

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 6, 2019

Dear Superintendent,

Thank you for submitting the Imagine Columbus Primary Academy Reading Achievement Plan. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. The submitted plan is missing one or more components required in Ohio Administrative Code (OAC) 3301-56-02. Please find below feedback associated with the district's submitted Reading Achievement Plan and areas that do not currently meet requirements outlined in OAC 3301-56-02:

Areas of the plan not in compliance with OAC 3301-56-02:

- Completion of Section 7 which is the Plan for Monitoring Progress Towards the Learner Performance Goals. Currently this section is blank and Section 8, which should be the Strategies to Support Learners, is populated with assessments to be used.

Strengths of the Reading Achievement Plan:

- The plan was developed by a comprehensive group representing key stakeholders.
- The plan is aligned to the district Ohio Improvement Process district plan.
- Professional development is supported by classroom coaching.

This plan will benefit from:

- A deeper analysis of diagnostic data to identify specific grade level trends and language and literacy deficiencies to determine specific needs in relation to the five components of reading. Are the weaknesses in Phonemic Awareness, Phonics, etc.? Can this be narrowed even further to determine more specific skills to focus on?
- In Section 6, making sure to have Action Plan Maps for each of the three goals identified in Section 6. Currently there are three goals, but only one Action Plan Map.

Please address the above requirement and resubmit the Reading Achievement Plan to readingplans@education.ohio.gov by **June 21**. The Ohio Department of Education has created a [template and guidance document](#) to aide districts and community schools in developing their Reading Achievement Plans.

Questions and requests for additional feedback may be sent to Dr. Melissa Weber-Mayrer at readingplans@education.ohio.gov

Sincerely,

A handwritten signature in black ink, reading "Melissa M. Weber-Mayrer". The signature is fluid and cursive, with the first name "Melissa" being the most prominent.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN

DISTRICT NAME:

Imagine Columbus Primary Academy

DISTRICT IRN:

014139

DISTRICT ADDRESS:

Imagine Columbus Primary Academy

4656 Heaton Rd

Columbus, Oh 43229

PLAN COMPLETION DATE:

November 2018

LEAD WRITERS:

Selethia Benn: Principal and Superintendent

Kelly Brewington: Assistant Principal

Sherri de la Cruz: Reading Interventionist

Heather Carrick: Regional Academic Coach

Jennifer Keller: Regional Director

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:	10
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
Selethia Benn	Principal/Superintendent	Imagine Columbus Primary Academy	selethia.benn@imagine schools.org
Kelly Brewington	Assistant Principal	Imagine Columbus Primary Academy	kelly.brewington@imagineschools.org
Sherri de la Cruz	Reading Interventionist	Imagine Columbus Primary Academy	sherri.delacruz@imagineschools.org
Ashley Alexander	3rd Grade Teacher	Imagine Columbus Primary Academy	ashley.alexander@imagineschools.orh
Kathy Cameron	1st Grade Teacher	Imagine Columbus Primary Academy	kathy.cameron@imagineschools.org
Lachuman Timsina	ESL Paraprofessional	Imagine Columbus Primary Academy	lachuman.timsina@imagineschools.org
Todd Fulkert	ESL Paraprofessional	Imagine Columbus Primary Academy	todd.fulkert@imagineschools.org

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.

In order to ensure alignment between the district reading achievement plan and the Ohio Improvement Process (OIP), the leadership team conducted a thorough crosswalk to help align existing needs assessments, data analyses and specific strategies, actions and professional learning opportunities. 1. The building leadership team annually completes the decision framework to help identify data concerns and guide next steps in our improvement plans and professional development. Data specific to K-3 literacy is being addressed with the following measures: incorporation of literacy across the curriculum with the specific focus on reading foundational skills (phonological awareness, phonics, comprehension, fluency and vocabulary), and receiving professional development on and using the SIOP (Sheltered Instruction Observation Protocol).

2. Imagine Columbus Primary's OIP reading goals states:

- By the end of the 2018-2019 school year, the mean Reading Learning Gain for all students will improve from 1.07 to 1.08 as measured by the Fall to Spring STAR Reading Assessment.
- By the end of the 2018-2019 school year, 60% of students (3-5) will be at a Proficient Level or higher as compared to 43% (2017-2018) as measured by the Reading State Assessment.
- By the end of the 2018-2019 school year, the number of students deemed off-track will decrease by 10%.

