

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the Washington Park 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 and community schools to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

**Strengths of the Reading Achievement Plan:**

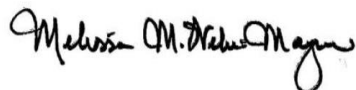
- The Plan is aligned to Ohio's Plan to Raise Literacy Achievement and includes the use of team structures from the CCIP Schoolwide plan to ensure implementation of the Reading Achievement Plan.
- The LEA has developed a detailed plan aligned with Ohio's in which the LEA will work to build family and community partnerships to encourage and support literacy achievement for all students.
- The Simple View of Reading is used to drive development of the proposed goals which are aligned with the Continuum of Development.

**This plan will benefit from:**

- The LEA plan for ensuring effectiveness and improving upon strategies will benefit from the addition of decodable texts along with the leveled texts in classroom libraries.
- Including activities for professional development that is designed to give teachers of children with disabilities or developmental delays the knowledge and skills to provide instruction and academic support services to those children.
- Including positive behavioral interventions and supports would be beneficial.

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

Sincerely,



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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Washington Park Community School

DISTRICT IRN: 133280

DISTRICT ADDRESS: 4000 Washington Park Blvd, Newburgh Hts., Ohio, 44105

PLAN COMPLETION DATE: December 31, 2018

LEAD WRITERS: Karil Stohlman

Cristy Madkins

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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
Karil Stohlman	Principal	WPCS	<a href="mailto:kstohlman@wpcsoh.org">kstohlman@wpcsoh.org</a>
Cristy Madkins	Assistant Principal	WPCS	<a href="mailto:cmadkins@wpcsoh.org">cmadkins@wpcsoh.org</a>
Stacey Novak	Teacher	WPCS	<a href="mailto:snovak@wpcsoh.org">snovak@wpcsoh.org</a>
Sarah Meyer	Intervention Specialist	WPCS	<a href="mailto:smeyer@wpcsoh.org">smeyer@wpcsoh.org</a>
Cassidy Berkheimer	Teacher	WPCS	<a href="mailto:cberkheimer@wpcsoh.org">cberkheimer@wpcsoh.org</a>
Nicole Reineke	Title I Teacher	WPCS	<a href="mailto:nreineke@wpcsoh.org">nreineke@wpcsoh.org</a>

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

*The district leadership team reviewed student performance data, literacy practices, and systems and structures to support meeting individual student's needs. It was apparent that overall student performance fell significantly below average in all grade levels and subgroups. After discussion it was determined that the key area of focus was to develop solid Tier 1 instruction that focused on the developmental progression of literacy skills. Coinciding with that is the need to develop a program of consistent, ongoing professional development around literacy instruction and data-based decision making to drive instructional practices.*

*The plan will be monitored through District and Building Leadership meetings at minimum of a monthly basis. The plan will be presented to the WPCS staff members and the Board of Directors in January 2018.*

## 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.*

Our Reading Improvement Plan will use resources and that is currently being implemented with our CCIP Schoolwide Plan which includes the use of Title I Support personnel for supplemental instruction, progress monitoring, and parent conferences.

Our current CCIP Schoolwide improvement Plan allows for a framework that provides supplemental instruction for students that are 'not on track' to read at grade level by the end of the school year. We will use the supplemental teachers and paraprofessionals currently used for our CCIP Schoolwide plan to help support the classroom teachers with daily implementation of the Reading Achievement Plan.

