March 4, 2024

Dear Superintendent Henderson:

Thank you for submitting the Dayton SMART Elementary School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched ReadOhio, an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with Ohio Revised Code 3302.13. Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:
- Plan includes data beyond grade 3 (included grades 4-6 in addition to K-3).
- Plan includes elements of systematic, explicit instruction in foundational skills.
- There is evidence of teaming structures in place (DLT, BLT, TBT) and a plan to communicate the reading achievement plan through the teams.

This plan will benefit from:
- Considering expanding the collaborative team created to design and monitor the plan to include teacher leaders from various content areas and grade levels and family and community engagement team members who represent parents, businesses, health and human services and other community organizations.
- Inclusion of a detailed root cause analysis.
- An action plan map that provides three clear steps for achieving each of the measurable performance goals.
- A more detailed professional development plan including details on how professional learning is job-embedded and sustained.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Dayton SMART Elementary School revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
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hearing, please call Relay Ohio first at 711.

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On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

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Department of Education & Workforce

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Reading Achievement Plan

DISTRICT NAME: Dayton SMART Elementary

DISTRICT IRN: 014149

DISTRICT ADDRESS:

601 S. Keowee Street

Dayton, Ohio 45410

PLAN COMPLETION DATE: December 27, 2023

LEAD WRITERS:

Sherry Fitzgerald- Principal

Imari Hough- Reading Intervention Coordinator

Genesis Henderson - Superintendent

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
Sherry Fitzgerald	Principal	School Leadership	sfitzgerald@daytonsmart.com
Imari Hough	Reading Intervention	School	ihough@daytonsmart.com
Genesis Henderson	Superintendent	District Leadership	ghenderson@miniyaacademies.org

Yolanda Webb	Special Education	School	ywebb@daytonsmart.com

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

The DLT met and reviewed district data from a variety of resources including the district decision framework, KRA, iReady, Heggerty Phonics, Ohio State Tests.

The data gained from the above sources were analyzed to determine the root cause of reading struggle for the school and develop a plan. The team will meet monthly to discuss progress made in the actions steps of this reading achievement plan. The monitoring will include student performance assessment; curriculum assessments and classroom observations to ensure the instructional strategies and professional development are appropriately implemented.

The team will communicate the plan through the district's BLT (building leadership team) and TBTs (teacher based team) at the school level, school-wide newsletters, Title 1 information nights and with our board and sponsor, OCCS.

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.

The Reading Achievement Plan is in full alignment with the OIP School Improvement Plan goals and actions steps. Much of the content in this reading achievement plan is also addressed in each student's RIMP plan. DSE's Reading Achievement Plan provides goals specifically created to improve areas of academic weaknesses as determined by the analysis of the data.

In the OIP School Improvement Plan the areas of explicit vocabulary, phonological awareness screener and instruction, effective teaching practices and targeted/explicit intervention 3 times a week for 30 minutes are all goals. These are areas of concern that we have uncovered in our data analysis and have addressed in this plan.

Students that have been placed on a RIMP, for the 2023-2024 school year, are receiving targeted/explicit intervention ay least 3 times a week for 30 minutes. During this explicit intervention instruction in phonological awareness and vocabulary is being targeted. Progress monitoring is occurring bi-weekly to make sure students are making progress and receive the correct intervention. Students are regrouped according to the data and the cycle continues throughout the year.

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.*

The data that was evaluated to determine root causes included:

Grade 3 Spring 2023 Ohio State ELA scores:

Limited	Basic	Proficient	Accomplished	Advanced
57%	14%	7%	14%	7%

As we analyzed the results of proficiency on the State Mandate Test our students are scoring far below the standards of proficiency. There is a significant need to address literacy skills, such as determining the meaning of academic domain specific words, students struggle with compare and contrast text, understanding text structure, development of characters and how they interact within a story. We noticed that the higher achieving areas include theme, and own perspective from author's. In writing students struggle writing for a purpose (opinion/information). Some areas in writing that they continue to struggle with are, citing evidence, stating the main idea or opinion, developing well organized sentences and multi-paragraphs.