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.**

A targeted reading achievement plan is needed in our community school to support and maintain literacy during the critical phase of a student's early learning experiences. The plan will more effectively support our K-3 teachers to implement current literacy best practices, tools and resources into daily reading and writing instruction. The following information provides an in-depth analysis of relevant student performance data and factors believed to contribute to low reading achievement in the school.



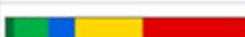
STAR Early Literacy Fall Testing 3 year Cross Sectional Report

Imagine Columbus Primary Academy - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	50+ PR	40-49 PR	25-39 PR	10-24 PR	1-9 PR
Kindergarten	2018 - 2019 Kindergarten		45	11% 5	7% 3	18% 8	22% 10	42% 19
	2017 - 2018 Kindergarten		3	0% 0	0% 0	33% 1	0% 0	67% 2
	2016 - 2017 Kindergarten		-	-	-	-	-	-

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	50+ PR	40-49 PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2018 - 2019 Grade 1		53	26% 14	2% 1	23% 12	26% 14	23% 12
	2017 - 2018 Grade 1		20	15% 3	0% 0	10% 2	40% 8	35% 7
	2016 - 2017 Grade 1		39	10% 4	13% 5	26% 10	15% 6	36% 14

Imagine Columbus Primary Academy - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	70+ PR	50-69 PR	25-49 PR	10-24 PR	1-9 PR
Grade 2	2018 - 2019 Grade 2		30	0% 0	13% 4	10% 3	23% 7	53% 16
	2017 - 2018 Grade 2		54	4% 2	4% 2	9% 5	19% 10	65% 35
	2016 - 2017 Grade 2		36	3% 1	14% 5	11% 4	28% 10	44% 16

STAR Early Literacy Spring Testing 3 year Cross Sectional Report

Imagine Columbus Primary Academy - Cross Sectional

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Students Tested	50+ PR	40-49 PR	25-39 PR	10-24 PR	1-9 PR
Kindergarten	2018 - 2019 Kindergarten		-	-	-	-	-	-
	2017 - 2018 Kindergarten		52	25% 13	8% 4	13% 7	21% 11	33% 17
	2016 - 2017 Kindergarten		37	35% 13	3% 1	16% 6	27% 10	19% 7

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Students Tested	50+ PR	40-49 PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2018 - 2019 Grade 1		-	-	-	-	-	-
	2017 - 2018 Grade 1		23	13% 3	4% 1	22% 5	39% 9	22% 5
	2016 - 2017 Grade 1		20	10% 2	5% 1	35% 7	35% 7	15% 3

Imagine Columbus Primary Academy - Cross Sectional

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Students Tested	70+ PR	50-69 PR	25-49 PR	10-24 PR	1-9 PR
Grade 2	2018 - 2019 Grade 2		-	-	-	-	-	-
	2017 - 2018 Grade 2		60	5% 3	13% 8	25% 15	27% 16	30% 18
	2016 - 2017 Grade 2		36	3% 1	17% 6	17% 6	31% 11	33% 12

Domain Mastery Percentage	Kinder	1 st Grade	2 nd Grade	3 rd Grade
Language				
Vocab Acquisition and Use	27%	47%	39%	60%
Foundational Skills				
Print Concepts	46%	Insufficient Data	N/A	N/A
Phonological Awareness	30%	54%	N/A	N/A
Phonics and Word Recognition	32%	58%	34%	59%
Fluency	N/A	N/A	27%	52%
Informational Texts				
Key Ideas and Details	49%	22%	27%	50%
Craft and Structure	N/A	N/A	31%	45%
Integration of Knowledge and Ideas	N/A	N/A	18%	47%
Literature				
Key Ideas and Details	N/A	28%	34%	51%
Craft and Structure	N/A	40%	22%	47%
Range of Reading and Level of Text Complexity	N/A	20%	12%	52%

Grade 3 ELA Spring 2018 Subcategory Breakdown	% Below Level	% Near Level	% Above Level	Spring 2018 Performance Levels	Percent	Trends	English Learners
Reading (Informational)	72%	26%	2%	Advanced	0%	Fall 2017 Average SS 628	Spring 2017 Average SS 674
Reading (Literature)	60%	38%	2%	Accelerated	2%	Spring 2018 Average SS 661	Spring 2018 Average SS 651
Writing	62%	34%	4%	Proficient	6%		
				Basic	34%		
				Limited	57%		
Grade 3 Spring 2018 Subcategory Breakdown English Learners ONLY	% Below Level	% Near Level	% Above Level				
Reading (Informational)	78%	22%	0%				
Reading (Literature)	70%	30%	0%				
Writing	70%	30%	0%				

