



**Department
of Education**

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

April 4, 2019

Dear Superintendent,

Thank you for submitting the Dayton SMART Elementary School's Reading Achievement Plan. The submitted plan is missing one or more components required in Ohio Administrative Code (OAC) 3301-56-02.

Areas of the submitted Reading Achievement Plan that do not currently meet the requirements outlined in OAC 3301-56-02:

- **Section 3 Part A:** Please include data and analysis for state ELA tests for grades 4-8.
- **Section 8, Part A and Part B:** Please include the following:
 - A description of how the strategies support students on RIMPs;
 - A description of how the district will ensure the proposed strategies will show progress
 - A description of how the district will ensure the proposed strategies will be effective
 - A description of how the district will ensure the proposed strategies will improve upon strategies utilized during the two prior consecutive school years
- **Section 2:** Provide a description of how the plan is aligned to other improvement efforts.

The Ohio Department of Education created a [template and guidance document](#) to aide districts and community schools in developing their Reading Achievement Plans.

The district or community school must address the above requirement(s) and resubmit the Reading Achievement Plan to readingplans@education.ohio.gov by May 3, 2019.

Please send questions to Melissa Weber-Mayrer at 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 SMART Elementary

DISTRICT IRN: 014149

DISTRICT ADDRESS:

601 S. Keowee

Dayton, Ohio 45410

PLAN COMPLETION DATE: 12/17/2018

LEAD WRITERS:

Cindy Koth, Principal

Jody McCurdy, Curriculum

Ashley Morris, Second Grade

Alicia Macy, First Grade

Heather Mees, Third Grade

Megan Nies, Kindergarten

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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.

Name	Title/Role	Location	Email
Genesis Henderson	Superintendent	District	ghenderson@miniyaacademies.org
Ashley Morris	Second Grade	School	amorris@daytonsmart.com
Alicia Macy	First Grade	School	amacy@daytonsmart.com
Megan Nies	Kindergarten	School	mnies@daytonsmart.com
Heather Mees	Third Grade	School	hmees@daytonsmart.com
Cindy Koth	Principal	School	ckoth@daytonsmart.com
Jody McCurdy	Curriculum	District	jmccurdy@miniyaacademies.org
Donray Bennett	Data	District	dbennett@miniyaacademiies.org

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

The DLT met and reviewed district data from a variety of resources including the district decision framework, value added results, KRA, NWEA MAP data, Ohio State Tests, and local measures.

The DLT also discussed programming pieces currently in place to support literacy development. The district is in the second year of implementing the Core Knowledge reading program. Additionally, the school is in the second year of using Exact Path (Edmentum) as an intervention tool. The school is also in it's second year of partnership with the Ohio Reading Corps (ORC-Americorps) to add additional intervention support to the K-3 students.

The data gained from the above sources were analyzed to ascertain the root cause of reading struggle for the school. The building Principal, BLT and district curriculum support were involved in the analysis and provided input to the plan. A draft plan was developed with select leadership members and shared with the DLT. The DLT was asked to review for the plan for feasibility of implementation, likelihood of the selected course having a positive impact, and areas that needed further development and provide feedback. The DLT recommended the following additions to the plan: Professional Development focused on the deconstruction of reading standards to identify skills, strategies and progression to aid teachers in planning/delivering instruction and additional professional development of the data collection tools available in the online intervention program (Exact Path) to facilitate more responsive data driven instructional decisions.

The plan will be monitored through the use of the TBT and BLT data collected and shared with the DLT. Additionally, administrative walkthroughs (both building and district) will be used to monitor implementation of the plan. The Curriculum Department will be responsible to report to the DLT, all PD plans related to the Reading Improvement Plan. Analysis of End of Year MAP data, and State test data will provide preliminary data on the plan's effectiveness, however a more complete perspective will be available when combining those with the second assessment in 2019 (middle of year) as it will reflect a year of implementation and provide a more valid set of data.

The building principal will share the plan with the building BLT for dissemination to all staff and to parents via a newsletter. The Board of Education will be provided the plan and explanation at a 2019 Board meeting.

The district academic portion of the DLT will meet with the building principal/BLT monthly to review data collected, and observations made to determine if there is implementation with fidelity.

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 SMART Elementary has a new revised strategic plan. Both the Reading Achievement Plan (RAP) and OIP goals are aligned to that plan through the following:

Strategic Goal #1:

By 2022, Dayton SMART Elementary will be a high performing school with at least 80% of K-6 students scoring proficient or better in both reading and math as measured by state, district, and/or national assessments.

