

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Lakota Local Schools 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:**

- This plan sets learner performance goals based on specific skills for grades K, 1, 2 and 3.

**This plan will benefit from:**

- The Action Maps outline identified activities which can be confusing to struggling readers if multiple scope and sequences are utilized from the curricular tools the district uses in their designed MTSS supports and the lead people providing such instruction to the most struggling of learners.

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

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

Sincerely,



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

# LAKOTA ELEMENTARY SCHOOL'S READING IMPROVEMENT PLAN

DISTRICT NAME: Lakota Local Schools

DISTRICT IRN: 049569

DISTRICT ADDRESS: 5200 C.R. 13 Kansas, OH 44841

PLAN COMPLETION DATE: 12/21/2018

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# 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
Craig Balsizer	Math Teacher	Lakota Middle School	cbalsizer@lakotaschools.org
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Pam Bibler	Special Ed. Director	Lakota Local	pbibler@lakotaschools.org
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Heather Draeger	4th Grade Teacher	Lakota Elementary	hdraeger@lakotaschools.org
Patrick Flanagan	Principal	Lakota Middle School	pflanagan@lakotaschools.org
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Michelle Schaser	Resource Room Teacher	Lakota Elementary	mschaser@ <a href="mailto:lbalsizer@lakotaschools.org">lakotaschools.org</a>
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Dana Ward	Principal	Lakota Elementary	dward@lakotaschools.org

Candy Wingert	Curriculum/Testing Coordinator	Lakota Local	cwingert@lakotaschools.org
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**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.*

After examining available data, and using the Decision Framework, the DLT identified data concerns for our K-3 students. The K-3 Literacy Cohort and English Language Arts below proficient all student, will be addressed in this plan.. The DLT asked the K-3 Literacy Team to develop a plan to address the concerns.

The DLT will monitor the progress of the plan through TBT, BLT, IEP, and RTI reports on a quarterly basis.

Once the plan is fully developed it will be shared with DLT and the K-3 staff.

## 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.*

Lakota District Leadership has identified reading improvement as a district goal.

Lakota's Reading Achievement Plan is the work of the K-3 Literacy Team, in an effort to improve language and literacy outcomes for all students. Its basis is the historical data of student performance on multiple assessments administered by the district and classroom teachers.

The Literacy Plan and data will be reviewed quarterly and adjustments made according to the results.

The plan will be revised yearly in the spring for the following year based on Ohio State Testing Data.

## 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.***

#### English Language Arts Assessments

% meeting indicator	2015	2016	2017	2018
grade 3	81.6	63.5	52.6	56.5
grade 4	71.4	59.7	68.3	72.2
grade 5	58.7	64.2	57.8	78.8
grade 6	65.9	51.6	65.6	54.9
grade 7	50	45.5	53.8	77.2
grade 8	64.4	30.1	39.3	50.6

At Lakota Elementary School 14 out of 78 **kindergarten** students have been identified as not on track by the KRA. Of these 14 students, 9 scored at the approaching score and 5 in the emerging range.

In **first grade**, using Dibels, 45% of the students were at or above the benchmark Composite Score, 18% were below the benchmark and 37% were well below the benchmark.

68 of our 80 **second graders** had scores in the At/Above range in STAR reading. 7 are in the On Watch band. 7 need Intervention and 5 require Urgent Intervention.

STAR Reading has identified 43 out of 68 **third graders** as At/Above. 14 students are On Watch. 6 require Intervention, 5 students need Intensive Intervention.

### 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.*

**\*Attendance** Lakota Elementary School's 2017-2018 grade card shows an attendance rate of 95%. However when looking at students who struggle in reading the attendance rates drops to 80%-85%. The days missed do not occur together, but still are frequent enough to disrupt the students' learning progress.

**\*Lack of Preschool Opportunities** Because Lakota Elementary School is a rural school, there are very few preschools nearby. The few that are are too expensive for the parents of many of our students. There is an ESC preschool housed at Lakota Elementary School, however the number of families applying greatly exceeds the 27 seats available.