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Grade 4 ELA Spring 2018 Subcategory Breakdown	Below Level	Near Level	Above Level	Spring 2018 Performance Levels	Percent	Trends	English Learners
Reading (Informational)	40%	43%	17%	Advanced	17%	Spring 2017 Average SS 689	Spring 2017 Average SS 665
Reading (Literature)	23%	43%	33%	Accelerated	10%	Spring 2018 Average SS 698	Spring 2018 Average SS 695
Writing	30%	40%	30%	Proficient	27%		
				Basic	23%		
				Limited	23%		
Grade 4 Spring 2018 Subcategory Breakdown English Learners ONLY	% Below Level	% Near Level	% Above Level				
Reading (Informational)	43%	57%	0%				
Reading (Literature)	14%	43%	43%				
Writing	28%	28%	43%				

Grade 5 ELA Spring 2018 Subcategory Breakdown	Below Level	Near Level	Above Level	Spring 2018 Performance Levels	Percent	Trends	English Learners
Reading (Informational)	26%	42%	32%	Advanced	0%	Spring 2016 Average SS 673	Spring 2017 Average SS 683
Reading (Literature)	37%	21%	42%	Accelerated	32%	Spring 2017 Average SS 696	Spring 2018 Average SS 665
Writing	32%	47%	21%	Proficient	32%	Spring 2018	
				Basic	16%	Average SS	
				Limited	21%	706	
Grade 5 Spring 2018 Subcategory Breakdown English Learners ONLY	% Below Level	% Near Level	% Above Level				
Reading (Informational)	50%	50%	0%				
Reading (Literature)	75%	0%	25%				
Writing	75%	25%	0%				



STAR[™]
Reading

Progress Monitoring Report By Teacher

Same Student

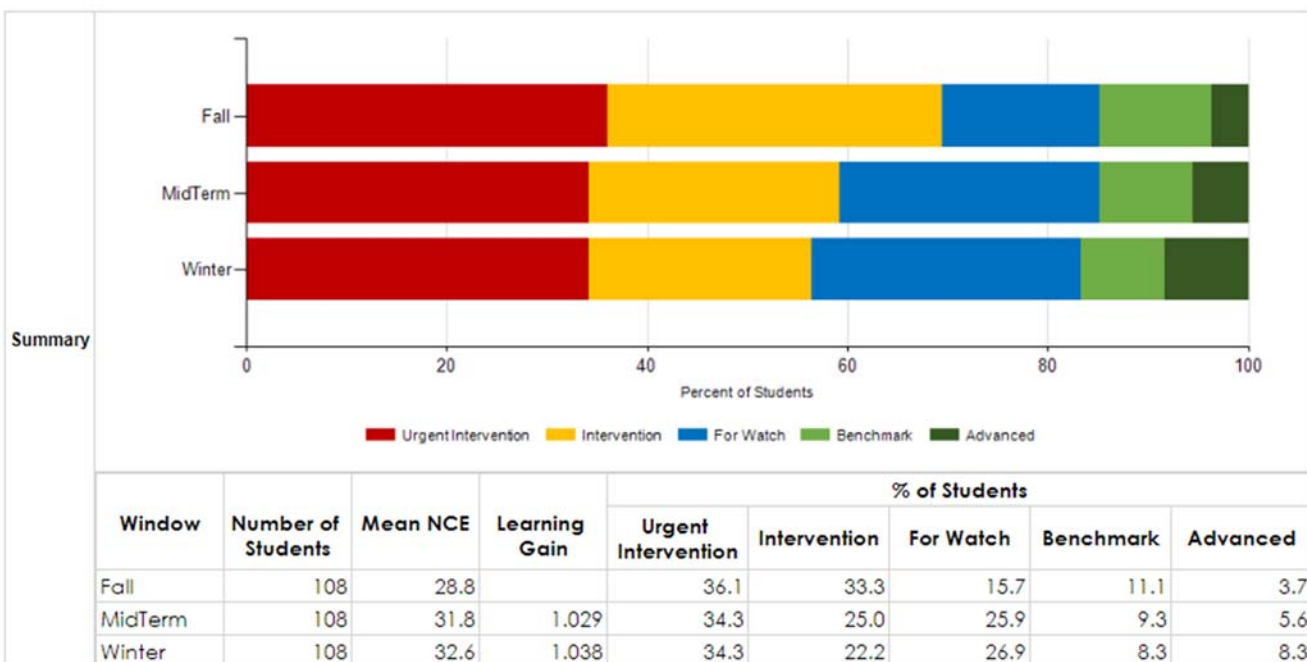
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School: Imagine Columbus Primary Academy

