions in grade 3 that are unfilled.
  - There were 25 new administrators hired this year.
- Curriculum: MAP and DIBELS data show that students in grades K-1 need more systematic, explicit phonics and phonemic awareness instruction than they have been receiving.
- There is a high number of transient students in the district.
- Staff attendance for those teachers working with grades K-3 shows an average of 5 days missed per teacher for the first semester of school. The range is 0 days missed to 46 days missed.
- Our English Learner population continues to grow.
  - There are 29 languages spoken in the district.
  - The number of English Learners in the district increased from 931 in 2017-2018 to 1039 in 2018-2019.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).*

The Dayton Public School District will provide each and every student with the opportunities and supports needed to become literate, well-educated citizens. Through the use of high quality, research based instructional practices and materials, students will be exposed to necessary skills in reading, writing, speaking and listening.

### **Beliefs:**

Students in Dayton Public Schools will have access to high quality core instruction. The curriculum supports Ohio's Learning Standards and will show evidence of differentiation and a mix of groupings (whole group, small group, and one on one instruction).

### **This curriculum will include:**

- Lessons presented using the Gradual Release Model (I do, we do, you do)
- The use of a workshop model for Reading each day for a minimum of 45 minutes
- The use of a workshop model for Writing each day for a minimum of 45 minutes
- Instruction that provides a strong base of foundational skills
  - Systematic, explicit phonics instruction
  - Phonological awareness practice daily in K-1
- Robust vocabulary instruction
- Word Work and Word Study
- Community Reading and Writing based on shared experiences
- Time spent reading connected text to build decoding and comprehension skills
- Time for independent reading
- Opportunities for students to speak about and listen to high-quality, rich literature that supports vocabulary growth
- Opportunities for students to write about literature and shared experiences
- Intentional, high-quality interventions for Tier 2 and Tier 3 needs
- Ongoing professional development for all K-3 staff that includes district-led sessions as well as in-building coaching and feedback for teachers

## 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.*

### **Kindergarten**

By Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 38% to 80% as measured by the DIBELS composite score.

Increase the percentage of students meeting or exceeding targets for Phonemic Awareness from 39% to 85% by Spring 2019 as measured by DIBELS First Sound Fluency (FSF) measure.

By the end of the 2018-2019 school year, 85% of students will meet benchmark goals for Phonemic Awareness as measured by DIBELS Phoneme Segmentation Fluency (PSF) measure.

By the end of the 2018-2019 school year, 85% of students will meet benchmark goals for Phonics as measured by DIBELS Nonsense Word Fluency Correct Letter Sounds (NWF) measure.

### **Grade 1**

By Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 36% to 80% as measured by the DIBELS composite score.

Students meeting or exceeding targets for Phonemic Awareness, Phonics and Word Recognition from a mean RIT Score of to by Spring 2019 as measured by NWEA Scores.

By the end of the 2018-2019 school year, 85% of students will meet benchmark goals for Phonics as measured by DIBELS Nonsense Word Fluency Whole Words Read (NWF) measure.

### **Grade 2**

By Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 44% to 80% as measured by the DIBELS composite score.

Students meeting or exceeding targets for DORF Accuracy will increase from 47% in fall of 2018 to 80% by Spring of 2019 and 90% by spring of 2020.

### **Grade 3**

By Spring of 2019, increase the percentage of students who meet or exceed benchmark goals from 41% to 80% as measured by the DIBELS composite score.

Students meeting or exceeding targets for DORF Accuracy will increase from 45% in fall of 2018 to 80% by Spring of 2019 and 90% by spring of 2020.

## SECTION 6: ACTION PLAN MAP(S)

*Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.*

### Goal #1 Action Map

Goal Statement: By Spring of 2019, increase the percentage of kindergarten students who meet or exceed benchmark goals from 38% to 80% as measured by the DIBELS composite score.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teach students to develop awareness of the segments of sounds in speech and how they link to letters.	Teach students to decode words, analyze word parts, and write and recognize words.	Teachers will work as team to analyze data and plan instruction.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018-May 2019
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Cluster Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	DIBELS data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	<p>Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction.</p> <p>Walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p>	<p>Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction.</p> <p>Walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p>	<p>Teachers will meet weekly in Teacher Based Teams (TBTs).</p> <p>Each building will have a master schedule in place that allows for daily data chats.</p> <p>Teachers will progress monitor DIBELS skills every 4 weeks.</p> <p>Teachers will progress monitor success of interventions with</p>

	An expectation will be communicated to teachers that the core components of reading will have a specific number of minutes in the daily schedule.	An expectation will be communicated to teachers that the core components of reading will have a specific number of minutes in the daily schedule.	students receiving 95% interventions every 3 weeks.
Measure of Success	There will be an increase in Phoneme Segmentation Fluency (PSF) scores.	There will be an increase in Nonsense Word Fluency (NWF) scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	Principals review lesson plans weekly  TBTs weekly  BLT monthly