## 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.**

### Washington Park Community School 2017-2018 Assessment Results

Grade	AIR Ohio Computer Based Assessments Spring 2018*		IOWA Assessment FALL 2017			IOWA Assessments SPRING 2018		
			Subject	NPR**	GE***	Subject	NPR	GE
<b>K</b>	Not Administered in Grade K		ELA	n/a	K.3	ELA	63	1.0
			Math	n/a	K.3	Math	61	K.9
<b>1</b>	Not Administered in Grade 1		ELA	37	1.0	ELA	38	1.6
			Math	25	K.9	Math	27	1.3
<b>2</b>	Not Administered in Grade 2		ELA	24	1.7	ELA	23	2.2
			Math	32	1.9	Math	20	2.0
<b>3</b>	ELA	50%	ELA	45	3.0	ELA	49	3.8
	Math	33.3%	Math	49	3.2	Math	51	3.8
<b>4</b>	ELA	54.2%	ELA	43	3.9	ELA	48	4.7
	Math	45.8%	Math	32	3.6	Math	30	4.0
<b>5</b>	ELA	25%	ELA	25	3.9	ELA	28	4.6
	Math	15%	Math	18	3.8	Math	19	4.0
	Science	35%	Science	28	4.0	Science	n/a	n/a
<b>6</b>	ELA	13%	ELA	14	3.9	ELA	22	4.9
	Math	17.4%	Math	18	4.4	Math	21	4.8
<b>7</b>	ELA	18.2%	ELA	34	6.0	ELA	28	6.0
	Math	13.6%	Math	28	5.7	Math	32	6.2
<b>8</b>	ELA	23.5%	ELA	36	7.0	ELA	31	7.1
	Math	17.6%	Math	33	6.8	Math	35	7.4
	Science	29.4%	Science	37	7.0	Science	38	7.6

<b>3<sup>rd</sup> Grade Reading Guarantee 2017-2018</b>	<b>Grade</b>	<b>% RIMPS</b>
Reading Improvement and Monitoring Plan (RIMP) is required for all students' grades K-3 that are "not on track" to read at grade level by the end of the school year. Students were screened before 9/30/17 using the KRA, Ohio Reading Diagnostic Screener, and the IOWA Assessments.	K	61.9
	1	52
	2	54.2
	3	22.7
Percent of Grade 3 students receiving Acceptable Promotion Score on AIR ELA.	81.8%	

\* Indicates scores of Student Achievement Tests. These results are reported to the state of Ohio and is included on the local report card.

\*\* IOWA Scores are listed as NPR (National Percentile Rank) for student's scaled scores. A national percentile of 48 means that the group scored 48% better than students in that grade that took the test on a national level.

\*\*\* IOWA scores report a GE (Grade Equivalency) measure. For example, a score of K.6 means that the group's test performance was approximately the same as a typical kindergarten student that received 6 months of instruction.

<b>Grade</b>	<b>NWEA Assessment</b>						
	<b>FALL 2018</b>						
	<b>Subject</b>	<b>% Below Fall Grade Level Mean</b>	<b>% Below 41<sup>st</sup> percentile Language and Writing</b>	<b>% Below 41<sup>st</sup> percentile Literature and Informational</b>	<b>% Below 41<sup>st</sup> percentile Foundational Skills</b>	<b>% Below 41<sup>st</sup> percentile Vocabulary Use and Functions</b>	
<b>K</b>	ELA	56	28	19	57	25	
<b>1</b>	ELA	64	68	56	80	56	
<b>2</b>	ELA	38	35	38	38	42	
		<b>% Below Fall Grade Level Mean</b>	<b>% Below 41<sup>st</sup> percentile Vocabulary Acquisition and Use</b>	<b>% Below 41<sup>st</sup> percentile Informational Text: Language, Craft and Structure</b>	<b>% Below 41<sup>st</sup> percentile Literary Text: Key Ideas and Details</b>	<b>% Below 41<sup>st</sup> percentile Informational Text: Key Ideas and Details</b>	<b>% Below 41<sup>st</sup> percentile Literary Text: Language, Craft, and Structure</b>
<b>3</b>	ELA	62	42	55	46	42	51
<b>4</b>	ELA	41	32	37	56	28	36
<b>5</b>	ELA	64	36	64	48	56	44
<b>6</b>	ELA	62	46	50	54	50	54
<b>7</b>	ELA	66	28	53	43	62	43
<b>8</b>	ELA	54	42	42	42	54	42

### 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.*

WPCS did not have a comprehensive reading approach that supported the continuum of literacy development as defined by Ohio's definition of Early Literacy. Practices were not founded in evidence base strategies. Students had limited exposure to literacy rich instruction and there was a lack of consistency in instructional practices from one grade level classroom to the next. In addition, we found that vertical alignment across grade levels was also inconsistent.

RTI was not implemented with fidelity. The students who were referred to the Student Support Team for intervention did not receive the interventions consistently. Classroom teachers often did not share in the responsibility of providing the interventions needed for students. Title I teachers were often pulled to cover class and do long term subbing; therefore intervention services were also interrupted.