Grade 4 Spring 2023 Ohio State ELA scores:

Limited	Basic	Proficient	Accomplished	Advanced
58%	25%	17%	na%	na%

After analyzing our internal data we were able to form the following conclusions; understanding academic vocabulary, text structure, main ideas and understanding literary text are areas of weaknesses. In literary text students scored weak in character development, theme and summarizing. Students struggle with writing multi-paragraph responses and were not able to score more than two points of the four possible points.

Grade 5 Spring 2023 Ohio State ELA scores:

Limited	Basic	Proficient	Accomplished	Advanced
36%	36%	9%	9%	9%

Areas of concern for fifth grade are academic vocabulary, citing text evidence (explicitly/inferential), comparing/contrasting characters, character development, and overall structure of a story. Writing multi-paragraph responses is still a challenge in this grade level. They have a difficult time writing with an organizational structure of grouped ideas, using different words and types of sentences.

Grade 6 Spring 2023 Ohio State ELA scores:

Limited	Basic	Proficient	Accomplished	Advanced
22%	44%	11%	22%	na%

Analyzing our internal data showed that the students struggle with figurative language, analyzing the overall structure of a text, and how it contributes to the development of the ideas, citing textual evidence in both informational text and literary text. Lastly, compare/contrast texts in different forms or genres proved to be a challenge.

Percentage on Track Reading Diagnostic:

Grade	Percentage on Track
Kindergarten	84%
First	54%
Second	57%
Third	63%

Based upon the results of the data the areas of concern are: phonemic and phonological awareness, vocabulary and comprehension. These areas of concerns are addressed in each students' RIMP Plan.

iReady Beginning of Year Reading scores (Fall 2023):

Grade	On or above grade level	One grade level below	2 or more grade levels below
Kdg.	17%	83%	na%
First	7%	47%	47%
Second	na%	27%	73%
Third	9%	27%	64%
Fourth	7%	13%	80%

Fifth	9%	9%	82%
Sixth	23%	na%	67%

The data above is another indicator of our students' literacy needs.

- The data for kindergarten shows that students' comprehension skills in informational text and literary text are in need of intervention, whereas, vocabulary, phonemic awareness are areas of strength.
- Two weaknesses that were obvious in first grade were foundational skills and vocabulary. Due to lack of these skills the students scored low-to-low average in all the other domains tested.
- In second grade students struggle with all domains tested. (Literary Text - Informational Text and Vocabulary)
- Third graders are weak in vocabulary, key ideas and details in both literary and informational text. Students were stronger in phonemic awareness, high frequency words and phonics which are strong foundations to build upon.
- In fourth grade scored lower average in Literary Text - Informational Text and Vocabulary. However, did well in Phonemic awareness, phonics and high frequency words.
- Fifth graders are weaker in Comprehension: informational text and literary text. In all other areas tested stronger.
- After analyzing the data for sixth grade the students scored average to high average in phonemic awareness, phonics and high frequency words. The other areas, Literary text and informational text key ideas/details and vocabulary were identified as an immediate need for intervention.

KRA FALL 2023

Readiness Level	State Average %	DSE %	+/-
Demonstrating Readiness	41.9	14.6%	-27.3%
Approaching Readiness	34.0%	29.3%	-4.7%
Emerging Readiness	24.0%	56.1%	+32.1%

This data shows us that our kindergarteners are not entering kindergarten with the necessary skills to be successful. The areas of deficit are identifying beginning sounds, determine word meaning and identifying rhyming words. Areas of strength were using prepositions and name nouns.

Heggerty Phonics Fall Assessment: 2023

Grade	Overall Percentage of Students **NOT** on Track
Kdg.	97%
First	62%
Second	68%

Students in K-2 grades were given the Heggerty Phonemic Awareness screener in Fall 2023. The screener assesses the

following 9 phonemic awareness skills, rhyme production, onset fluency, blending phonemes, isolating final sounds in

words, segmenting words into phonemes, isolating medial sounds in words, deleting phonemes and substituting phonemes.