A minimum of 80% of all PreK-2 graders will be on-track in literacy/reading as measured by EOY MAP.

A Minimum of 95% of 3rd graders will meet the promotion score as measured by the state test or NWEA MAP.

80% of 4th - 6th graders will be grade level proficient in reading as measured by the EOY MAP and state assessments.

Close the achievement gap, by ensuring 80% of all tested students grow at least 1 ½ years in reading and math each year as measured by MAP and state assessments

A daily 40- minute intervention/enrichment block for all students using researched-based instructional programs as prescribed by programs will be delivered.

Adult Implementation:

100% of required teachers will deliver a daily 40 minute block of evidenced-based interventions as indicated by the master schedule, and measured by walk-throughs, TBT minutes, and lesson plans.

Student Performance:

- Every student will show required usage and/or participation in intervention via documentation reports that will be measured monthly.

Provide job-embedded and high quality professional development on research-based instructional practices (i.e., SIOP & Gradual Release), multi-tiered systems of supports (MTSS) and interventions

Provide teachers and principals ongoing, job-embedded professional development on the 5-step OIP and the use of data in decision making during DLT, BLT and TBT meetings

All staff will implement approved district instructional delivery model.

Adult Implementation:

- 100% of teachers will deliver daily instruction using district-approved model as measured by administrative walk-throughs and lesson plans.

Teachers implement purposeful research-based instructional strategies using district-approved curriculum.

Adult Implementation:

- 100% of teachers will utilize research-based strategies/practices as measured by lesson plans, walk-through data, and step 3 of the TBT process and reported by BLT.

Student Performance:

- 100% of students will demonstrate growth as measured by increased scores on NWEA MAP, and /or Ohio State Tests.

Student Performance:

- 100% of students will score 80% or better on all district-designed core curriculum assessments (formative and summative).

Strategic Goal #2-Equitable access

By 2021, 100% of instructional staff will be appropriately certified in core content areas and rated as skilled or accomplished based on the Ohio Teacher Evaluation System.

Administration will conduct OTES walk-throughs as defined by the district.

Adult Implementation:

- 100% of staff members in the evaluation cycle will receive feedback and coaching in identified areas of need.
- Building Principal will conduct walk-throughs and provide coaching/feedback at a minimum of once per week.

Student Performance:

- 100% of students will demonstrate growth as measured by increased scores on NWEA MAP, and/or Ohio State Tests.

The data that was evaluated to determine root causes included:

Grade 3 Spring 2018 Ohio State ELA scores:

Limited: 21.1%; Basic: 42.1%; Proficient: 26.3%; Accelerated: 5.3%; Advanced: 5.3%

Grade 3 Fall 2018 Ohio State ELA Scores:

5 of the 17 students met the Third Grade Promotion score (29%)

0 of the 17 met the Proficiency score (0%)

- Report card results for 2017-18: ELA Indicator in ELA 3rd grade: 36.8%

This is considerably lower than the state average of 61.2%

- Report card results for 2017-18: Literacy Grade “D” (33%):

30 students started “off track” and 10 were moved to “on track”

Trend for on-track and not on-track scoring:

Year 1-63.6% of students remained off track

Year 2-75% of students remained off track

Year 3-50% of students remained off track

Year4-72.7% of students remained off track

Overall- 66.7% of students remained off track

Third graders who met the promotion score for 4th grade- 94.1%

Third graders who scored proficient of the state English language arts test- 36.8%

Percentage on Track Reading Diagnostic:

K on track: 31.3%

First grade on track: 46.7%

Second grade on track: 23.1%

Third grade on track: 38.9%

NWEA MAP Beginning of Year Reading scores (Fall 2018):

K Benchmark: 141

Average RIT for Primary MAP Fall Kindergarten: 137

Students at or above grade level benchmark- 31%

1st Benchmark: 161

Average RIT for Primary MAP Fall 1st grade: 148.1

Students at or above grade level benchmark- 6%

Benchmark 2nd: 175

Average Primary MAP Fall 2nd grade: 162.9

Students at or above grade level benchmark- 27%

Benchmark 3rd: 188

Average MAP Fall 3rd grade: 181.4

Students at or above grade level benchmark- 23%

KRA Fall 2018

Demonstrating Readiness: 2 or 8.7%

Approaching Readiness: 7 or 30.4%

Emerging Readiness: 14 or 60.9%

In Comparison, 2017-2018 state averages are below:

Demonstrating Readiness: 41.5%

Approaching Readiness: 36.2%

Emerging Readiness: 22.4%

Areas of concern:

Rhyming words

Beginning sounds

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.*

The analysis of above data indicates that the first major issue with literacy is a lack of early literacy preparedness before entering school. Both the KRA and the MAP foundational skills sub test indicate that students do not have the phonological skills nor the phonemic awareness skills (rhyming, letter identification, letter/sound correspondence) needed to begin reading.

