May 5, 2020

Dear Superintendent,

Thank you for submitting the Ashtabula Area City Schools 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 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:
- There is a clear connection between the Reading Achievement Plan and the district's overall improvement plan.
- The plan includes family supports in literacy.

This plan will benefit from:
- Additional considerations from recent research on the time allotted to a literacy block.
- A building-level needs assessment addressing multi-tiered system of supports.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's 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.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Ashtabula City School District

DISTRICT IRN: 043513

DISTRICT ADDRESS: 6610 Sanborn Road, Ashtabula, Ohio 44004

PLAN COMPLETION DATE: December 20, 2019

LEAD WRITERS:

Krista Shean, Director of Data, Accountability, and Professional Development

Rebecca Evanson, Principal (PK-Kindergarten)

Valerie Harper, Principal (First Grade)

Lisa Newsome, Principal (Second Grade)

Cristine Rutz, Principal (Third and Fourth Grade)

Sarah Severino, Kindergarten Teacher Lauren Novak, First Grade Teacher

Victoria Joslin, Second Grade Teacher

Megan Notarianni, Third Grade Teacher

Lashell Gehring, Pre-K Intervention Specialist and General Education Teacher

IMPLEMENTATION START DATE:

CONTENTS

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1: 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
Lauren Novak	FIrst Grade Teacher	Huron Primary Elementary School	lauren.novak@aacs.net
Valerie Harper	First Grade Principal	Huron Primary Elementary School	valerie.harper@aacs.net
Rebecca Evanson	Pre-k/k Principal	Michigan Primary Elementary School	rebecca.evanson@aacs.net
Sarah Severino	Kindergarten Grade Teacher	Michigan Primary Elementary School	sarah.severino@aacs.net
Victoria Joslin	Second Grade Teacher	Ontario Primary Elementary School	victoria.joslin@aacs.net
Lisa Newsome	Second Grade Principal	Ontario Primary Elementary School	lisa.newsome@aacs.net
Cristine Rutz	Third and Fourth Grade Principal	Superior Intermediate Elementary School	cristine.rutz@aacs.net
Megan Notarianni	Third Grade Teacher	Superior Intermediate Elementary School	megan.notarianni@aacs.net
Krista Shean	Director of Data, Accountability, and Professional Development	Central Office	krista.shean@aacs.net
Mariel Sallee	Director of School Improvement	Central Office	mariel.sallee@aacs.net
Mark Potts	Superintendent	Central Office	mark.potts@aacs.net
Debra Barrickman	Board of Education Member	Board of Education	debra.barrickman@aacs.net
Christine Seuffert	Board of Education Member	Board of Education	christine.seuffert@aacs.net
Cynthia Tomassetti	Director of Special Education and Student Services	Central Office	cynthia.tomassetti@aacs.net

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

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

LEADERSHIP

In March of 2019, the Ohio Department of Education (ODE) Center for Continuous Improvement conducted a comprehensive district review. The district's three-year improvement plan was updated with the recommendations provided and submitted to ODE. The Reading Achievement plan is based on and aligned to the district's focus plan. The

leadership team is composed of central office administration, building administration, teacher leaders, members of the State Support Team Region 5, Board of Education members, community partners and parents. This team reviewed the components and requirements of the Reading Achievement Plan (RAP) and developed a scope and sequence of the work to complete the RAP. The District Leadership Team (DLT) and Building Leadership Teams (BLTs) reviewed the selected strategies to provide feedback and ensure the alignment to the focused plan. The superintendent and central office administrators reviewed the plan to ensure the alignment to the crosswalk as recommended by ODE.

Three workdays were scheduled with this team to develop the plan. Additional work sessions were held with small groups to analyze and refine the plan.

PLAN DEVELOPMENT

A literacy team composed of administrative and teacher representation completed a district-wide literacy framework aligned to science based reading including the Simple View of Reading for Pre-K - 12 and the Changing Emphasis of the Big Ideas of Reading in Grades K - 5 in October of 2019.

The RAP writing team reviewed various data sources which included demographic data based on census bureau results, local report card data, special education profile data, Star and Heggerty Data. The team developed problem statements and conducted a root cause analysis in order to determine the evidence-based strategies that would address the root causes. The team then set their goals for improvement and researched the evidence based strategies aligned to the simple view of reading and the emergent sub skills of literacy and aligned the strategies to the district focused plan, which is aligned to the Comprehensive Continuous Improvement Plan (CCIP) and the results of the decision framework, and other district plans including the Literacy Framework. The team aligned the evidence-based practices to projected professional development needs and resources needed to support those strategies.

MONITORING AND COMMUNICATION PLAN

Ashtabula Area City Schools is currently utilizing Ohio's school improvement process to monitor goals, strategies, and actions in the focused plan. The Reading Achievement Plan is aligned to the district's mission and vision and focused plan. The progress of implementation and student outcomes will be monitored through the Michigan, Huron, Ontario, and Superior BLTs and Teacher Based Teams (TBTs) then updates will be provided to the DLT. There is a board member who attends the DLT, but further updates will be provided to the board on a bi-annual basis.