**\*Transient Population** Lakota Elementary School has students, who, because they moved into or out of the district, did not spend a majority of the year within the district. The rate varies between 6.6% and 23.1%.

**\*Non-traditional Family Structure \*Mental Health/Substance Abuse: These two fit well together.** For many reasons, but especially because of the opiate epidemic, many of our students are being raised by a single parent, siblings, grandparents or other family members. When a child is not secure in his or her life, it's hard to focus while in school.

**\*Lack of Universal Screener** One issue that we identified, and have addressed already is the lack of a universal screener. This year we used KRA, Dibels, and STAR Reading to determine if students were on track. This made it hard to compare scores from year to year. Beginning in November 2018 all students in grades K-3 will be administered Dibels. in hopes of being able to use similar data.

**\*Technology** many of our students K-3 lack the keyboarding skills needed to write on the computerized tests.

**\*Lack of Parental Understanding of Content Material:** For the parents of struggling readers, it is difficult to be aware of and understand the procedures and practices our teachers are using.

**\*Level of Parental Literacy** It's not unusual to hear the parent(s) of a struggling readers to say, "I was never good at reading so I can't expect my child to be a good reader."

**\*Some Type of Trauma: Neuro-Physical Weakness**

**\*Generational Poverty**

### 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

Lakota Elementary will work to create a literacy rich school environment supported by educators, parents and community members in which reading and writing serve as a foundation for lifelong learning.

## **Goal**

Lakota Elementary will work to create a high quality, literacy rich learning environment in every classroom, every day for every student.

## **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.*

### **Overall student performance goal**

Increase the percentage of students meeting or exceeding third grade proficiency standards from 56.5% to 60% by Spring 2019 by measured by the Ohio State Assessment.

### **Kindergarten**

Increase the percentage of Kindergarten students meeting or exceeding targets for Letter Naming Fluency(47) from 78% in Fall 2018 (Kindergarten) to 85% by Fall 2019 (First Grade) as measured by Dibels.

Increase the percentage of Kindergarten students meeting or exceeding targets for Phoneme Segmentation Fluency (PSF - 40) from XX% in Winter 2019 (Kindergarten) to 85% by Spring 2019(Kindergarten) as measured by Dibels. (winter 2019 data is not yet available)

Increase the percentage of Kindergarten students meeting or exceeding targets for Nonsense Word Fluency (NWF - 28) from % in Winter 2019 to 85% by Spring 2019 as measured by Dibels. (winter 2019 data is not yet available)

### **First Grade**

Increase the percentage of First Grade students meeting or exceeding targets for Phonemic Awareness (PSF) from XX% in Spring 2019 (Kindergarten) to 80% by Fall 2019 (First Grade) as measured by Dibels. **(spring 2019 data is not yet available)**



Increase the percentage of First Grade students meeting or exceeding targets for Nonsense Word Fluency from 56% in Fall 2018 to 80% by Spring 2019 as measured by Dibels.

Increase the percentage of First Grade students meeting or exceeding targets for Oral Reading Fluency from XX % in Winter 2019 to 80 % by Spring 2019 as measured by Dibels. **(winter 2019 data is not yet available)**

### **Second Grade**

Increase the percentage of Second Grade students meeting or exceeding for Nonsense Words from 56 % in Fall 2018 (First Grade) to 80 % by Fall 2019 (Second Grade) as measured by Dibels.

Increase the percentage of Second Grade students meeting or exceeding for Oral Reading Fluency from 78 % in Fall 2018 to 85% by Spring 2019 as measured by Dibels.

Increase the percentage of Second Grade students meeting or exceeding Retelling from 81% in Fall 2018 to 85% by Spring 2019 as measured by Dibels.