The NWEA MAP scores also indicate that students are entering school approximately two years behind other children in non-urban settings. Historically, the majority of these students have not left Kindergarten yet “ready”. While continuing to matriculate through the grades, they generally catch up some, but still remain well over 1.5 years behind the “norm”. Over 75% of the students in grades k-3 have a Reading Intervention and Monitoring Plan (RIMP).

Compounding this literacy issue is a lack of vocabulary knowledge, which is evident as early as the KRA. This lack of skills continues to be evident throughout the remaining grades and can have a negative impact on comprehension. According to Biemiller and Boote, vocabulary knowledge is directly tied to reading comprehension (Biemiller & Boote, 2006).

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.

Dayton SMART is a school of high poverty. We are CEP eligible and all students receive free breakfast and lunch. Our EL population continues to grow annually, with the school currently supporting students representing 14 countries. Student attendance is also a factor, as numerous students are chronically absent and therefore missing instruction. Our daily attendance rate averages approximately 90%. While this is not far below the state expectation, those students who are absent, tend to be chronically so. Enrollment is relatedly small (currently 115) but our special education population is higher than statistically expected; at approximately 18%.

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 SMART Elementary will provide each student with the supports needed to become productive, literate, and well-educated citizens who are efficient in speaking, listening, reading, and writing. We will accomplish this through the use of high quality, research-based instructional practices.

We believe that:

Early literacy must include systematic phonics instruction for all students, vocabulary development through word work, shared reading experiences, use of rich, authentic text for read-aloud and shared writing and speaking opportunities.

High quality core instruction must include a gradual release model of scaffolding (I do, we do, you do) that is supported by a wealth of reading research (Paris, Cross, and Lipson, 1984; Keene & Zimmerman, 1997).

That all students deserve high quality interventions in both Tier 2 and Tier 3.

Early intervention addressing literacy gaps is essential to meet the goal of proficiency by grade 3.

High-Quality, job-embedded professional development is necessary for all staff.

Parents need support opportunities to provide skills and resources for home support in reading and writing.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

By 2022, Dayton SMART Elementary will be a high performing school with at least 80% of K-6 students scoring proficient or better in both reading and math as measured by state, district, and/or national assessments.

A minimum of 80% of all PreK-2 graders will be on-track in literacy/reading as measured by EOY MAP.

A Minimum of 90% of 3rd graders will meet the promotion score as measured by the state test or NWEA MAP.

80% of 4th - 6th graders will be grade level proficient in reading as measured by the EOY MAP and state assessments.

Close the achievement gap, by ensuring 80% of all tested students grow at least 1 ½ years in reading and math each year as measured by MAP and state assessments

SECTION 6: ACTION PLAN MAP(S)

Goal # 1 Action Map

Goal Statement: By the year 2022, a minimum of 80% of all PreK-2 graders will be on-track in literacy/reading as measured by EOY MAP.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Component	All teachers will participate in professional development focused on deconstruction of reading standards, skill progression, and instructional strategies.	All K-3 teachers will intentionally focus on student mastery of Foundational Reading Skills (Phonemic awareness, phonics, and fluency) with support from building principal and curriculum director.	Focused intervention will be provided for students with reading deficits. Groups will be flexible and re-evaluated monthly at a minimum. This intervention will include both tier 2 and tier 3 support.
Timeline	June 2019-August 2019	June 2019-June 2020	January 2019-June 2019
Lead Person(s)	Curriculum Director, Jody McCurdy Principal, Cindy Koth	Curriculum Director, Jody McCurdy Principal, Cindy Koth	Curriculum Director, Jody McCurdy ORC member, Mark Kennedy Principal, Cindy Koth Classroom teachers
Resources Needed	Access to a variety of researched-based reading strategies, copies of the standards, deconstruction templates	Fluency assessment passages, repeated reading protocols, phonics dance chants, phonological awareness assessment.	Research-based intervention tools.
Specifics of Implementation	Administration will facilitate the deconstruction process with all teachers during the summer. The information will be revisited at TBT meetings.	Administration will provide professional development on explicit, systematic phonics instruction. Teachers will both plan and deliver explicit and systematic phonics instruction both in small and	Data will be reviewed to evaluate and make needed changes to flexible groups in January for second semester. Intervention will be delivered in 40 minute sessions, at least 3 times per week with