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.

The district's focus plan was created by the DLT and the district curriculum team's through information provided by the District Review Plan, decision framework results, district report card data, and district assessment data. The Ashtabula

Area City Schools (AACS) Focus Plan indicates that the academic focus is on demonstrating academic growth in ELA. Specifically, through identifying and implementing evidence based instructional strategies in order to address student needs at the universal, strategic, and intensive levels. It also requires providing targeted intervention in Reading for all students.
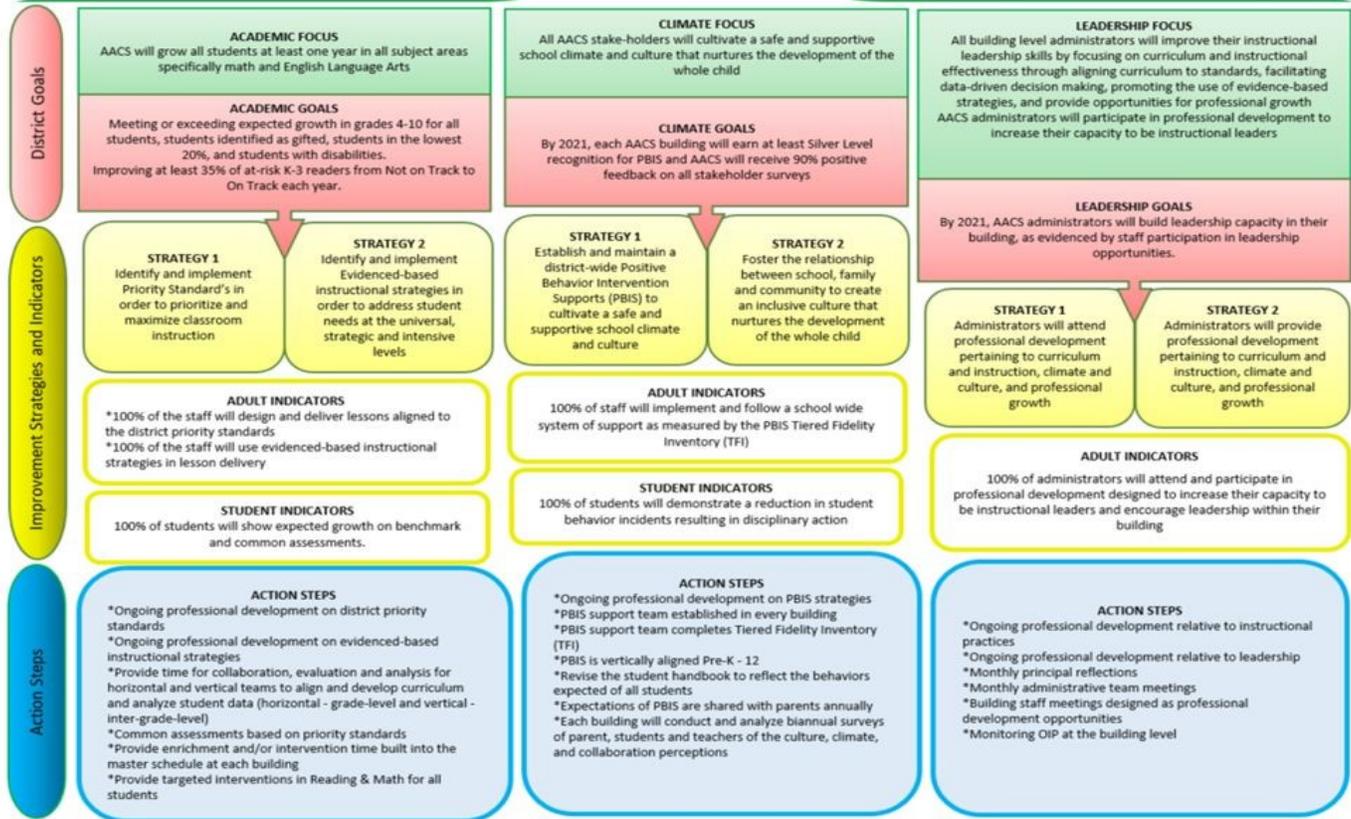
ACADEMIC FOCUS - AACS will grow all students at least one year in all subject areas specifically math and English Language Arts

ACADEMIC GOALS - Meeting or exceeding expected growth in grades 4-10 for all students, students identified as gifted, students in the lowest 20%, and students with disabilities. Improving at least 35% of at-risk K-3 readers from Not on Track to On Track each year.

STRATEGY 1 - Identify and implement Priority Standards in order to prioritize and maximize classroom instruction

STRATEGY 2 - Identify and implement Evidenced-based instructional strategies in order to address student needs at the universal, strategic and intensive levels

ADULT INDICATORS:

- 100% of the staff will design and deliver lessons aligned to the district priority standards
- 100% of the staff will use evidence-based instructional strategies in lesson delivery

STUDENT INDICATORS

- 100% of students will show expected growth on benchmark and common assessments.