Heggerty Phonics Fall Assessment Breakdown: 2023

Skills	Kindergarten Results	First Grade Results	Second Grade Results
Rhyme Production	100% not mastered	47% not mastered	13% not mastered
Onset Fluency	48% not mastered	22% not mastered	13 % not mastered
Blending Phonemes	96% not mastered	46% not mastered	60% not mastered
Isolating final sounds in words	100% not mastered	27% not mastered	13% not mastered
Segmenting words into phonemes	100% not mastered	58% not mastered	73% not mastered
Isolating medial sounds in words	Not applicable	76% not mastered	80% not mastered
Deleting phonemes	Not applicable	74% not mastered	73% not mastered
Substituting phonemes	Not applicable	84% not mastered	73% not mastered

An area of focus for all grade levels is rhyme segmenting words into phonemes and blending phonemes. Onset fluency was an area that was a little stronger for first and second grade.

Overall, with a large number of students performing at non-proficient levels, an analysis of the curriculum alignment to the learning standards will be necessary, as well as an evaluation of the resources being used for Tier 1 and Tier 2 instruction. In addition, progress-monitoring data will be collected through short cycle assessments and analyzed for success.

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.

Dayton SMART Elementary is a school of high poverty. We are CEP eligible and all students receive free breakfast and lunch. Due to the effects of poverty much of our time is spent on addressing social and emotional learning. Our ESL population continues to grow annually, with the school currently supporting students representing 14 countries. Due to the lack of an ESL instructor in the previous year and classroom teachers not versed in SIOP strategies our students struggle

in literacy. Student attendance is also a factor, as numerous students are chronically absent and therefore missing instruction.

Many of our kindergarten students do not enter school with the phonological skills nor the phonemic awareness skills (rhyming, letter identification, letter/sound correspondence) needed to begin reading. Many of them don't have experience in a classroom setting; therefore they don't know how to do school. In turn, a large percentage of instruction in kindergarten is dedicated to teaching the recognition and identification of letter names and sounds. We have found that the lack of preparedness does not allow for the more rigorous components of grade-level standards to be taught. This cycle continues to grow from grade to grade.

It is also evident, that staff turnover plays a part in the instructional rigor, effectiveness, and consistency.

Many of our first year teachers have not been prepared adequately in their education classes. Classroom management and dealing with inclusive students are just a few areas of unpreparedness.

Another factor that contributes to low reading achievement is the multi-level grade classrooms that we have had over the past three years. Teachers not understanding how to meet the needs of two grade levels were a challenge. We also noticed that teachers had the tendency to teach to one grade level while unconsciously neglecting the other grade level.

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](#).

Dayton SMART Elementary will provide each student with the support needed to become productive, literate, and well-educated citizens who are efficient in speaking, listening, reading, and writing. We will accomplish this through the use of high quality, research-based instructional practices.

We believe that:

Early literacy must include systematic phonics instruction for all students, vocabulary development through word work, shared reading experiences, use of rich, authentic text for read-alouds and shared writing and speaking opportunities.

High quality core instruction must include a gradual release model of scaffolding, (I do, we do, you do) that is supported by a wealth of reading research (Paris, Cross, and Lipson, 1984; Keene & Zimmerman, 1997).

That all students deserve high quality interventions in both Tier 2 and Tier 3.

Early intervention addressing literacy gaps is essential to meet the goal of proficiency by grade 3.

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.

This reading plan will address the following goals:

Goal 1:

70% of students in grades kindergarten through second will meet or exceed the nine phonemic awareness skills as measured by Heggerty by the spring of 2024.

Goal 2:

80% of third through sixth grade will be able to write multi-paragraph essays/responses by May 2024

Goal 3:

A minimum of 70% of students in kindergarten through sixth grade will meet or exceed target for vocabulary use and functions as measured by iReady Reading Diagnostic by spring of 2024.

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:70% of students in grades kindergarten through second grade will meet or exceed the nine phonemic awareness skills as measured by Heggerty by the spring of 2024.