Grade: All

Teacher: All





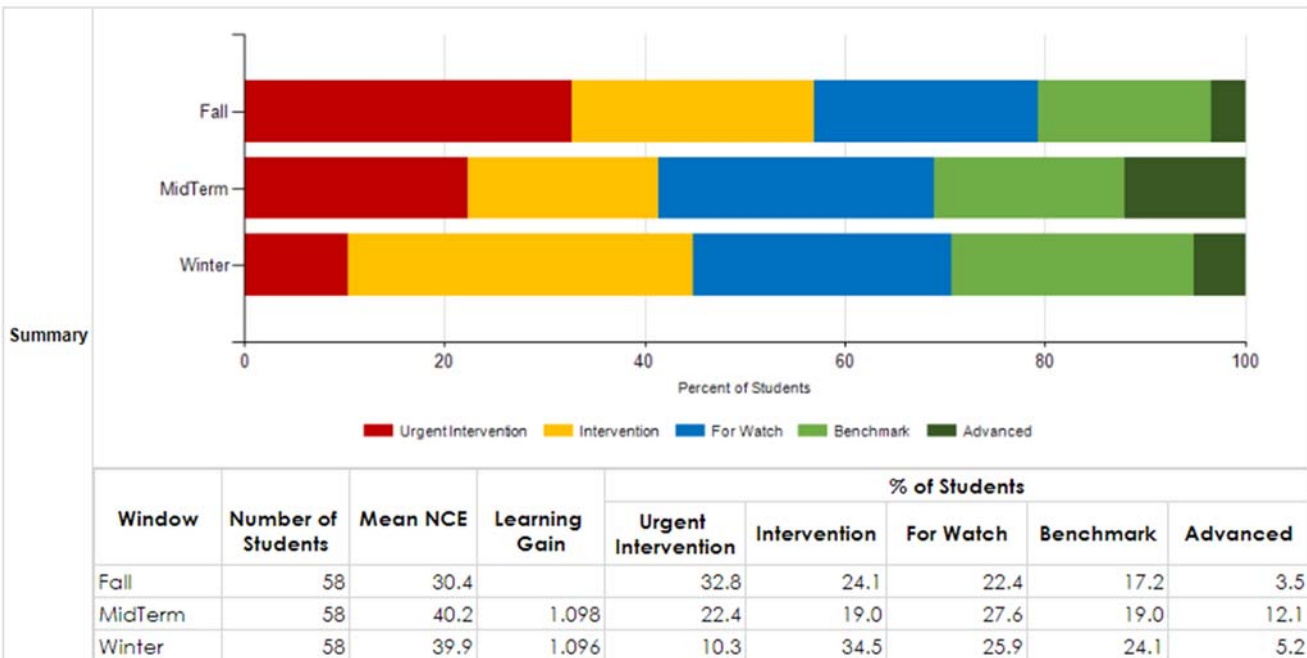
Progress Monitoring Report By Teacher

Same Student

1 of 1

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School: Imagine Columbus Primary Academy
Grade: All
Teacher: All



Rimps On Track/Off Track

Kindergarten students ON track: $24/55=44\%$

Kindergarten students OFF track: $31/55=56\%$

First grade students ON track: $22/53=42\%$

First grade students OFF track: $31/53=58\%$

Second grade students ON track: $14/31=45\%$

Second grade students OFF track: $17/31=55\%$

Third grade students ON track: $29/48=60\%$

Third grade students OFF track: $17/48=35\%$

KRA Data

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.

- High ELL population 45% (Asian)
- Parents of the ELL students not academically sound in their native language so they find it hard to assist their student
- Students consistently tardy or absent from school
- Parental involvement and language barriers
- Lack of pre-school experience
- Unreliable transportation
- High poverty
- Students are trauma victims and there is no onsite counselor and many cannot afford counseling services outside of school: (parents in jail, death, high drug and alcohol abuse)
- Poor fine motor skills
- High teacher turnover
- Lack of teacher pedagogy
- Lack of ESSA evidenced curriculum
- Lack of technology access at home
- Refugees coming to America that are illiterate in their language and English
- Lack of social exposure-especially in lower grades (knowing how to be in a school setting)

We came to the above conclusions after conducting a root cause analysis that we've inserted below. This depicts what is adult/student based and within our control or outside of our control.