ACTION STEPS
- Ongoing professional development on district priority standards
- Ongoing professional development on evidenced-based instructional strategies
- Provide time for collaboration, evaluation and analysis for horizontal and vertical teams to align and develop curriculum and analyze student data (horizontal - grade-level and vertical - inter-grade-level)
- Common assessments based on priority standards
- Provide enrichment and/or intervention time built into the master schedule at each building

- Provide targeted interventions in Reading & Math for all students

As the Reading Achievement Plan was designed, the team was intentional to align goals, strategies, implementation, and assessment with the Focus Plan and the CCIP. Both plans encompass high quality professional development *(See Appendix 1 for Professional Development scheduling breakdowns)*, improvement goals for Ohio State Testing in Reading, as well as evidenced based assessment and instructional strategies

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVENT 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.

LOCAL REPORT CARD DATA

The component grade for Improving At-Risk K-3 Readers was an F on the 2018-19 report card. 88.9% of third grade students were promoted to fourth grade; 40.1% of the third-grade students scored proficient on the ELA third grade test. The percentage of students by grade level on track according to the grade level diagnostics were: Kindergarten 52%; First Grade 36% Second Grade 36%; and Third Grade 37.6%.

This indicates a need for improvements in tier one core instruction k-3. The district understands that we need to analyze what is being taught, quality of instruction, and time spent teaching reading to make systemic changes in k-3 core instruction.

Based on the 2018-19 Local Report Card and trend data for ELA:

ELA TREND DATA - ALL STUDENTS			
	16-17 SY	**17-18 SY**	**18-19 SY**
Third	40.1%	36.2%	40.1%
Fourth	49.3%	51.2%	55.5%
Fifth	48%	54.2%	60.7%
Sixth	38.4%	43.3%	47%
Seventh	39.5%	42.9%	51.8%
Eighth	39.7%	37.4%	50.7%

Trend Statement: Less than 60% of students are on track as proficient on the state English Language Arts Assessment. A significant percent of students are not meeting required performance proficient indicator. This suggests that students would benefit from a strong focus on Tier 1 instruction.

SWD TREND DATA ELA			
	16-17 SY	**17-18 SY**	**18-19 SY**
Third	10.4%	20.8%	18.8%
Fourth	23.6%	24.5%	30.2%
Fifth	20%	21.2%	24%
Sixth	7.7%	20.7%	25.8%

SWD TREND DATA ELA			
Seventh	11.5%	14.9%	29%
Eighth	8.2%	19.6%	23.9%

Trend Statement: The trend data for students with disabilities has shown an increase over the past three years. The overall performance of third grade students on state assessments over the last two years has remained somewhat consistent with an average of approximately 40% of students passing the 3rd grade state English Language Arts Assessment. This can indicate that tiered supports are offered however Tier 1 instruction is an area of need.

STATE ASSESSMENTS: KRA, SPP

On the 2018-19 Kindergarten Readiness Assessment (KRA) 68.6% of students tested were on track; On the 2017-18 KRA 60.6% of students were on track.

	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On Track (202-262)	Overall Score	Language & Literacy	Math	Physical Well Being & Motor Development	Social Foundations
2017-18	37.5	40.3	22.2	60.6%	39.4%	265.1	263.7	261.8	270.5	275.0
2018-19	43.3	36.8	19.8	68.6%	31.4%	267.8	266.4	265.7	271.3	275.7

Trend Statement: KRA data results indicated that the number of students on track has increased by 8%. There were also slight increases in the areas of Language & Literacy, Math, Physical Well Being & Motor Development and Social Foundations. The results further indicate that there is a need for improvements in core instruction at the Pre-k level in language and literacy.

ELA 1	Students Proficient
16-17 School Year	42.7%
17-18 School Year	46.5%
18-19 School Year	39.7%

ELA 2	Students Proficient
16-17 School Year	34.2%
17-18 School Year	45.3%
18-19 School Year	42.9%

Trend Statement: The overall performance of High School students on Ohio's State Tests has decreased in the past two years. The average number of students who are not proficient in the three-year trend data is approximately 40%.

SPP data indicates that 2.74% of students participated in the Alternate Assessment in the area of ELA. The target is at 1%. The district was not required to write a Corrective Action Plan.

LOCAL ASSESSMENTS

Ashtabula Area City Schools uses the STAR assessment in grades K - 12 for ELA.

Preschool

The Heggerty Phonemic Awareness assessment was administered to all preschool students. Pre-assessment data in letter sounds showed that 23% of students were at or above benchmark, and 77% were below benchmark. During Progress Monitoring 33 more students moved to at or above Benchmark. The most recent data shows 46% at or above Benchmark, 54% below.