## 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](#).*

Washington Park Community School

Literacy Vision

Washington Park Community School will build a collaborative literacy culture uniting staff, families, and community partners to provide each student with opportunities and supports needed to develop skills in reading, writing, speaking, and listening through the use of high quality, evidence-based instructional practices and materials to become productive contributing members of their communities.

Balanced Literacy: The balance of time in our schedule for Reading Workshop, Writing Workshop, and Word Study. The balance and variation of teacher support within each workshop. The balance in our teaching theory and practice between teaching parts and teaching the whole in reading and writing.

Our goals are that our teachers:

- will have a strong understanding of literacy acquisition, and what helps students engage in reading and writing at high levels and achieve at high levels.
- will continue to strengthen their lessons based on that growing knowledge.
- will consistently be practicing a balanced framework of the three workshops.

The principal, teachers, parents and school board will work together to help our students grow into proficient readers who enjoy reading for entertainment, knowledge, vicarious experiences and intellectual development in the areas of inference, analysis, evaluation and synthesis of new ideas.

By reading, our students will understand their world better by seeing it through the eyes of others and connecting things to their own life. Students will learn to critique content and determine the validity of the material presented. They will be inspired to communicate their experiences and ideas to other people and feel confident about the ideas they share. Students will function well in the key areas--phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension--of reading and become independent thinkers and readers.

## 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

Increase the percentage of students in K-3 meeting grade level norms in ELA to 70% in 2020-21 as measured by spring NWEA scores.

Benchmarks to achieving our overall goal are:

#### Kindergarten

Increase the percentage of students in K meeting grade level norms in ELA to 30% in 2018-19, 45% 2019-20, and 60% in 2020-21, as measured by spring NWEA scores.

#### First Grade

Increase the percentage of students in 1st grade meeting grade level norms in ELA 30% in 2018-19, 45% 2019-20, and 60% in 2020-21, as measured by spring NWEA scores.

#### Second Grade

Increase the percentage of students in K meeting grade level norms in ELA to 50% in 2018-19, 65% 2019-20, and 80% in 2020-21, as measured by spring NWEA scores.

#### Third Grade

Increase the percentage of students in K meeting grade level norms in ELA to 30% in 2018-19, 50% 2019-20, and 70% in 2020-21, as measured by spring NWEA scores.

In order to accomplish the above-mentioned goals WPCS will implement the Teachers college Reading/Writing Workshop Model of literacy instruction whose literacy practices align to the Ohio Definition of Early Literacy.

### Goal 2

Professional Development Plan: Washington Park Community Schools will continue to implement professional development plans begun in fall 2018, which include expert consulting services in literacy instruction and data team implementation. Successful completion will be measured by attendance records at professional development.

### Goal 3

Washington Park Community Schools will work to build family and community partnerships that encourage and support literacy as a foundation for our students to be prepared for college and careers.

## 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: Increase the percentage of students in K-3 meeting grade level norms in ELA to 70% in 2019-20 as measured by spring NWEA scores.

Evidence-Based Strategy or Strategies: Reading/Writing Workshop/ Differentiated Reading Instruction/ Data driven instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	WPCS will implement the Teachers College Reading/Writing Workshop Model of literacy as Tier 1 components of the R-TFI.	WPCS will implement the Differentiated Reading Instruction Model of literacy as Tier 2 component of the R-TFI.	WPCS will implement the Data Team process to ensure instruction is based on data and progress of individual students is monitored.
Timeline	8/2018-5/2021	10/2018-5/2021	12/2018-5/2021
Lead Person(s)	Building Leadership Team	Building Leadership Team	Building Leadership Team
Resources Needed	Consulting services on literacy model with a succession plan; classroom libraries; Interactive Read Aloud texts; Reading specialist support; continuing professional development on literacy model.	Consulting services on literacy model with a succession plan; Guided Reading texts; Reading specialist support; continuing professional development on literacy model.	Consulting services on data team implementation with a succession plan; collaborative planning time for grade level bands; professional development on using NWEA data.
Specifics of Implementation	Build a School-Wide Reading Plan that outlines specific implementation and evaluation guidelines as outlined in the R-TFI.	All teachers will be instructed and supported in implementing Differentiated Reading Instruction.	Build a school-wide system and norms around consistent and

