

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 4, 2019

Dear Superintendent,

Thank you for submitting the Klepinger Community 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:

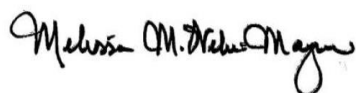
- Aligned goals through use of a crosswalk;
- Use of 5 step process

This plan will benefit from:

- This plan would benefit from the use of decision rules/how kids are grouped for small group instruction;
- Consider including specific supports for coaches to help teachers.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,



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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Klepinger Community School

DISTRICT IRN: 009957

DISTRICT ADDRESS: 3650 Klepinger Road Dayton Oh 4541

PLAN COMPLETION DATE: 12/13/2018

LEAD WRITERS:

Heather Carrick, Melissa McManaway, Kelli Noval, Kaciella Patrick (parent), Anna Evans (parent), Kelsey Cordonnier, Kerry Elifritz, Anna Evans (parent), Candace Ingram

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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
Melissa McManaway	Principal	Klepinger	Melissa.McManaway@imageschools.org
Kelli Noval	Coach	Klepinger	Kelli.Noval@imageschools.org
Candace Ingram	Teacher	Klepinger	Kelli.Noval@imageschools.org
Kerry Elifritz	Coach	Klepinger	Kerry.Elifritz@imageschools.org
Kelsey Cordonnier	Title	Klepinger	Kelsey.Cordonnier@imageschools.org
Heather Carrick	Regional Coach	Imagine	Heather.Carrick@imageschools.org

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

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

The district and school leadership teams play an integral role in the development and monitoring of all school improvement efforts. Furthermore, the team supports the school specifically within 5 key areas; Instruction, Assessment, Intervention, Professional Development and Parental Involvement.

The function of both teams include:

Ongoing data review and disaggregation,

Determining performance targets and goals based on data,

Collaborating with teachers to implement research-based focused literacy strategies,

Monitoring progress during monthly meetings,

Facilitating high-quality professional development,

Communicating the plan to all stakeholders,

Ensuring that all improvement plans are cohesive and aligned to support the schools mission and vision.

The leadership team will support and monitor the plan as well as communicate it in the following ways:

Share the plan with all staff, students, parents and community stakeholders through a variety of venues including newsletters, websites, parent literacy nights, board meetings and community events

Monthly leadership data review sessions to monitor progress

Ongoing communication with parents at all at all grade levels as a part of the progress monitoring process

Train teachers, administrators, and others in standards-based literacy instruction and research-based recommended literacy strategies

Provide ongoing professional development through reading coaches, online courses, workshops and conferences.

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, school improvement plan and the Ohio Improvement Process (OIP), the leadership team conducted a thorough cross-walk to help align existing needs assessments, data analyses and specific strategies, actions and professional learning opportunities.

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).

The aligned plans goals are:

Klepinger Community School SY2018 OIP Reading Goal is by 2019 100% of students will increase in learning gains by 1.08 year as measured by Renaissance Learning.

Klepinger Community School SY2018 Reading Improvement Plan goal is by the end of the 2018-19 school year students in K-3 will be deemed on track will increase by 3.3% as measured by the K-3 literacy component of the local report card.

Klepinger Community School SY2018 School Improvement Plan goal is by the end of the 2020-21 school year students in K-3 will be deemed on track will increase by 10% as measured by the K-3 literacy component of the local report card.

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 Data:

STAR Learning Gains Reading:

2017-2018 1.06

2016-2017 1.05

2015-2016 1.04

STAR Learning Gains Math:

2017-2018 1.02

2016-2017 1.05

2015-16 1.05

We continue to implement STAR – Renaissance Reading and Math Quarterly testing. Although we were able to utilize our title staff to pull students for STAR testing

Overall the last three years we implemented Quarterly STAR assessments for reading and for math. Last year – midway through the year we began implementing progress monitoring bi-weekly through STAR. Also, we were able to utilize the title staff for our SUCCESS groupings for grade level interventions last year. Students were pulled into small groups with all coaches and title staff supporting students based on Assessment data (using power standards).

