



**Department  
of Education**

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 7, 2019

Dear Superintendent,

Thank you for submitting the Horizon Science Academy - Denison Middle School Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

**Strengths of the Reading Achievement Plan:**

- The Reading Achievement Plan team includes a parent
- Provided an appropriate amount of numerical data
- The school's plan includes an analysis of factors other than learner performance

**This plan will benefit from:**

- It appears that K-3 students are weak on the word recognition side of the Simple View of Reading. The goal of the plan should be specific to the word recognition side of the Simple View of Reading .
- The PD should be data driven, sustained and intensive, collaborative, job-embedded, or instructionally-focused
- More specific data analysis by grade level.

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).

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer".

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: HSA Denison Middle School

DISTRICT IRN: 000838

DISTRICT ADDRESS: 1700 Denison Ave. Cleveland, Ohio 44109

PLAN COMPLETION DATE: Dec 21, 2018

LEAD WRITERS: Tracy Jack--Assistant Principal of Academics, John Cameron--Assistant Principal of Academics, Akben Bulent—Principal, Yasar Bora--Superintendent

IMPLEMENTATION START DATE:

SUMMARY OF ACKNOWLEDGEMENTS:

This reading achievement plan has been created to help the teachers and administrators at HSADMS focus their efforts on the growth of our K-3 literacy program over the coming year. This plan includes our professional development goals, our progress monitoring goals, and our literacy plan for K-3, including, but not limited to, the strategies we will use in our building to help increase the literacy skills of our students, the at home expectations to help students who come to us ill-prepared for kindergarten, and how we will use our TbT data and individual student reading plans to inform any necessary changes in instruction practices or strategies used. This plan was created in tandem with our OIP goals and will be implemented as part of our TbT five step action plans each quarter. Although this report focuses on K-3 literacy, these plans will be in place for grades 4-8 as well, as we want to see improvement in our reading scores building wide.

After exploring both the numerical data and the confounding factors that appeared, at least anecdotally, to contribute to students' struggles in this area, the team determined that the most effective course of action would be two-fold. First, students will receive more one-on one assistance in the area of reading skills development by using our Title I teachers more effectively. Second, after FY16's "F" grade for K-3 literacy, we revamped our entire K-8 program by having our teachers, building-wide, focus on reading and writing across the curriculum in our TbTs. We have seen improvement each year by reworking our reading program and focusing on data driven instructional decisions.

Our teachers meet in grade level/subject level teams weekly and analyze our most recent data, using that information, they determine what areas of weakness need to be addressed and what strategy will work best to achieve proficiency. Goals are set by each team and a comprehensive action plan is put in place and tracked through our Five-Step Worksheets. These plans consist of three primary components:

Use of a reading intervention support staff member to provide one-on-one, small group pull-out instruction to students who are demonstrating deficits in this area.

The addition of push-in staff members to support reading/writing groups in the classrooms during periods of instruction using differentiated grouping/centers.

The use of student conferencing and goal setting as a means of attaining student buy-in and ensuring that students understand their strengths/weaknesses and participate in their own learning.

By establishing these action plan steps and preparing a plan to integrate them into daily and weekly practice within the school environment, the team feels that they have made strides towards improving the academic outcomes of students.

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

### SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
<b>Yassar Bora</b>	Superintendent	HSA Denison Middle School	bora@conceptschoools.org
<b>Akben Bulent</b>	Principal	HSA Denison Middle School	ak@horiozndenison.org
<b>Tracy Jack</b>	Asst. Principal of Academics	HSA Denison Middle School	t.jack@horizondenison.org
<b>John Cameron</b>	Asst. Principal of Academics	HSA Denison Middle School	j.cameron@horizondenison.org
<b>Abdullah Kayretli</b>	Testing Coordinator	HSA Denison Middle School	a.kayretli@horizondenison.org
<b>Crystal Fries</b>	Head teacher 6-8	HSA Denison Middle School	c.fries@horizondenison.org
<b>Kaitlyn Potoma</b>	Head teacher K-2	HSA Denison Middle School	k.potoma@horizondenison.org
<b>Dee Alvarado</b>	parent	HSA Denison Middle School	ds8271973@gmail.com
<b>Elizabeth Peck</b>	intervention specialist	HSA Denison Middle School	e.peck@horizondenison.org

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

## 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.*

HSA Denison serves 318 students in grades K-8. 100% of our students are entitled to free lunches and qualify as economically disadvantaged. Starting in February of 2016, we began implementing OIP with three TbT groups (divided by grade band) and a BLT. Since then, we have been consistently implementing the five step process and meeting weekly to be sure we are approaching best practices in reading and writing across the curriculum with a focus on writing. We have refocused our TbTs after reviewing the data from last school year. We now have three specialist TbT groups that focus on reading/writing across the curriculum and power standards.