Kindergarten

On the 2018-19 SY initial administration of the STAR reading assessment 36% of the Kindergarten students tested were at or above benchmark. 64% of Kindergarten students tested were below benchmark; of those students scoring below benchmark 17% were placed "on watch" (tier 2), 25% were placed in "intervention" (tier 2) and 22% were placed on urgent intervention" (tier 3). 138 students were placed on Reading Improvement and Monitoring Plan (RIMP's).

Kindergarten Cool Tools are used for those students needing further interventions. 168 of the 250 students - 67% - tested on track for rhyming identification after interventions were provided.

First Grade

On the first grade Early Literacy Test 29% of the 140 students assessed were on track or above benchmark,

On the 2018-19 STAR reading assessment 54% of first grade students tested at above benchmark. 39% of our first grade students were placed on Reading Improvement and Monitoring Plan (RIMP's). 100% of students with disabilities and 67% of students identified as English Learner's were placed on RIMP's.

The Heggerty Screener was administered to all first grade students. The results indicated weaknesses in rhyme production, blending phonemes, and segmenting words into phonemes. The results were:

Topic	% Proficient
Isolate initial sound	86%
Rhyme Production	63%
Identifying Final Sounds in words	69%
Blending Phonemes	64%
Segmenting words into phonemes	60%

Analysis: This Data Indicates that core curriculum Pre-K through Grade 1 needs to include instruction in the foundational skill of phonological awareness leading to phonemic awareness. This will be addressed through Heggerty PA curriculum but also teacher training in phonological awareness to be included throughout the reading block (k-2) and throughout the day in Prek.

Second Grade

On the 2018-19 SY initial administration of the STAR reading assessment 34% were at or above benchmark; 66% of the second grade students tested were below benchmark; of those students scoring below benchmark 3% were placed "on watch" (Tier 2),16% were placed in "intervention" (Tier 2) and 47% were placed on urgent intervention" (Tier 3). 147 students were placed on Reading Improvement and Monitoring Plan (RIMP's).

On the Heggerty Assessment 80% of second grade students mastered the assessment. 90% of students knew beginning sounds and 79% knew blending phonemes. Our area in need of the most improvement was short vowel sounds, where 66% of students mastered this area.

Third Grade

On the 2018-19 SY initial administration of the STAR reading assessment 42% of the 252 third grade students tested were at or above benchmark. 58% of students tested were below benchmark; of those students scoring below benchmark 4% were placed "on watch" (Tier 2), 18% were placed in "intervention" (Tier 2) and 36% were placed on urgent intervention" (Tier 3). 181 students were placed on Reading Improvement and Monitoring Plan (RIMP's).

The Heggerty Screener was administered to all third grade students (160) in November of 2019. The results indicated that overall students are above 90% on average in all areas except isolating the initial phoneme, which was 88%. The results are as follows:

- The average overall average percent correct was 92%
  - Blending Phonemes average percent correct was 95%
  - Identifying Final Sounds in Words average correct was 93%
  - Isolate Initial Phoneme average correct was 88%
  - Rhyme Production average correct was 90%
  - Segmenting Words into Phonemes average correct was 92%

A phonics inventory was administered to all 3rd grade students. The results are as follows:

- 28% fell into the CVC category
- 28% fell into the CVCe category
- 6.3% fell into the Digraph category
- 4.9% fell into the Bossy R category
- 6.3% fell into the Vowel Digraph category
- 6.6% fell into the Vowel Dipthong category
- 3.5% fell into the Close Syllable category
- 16.1% fell into the Open Syllable category

On average third grade students have mastered phoneme awareness but are below in their mastery of phonics. This indicates a need for - core curriculum in phonics, time allocation in the literacy block to teach phonics, and professional development for teachers on how to teach phonics explicitly.

Summary Statement

As stated above, based on the root cause analysis that included the analysis of this student data there is a need to improve Tier 1 instruction. There is also a need to improve Tiers 2 and 3 instruction. If a student is struggling in the classroom, the classroom teacher and intervention specialist provide Tier 2 and 3 interventions. Student outcomes are documented for at least 6 weeks. If the student is still not making progress, the teacher brings up the individual students at TBT meetings. TBTs include co-teachers, peer teachers, title, and intervention teachers (sometimes a school psychologist is present). Tier 2 and 3 interventions are then identified for those students. Student progress based on the intervention is tracked and analyzed at TBTs. If a student is not showing progress based on the Tier 2 interventions s/he will be recommended for further testing. To further improve our intervention processes we will be developing decision rules in the 2019-20 SY. Further professional learning opportunities on evidence based strategies will be explored in the 2020-21 SY.

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.

There are many factors that contribute to reading achievement. Ashtabula Area City Schools has identified the following contributing factors affecting our students: poverty, transiency, consistent leadership, student attendance, increased ELL population, high number of students identified with disabilities, and the number of students struggling with trauma.