Teachers were given professional development on how SUCCESS should look like and the framework for SUCCESS along with planning. Teachers met weekly with coaches and principal to discuss assessment data, student growth in all subjects as well as interventions (working and not working), areas of replication (all of this was done through the 5 step Teacher Based Team Process).

REPORT CARD DATA:

Our overall report card for the 2017-2018 school year was a C in overall performance. We received a D in Achievement overall, an A on overall progress and growth, a B in Gap Closing, as well as D on K-3 literacy. We are moving towards closing our achievement gap each year and this past year was the biggest success we have seen in academics, specifically in growth in several years.

During the 2016-2017 school year was an F in overall performance. We received an A in overall progress (value added), an A in the lowest 20%, an A in Students with Disabilities, a D in K-3 Literacy, and F in Gap Closing.

During the 2015-2016 school year was an F in overall performance. We received an A in overall progress (value added), an A in the lowest 20%, and an A in Students with Disabilities, an F in K-3 Literacy, and F in Gap Closing.

On/Off Track

Areas of Concern: K-3 Literacy

One common area of concern for our campus is our overall K-3 Literacy component on the local report card. For the 2017-2018 School Year. We received a D in this area. Overall, we had 147 students "Not on Track" for the K-3 Literacy- this is 72% of our K-3 students "Not on Track". Out of the 87 students were expected to show growth from the previous year, we had 22 students who demonstrated the expected growth to be considered "On Track". When the Building Leadership Team reviewed the K-3 Literacy component results over the past several years, we continue to have a significant amount of students in these grade levels performing "Not On Track". When completing a root cause analysis for this particular area of concern we have determine that one of the core reasons why we have not demonstrated expected growth with the students in these grade levels is due to our lack of implementation of research- based intervention programs to assist with the needs of our students performing below expectations. Another determining factor for the performance in the K-3 Literacy is the percentage of chronic or habitually tardy students in these grade levels. Higher percentages of poor attendance are being demonstrated in these grade levels, which is certainly impacting

performance and growth. Staff skill level, depth of knowledge and teaching below grade levels are also all contributing factors to this area of concern.

For the year, 2016-2017 school the K-3 Literacy component on the local report card was a D, overall. We had a 97.2% rate of “Not on Track” for the year. We only had three students who moved to the “On Track” status for expected growth. When reviewing the K-3 Literacy Component, the Building Leadership Team concluded that we need to implement research- based programs to assist the needs of our students performing below expectations. Another factor is the chronic or habitually tardy students in these specific grade levels. Higher percentages of poor attendance are being demonstrated in these grade levels, which is influencing areas of performance and growth.

17-18 Kindergarten STAR Early Literacy Summary Report				
Sub-Domain	Sub-Domain Score Distribution			
	0-25	26-50	51-75	75-100
Alphabetic Principle (AP)	5.1%	44.1%	44.1%	6.8%
Concept of Word (CW)	5.1%	40.7%	45.8%	8.5%
Visual Discrimination (VS)	1.7%	22.0%	50.8%	25.4%
Phonemic Awareness (PA)	42.4%	49.2%	8.5%	0.0%
Phonics (PH)	49.2%	44.1%	6.8%	0.0%
Structural Analysis (SA)	61.0%	37.3%	1.7%	0.0%
Vocabulary (VO)	37.3%	52.5%	10.2%	0.0%
Sentence-Level Comprehension (SC)	55.9%	42.4%	1.7%	0.0%
Paragraph-Level Comprehension (PC)	55.9%	42.4%	1.7%	0.0%
Literacy Classification	Scaled Score (SS)		% of Students	
Early Emergent	300-487		54.2%	
Late Emergent	488-674		44.0%	
Transitional Reader	675-774		1.7%	
Probably Reader	775-900		0.0%	