## Goal #2 Action Map

Goal Statement: By Spring of 2019, increase the percentage of first grade students who meet or exceed benchmark goals from 36% to 80% as measured by the DIBELS composite score.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Teachers will work as team to analyze data and plan instruction.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018-May 2019
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Cluster Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	Engage New York materials, 95% Group intervention materials, 95% Group consultant support	DIBELS data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	<p>Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction.</p> <p>Walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p> <p>An expectation will be communicated to teachers that the core components of reading will have a specific</p>	<p>Engage New York (ENY) curriculum will be used in all K-1 classrooms for core phonics instruction.</p> <p>Walk-to Intervention model using 95% Group materials will be used in all K-1 classrooms.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p> <p>An expectation will be communicated to teachers that the core components of</p>	<p>Teachers will meet weekly in Teacher Based Teams (TBTs).</p> <p>Each building will have a master schedule in place that allows for daily data chats.</p> <p>Teachers will progress monitor DIBELS skills every 4 weeks.</p> <p>Teachers will progress monitor success of interventions with students receiving 95% interventions every 3 weeks.</p>



	number of minutes in the daily schedule.	reading will have a specific number of minutes in the daily schedule.	
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in DIBELS Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	Principals review lesson plans weekly  TBTs weekly  BLT monthly

### Goal #3 Action Map

Goal Statement: By Spring of 2019, increase the percentage of second grade students who meet or exceed benchmark goals from 44% to 80% as measured by the DIBELS composite score.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Teachers will work as team to analyze data and plan instruction.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018-May 2019
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Cluster Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	“Wonders” curriculum, Mindplay program	“Wonders” curriculum, Mindplay program, Reading A-Z licenses, LLI	DIBELS data and collection platform (“Amplify” system), Professional Development in data analysis
Specifics of Implementation	<p>Teachers will teach 45-60 minutes of phonics and word study per day following the district pacing guide and using the Wonders curriculum</p> <p>Students will participate in Mindplay 30 minutes per day, 4 days per week.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p> <p>An expectation will be communicated to teachers that the core components of</p>	<p>Teachers will use 45 minutes per day for Reading Workshop.</p> <p>They will use texts from “Wonders” and Reading A-Z to give students access to connected text.</p> <p>Teachers will use decision rules to determine which students receive LLI intervention 30 minutes per day, 5 days per week.</p>	<p>Teachers will meet weekly in Teacher Based Teams (TBTs).</p> <p>Each building will have a master schedule in place that allows for daily data chats.</p> <p>Teachers will progress monitor DIBELS skills every 4 weeks.</p> <p>Teachers will progress monitor success of interventions with students receiving 95% interventions every 3 weeks.</p>

	reading will have a specific number of minutes in the daily schedule.	Teachers will use the Gradual Release model to deliver instruction.  An expectation will be communicated to teachers that the core components of reading will have a specific number of minutes in the daily schedule.	
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in DIBELS Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	Principals review lesson plans weekly  TBTs weekly  BLT monthly

### Goal #4 Action Map

Goal Statement: By Spring of 2019, increase the percentage of third grade students who meet or exceed benchmark goals from 44% to 80% as measured by the DIBELS composite score.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Teachers will work as team to analyze data and plan instruction.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018-May 2019
Lead Person(s)	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Teachers, Intervention Specialists, Title I Teachers	Principals, Teacher Leaders, Cluster Leaders, Teachers, Intervention Specialists, Title I Teachers
Resources Needed	"Wonders" curriculum, Mindplay program	"Wonders" curriculum, Mindplay program, Reading A-Z licenses, LLI	DIBELS data and collection platform ("Amplify" system), Professional Development in data analysis
Specifics of Implementation	<p>Teachers will teach 45-60 minutes of phonics and word study per day following the district pacing guide and using the Wonders curriculum</p> <p>Students will participate in Mindplay time 30 minutes per day, 4 days per week.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p> <p>An expectation will be communicated to teachers that the core components of reading will have a specific</p>	<p>Teachers will use 45 minutes per day for Reading Workshop.</p> <p>They will use texts from "Wonders" and Reading A-Z to give students access to connected text.</p> <p>Teachers will use decision rules to determine which students receive LLI intervention 30 minutes per day, 5 days per week.</p> <p>Teachers will use the Gradual Release model to deliver instruction.</p>	<p>Teachers will meet weekly in Teacher Based Teams (TBTs).</p> <p>Each building will have a master schedule in place that allows for daily data chats.</p> <p>Teachers will progress monitor DIBELS skills every 4 weeks.</p> <p>Teachers will progress monitor success of interventions with students receiving 95% interventions every 3 weeks.</p>

	number of minutes in the daily schedule.	An expectation will be communicated to teachers that the core components of reading will have a specific number of minutes in the daily schedule.	
Measure of Success	There will be an increase in Nonsense Word Fluency (NWF) scores.	There will be an increase in DIBELS Oral Reading Fluency (DORF) rate and accuracy scores.	Evidence of data use will be found in Lesson Plans, Teacher Based Team (TBT) minutes, and differentiation will be seen during walkthroughs.
Check-in/Review Date	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19.	DIBELS progress monitoring every 4 weeks  DIBELS benchmarking 12/18, 5/19	Principals review lesson plans weekly  TBTs weekly  BLT monthly

## SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

*Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.*

Monitoring of the literacy plan will be done through analysis of student performance data and tracking of adult implementation. Tools and procedures will be used to examine fidelity to programs and the Gradual Release model (see list below). Teacher leaders and principals will be trained to use these tools for walkthroughs.

Data will be collected from various sources such as DIBELS, MAP, Ohio's State Test, 95% Group's Phonological Awareness Screener for Intervention (PASI), 95% Group's Phonics Screener for Intervention (PSI).

Analysis of data will occur at TBT's, BLT's and DLT meetings as well as in the Curriculum Office. Professional Development for teachers and administrators to support with use of these tools and their data will be ongoing.

RIMPs will continue to be monitored and updated as required by district and ODE regulations. Each TBT and BLT will be expected to monitor the components/goals of the plan as it relates to grade levels. DLT will review the data.

### **Tools and Procedures to Monitor Adult Implementation**

- Marzano's iObservation tool (used by Teacher Leaders and Principals)
- 95% Group Intervention Snapshot
- Gradual Release Observation tool
- Collection of lesson plans by principals

### **Data Collection**

- PASI (Following 3 weeks of intervention instruction)
- PSI (Following 3 weeks of intervention instruction)
- DIBELS progress monitoring for all students every 4 weeks
- DIBELS benchmarks 3 times per year
- MAP benchmarks 3 times per year

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

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

The strategies outlined in this plan support the skills that students need in core instruction and in intervention. They are listed as strategies backed by strong evidence of effectiveness in the Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

The Simple View of Reading tells us that students need the ability to decode, multiplied by language comprehension ability, to achieve true reading comprehension. DIBELS, MAP, and OST data all show that that DPS students need explicit instruction in the decoding portion of the equation to improve their overall reading comprehension abilities. This plan reflects that, and as a result, teaching skills that support decoding is a major focus. This will support our students who are on Reading Improvement and Monitoring Plans (RIMPS). Once they are aware of sound segments and letter connections, they can analyze word parts, and write/recognize words, they will have the foundational skills necessary to be successful readers.

To support the language comprehension portion of the “Simple View” equation, we have included the strategy, “*Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.*” This will be included in core instruction as well as in interventions. Students in grades 2-3 will have the opportunity to receive Leveled Literacy Intervention (LLI) services, if their data shows that they have the appropriate foundational skills to support that intervention. District decision rules will be created to guide teachers and building leaders in the selection of interventions for their students.

The tools that we are using, such as the 95% Group interventions (grades K-1) and Mindplay (grades 2-3), use assessment to identify the skills that students need. The identified interventions build upon what the child knows and fill gaps that exist that are preventing the child from reading at grade level. In the 95% Group program, the PASI and PSI assessments show the teacher the exact skill that the child needs to work on, and after 3 weeks of instruction, the child’s response to that intervention is measured. If the data reflects the child is ready to move on, he/she will. Should the child need more time on the identified skill, explicit instruction is provided. RIMPs will be monitored and adjusted as the intervention focuses change.

Amplify (our DIBELS data collection platform) provides lessons for teachers to use in small groups that address the specific deficits in the child’s DIBELS assessment data. Teacher leaders and other district support personnel will provide teachers resource to meet the needs of all students.

The data analysis strategy is essential to the success of the plan. Teacher Leaders, principals, and Academic Coordinators will support teachers as they plan instruction based on real-time progress monitoring data. A flowchart of “if then” scenarios for progress monitoring in DIBELS will be created and shared with teachers. This will guide them as they select the appropriate sub test to use in progress monitoring their students using the DIBELS tool.

**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;*

Teachers will embed phonological awareness instruction into their core instruction. Students will receive focused, standards-based instruction that explicitly teaches a skill and gives time for supported practice. By examining all parts of our instructional day (core instruction and intervention), we will ensure that students receive high-quality instruction.

*2. Show progress*

Progress will be continuously monitored by Ohio's Improvement Process. TBTs will drive the instruction, BLT will track TBT progress, and DLT will monitor data at a district level. Walkthroughs will monitor fidelity to the district expectations, specifically in the use of the Gradual Release model, and in K-1, effective use of the 95% Group interventions. Teacher leaders, principals, and teachers will be given opportunities to reflect on their own practice and implementation of district expectations.