### **Third Grade**

Increase the percentage of Third Grade students meeting or exceeding for DAZE from 79% in Fall 2018 to 80 % by Spring 2019 as measured by Dibels.

Increase the percentage of Third Grade students meeting or exceeding for Oral Reading Fluency from 77 % in Fall 2018 to 80 % by Spring 2019 as measured by Dibels.

## **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 # \_K\_\_Action Map**

Evidence-Based Strategy or Strategies: Develop awareness of the segments of sounds in speech and how they link to letters.

#### **Goal Statements:**

Increase the percentage of Kindergarten students meeting or exceeding targets for Letter Naming Fluency(47) from 78% in Fall 2018 (Kindergarten) to 85% by Fall 2019 (First Grade) as measured by Dibels.

Increase the percentage of Kindergarten students meeting or exceeding targets for Phoneme Segmentation Fluency (PSF - 40) from XX% in Winter 2019 (Kindergarten) to 85% by Spring 2019(Kindergarten) as measured by Dibels. (winter 2019 data is not yet available)

Increase the percentage of Kindergarten students meeting or exceeding targets for Nonsense Word Fluency (NWF - 28) from % in Winter 2019 to 85% by Spring 2019 as measured by Dibels. (winter 2019 data is not yet available)

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Tier 1 - Letterland Guided Readers	Tier 2 - Small group RTI	Tier 3 - Individual work with Kindergarten aides
Timeline	November 2018- May 2019	November 2018- May 2019	November 2018- May 2019
Lead Person(s)	Classroom Teacher	Classroom teacher Kindergarten aide	one-on-one volunteer Aides, Teacher in one-on-one setting
Resources Needed	Letterland Guided Readers Tablets with letter naming activities	Letter Flash cards	Letter Flash cards
Specifics of Implementation	Whole Group (90 minutes/week)	Small group (60 minutes a week)	Individual (bottom 3 students in each classroom)
Measure of Success	Benchmark - dibels	Benchmark - dibels	Benchmark - dibels
Check-in/Review Date	Biweekly discussion at TBT's	Biweekly discussion at TBT's	Biweekly Discussion at TBT's Formative Assessments

### Goal # Grade 1 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding the passage goal of phonemic awareness from 32% to 80% (57 students)

Evidence-Based Strategy or Strategies:

Develop awareness of the segments of sounds in speech and how they link to letters.

Teach students to decode words, analyze word parts and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Tier 1 - Journey's	Tier 2 - Small group RTI	Tier 3 - Six Minute Solution Orton Gillingham
Timeline	November 2018- May 2019	November 2018- May 2019	November 2018- May 2019
Lead Person(s)	Classroom Teacher	Classroom teacher first grade aide	one-on-one volunteer First grade aide
Resources Needed	Journey's	Journey's Write in Reader Orton Gillingham	Six Minute Solution WWC
Specifics of Implementation	Whole Group (50 minutes/week)	Small group (60 minutes a week)	Individual (bottom 8 students)
Measure of Success	Benchmark - dibels	Benchmark - dibels	Benchmark - dibels
Check-in/Review Date	Biweekly discussion at TBT's	Biweekly discussion at TBT's	Biweekly Discussion at TBT's Formative Assessments

### Goal # 2A (DORF) Action Map

Increase the percentage of Second Grade students meeting or exceeding for Oral Reading Fluency from 78 % in Fall 2018 to 85 % by Spring 2019 as measured by Dibels.Goal Statement:

Evidence-Based Strategy or Strategies: Teach students to decode words, analyze word parts and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teach students to decode words, analyze word parts, and write and recognize words Tier 3.	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.	Teach regular and irregular high-frequency words so that students can recognize them efficiently.
Timeline	2018-2019	2018-2019	2018-2019
Lead Person(s)	Title Teacher (RTI)	Classroom Teacher	Classroom teacher via one on one by volunteer
Resources Needed	LLI	Repeated Readings FCRR & Reading A to Z	HF word cards Journeys
Specifics of Implementation	LLI	Students will work on fluency passages read each day to increase their fluency	Journeys 2nd Grade Word List done weekly
Measure of Success	increase number of words read per minute	increase number of words read per minute	increase number not needing to be sounded out
Check-in/Review Date	January 2019 May 2019	January 2019 May 2019	January 2019 May 2019

### Goal # 2B (Retell) Action Map

Goal Statement: Increase the percentage of Second Grade students meeting or exceeding Retelling from 81% in Fall 2018 to 85% by Spring 2019 as measured by Dibels.