17-18 First Grade STAR Early Literacy Summary Report				
Sub-Domain	Sub-Domain Score Distribution			
	0-25	26-50	51-75	75-100
Alphabetic Principle (AP)	1.3%	8.8%	40.0%	50.0%
Concept of Word (CW)	1.3%	8.8%	36.3%	53.8%
Visual Discrimination (VS)	1.3%	2.5%	20.0%	76.3%
Phonemic Awareness (PA)	10.0%	36.3%	46.3%	7.5%
Phonics (PH)	11.3%	38.8%	43.8%	6.3%
Structural Analysis (SA)	21.3%	43.8%	31.3%	3.8%
Vocabulary (VO)	8.8%	37.5%	46.3%	7.5%

Sentence-Level Comprehension (SC)	18.8%	42.5%	33.8%	5.0%
Paragraph-Level Comprehension (PC)	20.0%	45.0%	32.5%	2.5%
Literacy Classification	Scaled Score (SS)		% of Students	
Early Emergent	300-487		18.8%	
Late Emergent	488-674		53.8%	
Transitional Reader	675-774		22.5%	
Probably Reader	775-900		5.0%	

2nd Grade STAR Reading Domain Mastery Data (BOY 2017-2018)	
Vocabulary Acquisition and Use	40%
Phonics and Word Recognition	35%
Fluency	27%
3rd Grade STAR Reading Domain Mastery Data (BOY 2017-2018)	
Vocabulary Acquisition and Use	60%
Phonics and Word Recognition	59%
Fluency	52%

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.

During our summer reflection meetings, the Building Leadership Team determined the following barriers as the most direct impact to our current student population. Factors believed to contribute to low achievement at our school are:

- Parents may not feel confident with the skills needed to support their student's educational needs
- Lack of pre-school experience or knowledge of Kindergarten Readiness expectations
- Students lack grade-level readiness skills in vocabulary and listening comprehension
- Students lack of access to technology for educational purposes
- Families lack of access to affordable healthy food options resulting in poor nutrition
- Lack of core strength to ensure fine motor skills resulting in poor tripod grasps and other writing skills
- Habitual truancy and tardiness
- Students need additional social and emotional supports to address past trauma

Area of Concern: K-3 Literacy

One common area of concern for our campus is our overall K-3 Literacy component on the local report card. For the 2017-2018 School Year. We received a D in this area. Overall, we had 147 students "Not on Track" for the K-3 Literacy- this is 72% of our K-3 students "Not on Track". Out of the 87 students were expected to show growth from the previous year, we had 22 students who demonstrated the expected growth to be considered

"On Track". When the Building Leadership Team reviewed the K-3 Literacy component results over the past several years, we continue to have a significant amount of students in these grade levels performing "Not On Track". When completing a root cause analysis for this particular area of concern we have determine that one of the core reasons why we have not demonstrated expected growth with the students in these grade levels is due to our lack of implementation of research- based intervention programs to assist with the needs of our students performing below expectations. Another determining factor for the performance in the K-3 Literacy is the percentage of chronic or habitually tardy students in these grade levels. Higher percentages of poor attendance are being demonstrated in these grade levels which is certainly impacting performance and growth. Staff skill level, depth of knowledge and teaching below grade levels are also all contributing factors to this area of concern.

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](#).

Our mission is to partner with parents in the education of their children by providing high-quality learning environments that prepare students for lives of leadership, accomplishment and exemplary character.

Our vision is to develop young men and women with active and creative mind within a caring and creative literacy-based learning environment that empowers staff, students and families to embrace the challenges of our global society.

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, Phonological Awareness, Vocabulary, Fluency, Comprehension)
- Schools having literacy-rich classrooms in every content area
- Acquisition of high quality reading libraries
- District schools providing 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
- Each school providing 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
- Implementation of authentic formative and summative assessments.
- Engaged students who are fluent and can read for sustained periods of time
- Partnerships with community members working with the schools

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Goal 1: By the end of the **2018-2019** school year, students in grade K-3 deemed "On Track" will increase 3.33% as measured by the K-3 Literacy component of the Local Report Card.

Goal 2: By the end of the **2018-2019** school year, we will increase the percentage of Kindergarten students meeting or exceeding targets (at/above 51 PR) for **Phonics** from 6.8% to 26.8% as measured by the STAR Early Literacy Reading Assessments.

