

# Washington K-1 CIP Action Plan #1 – 2016-2019 (District Goals 4 and 5)

Adopted: September 27, 2016

**Need**

Based on the most recent scores on the K-3 Literacy Component of the Ohio School Report Card, it is evident that Washington K-1 needs to increase student achievement in order to close the gap and ensure that students are reading on level by grade 3.

**Goal**

90% of all students in kindergarten and grade 1 will meet or exceed proficient level in Reading by the end of the school year.

**Performance Indicators**

Students will score at blue and green levels on the STAR Early Literacy assessment given in April.  
 Students will score on grade level using the Fountas & Pinnell Benchmark Assessment given in May.  
 Students who have previously been on reading plans in kindergarten/first grade will no longer need to be on a plan in first grade/second grade.

**Evaluation Process**

Students will take the Star Early Literacy assessment in small groups in the Title I classroom three times yearly to monitor progress and design specific learning targets.  
 Students will be assessed individually by Title I/classroom teachers and trained aides using the Fountas & Pinnell Benchmark Assessment after each quarter to monitor progress and design specific learning targets.

**Improvement Strategy**

Students deemed not on track will participate in the core curriculum and small group/one on one intervention provided by the classroom teacher, Title I teacher and classroom aide.

<b>Tasks What will be done?</b>	<b>Responsibilities Who will do it?</b>	<b>Resources How will we support?</b>	<b>Time line By when?</b>
Students will practice strategies to reinforce phonics instruction based on the Orton Gillingham protocol.	Classroom Teacher Intervention Specialist Title I Teacher Classroom Aide	All staff will be trained in the Orton Gillingham protocol. Needed supplies will be purchased for each classroom.	September – May of each school year
Students will participate in daily checks on letters/sounds and sight words.	Classroom Teacher Intervention Specialist Classroom Aide	Salary for: Classroom Aides	August – May of each school year
Students will receive small group reading instruction targeted to specific learning needs.	Classroom Teacher Title I Teacher Intervention Specialist Classroom Aide	Salary for: Title I Teachers Classroom Aides	August – May of each school year

Targeted Students will receive extra reading instruction through the Teddy Time Volunteer Reading Program.	Teddy Time Coordinator Washington Teddy Time Aide Volunteers	Salary for Teddy Time Coordinator/aide Training in Fountas & Pinnell Benchmarking Assessments Training in the Reading A-Z protocol	September – May of each school year
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## Washington K-1 CIP Action Plan #2 – 2016-2019 (District Goals 4 and 5)

Adopted: September 27, 2016

**Need**

Students at Washington K-1 received a D on the 2014-15 local report card in the K-1 Literacy component. This score indicates that less than 10 students who were on reading plans in kindergarten were able to progress to on track in first grade.

**Goal**

All teachers will use scientifically research-based literacy practices and monitor the teaching and implementation of effective practice to ensure that every learner makes at least one year's growth in reading.

**Performance Indicators**

Students will show one year or greater growth on their STAR Early Literacy beginning and end of year assessments.  
Students will score on grade level using the Fountas & Pinnell Benchmark Assessment given in May.

**Improvement Strategy**

100% of classroom, Intervention Specialists and Title I teachers will be trained in the Orton Gillingham protocol.  
Classroom teachers will implement Orton Gillingham protocols in the classroom daily to whole group or targeted students.  
Research-based intervention programs in reading will be implemented by early intervention tutors and progress data will be monitored by the principal.  
Principal will monitor effective practice through walk-through data collection and formalized evaluations.

<b>Tasks What will be done?</b>	<b>Responsibilities Who will do it?</b>	<b>Resources How will we support?</b>	<b>Time line By when?</b>
Classroom Teachers, Intervention Specialists and Title I teachers will be trained in the Orton Gillingham protocol.	District Curriculum Coordinator/Building Principal	Title I funds	August 2016
Washington teachers and classroom aides will participate in professional development to support the implementation of the Orton Gillingham protocol.	District Curriculum Coordinator/Building Principal	Title I funds	Oct. 17, 2016
Teachers will meet on a quarterly basis to review scores and determine research based interventions.	Principal School Psychologist RTI Team	Provide time for meeting Provide subs to cover classroom.	October/January/March yearly
Teachers will participate in a monthly book study using the text "What Great Teachers Do Differently".	Principal	Books will be provided using district PD funds.	Oct. – May 2016
Principal will monitor effective practice through walk-through data collection and formalized evaluation.	Principal	No funding needed	Sept. – May 2016-19