H: Adult-BASED

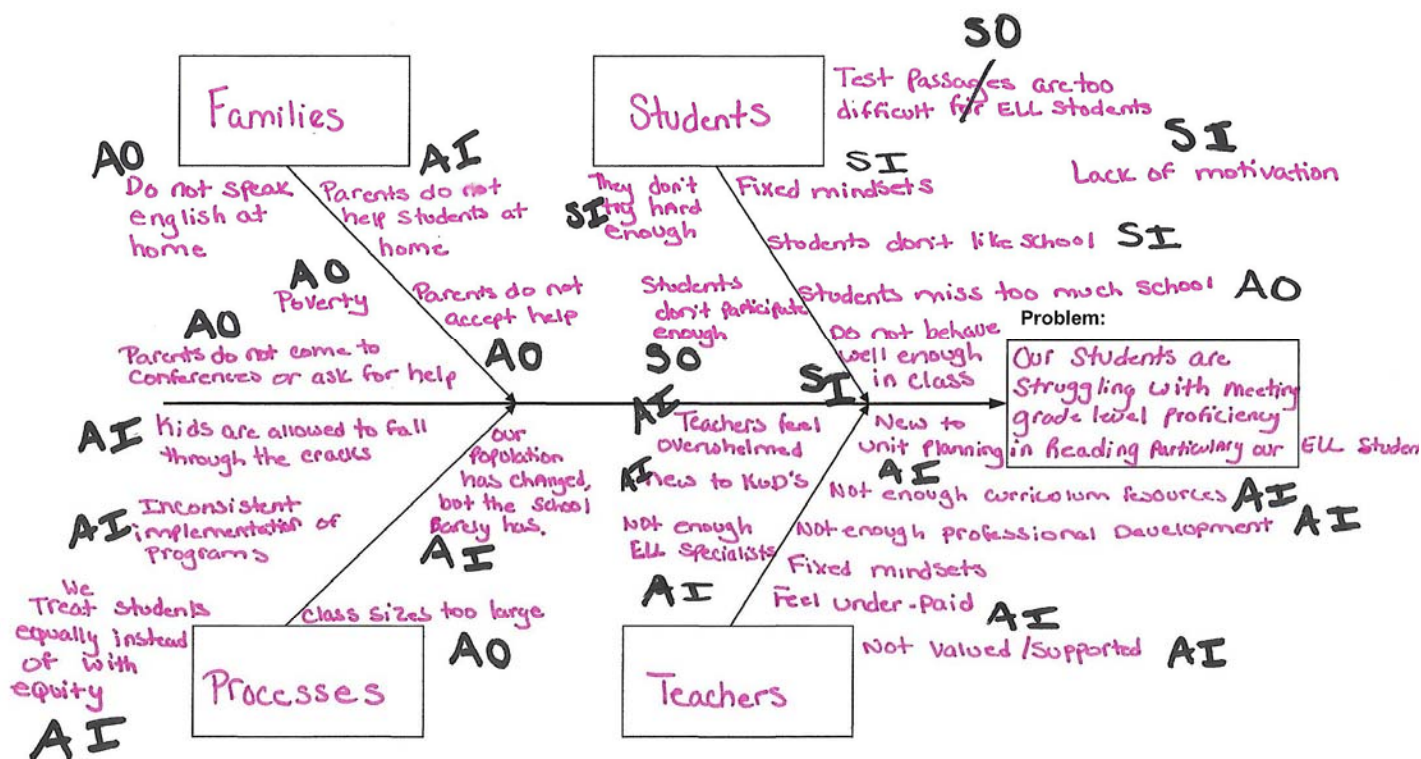
S: Student Based

I: In our Control

O: Out of our Control

ICPA

Fishbone Diagram Worksheet



4.2.3T: Fishbone Analysis—Version 1.0

3/3

Kindergarten Readiness Assessment 2018

2 (4.2%) Demonstrating Readiness

22 (45.8%) Approaching Readiness

24 (50.0%) Emerging Readiness

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](#).

Vision: Imagine Columbus Primary Academy will utilize multiple evidence based strategies to provide literacy instruction that teaches students to effectively read, write, listen, and speak ready to embrace the challenges of our global society.