Our local literacy plan will be focused on helping every student to show one year's growth in FY19, and additionally, that individual classes will achieve 70% proficiency at grade level. This is aligned to our two main OIP goals, which are to see all classes achieve 70% mastery of each standard addressed, and the class, as a whole, to show 100% growth. We monitor these goals weekly through Study Island and IXL reports on both adult and student practices, as a well as quarterly STAR reading (2-8) and STAR Early Literacy (K-2) assessments.

In addition, our K-3 students who are labeled "off track" for reading after beginning of the year assessments are placed on reading improvement plans, which ask parents, teachers, and administrators to work as a team to focus on the goals of achieving grade level mastery of literacy skills. This aligns with our local literacy plan because we are asking for students to gain a year's growth, but the overall goal is that all students in K-8 will be "on-track" by year's end. We are using Ohio's cut off scores to determine off/on track student data.

Our TbT's for K-3, 4-8 (reading/SS/FL), and 4-8 (math/science/technology) are centered around this goal with a focus on writing and reading across the curriculum in the K-3 and 4-8 Reading teams; the 4-8 math/science team focuses on power standards, chosen based on last year's AIR results. The teams meet to determine best practices and observe one another to gain insight into one another's strengths and learn more about their own weaknesses. The BLT communicates with the TbTs bi-monthly to determine if the practices are resulting in gains, using the data from NWEA MAP, Star Early Literacy, K-2nd grades, and Study Island reporting.

Our TbT and BLT meetings will be monitoring the local literacy plan goals in relation to our OIP goals and strategies, making adjustments where needed to practices in order to improve outcomes in our assessments. This information will be used to make data- driven decisions about improving instructions in the classrooms.

Our TbT and BLT meetings will be monitoring the RAP goal in relation to our OIP goals and strategies, making adjustments where needed to practices in order to improve outcomes in our assessments. The goals/interventions outlined in this plan align fully with the K-2 literacy-relevant aspects of our OIP. As we move through the Ohio Improvement Process, we will focus our efforts in the area of K-3 on the skill of literacy, as this is foundational. As we continue to test our research-based strategies through the five step process framework, we will modify our Reading Achievement Plan to include these strategies, retiring the use of any strategy that proves to be ineffective in accomplishing set goals.

### 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 AIR Reading Test—Indicators Met FY18			
Grade	'18	'17	'16
3rd--	25%	34.6%	15%
4th--	18.2%	8.6%	20.0%
5th--	18.5%	35%	6.7%
6th--	25%	35.5%	29.7%
7th--	33.3%	38.1%	21.2%
8th--	41.2%	34.4%	35.5%

**NWEA PI Scores for Reading			
Grade	'16	'17	'18
3rd--	82.1	55.4	51.8
4th--	84.9	40.7	52.9
5th--	66.5	51.2	51.8
6th--	85.5	61.5	66.2
7th--	86.3	62.7	60.2
8th--	84.7	54.0	60.7

#### **\*\*NWEA Proficiency Reading Grade**

Spring '16: School wide Reading-87%

Spring '17: School wide Reading-36%

Spring '18: School wide Reading-39%

<b>**NWEA Average Scores Reading</b>			
<b>Grade</b>	<b>Spring '16</b>	<b>Spring '17</b>	<b>Spring '18</b>
KG	162	172	157
1st--	153	180	165
2nd--	188	188	187.5
3rd--	199	194	180.7

\*There is no data for K-2 NWEA Reading PI or Proficiency

\*\*NWEA Data was recalculated for the 2016-2017 school to try and align the score on MAP more closely with the AIR test. This resulted in scores that looked like we plummeted. They will look deceptively low, but we actually made gains in every grade except for 4th grade reading.