DEMOGRAPHIC DATA (CENSUS QUICK FACTS)

Ashtabula Area City School personnel believe that it is our responsibility to ensure that all children learn to read, however, community demographics influence our children's level of performance as they enter preschool or kindergarten and throughout their school career. Based on the Quick Facts in the most recent census bureau report, Ashtabula City's population is 19,124 with 25% of the population under 18 years old. The population is 84% white, 10% Black, and 9.2% Hispanic. 7% of the population speak a language other than English in the home. The median household income was $29,421 and 33.7% percent live in poverty. Ashtabula Area City Schools has 100% free and reduced lunch. Based on the latest report card data, 22% of Ashtabula Area City Schools Students are classified as students with disabilities.

There are 85.1% of Ashtabula's families living in the same household as they did the previous year. Less than half - 44.9% - of families live in homes they own. 73.8% of households have access to computers and 65.9% have broadband internet. 81% of the population are HS graduates and 10.2% have a B.S. degree.

ASHTABULA AREA CITY SCHOOLS DEMOGRAPHIC DATA

District and School Administration

The Superintendent has been in place since the 2018-19 SY. Prior to the current superintendent there were 2 superintendents in 3 years.

In June of 2018 the elementary campus buildings were reconfigured. Previously, three buildings (Huron, Ontario, and Michigan) were each comprised of Kindergarten through third grade. Two buildings (Superior and Erie) were each comprised of grades four through six. After much research administration found that in order to better align the instructional integrity of the district it would be advantageous to move all similar grade level teachers to the same building. This provided an opportunity for teachers and administrators to become experts in the curriculum delivery for each grade level. This new set-up also provided a situation where all teachers of a similar grade level could be better aligned and made grade level planning a reality. The current arrangement of buildings reflects the changes beginning in the 2018-2019 school year. See building assignments below:

- Michigan Primary Elementary School - Grades: Preschool and Kindergarten
- Huron Primary Elementary School - Grade: First
- Ontario Primary Elementary School - Grade: Second
- Superior Intermediate Elementary School - Grades: Third and Fourth
- Erie Intermediate Elementary School - Grades: Fifth and Sixth

Teaching Staff

All teachers in Ashtabula Area City Schools are teaching in the grade level and content in which they are licensed, 69.6% of the teachers have at least a master's degree. Teacher's attendance rates based on the most recent report card data is 94.2%.

Students

According to the 2018-19 Local Report Card the district's chronic absenteeism rate is 24.8%

Summary Statement

Based on our root cause analysis, we have concluded that many of our students and families in Ashtabula City are living in households that are not language rich. According to research, "The average child from a professional family hears 215,000 words per week; a child from a working-class family hears 125,000 words per week; and a child from a family receiving welfare benefits hears 62,000 words per week." *Hart, B. & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore, MD: Brookes Publishing.* Through our Tier 1 instruction we will focus on increasing vocabulary, word recognition and language comprehension skills and to close the grade level skill gap we will provide additional interventions in Tiers 2 and 3.

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](#).

Ashtabula Area City School District's Literacy Vision Statement:

Vision Statement: Ashtabula's vision is for all learners to acquire the knowledge and skills to read at grade level. We will utilize literacy acquisition and achievement as the lever for school improvement. Utilizing the implementation of evidence-based systems and instructional practices to increase learner achievement across all content areas and age levels.

Ashtabula Area City School District's Literacy Mission Statement: Mission Statement - For every teacher to teach all students to read.

The district has embraced the simple view of reading and is committed to ensuring all teachers are responsible for teaching students to read. They are also committed to following the states literacy plan. The district worked with State Support Team Region 5 to create the district literacy framework. *(See Appendix 2 for Ashtabula's Literacy Framework.)* Due to the evolutionary nature of rolling out the district's literacy framework, amendments will be made as necessary.

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.

District	By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.
PreK	By the end of the 2021 school year 80% of students will be identified as on track as measured by Heggerty Phonemic Awareness Assessment from our current 50%.
Grade K	By the end of the 2021 school year 80% of kindergarten students will be identified as on track as measured by Star Early Literacy assessments from our current data of 36% on track.
Grade 1	By the end of the 2021 school year 80% of 1st grade students will be identified as on track as measured by Star Early Literacy and Star Reading assessments from our current data of 30%.
Grade 2	By the end of the 2021 school year 80% of 2nd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 34% on track.
Grade 3	By the end of the 2021 school year, 80% of 3rd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 42% on track.

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:

District Goal: By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.

PreK Goal: By the end of the 2021 school year 80% of PreK students will be identified as on track as measured by Heggerty Phonemic Awareness Assessment from our current 50%.

Evidence-Based Strategy or Strategies: Implement evidence based strategies that support phonological processing and print awareness for emergent readers in Tiers 1, 2 and 3.