	Action Step 1	Action Step 2	Action Step 3
		Emphasis in K-1 grade bands will be on phonemic awareness, phonics and comprehension. Emphasis in 2-3 grade bands will be on phonics, fluency and comprehension.	intentional use of data to inform instruction.
Measure of Success	School-Wide Reading Plan completed by 2/2018. Building Leadership Team agrees on and commits to School-Wide Reading Plan by 2/2018	Teacher will implement DRI with fidelity as measured by observations by 1/2018	Teachers and staff will consistently implement with fidelity the Data Team process by 2/2018.
Check-in/Review Date	February 2019	January 2019	February 2019

## Goal #   2   Action Map

Goal Statement: Washington Park Community Schools will continue to implement professional development plans begun in fall 2017, which include expert consulting services in literacy instruction and data team implementation. Successful completion will be measured by attendance records at professional development.

Evidence-Based Strategy or Strategies: Data Teams

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	WPCS will create a professional development program that utilizes expert consultants and resources to instruct all staff in literacy and data team practices.	WPCS will designate staff to serve as instructional coaches for teachers to ensure access to continued professional development and implementation of literacy model with fidelity.	WPCS will continue to build a daily instructional schedule with collaborative planning times for teachers to develop instructional plans built on data, develop assessments, and progress monitor students.
Timeline	8/2018-8/2019	8/2018-8/2019	8/2018-5/2021
Lead Person(s)	Building Leadership Team	Building Leadership Team	Building Leadership Team
Resources Needed	Consulting services with a succession plan; access to online resources to implement inquiry cycles and allow for professional learning communities; schedule that allows for professional development with all staff.	Staff time to devote to observing, coaching and planning with teachers.	Leaders trained in schedule development.
Specifics of Implementation	WPCS will contract with professional literacy consultancy and data team consultancy in support of professional development goals. Consultants will	Building leaders will create a schedule of observation and coaching cycles with designated staff	Building leaders will continue to build a schedule with grade band level collaborative planning times in 2018-19.

	Action Step 1	Action Step 2	Action Step 3
	work with Building Leadership Team to develop a succession and training plan.		
Measure of Success	Professional development plan will be continued in 2018-19, and 2019-20	Schedule of observation and coaching cycles will be created by January 2019.	Daily instructional schedules will include collaborative planning times in 2019-20.
Check-in/Review Date	January 2019; June 2019	January 2019	August 2019

### Goal # \_\_3\_ Action Map

Goal Statement: Washington Park Community Schools will work to build family and community partnerships that encourage and support literacy as a foundation for our students to be prepared for college and careers.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	WPCS will provide opportunities for parents to participate in and to develop literacy skills that will help our students become confident, skilled readers and writers.	WPCS will build community partnerships that help provide resources necessary to have a literacy rich environment for our students.	WPCS will develop a Summer School for all program that includes a Pre-K literacy program for our incoming Kindergarten students.
Timeline	Beginning February 2019 ongoing.	Regular and ongoing	June -August 2019 June - August 2020 June - August 2021
Lead Person(s)	Building Leadership Team	Principal, Assistant Principal	Building Leadership Team
Resources Needed	Literacy Leaders to provide mentoring and modeling of researched-based reading strategies for parents.	Community Partnerships Volunteers, local public library	Summer school staff
Specifics of Implementation	Literacy Leaders will research way parents can help their children read. A literacy guide will be created to provide a reference to families. Literacy nights and coaching/mentoring opportunities will be	Staff will identify and create other potential volunteer opportunities for community partners to be involved in literacy programing in the school	WPCS will host a summer Pre-K Literacy Academy for our incoming Kindergarten students to focus on foundational skills. Parental involvement during the summer program will be encouraged to help support and model how

	Action Step 1	Action Step 2	Action Step 3
	planned throughout the year to model and practice literacy strategies.		to work with their children at home. The Summer School for All program will be open to all WPCS students both incoming and returning.
Measure of Success	Parent participation, parent surveys, development of literacy guide.	Secured funding sources volunteer and community partnership directories	Student Enrollment Improvement in fall benchmark scores
Check-in/Review Date	February/May 2019 for progress program development June/July 2019 for Literacy Guide completion.	Monthly reports out at Building Leadership Team Meetings	Monthly January-June 2019 for plan development and enrollment. August 2019 for review of first year academic progress. May & August of each following year.