<b>State Testing Third Grade Guarantee Reading--On Track</b>			
<b>Grade</b>	<b>Spring '16</b>	<b>Spring '17</b>	<b>Spring '18</b>
3	15%	42.3%	25%

<b>KRA Results Fall 2018</b>															
	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
Percentile # of Proficient	73%	55%	50%	63%	97%	79%	95%	68%	96%	92%	58%	53%	50%	92%	82%

Weakest Areas: Students struggled most with questions 17 and 27. Half the students scored below proficient in recognizing rhyming words in spoken language and demonstrating a basic knowledge of one to one letter-sound correspondences by producing the most frequent sound for some consonants. These areas will be a focus area using Foundations and Title I pull-out/push-in services.

Areas of strength: Over 95% of students scored proficient when answering 19, 21, and 23. This shows us that students are doing a great job predicting what a story will be about using the title and cover page and illustrations, they can listen to a story and can ask and answer questions about the story, and they can use nouns and verbs to describe persons, animals, places, events, actions, etc. Our strengths far exceeded our weaknesses this year. This is a positive trend that we would like to see continue.

<b>STAR Early Literacy-- Fall 2018 data</b>				
<b>Grade</b>	<b>Early Emergent Readers</b>	<b>Late Emergent Readers</b>	<b>Transitional Readers</b>	<b>Probably Reader</b>
KG, 36	81%	19%	0%	0%
1 <sup>st</sup> , 32	16%	53%	25%	.03%

<b>STAR Reading--</b>				
<b>Grade</b>	<b>Urgent Intervention</b>	<b>Intervention</b>	<b>Watch</b>	<b>Proficient</b>
2 <sup>nd</sup>	64%	11%	17%	.08%
3 <sup>rd</sup>	57%	13%	10%	13%

Synopsis: Of our 130 students in grades KG-3rd grade, only 44% of those students are re-enrolled. The other 56% of students are brand new to our building. We need to ensure that the students are properly assessed for their needs. We started all K-2 students with STAR EL to get a diagnostic view of their reading needs. Any 3rd grade scoring below 2nd grade also took the STAR EL for diagnostic reasons. It's obvious from the statistics that many of our students are coming to us below grade level and missing key reading pieces. We are using Title I, after school tutoring, and a reading tutor to work with the individual students on their reading needs.

### 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.*

Although our school is making strides in our reading scores, we realize there is much more to be done to achieve our goals. K-3 is an area of weakness for a few reasons. First, our student population is 100% free lunches. They are coming to us from homes that do not have the funds to provide students with personal libraries or strong preschool preparation for kindergarten. Therefore, the children who are not coming to us prepared for kindergarten need to receive immediate interventions to help catch up, or they remain behind their peers and continue to lose footing. We are taking steps to reinvigorate our literacy program in grades K-3 using Foundations and Fountas and Pinnell, as well as reading specialists for Tier II and III interventions.

Another area of weakness is teacher turnover. We have worked hard to improve the turnover rate, and we are definitely improving, but that area continues to be an issue that will need worked on in our building. For example, this year, we had an unexpected population spike building wide. We brought in some transfers from our sister school (which closed) for KG, 1st, and 3rd. Despite being transfers, there are still adjustments to be made in reference to school culture and our focus on reading and TbTs/BLT.

Another issue is our population's attendance rate and transiency. We have many students who, despite encouragements and incentives, are regularly tardy/absent, especially at the KG-3 grades. This impacts the amount of instruction they receive, thus impacting their growth. Many parents move in and out of the area throughout the school year. This year alone, we've had nearly 50 students who have already moved to another school, simply because their parents relocated.

Meanwhile, we've enrolled over 140 students since August because they've moved into the area. We cannot control this aspect of our building. We can only work to counteract these issues with free, after-school tutoring programs three days per week and encourage students and parents to take advantage of the opportunity. Our teachers also offer mentoring programs during their planning periods for our lowest performing students, so they are able to give them individual attention.

### 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](#).*

Horizon Science Academy Denison Middle School's mission is to ensure that we are preparing children as they progress from kindergarten to third grade. We want to help them to develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences by providing them with interventions where needed and best practices in the classrooms.

### SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

1. Literacy Growth Goal- Students will make growth in their respective STAR tests as outlined in the grade level goals below:

Kindergarten:

When given the STAR Early Literacy Assessment, kindergarten students will score an average of 729. This goal signifies a notable movement towards ensuring the class moves on to first grade "on track."

