

**WAKE Up and Read – Summer Learning Loss
2014-2015 through 2019-20**

Need: Increase the percentage of students reading on grade level in grade three from 70% to 95% on the NC End-of-Grade test by 2019-20.
Learning Loss Goal: Decrease the learning loss between 1st and 2nd grade as measured by spring and fall Text Reading Comprehension assessment in the nine targeted high poverty schools. For each subgroup, there exists a negative change in growth from spring to fall. There is a +.02 gain as a district in same grade span.

Context	Strategies	IMPLEMENTATION AND STUDENT OUTCOMES		
		Short-Term	Intermediate	Long-Term
<p>a. There is insufficient space within existing district summer programs to accommodate all rising 2nd grade students that would benefit from opportunities to maintain learning gains made in comprehension during the school year</p> <p>b. Lack of coordination with community-based organizations providing summer/track-out programming around literacy rich opportunities targeted on rising 2nd graders in high poverty schools.</p> <p>c. Access to books are limited or non-existent for many students over summer/track-out breaks</p> <p>d. Many families are unaware of free or low-cost activities and resources that may be accessed at home or in the community which could support their child’s literacy during summer/track-out periods with a specific concern with rising 2nd graders</p> <p>e. Lack of community awareness in the value of reading over breaks including summer</p>	<p>a. Increase the number of rising 2nd graders attending WCPSS summer/track-out camps in the nine targeted high poverty schools</p> <p>b. Expand number and increase access to community-based organizations that infuse literacy-rich activities into summer and track-out programming with a specific emphasis on rising 2nd graders</p> <p>c. Provide annually 10 free self-selected books to be read over summer/track-out breaks to all students in our highest poverty elementary schools Hold annual community-wide book drive to collect new and gently used books</p> <p>d. Increase family awareness about the importance of summer/track-out reading and other strategies to prevent learning loss. Seek input from families on what they need. Expand reach to families by developing materials that can be available in the district’s top languages</p> <p>e. Create messaging in the community around an interest and joy in reading</p>	<p>a. Expand number of WCPSS summer/track-out camp classrooms for rising 2nd graders in a few of the targeted high poverty schools. Track data on those students</p> <p>b. Survey community-based summer and track-out care providers to establish a baseline number of programs that incorporate literacy for rising 2nd graders.</p> <p>c. Provide PreK-5th grade students at nine high poverty schools 10 self-selected books to read over summer/track-out breaks Each school will conduct a family literacy event to help families with supporting their child at home with literacy prior to book distribution Schools will create a mechanism for rising 2nd graders to share their reading experience with other students during or after summer/break</p> <p>d. Survey families to establish a baseline awareness about the concept of learning loss and level of literacy activities during school breaks at nine targeted schools. Develop print and online resources on strategies for families</p> <p>e. Design a message that engages the community members in conversations around “What are you reading?”</p>	<p>a. Expand number of summer/track-out camp opportunities for 2nd graders in all of the nine targeted high poverty schools in Title I schools</p> <p>b1. Increase the number of and access to community-based summer/track-out care providers including literacy-rich activities in summer programs by 5% or more each year as compared to the baseline for rising 2nd graders. b2. Hold an annual summit with community-based organizations to raise awareness, develop common literacy goals, and share literacy best practices around comprehension for specifically but not exclusively rising 2nd graders</p> <p>c. Provide PreK-5th grade students at twelve schools 10 self-selected books to read over summer/track-out breaks Create a plan for students sharing their reading experience during and after summer/track-out breaks with specific data collected on rising 2nd graders</p> <p>d. Disseminate learning loss prevention strategies and information in print and online so by year-end 60% of families indicate they are using literacy strategies Identify in family materials literacy-rich summer/track-out camps/activities to students/families twice a year</p> <p>e. Community members are actively involved in creating, sharing, and engaged in the social messaging around “What are you reading?”</p>	<p>a. Increase the percentage of rising 2nd grade students at all Title I schools participating in summer/track-out programs and have a model for other schools to follow for their own rising 2nd grade students needing additional help</p> <p>b. Increase the number of and access to summer/track-out opportunities in the community by 20% over the 2014 baseline for rising 2nd graders</p> <p>c. PreK-5th grade students receive 10 free books each year building their home library over the years. 80% of students are engaged in sharing their reading experience before, during, and after summer/track-out breaks with specific attention on rising 2nd graders</p> <p>d. 85% of rising 2nd grade families in the nine targeted high poverty schools indicate they are aware and using literacy strategies to prevent learning loss. Learning loss will decline each year for rising 2nd graders overall and for each subgroup as measured by Text Reading Comprehension assessments</p> <p>e. Faith based organizations, businesses, non-profits, civic leaders, public libraries and schools are demonstrating the value of reading by responding to the question “What are you reading?”</p>