Evidence-Based Strategy or Strategies: Early Reading Intervention

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Fully implement the systemic and explicit program, Heggerty with fidelity.	Focused intervention will be provided for students with reading deficits. Groups will be flexible and re-evaluated monthly at a minimum. This intervention will include both Tier 2 and Tier 3 support.	
Timeline	October 2023 - May 2024	December 2023 - May 2024	
Lead Person(s)	Sherry Fitzgerald - Principal Brittany Jones - Kdg. Teacher Dierdre Moore - First Grade Teacher Julia Gomez- Second Grade Teacher Keisha Gueye-Third grade teacher Imari Hough- IReading intervention coordinator	Sherry Fitzgerald- Principal Classroom teachers Reading Intervention Coordinator- Imari Hough	
Resources Needed	Heggerty materials, lesson plans	Research-based intervention tools.	

Specifics of Implementation	The teachers received professional development. Information will be revisited throughout the year.	Data will be reviewed to evaluate and make needed changes to flexible groups in January 2024 for second semester. Intervention will be delivered in 30-minute sessions, three times a week with fidelity.	

Measure of Success	Principal will make walkthroughs to determine implementation. Students' growth will be measured monthly.	Increased student scores on targeted area of Heggerty Phonics instruction.	
Check-in/Review Date	Check in at least twice per month at TBT and BLT for building-wide data.	Check in bi-weekly.	

Goal #2 Action Map

Goal Statement: 80% of third through sixth grade will be able to write a multi-paragraph essay/responses by May 2024

Evidence-Based Strategy or Strategies: Writing across the curriculum.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on how to use writing across the curriculum resources.		
Timeline	Writing across the curriculum training to be completed by May 1, 2024.		
Lead Person(s)	Sherry Fitzgerald - Principal		
Resources Needed	Writing across the curriculum materials. Scheduled meeting time for training (January 2, 2024)		
Specifics of Implementation	Training will also be held during the monthly staff meetings and continued in grade level meetings and PD days remaining in the school year.		
Measure of Success	Principal will make walkthroughs to determine implementation. Short cycle assessments will be given monthly.		
Check-in/Review Date	Check in at least twice per month at TBT and BLT for building-wide data.		

Goal #3 Action Map

Goal Statement: A minimum of 70% of students in kindergarten through sixth grade will meet or exceed target for vocabulary use and functions as measured by iReady diagnostic.

Evidence-Based Strategy or Strategies: Explicit Vocabulary Instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Vocabulary instruction following Marzano's six steps.	Focused intervention will be provided for Tier 2 and Tier 3 vocabulary lessons.	
Timeline	January 2024- May 2024	January 2024- May 2024	
Lead Person(s)	Sherry Fitzgerald - Principal Classroom teachers	Sherry Fitzgerald - Principal Classroom teachers Reading intervention coordinator	
Resources Needed	Teacher materials, lesson plans, Marzano resources	Research-based intervention tools.	
Specifics of Implementation	The teachers will receive professional development in staff meetings.	Data will be reviewed to evaluate and make groups for intervention. Intervention will be delivered in 30 minute sessions, three times per week with fidelity. Classroom teachers, principal, and reading intervention coordinator will deliver interventions to create smaller group sizes to maximize effectiveness.	

Measure of Success	Principal will make walkthroughs to determine implementation. Lesson plans. Shorty cycle assessments will be given bi-weekly.	Increased student scores on academic vocabulary as measured by iReady diagnostic.	

Check-in/Review Date	Check in at least twice per month at TBT and BLT for building-wide data.	Check in bi-weekly. MOY iReady diagnostic and EOY iReady diagnostic	

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

For the remainder of the 202232024 school year, we will monitor implementation through professional development sign in sheets and administrative walk-throughs. Data collection is via Heggerty, iReady diagnostic assessments, and Ohio State Test results. Analysis of this data will occur at TBTs and BLTs and be reported to the DLT for analysis/monitoring monthly.
RIMPs will continue to be monitored and updated as required by the district and ODE regulations.

During the 20223-2024 school year and beyond the previous tools will continue to be monitored for implementation and analyzed for effectiveness.

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.