1st:

When given the STAR Early Literacy Assessment, first grade students will score an average of 791. This goal signifies a notable movement towards ensuring the class moves on to second grade "on track."

2nd:

When given the STAR Reading Assessment, second grade students will score an average of 883. This goal signifies a notable movement towards ensuring the class moves on to third grade "on track," which puts students in a much stronger position to hit the required "196" for 3rd grade guarantee.

3rd:



When given the STAR Reading Assessment--Ohio 3rd Grade Guarantee Alternative, third grade students will score an average of 941. This goal signifies a notable movement towards ensuring the class, as a whole, meets the state requirements for promotion.

## SECTION 6: ACTIONPLAN 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:** Students will achieve two point growth avg per grade per year on their MAP test as outlined in section five.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Pull-out support	Push-in support	Student goal conferences
<b>Timeline</b>	Yearly Fall to Spring	Yearly Fall to Spring	Prior to Winter/Spring STAR Test administrations
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>• APAs</li> </ul>	<ul style="list-style-type: none"> <li>• APAs</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers K-3</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Weekly Coaching Observation and Tracking Log</li> <li>• Teacher Coaching Binder containing reflection forms, pacing guide, and data planning forms</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing guides for literacy instruction</li> <li>• Initial and ongoing professional development for pacing guide and academic framework implementation</li> <li>• Literacy curricular resources (both teacher and student facing)</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing guides for literacy instruction</li> <li>• Initial and ongoing professional development for pacing guide and academic framework implementation</li> <li>• Literacy curricular resources (both teacher and student facing)</li> </ul>
<b>Specifics of Implementation</b>	<p>Title I teachers will engage in pull-out instruction, focusing on students who demonstrate a need based on NWEA Fall scores and in-class running records.</p> <p>Selected students will receive this intervention 3+ times per week on average.</p> <p>The program will use flexible grouping and differentiated work, allowing for students to move in and out of the program as their performance necessitates.</p>	<p>ESL/Title I/SPED/Reading Tutor teachers will provide push-in instructions between 1 to 2 times per week on average.</p> <p>During this time, co-teachers will work with all students (regardless of reading levels). While classroom teacher works on guided reading instruction with small groups.</p> <p>Often, they will be utilized on center/small-group instruction days.</p>	<p>Teachers will meet individually with students and review scores on previous tests along with the prescribed goals.</p> <p>Teachers also will discuss test-taking time along with the purpose of the test, encouraging students to attend to the assessment.</p> <p>After this conference, teachers will prepare goal reminders sheets for students to have during testing.</p>
<b>Measure of Success</b>	STAR/MAP standardized assessments	STAR/MAP standardized assessments	Number of students who meet prescribed goals.
<b>Check-in/Review Date</b>	Formal review quarterly; revisiting earlier if substantial student growth is observed	We will discuss the effectiveness of this effort as necessary using anecdotal and progress data regarding program success or lack thereof.	We will review this goal after the conclusion of each STAR test.

## 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--we will monitor student progress using STAR testing. We will administer this test in the area of reading quarterly. We may administer this test more frequently for students who are engaged in pull-out instruction to determine



whether or not students need to remain enrolled in intervention. Before moving any student out of the intervention group, we will assess the student using multiple measures, both an in-class or curriculum-based assessment and the standardized STAR assessment.

Measuring--to measure progress towards the goal we will rely upon the thrice annually administered STAR EL and Reading tests. After the administration of these tests, we will calculate the average RIT score and determine whether there has been any progress towards the accomplishment of the set goal. Should we discover that there has been either no, or insufficient, progress, we will revisit the current strategies and make modifications.

Reporting--we will share information on progress towards set goals with all stakeholders. Administration will share overall growth data with teachers both through the database via post-test individual and/or group meetings. We will discuss performance at TbT meetings, sharing best practices and reviewing the means by which we are implementing strategies to ensure that we are doing so with fidelity. To ensure that students and their parents are informed of their performance, we will discuss progress with students during in-class conferences and send home STAR reports. Teachers will make this available to parents during quarterly parent-teacher conferences, allowing parents the opportunity to discuss student progress in a face-to-face setting. Parents also have access to this information through their student log-ins in our database.