*3. Improve upon strategies utilized during the two prior consecutive school years.*

This plan builds upon previous Reading Achievement Plans in Dayton Public Schools. We have taken Engage New York, which was used as an intervention, and made it part of core instruction. Last year, fidelity to 95% was monitored and there were gaps found. This year, intensive support from company consultants, district curriculum personnel, and Teacher Leaders has been provided to train teachers and to monitor fidelity.

To assist with teacher support, we are providing training to build capacity in Teacher Leaders. They are facilitators in building data chats and will have the knowledge necessary to support teachers. They will receive 95% support as well as DIBELS mentor training when possible.

Last year's plan referenced the use of the Gradual Release model. This year's plan includes training and ongoing support of Gradual Release. The walkthrough tool created will also help district and building leaders capture what they are seeing during instruction.

The curriculum department is working in partnership with the Office of Exceptional Children to ensure that all students are placed in a least restrictive environment and that all Intervention Specialists have the training and materials for core instruction that they need.

We as a district also see a need for support with Foundational Skill instruction in grades 2-3. The decision rules for intervention that will be created will support teachers in deciding which intervention matches the needs of each student. Professional development for teachers in grades 2-3 about how to teach Foundational Skills in their grades is also needed.



## 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.*

- 100% of staff members will participate in a day-long professional development session that includes a review of the Gradual Release model. Teachers will attend 90 minute sessions over the course of the day with focus on using gradual release in Reading Workshop, Writing workshop, Vocabulary Instruction, Shared Writing, and in small groups. Following that professional development, a Gradual Release walkthrough tool was developed for Building Leadership Teams to use in order to monitor fidelity to the model. In January and February, teachers will attend 2-hour follow up sessions about using the Gradual Release model.
- K-1 teachers and intervention specialists will receive a day training in the curriculum “Engage New York.” This will be their core instruction for phonics and language skills.
- K-1 teachers, Title I teachers, media center staff, and intervention specialists will receive training in the 95% Group program. Each building will have a consultant from the company assigned for support. The consultant will visit during the year and give feedback based on what is seen in the classrooms
- Principals will meet with the head consultant from the 95% group 2-3 times during the school year for a half day session on monitoring the program and data analysis. Teacher Leaders will receive the same training.
- Teachers in grades 2-9 will receive training in the program “Mindplay.” It will be used as their 30 minute intervention. They will receive ongoing support from a consultant with the company.
- Teacher leaders and curriculum staff will provide support and professional development as needed in all the “Big 5” areas of reading.
- Teacher leaders hold daily chats where the data from 95%, DIBELS, and Mindplay are discussed. Teachers will receive support and training in how to regroup their intervention groups based on data.
- DIBELS administration and assessment analysis training will be provided for Teacher Leaders
- The district will provide professional development for teachers in grades 2 and 3 in the teaching of phonics and phonemic awareness.

## APPENDICES

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

### Program Descriptions

**95% Group Intervention:** This is the intervention system used in grades K-1. Teachers, media center staff, Intervention Specialists, and Title I teachers administer screeners (PSI and PASI, as appropriate) to determine skill gaps that students have. They then receive scaffolded intervention that follows the Gradual Release model. Students are assessed after 3 weeks of instruction and regrouped based on the results.

- Website: <https://www.95percentgroup.com/>
- Phonological Awareness Screener for Intervention (PASI)
- Phonics Screener for Intervention (PSI)

**Engage New York (ENY):** K-1 teachers use this for core instruction, 60 minutes per day, 5 days per week. They are supported by a Title I teacher who reduces their class size by taking students to receive this instruction in another setting. It covers foundational skills, language skills, and includes reading and writing components.

- Website: <https://www.engageny.org/resource/kindergarten-english-language-arts-skills-strand> (Kindergarten)
- Website: <https://www.engageny.org/resource/grade-1-english-language-arts-skills-strand> (Grade 1)

**Leveled Literacy Intervention (LLI):** This is an intervention used in grades 2-3 in Dayton Public Schools. They meet in small groups to work on foundational skills, vocabulary, fluency, and comprehension with connected text.

- Website: <http://www.fountasandpinnell.com/lli/>
- Found to have “Positive Effects” by the What Works Clearinghouse

**Mindplay:** This is an intervention used in grades 2-9 in Dayton Public Schools. Students use the program 30 minutes per day, 4 days per week. Students are given a Universal Screening to determine what skills they need.

- Website: <http://mindplay.com/>

**Walk to Intervention Model:** This is the model used in grades k-1 with the 95% Group intervention. Based on the data from the PASI and PSI tools, students are matched with an intervention across the grade level. Students transition to a group (possibly with another teacher and students who are not in their homeroom class) to participate in intervention for 30 minutes per day.