Based upon our diagnostic and testing data, our K-2 students are lacking the fundamentals in foundational skills. With a concentrated plan designed around rigorous instructional practices and strategies for implementing foundations skills literacy, our K-2 students will make continued progress to ensure that they are mastering these essential skills. With the addition of Heggerty Phonics Program to ensure consistency in lesson delivery for phonics instruction, our students will be equipped with a resource that is specifically designed to increase students' proficiency and master pin phonics skills. After analyzing our data we recognize that word recognition and its components needs to be at the forefront of our literacy program in order to make gains in language comprehension, and together make improvements in our K-2 students' reading comprehension skills. Many of our students in K-2 have Reading and Improvement Monitoring Plans that have phonics as a component in which students need additional support, therefore, the Heggerty program will ensure that these additional supports are being met and that the students are receiving supplemental differentiation to master word recognition to help support their language comprehension.

After examining our diagnostic and state testing data, our 3rd - 6th grade students are lacking the skill in writing multi-paragraph essays and responses. With a concrete plan in place created around rigorous instructional practices, our 3rd - 6th grade students will make progress to ensure that they are able to write a multi-paragraph essay and response. With the implementation of writing across the curriculum our students will be equipped with a strategy to write a multi-paragraph essay and or response. We recognize that writing needs to be a focus across all content areas.

Vocabulary is a school-wide deficit that has been identified as problematic. With strategic and explicit instruction around Marzano's Six-Step Process for Building Academic Vocabulary in lesson planning and classroom instruction our students will make progress in understanding academic vocabulary, and comprehension of grade level text. Many of our third graders have Reading and Improvement Monitoring Plans that have vocabulary instruction as a component in with students need additional support. Through targeted and explicit intervention focusing on context clues, multiple meaning words, word relationships and nuances comprehend what they are reading.

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.*

The implementation of the Heggerty Phonics Program will equip our teachers with a systematic and explicit program for the teaching of phonics. With an increase in the amount of instructional time that is dedicated to the foundational skills in the K-2 literacy block, students will have daily phonics instruction for at least 20-25 minutes that will be essential in moving our students forward in their word recognition skills. Time dedicated towards each foundational skill was not included in

literacy block in prior years, therefore, we expect to see gains in each component as teachers are responsible for creating lesson plans and interactive activities for each component that will be monitored for rigor by the building administrator.

Writing progress will be made by following a strategic rubric that shows guidelines of the necessary components needed for multi-paragraph essays and responses that will be implemented by all the content areas. Writing across the curriculum using rubrics for different genres was not evident in years pass. We expect to see improved writing that includes multi-paragraphs with details that focus on a specific genre. Teachers will be responsible for creating writing tasks and rubrics that will enable students to create quality writing. Student writing samples will be shared at staff meetings for teachers to evaluate and plan next steps.

With the new understanding of the importance of the three tiers of vocabulary, our teachers will begin to direct teach vocabulary in their literacy block. Based upon diagnostic results, it is evident that our students are entering kindergarten with minimal exposure to rich vocabulary, and our students in grades K-6 are not retaining and mastering Tier 1 and 2 vocabulary. Using Marzano's six-step process for teaching academic vocabulary, teachers will have a procedure for teaching vocabulary for Tier 1 and 2 vocabulary. This will assist our students in developing their language and vocabulary skills that will in turn, ensure that they are making grade-level progress in their language comprehension. Combined with word recognition and a more powered approach to the teaching of vocabulary, our students will make the gains needed in reading comprehension. Prior to this reading plan, teachers were not focusing a portion of their reading instruction on the teaching of vocabulary. With the addition of this critical component, our students will begin the process of understanding and mastering critical academic vocabulary that will assist in overall reading comprehension.

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.

Name of Session:	Focus	Participants	Date
January Release	Vocabulary Strategies	K-6 Teachers	January 2, 2024
February Staff Meeting	Writing Across the Curriculum Evaluating Student Writing	K-6 Teachers	February 6, 2024 February 9, 2024
January Release	Vocabulary Strategies Phonics	K-6 Teachers	January 2, 2024 March 5, 2024 March 22, 2024 (review)
April Staff Meeting	Writing Across the Curriculum	K-6 Teachers	April 2, 2024
Summer Institute	Deconstruction of Reading standards Gradual Release Model Multi-tiered systems of support	K-6 Teachers	June-Aug 2024

APPENDICES

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