## 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 building is using TbTs to help improve student literacy building wide. Teams meet weekly for one hour in grade bands K-2, 3-5, and 6-8 reading 6-8 math/science, and specials K-8. They work on best practices and sharing strategies, as well as using data to inform instruction. We are using "I do, We do, You do together, You do independently" as a building wide instructional strategy to ensure that students are understanding the literacy lessons and receiving guidance and ample practice before expecting independent practice. In addition, we are using graphic organizers in KG-8th grades to teach students to organize their thoughts about what they have read. We are also using flex grouping within the classroom, utilizing both heterogeneous and homogeneous grouping strategies to ensure that students are receiving the help they need to stretch and grow a year or more in literacy areas, including reading and writing. Students will have their own data folders that they will reference during goal setting and goal check meetings with their teachers. For KG/1 teachers will keep the folders for students but let them color in their successes.

For our pull-out instruction (Action Step 1), which is the primary method of supplemental support for our most profoundly struggling readers, we will utilize Reading A-Z (for reading comprehension and fluency), Foundations (for reading foundation needs), and Fountas and Pinnell (for running records purposes).

These programs can be used hand in hand to study phonemes, move on to blending, then fluency and finally comprehension. Periodic assessments can be used to ensure student progress and to set the pace of these interventions.

These provide the additional, small-group or one-on-one reading support that is necessary to support and grow students who are currently on a reading improvement and monitoring plan (RIMP). Each RIMP is reviewed by the Assistant Principal of Academics, the classroom teacher, and the parent/guardian. The RIMP reviews what reading areas need particular focus, what strategies will be used at school, and what the parent agrees to do at home to help continue the child's learning outside of school. For example, a student who is struggling with fluency will work with the reading tutoring in class and in pull outs using Reading A to Z, but that child will also have mini-books that they take home and read to their parent/guardian.

### 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.*

Considering our historical approach to reading improvement, the implementation of these strategies represents a formalization of the intervention process. By utilizing Foundations, Reading A-Z, and Fountas and Pinnell, we will ensure that all students deemed to be "off track" are supported with a cohesive and evidence-based series of interventions.

RIMPs are reviewed during Rtl meetings (once monthly) to determine effectiveness and then to consider adjustments suggested by the teachers/parents. Spot inspections by the school sponsor require that RIMPs are always up to date and ready to review. These inspections take place monthly.

Progress monitoring and the five step action plans through OIP will play a big role in helping us to ensure that our strategies are working and helping us determine when we need to improve on those strategies or change course due to lack of improvement. We will be checking in throughout the year to determine if students are making adequate progress. With K-3, we will also rely on the teachers to do weekly check ins with those students on reading improvement plans to ensure they are making progress, so we can adjust instruction for individual students as well.

Throughout the year and at the end of each year, the BLT team meets to review our plans and analyze data to determine what is working both anecdotally and from a data perspective. Teachers might like a plan, but if the data does not support the strategy, then we must adjust to ensure growth. We have added graphic organizers to all reading plans because data cleared showed that this strategy helped students to analyze and reflect on their reading more effectively than without it.

## 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.*

Our professional development plan for this year includes eight days. All eight days are designed to help teachers grow and gain knowledge about skills and tools they can use in the classroom to enhance and/or improve their literacy instruction. Teachers K-8 will receive these PD days, including support staff, i.e. specials and building subs, to ensure that everyone can help students to grow and be successful readers.

Day One: PD on using STAR reports to inform classroom instruction (K-8)

Day Two: PD on using STAR EL to diagnose reading deficits; progress monitor; inform classroom grouping/instruction

Day Three: PD on strategies teaching foundational literacy skills and using centers w/ Concept K-2 Director J. Sarjovec (webinar) Day Four: PD on using Reading A-Z in classrooms to differentiate instruction (Ms. Potoma/Butler)

Day Five: PD on Guided reading (webinar Concept K-2 Director J. Sarjovec)

Day Six: PD on Classroom Management from Concept Schools (all day PD K-8 core) Day Seven: Fountas and Pinnell refresher/training for K-5 teachers/support staff Day Eight: Foundations refresher/training for K-5 teachers/support staff

## APPENDICES

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

OIP- Ohio Improvement Plan TbT- Teacher based Teams

BLT- Building Leadership Team

Concept Schools-- management company