Evidence-Based Strategy or Strategies: Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teach comprehension strategies. Tier 1	Teach comprehension strategies. Tier 2	Teach comprehension strategies. Tier 3
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Classroom Teacher	Classroom Teacher - Para	Title Teacher
Resources Needed	Dibels	FCRR Comprehension passages	LLI
Specifics of Implementation	Journeys: Reading of benchmark passages	Journeys: Students will read passage and answers questions	LLI
Measure of Success	increase retell or reach grade level score	increase retell or reach grade level score	increase retell or reach grade level score
Check-in/Review Date	January 2019 & May 2019	monthly	January 2019 & May 2019

### Goal # \_3\_\_Action Map

Goal Statement: Increase the percentage of Third Grade students meeting or exceeding for Oral Reading Fluency from 77 % in Fall 2018 to 80 % by Spring 2019 as measured by Dibels.

Increase the percentage of Third Grade students meeting or exceeding for DAZE from (not yet available) % in Fall 2018 to 80 % by Spring 2019 as measured by Dibels.

Evidence-Based Strategy or Strategies:

Teach students academic language skills, including the use of inferential and narrative language , and vocabulary knowledge

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Third Grade Vocabulary Builder Packet	Flashcards created from Packet (Tier 2)	Intensive work on Vocabulary using Flash card words (Tier 3)
Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Lead Person(s)	Classroom Teacher	Classroom Teacher and Aide	Title Teacher and Special Education Teacher
Resources Needed	Third Grade Vocabulary Builder Packet	Vocabulary words using flash cards	Vocabulary words using flash cards
Specifics of Implementation	Introduction of 5 words weekly, activities using those words	Use of 5 words as flash cards along with any words previously incorrect	Intense practice on words and usage
Measure of Success	Biweekly assessment, oral usage	Recognize and use words orally Reassess weekly to eliminate old words	Oral assessment decreasing amount of unknown words
Check-in/Review Date	Pretest in January, Assessment biweekly  Review and test March and May	Pretest in January, Assessment biweekly  Review and test March and May	Pretest in January, Assessment biweekly  Review and test March and May

## 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.*

Progress toward performance goals will be monitored and measured by the personnel working with the students. Our staff will share the student progress through TBTs, BLT and DLT. Additionally, students on RIMPS will have their plans evaluated and refined quarterly. Students receiving assistance through RTI and IEPs will have their progress monitored and reported on a quarterly basis.

## 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.*

Developing Early Literacy Report of the National Early Literacy Panel: A Scientific Synthesis of Early Literacy Development and Implications for Intervention 2008 finds code-focused interventions have a significant, substantial, and positive impact both on young children's conventional literacy skills and on early skills that predict later literacy achievement.

#### **K Letterland:**

The use of characters and actions to teach phonics is supported by scientific research. The Letterland system is also in-line with research on memory and the way we learn.

Letterland was created to teach phonics using a **story-based approach**. The story logic engages students leading to long term retention of concepts. What's more, Letterland is wonderfully **multi-sensory**. It activates every learning channel through music, actions, alliteration, movement, song, art, games and role-play.

All kindergarten students will participate with students on RIMPs receiving additional support.