		whole group daily. Progress will be monitored using the district adopted phonological awareness assessment.	fidelity. Classroom teachers, principal, ORC support, and district administrator will deliver interventions to create smaller group sizes to maximize effectiveness.
Measure of Success	Teachers will adhere to the specific components and time for each of the focus areas of literacy when planning and during instruction. Measured by: TBT notes, PD sign in sheets, walkthroughs	Student growth will be measured monthly and used to determine intervention group placement.	Increased student scores on NWEA MAP, and
Check-in/Review Date	Teachers and administrators will revisit twice monthly (minimum) at TBT and/or weekly coaching sessions if more appropriate for individual teachers.	Administration (building and district) will review data monthly together, teachers will review monthly at TBT.	

Goal # 1 Action Map

Goal Statement: By the year 2022, a minimum of 90% of 3rd graders will meet the promotion score as measured by the state test or NWEA MAP.

2: A Minimum of 80% of students in grades 1-3 will meet or exceed oral reading fluency targets as measured by Hasbrouck's and Tindal's Oral Reading Fluency norms for grades 1-8.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement weekly repeated reading as a strategy in all 1-3 classrooms.	Use a combination of Hasbrouck and Tindal and MAP to progress monitor oral reading fluency in all 1-3 classes. Monitor according to this cycle: Lowest 25% will be monitored weekly, Monthly for remaining students	
Timeline	January 2019-May 2019	January 2019-May 2019	
Lead Person(s)	Jody McCurdy, Curriculum Cindy Koth, Principal	Jody McCurdy, Curriculum Cindy Koth, Principal	
Resources Needed	MAP Oral reading fluency, lesson plans, repeated reading passages	MAP Oral reading fluency, Hasbrouck and Tindal's ORF norms	
Specifics of Implementation	Teachers in grades 1-3 will dedicate time to assess passage fluency and repeated reading throughout the week with fluency check.	Teachers in grades 1-3 will work in TBT to plan grade level fluency lessons. Professional Development provided to teachers on monthly release days.	
Measure of Success	MAP oral reading fluency Hasbrouck and Tindal's ORF Norms	MAP oral reading fluency Hasbrouck and Tindal's ORF Norms	

Check-in/Review Date	Check in at least twice per month at TBT and monthly at BLT for building-wide data.		

Goal # 1 Action Map

Goal Statement: By the year 2022, a minimum of 90% of 3rd graders will meet the promotion score as measured by the state test or NWEA MAP.

3: A Minimum of 80% of students in K will meet or exceed target for initial sound fluency as measured by DIBELS.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fully implement the systemic and explicit program, Phonics dance, with fidelity.	Include a daily fluency lesson, initial sounds and letter naming, in K classes.	
Timeline	January 2019-May 2019	January 2019-May 2019	
Lead Person(s)	Jody McCurdy, Curriculum Cindy Koth, Principal Megan Nies, Teacher	Jody McCurdy, Curriculum Cindy Koth, Principal Megan Nies, teacher	
Resources Needed	Teacher materials, lesson plans, associated video	Software programs (Exact Path, Reading Eggs), teacher lesson plans,	
Specifics of Implementation	The Kindergarten teacher will receive professional development in the program in January 2019 and will report/review at TBT meetings.	Principal will facilitate planning of K classroom Professional Development provided to teacher on monthly release days.	

Measure of Success	Principal will make walkthroughs to determine implementation.	MAP oral reading fluency DIBELS	
Check-in/Review Date	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	

Goal # 1 Action Map

Goal Statement: By the year 2022, a minimum of 90% of 3rd graders will meet the promotion score as measured by the state test or NWEA MAP.