Goal 3: By the end of the **2018-2019** school year, we will increase the percentage of first grade students meeting or exceeding targets (at/above 51 PR) for **Phonics** from 50.1% to 70.1% as measured by the STAR Reading Assessments.

Goal 4: By the end of the **2018-2019** school year, we will increase the percentage of second grade from 27% to 50% students meeting or exceeding targets and third grade from 52% to 75% students meeting or exceeding targets for **Fluency** as measured by the STAR Reading Assessments.

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: **Goal 1:** By the end of the **2018-2019** school year, students in grade K-3 deemed “On Track” will increase 3.33% as measured by the K-3 Literacy component of the Local Report Card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation of reading intervention programs including: Corrective Reading (Direct Instruction).	Implementation of reading intervention programs including: Lexia Core Reading program.	Hired additional aide to support students in K-3.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018
Lead Person(s)	Principals and Instructional Coaches	Principals and Instructional Coaches	Principals
Resources Needed	PD and materials Corrective Reading Textbooks and Workbooks	PD and materials Lexia Core Reading Program individual licenses for all students	Hiring, coaching and PD to support new aide.
Specifics of Implementation	K-3 Teachers will integrate a daily direct instruction block within the 120 minutes literacy block. Instruction will support individual student RIMP Plans.	K-5 teachers will assign and monitor daily student participation and progress on Lexia Core 5 Reading Program.	Hiring, Coaching and PD to support new aide. Daily schedule focused on literacy instruction supporting K-3 students in small group setting. Instruction will support individual student RIMP Plans.
Measure of Success	Teacher observations during DI instruction. Student progress and growth on RIMPs.	Student progress in program including tracking weekly minutes and units completed.	Teacher observation during instruction. Student progress and growth on RIMPs
Check-in/Review Date	Weekly	Weekly	Weekly

Goal # _2_ Action Map

Goal Statement: **Goal 2:** By the end of the **2018-2019** school year, we will increase the percentage of Kindergarten students meeting or exceeding targets (at/above 51 PR) for **Phonics** from 6.8% to 26.8% as measured by the STAR Early Literacy Reading Assessments.

Evidence-Based Strategy or Strategies:

Action Step 1	Action Step 2	Action Step 3
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Implementation Component	Implementation of reading intervention programs including: Corrective Reading (Direct Instruction).	Implementation of reading intervention programs including: Lexia Core Reading program.	Hired additional aide to support students in K-3.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018
Lead Person(s)	Principals and Instructional Coaches	Principals and Instructional Coaches	Principals
Resources Needed	PD and materials Corrective Reading Textbooks and Workbooks	PD and materials Lexia Core Reading Program individual licenses for all students	Hiring, coaching and PD to support new aide.
Specifics of Implementation	K-3 Teachers will integrate a daily direct instruction block within the 120 minutes literacy block. Instruction will support individual student RIMP Plans.	K-5 teachers will assign and monitor daily student participation and progress on Lexia Core 5 Reading Program.	Hiring, Coaching and PD to support new aide. Daily schedule focused on literacy instruction supporting K-3 students in small group setting. Instruction will support individual student RIMP Plans.
Measure of Success	Teacher observations during DI instruction. Student progress and growth on RIMPs.	Student progress in program including tracking weekly minutes and units completed.	Teacher observation during instruction. Student progress and growth on RIMPs
Check-in/Review Date	Weekly	Weekly	Weekly

Goal # 3 Action Map

Goal Statement: **Goal 3:** By the end of the **2018-2019** school year, we will increase the percentage of first grade students meeting or exceeding targets (at/above 51 PR) for **Phonics** from 50.1% to 70.1 % as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation of reading intervention programs including: Corrective Reading (Direct Instruction).	Implementation of reading intervention programs including: Lexia Core Reading program.	Hired additional aide to support students in K-3.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018