Mission: Imagine Columbus Primary Academy recognizes that literacy skills and providing a literacy rich environment and access is the responsibility of all school personnel, teachers across all grade levels and disciplines, community members, parents, guardians, and public libraries. We wish to partner with all the aforementioned entities so that we may provide a high-quality learning environment that will prepare students for lives of leadership, accomplishment and exemplary character.

The following expectations have been set to ensure we are supporting our mission and vision:

- High quality literacy instruction that specifically addresses the 5 components of reading (Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension)
- Schools having literacy-rich classrooms in every content area (all classrooms have a classroom library and while some books are AR coded, others are not as we are also trying to teach students how to find books they are interested in, at their level when they go to a local library.)
- Parent Resource room on campus that provides support systems for parents in literacy awareness.
- Professional learning opportunities playing a critical role in the growth and development of teacher capacity.
- Collaboration among teachers and administration in plan implementation and monitoring
- Site-based professional development to train teachers and others in to provide research-based strategies for literacy instruction.
- Systematic utilization of small group and individualized instruction for differentiation (especially during SUCCESS time)
- Implementation of authentic formative and summative assessments (EDULASTIC).

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 the end of the 2018-2019 school year, the mean Reading Learning Gain for all students will improve from 1.07 to 1.08 as measured by the Fall to Spring STAR Reading Assessment.
- By the end of the 2018-2019 school year, 60% of students (3-5) will be at a Proficient Level or higher as compared to 43% (2017-2018) as measured by the Reading State Assessment.
- By the end of the 2018-2019 school year, the number of students deemed off-track will decrease by 10%.



Progress Monitoring Report By Teacher

Same Student

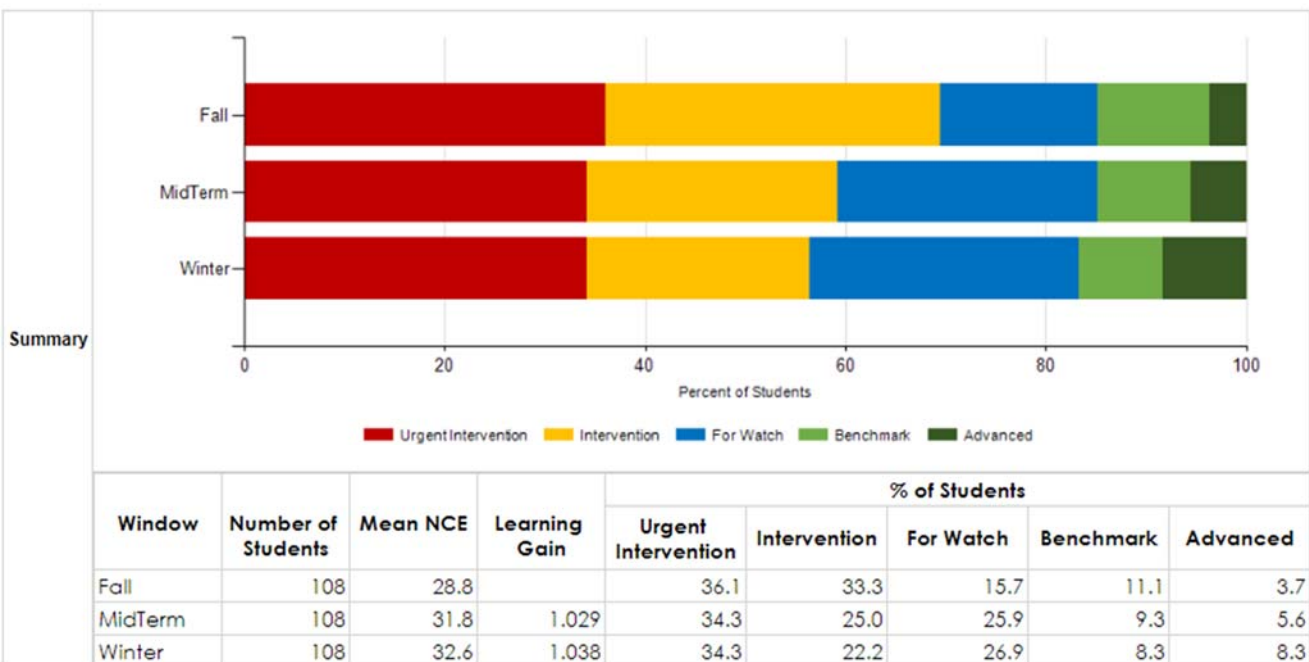
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Printed On: 5/3/2019 12:42:47 PM