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Components	Provide Professional Development to all teachers on the following practices aligned to the science of reading: ● Heggerty ● Phonics in Motion	All teachers will implement the Heggerty Phonemic Awareness Curriculum in Tier 1 Instruction. All teachers will implement Phonics in Motion to provide phonics that incorporate auditory, visual, and	Administrators will monitor implementation of adult implementation through ● Walkthroughs ● Lesson Plan Review ● TBT Minutes

	Action Step 1	Action Step 2	Action Step 3
	• Kids Lips Our preschool uses Phonics in Motion by doing the motions for sound and learning the letters. Our preschool will continue to collaborate with Early Intervention to transition students from Part C to Part B.	kinesthetic motion cues in Tier 1 Instruction. All teachers will utilize the Kids Lips Instructional Guide and Lessons with the Picture cards for Phonemic Awareness in Tier 1 instruction. We will collaborate with Head Start, ABC childcare to provide early literacy support for our youngest learners.	Peer teachers will observe classrooms, model lessons, and provide feedback on a voluntary basis. TBTs will monitor progress of students and identify students who need additional Tier 2 and of necessary Tier 3 intervention. Student progress will be monitored through Heggerty, Cool Tools, and Creative Curriculum Assessments.
Timeline	Fall 2018 to Spring 2020	Fall 2019 to Spring 2021	Fall 2018 to Spring 2021
Lead Person(s)	District-Level Curriculum Administrator Building Administrator Lead Teacher	Building Administrator Lead Teacher	Building Administrator
Resources Needed	PD providers/ materials for Phonics in Motion, KID LIPS Substitute Teachers Sign up sheet for coaching sessions Funding for PD in literacy in 2020-21 SY from the SRCL	Classroom Materials and Books	Walkthrough Forms Lesson Plans
Specifics of Implementation	Training and Coaching will be provided to support the Simple View of Reading and the actions identified. Preschool staff meets with Early Intervention staff and families to ensure that children receive appropriate support prior to entering preschool. We will collaborate with Head Start and ABC childcare to ensure that community organizations are offered professional development along with AACS preschool staff.	Tier 1 Instruction will follow Ashtabua's Literacy Framework which includes the reading block for the identified grade band. Collaboration between the classroom teacher and assistant teacher (parapro) is evident in the center based learning model of the preschool. Tier 2 Instruction will be provided for small groups in addition to Tier 1 instruction during our literacy intervention block. This time is set aside daily to ensure that students receiving Tier 2 interventions do not miss Tier 1 instruction to receive them. Tier 3 Instruction will be provided to individual students	Administrators will provide feedback to individual teachers; the BLT will review overall adult implementation data to determine additional supports/pd needed and levels of implementation. BLTs and TBTs will monitor student progress to determine levels of proficiency and progress based on student assessments.

	Action Step 1	Action Step 2	Action Step 3
		by general education teachers, intervention specialists and parapros in the classroom during intervention time blocks.	
Measure of Success	Completed PD Calendar 100% of teachers and parapros participate in professional development.	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track in Tier 1 Instruction (using Cool Tools Assessment)	Administrator monitoring implementation weekly in each classroom and reporting to BLT monthly.
Check-in/Review Date	80% of teachers implement the actions with fidelity by 2020. 100% of teachers implement the actions with fidelity by 2021, All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.		TBTs will monitor student progress weekly and report to the BLT monthly.

Goal # 2 Action Map

Goal Statement: District Goal: By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.

Kindergarten Goal: By the end of the 2021 school year 80% of kindergarten students will be identified as on track as measured by Star Early Literacy assessments from our current data of 36% on track.

Evidence-Based Strategy or Strategies: Implement evidence-based strategies that support Blending and Segmenting of Sounds (The Changing Emphasis Reading). The chosen evidence-based strategies chosen support decoding, recognition of words, and language comprehension for early literacy skills and oral reading fluency in Tiers 1, 2 and 3. Our focus is on blending and segmenting, sounds, and basic phonics. The focus on basic phonics, sounds, blending and segmenting will begin in the preK classrooms to continue into kindergarten.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide Professional Development to all teachers on the following practices aligned to the science of reading: ● Heggerty ● Phonics in Motion ● Kids Lips ● Explicit Vocabulary Instruction	All teachers will implement the Heggerty Phonemic Awareness Curriculum in Tier 1 Instruction. All teachers will implement Phonics in Motion to provide phonics that incorporate auditory, visual, and kinesthetic motion cues in Tier 1 Instruction. All teachers will utilize the Kids Lips Instructional Guide and Lessons with the Picture cards for Phonemic Awareness in Tier 1 instruction. All teachers will implement the explicit vocabulary protocol in Tier 1 instruction.	Administrators will monitor implementation of adult implementation through ● Walkthroughs ● Lesson Plan Review ● TBT Minutes Peer teachers will observe classrooms, model lessons, and provide feedback on a voluntary basis. TBTs will monitor progress of students and identify students who need additional Tier 2 and of necessary Tier 3 intervention.