**K Letter Flash Cards:** <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2978809/>

#### **Knowing letter names and learning letter sounds: a causal connection. [SHARE DL](#) [Author information](#)**

Two experiments tested the common assumption that knowing the letter names helps children learn basic letter-sound (grapheme-phoneme) relation because most names contain the relevant sounds. In Experiment 1 (n=45), children in an experimental group learned English letter names for letter-like symbols. Some of these names contained the corresponding letter sounds, whereas others did not. Following training, children were taught the sounds of these same "letters." Control children learned the same six letters, but with meaningful real-word labels unrelated to the sounds learned in the criterion letter-sound phase. Differences between children in the experimental and control groups indicated that letter-name knowledge had a significant impact on letter-sound learning. Furthermore, letters with names containing the relevant sound facilitated letter-sound learning, but not letters with unrelated names. The benefit of letter-name knowledge was found to depend, in part, on skill at isolating phonemes in spoken syllables. A second experiment (n=20) replicated the name-to-sound facilitation effect with a new sample of kindergarteners who participated in a fully within-subject design in which all children learned meaningless pseudoword names for letters and with phoneme class equated across related and unrelated conditions.

All kindergarten students will participate with students on RIMPs receiving additional support.

#### **K Letter naming Activities on tablets:**

Recognizing and being able to name the letters of the alphabet is critical to early literacy development. Research has repeatedly shown letter-name knowledge to be one of the strongest predictors of later reading achievement. Although spelling-sound knowledge is ultimately the basis for decoding, for most learners, alphabet recognition precedes spelling-sound awareness.



All kindergarten students will participate, with students on RIMPs receiving additional support.

Teachers will use the winter and spring to continue to investigate letter naming apps.  
<http://www.readingrockets.org/literacyapps>

## **K--Guided Readers Reading A-Z Phonological & Phonemic Awareness**

Phonics teaches developing readers the relationship between phonemes (sounds of oral language) and graphemes (letters that represent sounds in print). Students who learn phonics master the sound/symbol code that enables them to read and spell. Mastering phonics, or the alphabetic principle, will help readers decode unfamiliar words and automatically recognize familiar words.

Not all phonics instruction is equally effective. Research findings show that a phonics program must contain two elements in order for instruction to lead to real reading results: Systematic Instruction and Practice.

### **1 What Works Clearinghouse Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters** <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Summary of evidence: Strong Evidence Seventeen studies that examined interventions to help students develop awareness of segments of sound and letter–sound correspondence meet WWC group design standards and include a relevant outcome (see Appendix D). All 17 studies found positive effects in letter names and sounds and/or phonology outcomes: 12 studies found positive impacts on phonology outcomes, and nine studies found positive impacts on letter names and sounds outcomes. Eight of the studies examined interventions implementing all three components of the recommendation, with most of the other studies including two recommendation components. Twelve of the studies meet WWC group design standards without reservations. The studies included diverse American students in the relevant grades, typically in kindergarten and 1st grade; six studies included students at risk for reading difficulties, while 11 studies included readers at all levels. Twelve of the studies implemented the interventions with groups of two to eight students and supplemented regular literacy instruction. The studies typically compared students receiving the intervention to students receiving regular classroom instruction. Overall, the body of evidence consistently indicated that the practices outlined in this recommendation had positive impacts on students' knowledge of letter names and sounds and phonology. Therefore, the panel and staff assigned a strong level of evidence to Recommendation 2. (To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to • identify the individual sounds, or phonemes, that make up the words they hear in speech • name the letters of the alphabet as they appear in print • identify each letter's corresponding sound(s) )

#### **1 Six Minute Solution:**

With this program, teachers assess students' current instructional reading levels and then place them in fluency pairs. In these pairs, one student reads the passage or fluency-building sheet to his or her partner for one minute, while the partner tracks the words read correctly or incorrectly. The partners then switch roles. Students chart their own progress, which increases motivation.

There is a well-documented correlation between reading fluency and reading comprehension. The National Reading Panel found that repeated reading is one of the most powerful ways to build reading fluency. Students who read fluently read more independently and are better able to complete assignments—across all content areas.