## 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.*

Winter NWEA test results have been shown to be highly correlated to spring scores on the Ohio AIR standardized tests. Student scores on winter NWEA tests will be analyzed by teachers and leaders with assistance from an expert consultant. The analysis will help teachers and leaders design targeted instruction to address weaknesses in student outcomes.

Data Teams have been implemented during fall of 2018 at WPCS. Data analysis cycles have been created for each grade band which include a monthly analysis of student progress on Tier 1 and 2 Differentiated Reading Instruction goals on decoding and comprehension as measured by DRI assessment tools, performance on grade level English Language Arts practice standardized test questions, and classroom-based assessments.

Should students in specific grade bands and/or classrooms show less than expected progress towards goals, the leadership team with support from literacy and data analysis consultants, will provide intensive coaching and modeling for teachers. Resources will be realigned with areas which need improvement. Growth and development plans for teachers will be created to provide specific guidance in pedagogical improvement.

## 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.*

Washington Park Community School has adopted the evidence-based Teachers College Reading and Writing Workshop model as Tier 1 literacy instruction. The key components of the literacy model are Interactive Read Aloud, Interactive Writing, Independent Reading and Differentiated Reading instruction. The Differentiated Reading Instruction component is extended to Tier 2 instruction as students who are not on track and so have Reading Improvement and Monitoring Plans receive more intensive, targeted instruction on the decoding and comprehension components on which the students are not proficient. These components include: Letter Naming, Letter Sounds, Using Letter Sounds, Using Letter Patterns, Blends and Digraphs, R-Controlled Vowels, Vowel-Consonant-e patterns, Vowel Teams, Multisyllabic Words, Fluency and Comprehension. Through a Response to Intervention model, students are regularly assessed on these components and instructed on the specific components with which they need help until they demonstrate proficiency. Tier 2 instruction is provided by Literacy Specialists for students in grades K through 6. All students receive a minimum of 90 minutes of literacy instruction daily.

### 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.*

Washington Park Community School has chosen to implement an instructional model which increases the time students spend engaging in rich literacy practices. Students have increased time with instructional level text and increased instructional emphasis on writing. Classroom libraries have been enhanced with intentionally selected books at a range of reading levels.

In the 2018-19 academic year Washington Park Community School created a schedule which allows for teacher teams to have common planning times. During the common planning times, grade level teams consisting of teachers, intervention specialist, Title I teacher, and a school leader regularly implement Data Team strategies. Teachers collaboratively plan lessons based on Common Core state standards, create and administer assessments, analyze data on student performance outcomes, and design curricular responses. Students who do not respond to instruction are provided targeted, intensive intervention on the components on which they are not proficient. The Data Team approach to data analysis informs the RtI process and in combination with common planning times encourages teachers to reflect on and improve pedagogical practices to strengthen student outcomes. It also keeps administrators consistently informed on the progress students are making in literacy outcomes. Results of Data Team analysis will be reviewed monthly at leadership team meetings.

The Leadership team will regularly conduct informal observations using rubrics for each instructional practice to evaluate the teacher's skill in implementing the practices. Teachers will review the rubrics with leaders and provide feedback and coaching about each practice to encourage effective and faithful implementation.

## SECTION 8, PART C : PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.*

*In Fall 2018, Washington Park Community School chose a Professional Development Plan focused on training all teachers in the new model of literacy instruction. The new model, Teachers College Reading/Writing workshop, includes four instructional practices which provide literacy rich activities in a literacy rich environment. Teachers will be trained in each of the four practices. Training will include on site professional development sessions, modeling, planning and individual consultations with teachers.*

*Additionally, the PD plan includes training on the NWEA MAP Growth and MAP Skills assessment platforms. On-site training from NWEA consultants took place in October 2018 with a second session planned for February 2019. Planning for NWEA PD for the 2019-20 school year will occur in the spring of 2019 once staff training needs are identified.*

*The professional development will continue in the spring semester of 2018-19 and in 2019-20 during professional development sessions which are built into the staff meeting schedule and PD days in the school calendar. A minimum of one session will be dedicated to literacy training each month.*

*In addition, WPCS has instituted the Data Team process in Fall 2018. This process will include analysis of NWEA results and how that data can inform instruction to improve student outcomes. This professional development has been coordinated and organized by the school Principal and Assistant Principal.*

## APPENDICES

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