

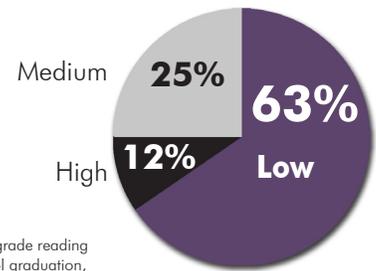
College, Career and Life Ready

Goal: Students enter 4th grade proficient or advanced in reading.

RATIONALE

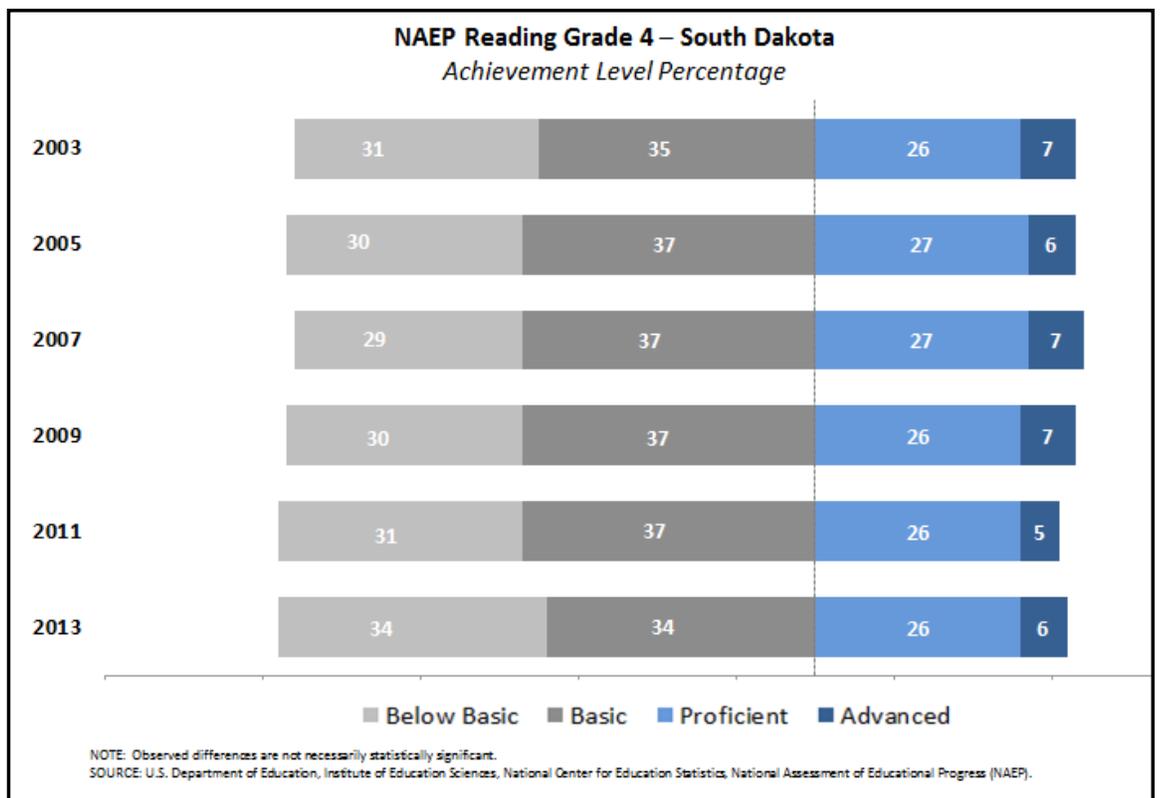
The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.

Children not graduating high school based on 3rd grade reading scores



Source: Double Jeopardy: How third-grade reading skills and poverty influence high school graduation, April 2011.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 4TH GRADE READING PROFICIENCY RATES



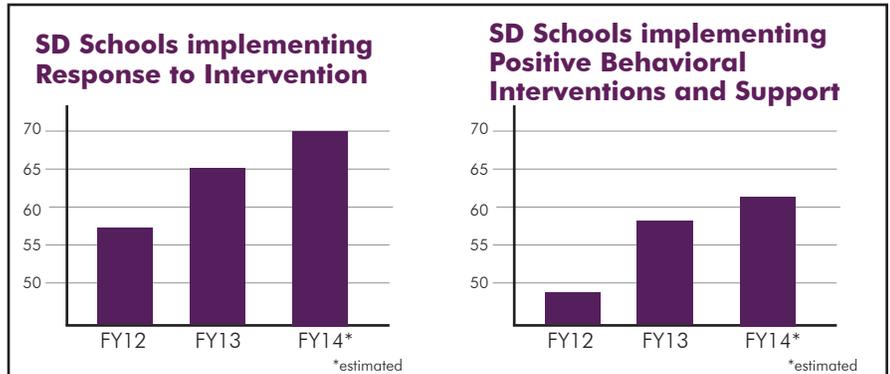
Strategy: Early literacy

Increase the quality and availability of early literacy opportunities for children ages birth to 5. Research tells us that early literacy experiences result in increased school readiness and reading proficiency. This strategy focuses on supporting current early literacy programs, providing caregivers professional development in early literacy, and working with colleges and universities to emphasize early literacy strands within early childhood programs. The outcome? Students enter school better prepared to learn.

Strategy: Data-driven decision making

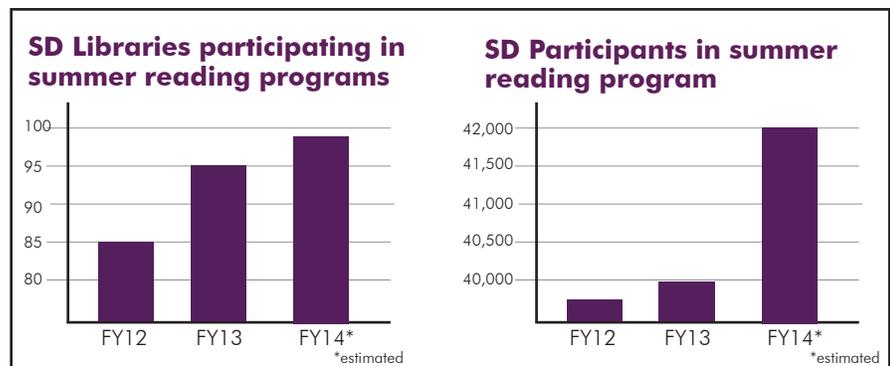
Increase educators' knowledge and use of data to make instructional decisions, so that they can implement interventions aimed at improving students' ability before they fall behind. This strategy involves providing meaningful professional development to K-3 teachers regarding the use of data to differentiate their instruction.

Strategies such as diagnostic assessments and progress monitoring allow teachers to detect potential issues and provide supports to students. The result? Teachers provide high quality instruction and interventions tailored to meet the needs of individual students.



Strategy: Year-round reading

Encourage students to read appropriate-level texts year-round. This strategy focuses on engaging parents, schools, librarians and communities to provide quality reading activities year-round. Reading when school is not in session helps to off-set "summer slide," which is the loss of skill that occurs when not regularly practicing reading.



Strategy: Increase teacher content knowledge

Research shows that students "... reach higher and faster achievement with systemic and explicit instruction ...". (The Teaching Sourcebook, 2013) The focus of this strategy is providing K-3 teachers, as well as pre-service teachers, training to enhance their knowledge of foundational skills (eg., phonics, fluency, vocabulary and comprehension), resulting in more effective instruction and, ultimately, an increase in student achievement.