**1,2,3 Journeys:** <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/225>

Houghton Mifflin Harcourt Journeys is a comprehensive reading and language arts program designed for kindergarten to 6th grade, but it has only been evaluated in grades K-2. The program provides teachers with materials and guidelines that emphasize whole group and small group activities. Whole group activities involve a "big idea" and "essential question" for the day, a teacher read-aloud, and vocabulary, phonics, comprehension, and fluency activities. Small group activities follow up these same skills in small, homogeneous groups. Professional development consists of a 5-6 hour training at the beginning of the year, followed by a half-day follow-up.

**2 LLI: Fountas & Pinnell Leveled Literacy Intervention (LLI)**

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_levelledliteracy\\_091917.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf)

According to the WWC review, the extent of evidence for LLI on the reading achievement outcomes of beginning readers was medium to large for general reading achievement and small for two other student outcome domains—reading fluency and alphabets.

Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

**2 FCRR:** <http://www.fcrr.org/>

The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

**THE CENTER'S FOUR PART MISSION:**

- To conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.
- To disseminate information about research-based practices related to literacy instruction and assessment for children in pre-K through 12th grade.

- To conduct applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida.
- To provide technical assistance to Florida's schools and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

**K-3 WWC:** <https://ies.ed.gov>

For more than a decade, the WWC has been a central and trusted source of scientific evidence on education programs, products, practices, and policies. We review the research, determine which studies meet rigorous standards, and summarize the findings. We focus on high-quality research to answer the question "what works in education?"

What Works Clearinghouse helps identify well-designed studies, trustworthy research, and meaningful findings to inform decisions and improve student outcomes.

#### 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.*

Using the guidance provided for direct instruction and specific techniques, which are evidence based practices based on What Works Clearinghouse, the following strategies will be systematically infused into Lakota Elementary School's Reading Achievement Plan:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

Develop awareness of the segments of sounds in speech and how they link to letters

Teach students to decode words, analyze word parts, and write and recognize words

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Special attention will be focused on our struggling readers.

If the students show progress we will continue with the strategies described. If they do not show adequate progress we will look at the fidelity of implementation and/or alternate strategies that are evidence based.

#### SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

In January of 2019 teachers in grades K-3 will receive instruction in how to use Heggerty's Phonemic Awareness Curriculum. Following this professional development the program will be implemented with all kindergarten and first grade students. Students in grades 2 and 3 will receive this instruction if they exhibit a weakness in phonemic awareness.

Teachers are becoming aware of and familiar with What Works Clearinghouse's Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. This will become a valuable resource as Lakota Elementary School implement its Reading Achievement Plan.

For our struggling readers, our intervention teachers will use additional strategies as described in What Works Clearinghouse, Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades.

Should teachers need additional support in assisting our students to accomplish the goals set for them, they (the teachers) will access and utilize Professional Learning Communities for the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.

Teachers will use Ohio's Early Literacy Toolkits to become more informed in ways to help students learn. On a quarterly basis the K-3 teachers will visit and explore different parts of the toolbox.

<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits/District-School-and-Teacher-Support-Toolbox#websites>

Collaboratively, teachers will become more familiar with the Ohio Model Curriculum for English Language Arts, especially looking at the instructional supports.

<http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Model-Curriculum-for-English-Language-Arts>

Teachers will be provided monthly time to work collaboratively to further enhance their professional literacy skills as addressed in the Reading Achievement Plan.

## APPENDICES

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

Because the determination to administer Dibels to all students in kindergarten through grade 3 was made after the start of the year, it was not used as the required diagnostic assessment. Dibels was administered to students in kindergarten, grade 2, and grade 3 in November. The data may be a bit skewed the first year.

The dates included in this document show our intentions for the first year of a three year plan. In the spring of 2019 and 2020 the plan will be reevaluated for accomplishments and adjustments as needed.