School: Imagine Columbus Primary Academy

Grade: All

Teacher: All





Progress Monitoring Report By Teacher

Same Student

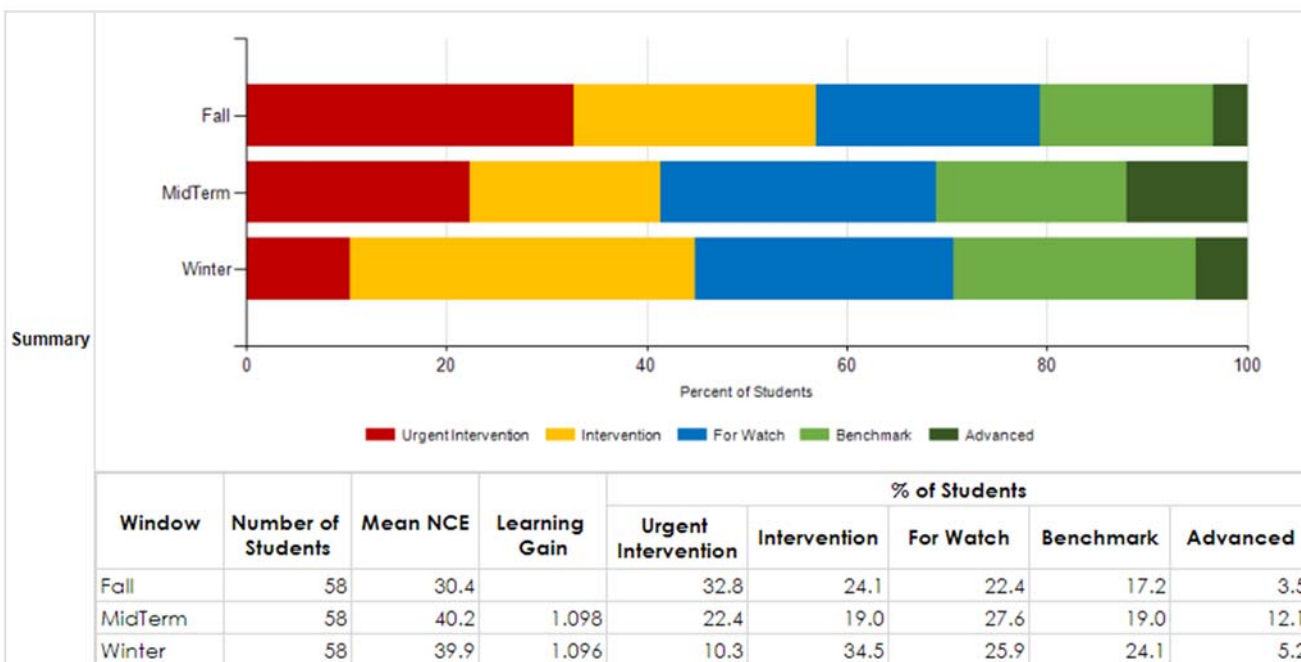
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School: Imagine Columbus Primary Academy

Grade: All

Teacher: All



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:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Quarterly STAR Reading or Early Literacy Benchmark Assessments	Monthly STAR Reading or Early Literacy Progress Monitoring and Goal Setting (Bottom 25% of students)	Weekly Professional Learning Communities (PLC)/TBT's (Teacher Based Teams)
Timeline	Quarterly	Monthly	Weekly
Lead Person(s)	Principal, Test Coordinators, Instructional Coaches	Test Coordinators, Instructional Coaches, Teachers	Teachers Instructional Coaches,
Resources Needed	STAR Renaissance	STAR Renaissance	STAR Data, Coaching Support, data chat and feedback protocols
Specifics of Implementation	STAR Reading or STAR Early Literacy will be administered quarterly to all students. Students identified in urgent intervention or intervention will take	Using STAR scores, progress monitoring goals will be established for all students falling in urgent intervention,	Grade-level teachers (including SPED and Title and Instructional Coaches) will meet weekly as a Professional Learning Community (PLC) to examine review

	STAR monthly to more closely monitor progress	intervention or for watch quartile	formative and summative data, including STAR, to engage in feedback protocols and strengthen literacy instruction.
Measure of Success	Quarterly STAR learning gain reports	Quarterly progress on established student goals	Monthly classroom observations
Check-in/Review Date	May 2019	May 2019	May 2019

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.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the district leadership team. The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- Classroom/Curriculum-based assessments
- Developmental Reading Assessments (DRA) administered 2 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)(LLI)
- Sight Word Assessments (Fry Words) -LASLINKS -OELPA -KRA-L benchmark assessed quarterly Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers meet weekly with the principal and instructional coach to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress.