Lead Person(s)	Principals and Instructional Coaches	Principals and Instructional Coaches	Principals
Resources Needed	PD and materials Corrective Reading Textbooks and Workbooks	PD and materials Lexia Core Reading Program individual licenses for all students	Hiring, coaching and PD to support new aide.
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Check-in/Review Date	Weekly	Weekly	Weekly

Goal # 4 Action Map

Goal Statement: **Goal 4:** By the end of the **2018-2019** school year, we will increase the percentage of second grade from 27% to 50% students meeting or exceeding targets and third grade from 52% to 75% students meeting or exceeding targets for **Fluency** as measured by the STAR Reading Assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation of reading intervention programs including: Corrective Reading (Direct Instruction).	Implementation of reading intervention programs including: Lexia Core Reading program.	Hired additional aide to support students in K-3.
Timeline	August 2018-May 2019	August 2018-May 2019	August 2018
Lead Person(s)	Principals and Instructional Coaches	Principals and Instructional Coaches	Principals
Resources Needed	PD and materials Corrective Reading Textbooks and Workbooks	PD and materials Lexia Core Reading Program individual licenses for all students	Hiring, coaching and PD to support new aide.
Specifics of Implementation	K-3 Teachers will integrate a daily direct instruction block within the 120 minutes literacy block. Instruction will support individual student RIMP Plans.	K-5 teachers will assign and monitor daily student participation and progress on Lexia Core 5 Reading Program.	Hiring, Coaching and PD to support new aide. Daily schedule focused on literacy instruction supporting K-3 students in small group setting. Instruction will support individual student RIMP Plans.
Measure of Success	Teacher observations during DI instruction. Student progress and growth on RIMPs.	Student progress in program including tracking weekly minutes and units completed.	Teacher observation during instruction. Student progress and growth on RIMPs
Check-in/Review Date	Weekly	Weekly	Weekly

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.

Qualitative and quantitative data and specific evidence will be compiled and examined monthly by the BLT. Results will be charted and shared with all teams through data meetings as well as weekly TBTs. In addition, results will be presented to our governing board quarterly.

Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers will 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.

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
- Lexia Core Reading Progress
- Correcting Reading (Direct Instruction Decoding) and Reading Mastery Progress
- Developmental Reading Assessments (DRA) administered 3 times a year
- Running Records
- Reading Improvement and Monitoring Plans (RIMPS)
- Sight Word Assessments
- Developmental Spelling Assessment

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.

Strategies to Support Students

The following is a comprehensive list of evidence-based strategies that are based on the five critical components of reading. These strategies will be used both in the general education classroom and targeted small-group intervention groups in order to meet specific student needs and improve literacy instruction.

PHONEMIC AWARENESS TECHNIQUES

Increase student's awareness of individual sounds letters make. Identify beginning, middle and ending sounds. Practice blending, segmenting and categorizing sounds.

Sound Manipulation Activities: Explore sound elements of spoken language. Find a variety of ways to play with words. Involve gestures, hopping, and marching, dancing or other movement. For instance, have the student segment sounds and clap along while pronouncing syllables. Incorporate music.

Sound Boxes and Word Boxes: Connected boxes are drawn on paper. One sound is written in each box. The teacher says the word. Then the student slides a token across the boxes while the teacher and student together say the word slowly. The structure of the connected boxes is gradually faded. Eventually, student can write letters and articulate sounds that form the words.

Sound Sorts: Categorize sounds according to beginning and ending sounds. Find rhyming words. Teacher begins by modeling and narrating process. After sorting words, student should pronounce them and explain why s/he sorted them together.

Alphabetic Principle: This principle refers to letter-sound correspondences. Teach phonics skills directly through demonstration 1:1 correspondences with letters and sounds in words. Have student practice and provide feedback. Once the student reads a word successfully several times, ask him or her to distinguish it from another. Teach word families, or phonograms—also called onsets and rimes. These allow the student to generalize and thereby command a greater number of words. Follow by teaching sight words from lists of irregular and high frequency examples.

Word Sorts: Devise activities that allow the student to sort phonograms. Allow the student to identify and discuss similarities and differences in spelling and sound patterns.