4: A Minimum of 80% of students in K will meet or exceed target for initial sound fluency as measured by DIBELS.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fully implement the systemic and explicit program, Phonics dance, with fidelity.	Include a daily fluency lesson, initial sounds and letter naming, in K classes.	
Timeline	January 2019-May 2019	January 2019-May 2019	
Lead Person(s)	Jody McCurdy, Curriculum Cindy Koth, Principal Megan Nies, Teacher	Jody McCurdy, Curriculum Cindy Koth, Principal Megan Nies, teacher	
Resources Needed	Teacher materials, lesson plans, associated video	Software programs (Exact Path, Reading Eggs), teacher lesson plans,	
Specifics of Implementation	The Kindergarten teacher will receive professional development in the	Principal will facilitate planning of K classroom	

	program in January 2019 and will report/review at TBT meetings.	Professional Development provided to teacher on monthly release days.	
Measure of Success	Principal will make walkthroughs to determine implementation.	MAP oral reading fluency DIBELS	
Check-in/Review Date	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	

Goal # 1 Action Map

Goal Statement: By the year 2022, a minimum of 80% of all PreK-2 graders will be on-track in literacy/reading as measured by EOY MAP.

5: A Minimum of 80% of students in 1-3 will meet or exceed target for vocabulary use and functions as measured by NWEA MAP screener.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Vocabulary instruction following Marzano's six steps.	Include a vocabulary lessons for tier 3 words in math a minimum of weekly.	
Timeline	January 2019-May 2019	January 2019-May 2019	
Lead Person(s)	Jody McCurdy, Curriculum Cindy Koth, Principal Alicia Macy, Teacher Ashley Morris, Teacher Heather Mees, Teacher	Jody McCurdy, Curriculum Cindy Koth, Principal Alicia Macy, Teacher Ashley Morris, Teacher Heather Mees, Teacher	
Resources Needed	Teacher materials, lesson plans, Marzano resources	Teacher materials, lesson plans, Marzano resources	

Specifics of Implementation	Jody McCurdy will provide professional development for teachers at March 2019 release session.	Teachers in grades 1-3 will participate in planning of grade level vocabulary lessons. Professional Development provided to teacher on monthly release days.	
Measure of Success	Principal will make walkthroughs to determine implementation. Team meeting minutes	Teacher lesson plans Vocabulary assessments-a minimum of twice monthly.	
Check-in/Review Date	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	Check in at least twice per month at TBT and monthly at BLT for building-wide data.	

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.

For the remainder of the 2018-2019 school year, we will monitor implementation through professional development sign in sheets and administrative walk-throughs (building and district administrators). Data collection is via Exact Path reporting, NWEA MAP assessments, and Ohio State Test results. Analysis of this data will occur at TBTs and BLTS and be reported to the DLT for analysis/monitoring monthly. RIMPs will continue to be monitored and updated as required by district and ODE regulations.

During the 2019-20 school year and beyond the previous tools will continue to be monitored for implementation and analyzed for effectiveness. Additionally, during the summer of 2019, teachers will receive professional development in The Gradual Release Model, Multi-Tiered Systems of Support (RTI), and deconstruction of reading standards.

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.

All teachers are to incorporate the use of the gradual release model (I do, we do, you do) during instruction. Additionally, all literacy lessons must include opportunities for students to engage in read-aloud/mentor texts that provide a model for the learning. Students will also have an opportunity to spend 30 minutes three (3) times per week on Exact Path. Our NWEA data populates individualized learning paths for students. They work at their own pace and receive targeted instruction, practice and assessment based on needs identified via the NWEA assessment. Additionally, all teachers must implement the chosen district-approved curriculum supports with fidelity. Additionally, teachers will incorporate Marzano's Six Step Process for Building Academic Vocabulary in lesson planning and classroom instruction. Research supports

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

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.

Name of Session	Focus	Participants	Date
Coaching meeting	<ul style="list-style-type: none">Phonics Dance	K teacher	January 8, 2019
January Release	<ul style="list-style-type: none">Exact Path training on use of data	All K-6 teachers, Jody McCurdy,	January 18, 2019

	<ul style="list-style-type: none"> • Reading eggs capacity and use • Fluency 	Cindy Koth	
March Release	<ul style="list-style-type: none"> • Vocabulary (six steps) • Revisit fluency 	All K-6 teachers, Jody McCurdy, Cindy Koth	March 22
Summer Institute	<ul style="list-style-type: none"> • Deconstruction of Reading standards • Gradual Release Model • Multi-Tiered Systems of Support (MTSS) 	All K-6 teachers, Jody McCurdy, Cindy Koth	June-Aug 2019