Being that the principal and assistant principal are new to the campus this year, it is hard to decipher what worked and did not work previously over the past 2 years. We do know that some strategies listed were never utilized or implemented so we are hopeful that by implementing the above strategies and monitoring with fidelity, we will see significant improvement.

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

1. RIMPS are updated quarterly to ensure instruction practices/interventions are being successful. By updating, we are able to determine when a mid-course change is needed. The change may be an in-depth look at standards/curriculum, activities or the need for job embedded professional development. Balanced literacy brings together the best of both whole language and phonics reading education. It addresses our Reading Improvement and Monitoring Plan (RIMP) by allowing teachers to differentiate learning, to support learners where they are and to advance students who are ahead. Teachers are not

forced to cover it all but they are provided the freedom to meet the child's need providing rigorous learning opportunities. Since over half of our students come to us as English Second Language learners, it is important that strategies vary to include hands-on, visual, interactive learning while still addressing students who learn auditorily. In the balanced literacy classroom student are exposed to both worlds optimizing learning for all. The core of balanced literacy addresses the big 5 areas of reading and writing. While this is not an exhaustive list, some of the strategies for phonological awareness and phonics techniques include: Categorizing sounds according to beginning, middle and end sounds through rhyming words. The teacher begins sort the words by modeling and narrating the process out loud (metacognition). After sorting the words, student should pronounce the words and explain why they were sorted together (I do, We do, You do Strategy). As an extension activity, student can practice blending, segmenting and categorizing sounds. The use of graphic organizers allows the student to grasp whole to part concepts. Concept maps/Frayer models etc. can be used to foster reading comprehension, language and vocabulary development, verbal communication, build background information, focus attention, make connections and demonstrate personal understanding of reading materials. Teaching phonic skills through direct instruction demonstrating 1:1 correspondence with letters and sounds in word called the alphabetic principle allows students to practice and to provide feedback. Once the student has read a word successfully several times, asking them to distinguish the word from another helps to build letter and sound awareness and understanding. Word sorts allow students to identify and discuss similarities and difference in spelling and sound patterns. Word walls can be created for content words to be used for reference and can be displayed alphabetically or by concept. Word walls support the growth of vocabulary and understanding of root words. Students are able to add/remove prefixes and suffixes. Students are able to test each other's knowledge using word cards and offering a definition. Some words lend themselves to illustration. Other activities include developing knowledge of the parts of speech, being able to categorize. Some of the other techniques that are best practices in all areas of teaching include scaffolding, questioning techniques, interaction, clarifying concepts, application, previewing and predicting, and encouraging more elaboration.

The monitoring of student data will allow for the creation of further professional development for teachers based on those outcomes has been happening quarterly for the past 2 years and teachers have met biweekly to review data from formative assessments. As a result of our analyzing the data and adjusting our instructional practices in literacy we conduct walk-throughs and classroom observations that provide data concerning job embedded, just in time professional development, to ensure that we have effective implementation throughout the building. We will continue these quarterly and bi-weekly meetings due to the benefit that they provide for out teachers and student growth.

Being that the principal and assistant principal are new to the campus this year, it is hard to decipher what worked and did not work previously over the past 2 years. We do know that some strategies listed were never

utilized or implemented so we are hopeful that by implementing the above strategies and monitoring with fidelity, we will see significant improvement.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

The schools' comprehensive literacy professional development plan includes the following: 1. Components of balanced literacy framework (research, rationale and specific teaching techniques & strategies) K-2: guided reading, independent reading, shared reading, interactive read aloud, word work, phonics, phonemic awareness and writers workshop 3-5: guided reading, shared reading, interactive read-alouds, independent reading, book clubs, word study and writers workshop 2. 120 minute ELA/Writing block framework training, resources and coaching for new teachers 3. Ongoing classroom coaching and resources to support teacher understanding of interactive read-alouds, shared reading, guided reading and writing workshops 4.. Leveled Literacy Intervention (LLI) training and resources for new teachers 6. Creating culturally relevant classroom environments and resources for ELL students 7. SIOP strategies, resources and coaching for new teachers . These strategies, outside of grade level specific PD's apply to all instructional staff.

APPENDICES

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