FLUENCY TECHNIQUES

Target oral reading rate and expression, which contribute to comprehension, first through repeated practice under timed conditions.

Traditional Flashcard Drill and Practice: The teacher models reading the word printed on a flashcard, asks the student to read the word and follows up with feedback.

Simultaneous Verbal Prompting: Use flashcards as above. Teacher presents the word and its definition, then pronounces word just ahead of student who repeats the word in quick succession. To a listener, this drill sounds like teacher and student are reading the words simultaneously.

Incremental Rehearsal: This technique is built on teaching 10 percent of new words in a group that is 90 percent familiar words. The teacher writes 10 new words and nine known words on cards. The teacher presents the new word and its definition, then asks the student to pronounce it. This first unknown word is added to the deck of nine known words and flashcard drill is conducted nine times. Once the student masters the first new word, it becomes part of the known deck, the first known word is dropped, and a second unknown word is presented. This continues until all 10 new words have been mastered and the original deck of nine has been completely replaced.

Repeated Readings: In successive lessons, student repeats reading of same text. Readings may be timed to determine correct words per minute. The texts are usually short passages, 50–300 words. Teacher records and corrects errors. Student should be able to read 85 percent of the words on the first try and with these repeated readings, work toward 100 percent.

Phase Drill: The student reads a text while teacher notes words read inaccurately. Teacher gives feedback on oral reading miscues, models correct reading, and has student reread the sentence or phrase where the error happened three times. After practice, student rereads entire text.

Listening While Reading: If a student has difficulty reading words in a passage or reads very slowly, teacher models reading a text aloud and requires student(s) to follow along with their finger. After student follows along, s/he rereads the text.

VOCABULARY AND COMPREHENSION TECHNIQUES

When a student experiences difficulty, the teacher must provide explicit instruction on comprehension. Comprehension difficulties may arise for many reasons, but various vocabulary deficits seem to contribute significantly. New words and concepts should be taught a few at a time, and care should be taken to constantly review those that have been mastered (see Incremental Rehearsal).

Semantic Webs: A graphic organizer, effective for pre-reading. Key concept or word is placed in center of web. Characteristics applicable to the word are placed around the center. The teacher guides the student to complete the web by asking questions.

Story Map: A graphic organizer, effective during or after storybook reading to aid comprehension of characters, setting, theme/main idea, plot, conflict and additional elements. A teacher demonstrates and guides practice.

Response Cards: This strategy increases participation among all students. Teacher uses available media to prepare either blank spaces where students construct a response or options for them to select. After reading, teacher asks group comprehension questions and students respond on their cards.

Questioning: Student generates his or her own factual and inferential questions—before, during and after reading.

Paraphrasing: Student restates reading in his or her own words.

Retelling: Student reports reading in exact words from the text.

Increasing Rate of Comprehending Text: Teacher sets up and helps student participate with/track timed repeated readings and timed repeated drills answering comprehension questions.

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

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

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.*

We will monitor strategies during our walkthrough observations, lesson plans, weekly TBT meetings and ongoing PLCs. We will use end of year staff, student and family surveys, the decision framework and student data from STAR learning gains, Success exit tickets, weekly benchmarks, ODAs and AIR tests to show progress and improve our strategies. We will analyze observation data, coaching notes and lesson plans to create future PD plans. Continued job embedded professional development provided through the Learning Lab classroom process.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

A professional development plan has been set in place for the staff and teachers to involve highly intensive literacy training. Teachers will participate in Guided Reading Training, as well as Training on specific reading programs to promote Early Literacy. Teachers will also focus on phonemic awareness, and basic reading skills to help with the K-3 Literacy Goal.

Professional development will also include 3-8 reading skills, with a focus on comprehension and non-fiction readings. Teachers will focus on writing with their students as well; along with training on the Direct Instruction Reading Program to help close the achievement gap.

Professional development will continue throughout the year with teachers, and will be monitored by walkthroughs and weekly meetings.

APPENDICES

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