	Action Step 1	Action Step 2	Action Step 3
			Student progress will be monitored through STAR Early Literacy Assessment, Heggerty, Cool Tools, and Classroom Assessments.
Timeline	Fall 2018 to Spring 2020	Fall 2019 to Spring 2021	Fall 2018 to Spring 2021
Lead Person(s)	District-Level Curriculum Administrator Building Administrator Lead Teacher	Building Administrator Lead Teacher	Building Administrator
Resources Needed	PD providers/ materials for Phonics in Motion, KID LIPS, Explicit Vocabulary Substitute Teachers Sign up sheet for coaching sessions	Classroom Materials and Books	Walkthrough Forms Lesson Plans
Specifics of Implementation	Training and Coaching will be provided to support the Simple View of Reading and the actions identified. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need. During implementation of Heggerty Phonemic Awareness Training teachers are provided peer coaching through peer observations.	Tier 1 Instruction will follow Ashtabula's Literacy Framework which includes the reading block for the identified grade band. Collaboration between general education teachers and intervention specialists will be evident in the co-teaching model in kindergarten classrooms. Tier 2 Instruction will be provided for small groups in addition to Tier 1 during our literacy intervention block. This time is set aside daily to ensure that students receiving Tier 2 interventions do not miss Tier 1 instruction to receive them. Tier 3 Instruction will be provided to individual students by general education teachers, intervention specialists and parapros in the classroom during intervention time blocks.	Administrators will provide feedback to individual teachers; the BLT will review overall adult implementation data to determine additional supports/pd needed and levels of implementation. BLTs and TBTs will monitor student progress to determine levels of proficiency and progress based on student assessments.
Measure of Success	Completed PD Calendar. 100% of teachers and parapros participate in professional development. 80% of teachers implement the actions with fidelity by 2020. 100% of teachers implement	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track in Tier 1 Instruction (using Cool Tools Assessment)	Administrator monitoring implementation weekly in each classroom and reporting to BLT monthly. Target of 100% of teachers implementing actions with fidelity. TBTs will monitor student progress weekly and report to the BLT

	Action Step 1	Action Step 2	Action Step 3
	the actions with fidelity by 2021, All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.		monthly. 100% of students will show progress toward grade level mastery or above on assessments.
Check-in/Review Date	After each professional development or coaching session teachers will provide feedback on their levels of understanding of implementation of the practices and needs for support.	Student assessment data based on Cool Tools will be monitored weekly at the TBT level. TBTs will reflect weekly on implementation of the identified practices. The BLT and DLT will reflect monthly on implementation of the identified practices.	The BLT and DLT will monitor practices monthly. Student progress will be reported monthly at the BLT and DLT Levels.

Goal # 3 Action Map

Goal Statement: District Goal: By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.

First Grade Goal: By the end of the 2021 school year 80% of 1st grade students will be identified as on track as measured by Star Early Literacy and Star Reading assessments from our current data of 30%.

Evidence-Based Strategy or Strategies: Implement evidence-based strategies that support Phoneme Analysis: Addition, Deletion & Substitution and Spelling Dictation (The Changing Emphasis Reading). Implement evidence-based strategies that support decoding, recognition of words, language comprehension, and oral reading fluency in Tiers 1, 2 and 3.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide Professional Development to all teachers on the following practices aligned to the science of reading: ● Heggerty ● Phonics in Motion ● Explicit Vocabulary Instruction ● Max Teaching ● Sheltered Instruction Observation Protocol (SIOP)	All teachers will implement the Heggerty Phonemic Awareness Curriculum in Tier 1 Instruction. All teachers will implement Phonics in Motion to provide phonics that incorporate auditory, visual, tactile, and kinesthetic motion cues in Tier 1 Instruction. All teachers will utilize the Kids Lips Instructional Guide and Lessons with the Picture cards for Phonemic Awareness in Tier 1 instruction. All teachers will implement the explicit vocabulary protocol in Tier 1 instruction. All teachers will utilize MAX Teaching Activities for Reading and Writing focusing on Vocabulary and	Administrators will monitor implementation of adult implementation through: ● Walkthroughs ● Lesson Plan Review ● TBT Minutes Peer teachers will observe classrooms, model lessons, and provide feedback on a voluntary basis. TBTs will monitor progress of students and identify students who need additional Tier 2 and of necessary Tier 3 intervention. Student progress will be monitored through STAR Reading, Heggerty Screener, and Classroom Assessments.

	Action Step 1	Action Step 2	Action Step 3
		Comprehension Strategies in Tier 1 instruction. All teachers will utilize the Sheltered Instruction Observation Protocol (SIOP) Model and resources to differentiate reading instruction for EL and other struggling readers in Tier 1 and Tier 2 instruction.	
Timeline	Fall 2018 to Spring 2020	Fall 2019 to Spring 2021	Fall 2018 to Spring 2021
Lead Person(s)	District-Level Curriculum Administrator Building Administrator Lead Teacher	Building Administrator Lead Teacher	Building Administrator
Resources Needed	PD providers/ materials for Phonics in Motion, Explicit Vocabulary, MAX Teaching, SIOP Substitute Teachers Sign-up sheet for coaching sessions	Classroom Materials and Books including decodable books to accompany phonics instruction as connected text.	Walkthrough Forms Lesson Plans
Specifics of Implementation	Complete PD Calendar. Proctor external PD providers. Identify internal PD providers. Professional development will continue based on building and classroom needs. Training and Coaching will be provided to support the Simple View of Reading and the actions identified. Professional Development will continue in Phonics in Motion. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need. Parent and community members are involved with collaboration during community involvement events such as grandparent's day, red ribbon week, and family literacy nights. We work with the Ashtabula County Prevention	Tier 1 Instruction will follow Ashtabula's Literacy Framework which includes the reading block for the identified grade band. Tier 2 Instruction will be provided for small groups in addition to Tier 1 instruction during daily scheduled intervention block. This time is set aside to ensure that all students receive Tier 1 instruction. Tier 3 Instruction will be provided to individual students and the student population of special education by intervention specialists, general education teachers, English Language teachers, and parapros in the classroom during intervention time blocks. Teachers will work through data at TBTs to identify and analyze skills learned and	Administrators will provide feedback to individual teachers; the BLT will review overall adult implementation data to determine additional supports/pd needed and levels of implementation. BLTs and TBTs will monitor student progress to determine levels of proficiency and progress based on student assessments. Teachers can go into other teachers' classrooms for peer observations.

	Action Step 1	Action Step 2	Action Step 3
	Coalition and community volunteers.	continue to identify strategies used in the classrooms.	
Measure of Success	Completed PD Calendar. 100% of teachers participate in professional development. 80% of teachers implement the actions with fidelity by 2020. 100% of teachers implement the actions with fidelity by 2021. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track based on classroom assessments.	Administrator monitoring implementation weekly in each classroom and reporting to BLT monthly. Target of 100% of teachers implementing actions with fidelity. TBTs will monitor student progress weekly and report to the BLT monthly. 100% of students will show progress toward grade level mastery or above on assessments.
Check-in/Review Date	After each professional development or coaching session teachers will provide feedback on their levels of understanding of implementation of the practices and needs for support.	Student assessment data will be monitored weekly at the TBT level. TBTs will reflect weekly on implementation of the identified practices. The BLT and DLT will reflect monthly on implementation of the identified practices.	The BLT and DLT will monitor practices monthly. Student progress will be reported monthly at the BLT and DLT Levels.

Goal # 4 Action Map

Goal Statement:

District Goal: By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.

Second Grade Goal: By the end of the 2021 school year 80% of 2nd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 34% on track.

Evidence-Based Strategy or Strategies: Implement evidence based strategies that support advanced Phonics & Multisyllabic Words and Words and Connected Text (The Changing Emphasis Reading) through explicit phonics instruction and advanced phonics instruction, with application to connected text to build fluency with word recognition. Additionally, explicit vocabulary instruction and building background knowledge.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide Professional Development to all teachers on the following practices aligned to the science of reading: ● Heggerty ● Phonics in Motion ● Kids Lips ● Explicit Vocabulary Instruction	All teachers will implement the Heggerty Phonemic Awareness Curriculum in Tier 1 Instruction. All teachers will implement Phonics in Motion to provide phonics that incorporate auditory, visual, and kinesthetic motion cues in Tier 1 Instruction. All teachers will utilize the Kids Lips Instructional Guide and Lessons with the Picture cards	Administrators will monitor implementation of adult implementation through: ● Walkthroughs ● Lesson Plan Review ● TBT Minutes Peer teachers will observe classrooms, model lessons, and provide feedback on a voluntary basis.

	Action Step 1	Action Step 2	Action Step 3
	• Max Teaching strategies to support students at home. Teachers and administrators will collaborate to provide multiple opportunities for parent and community members to learn literacy	for Phonemic Awareness in Tier 1 instruction. All teachers will implement the explicit vocabulary protocol in Tier 1 instruction. All teachers will utilize MAX Teaching Activities for Reading and Writing focusing on Vocabulary and Comprehension Strategies in Tier 1 instruction. All teachers will use grade level text sets to build background knowledge. All teachers will utilize explicit instruction on themes/units in ELA, aligned to Social Studies and Science Standards to build background knowledge.	TBTs will monitor progress of students and identify students who need additional Tier 2 and of necessary Tier 3 intervention. Student progress will be monitored through STAR Reading, Heggerty, Cool Tools, and Classroom Assessments.
Timeline	Fall 2018 to Spring 2020	Fall 2019 to Spring 2021	Fall 2018 to Spring 2021
Lead Person(s)	District-Level Curriculum Administrator Building Administrator Lead Teacher	Building Administrator Lead Teacher	Building Administrator
Resources Needed	PD providers/ materials for Phonics in Motion, Explicit Vocabulary, MAX Teaching KID LIPS for Tier 2 and 3 Phonemic Awareness Instruction Substitute Teachers Sign up sheet for coaching sessions	Classroom Materials and Books	Walkthrough Forms Lesson Plans
Specifics of Implementation	Complete PD Calendar. Proctor external PD providers. Identify internal PD providers. Professional development will continue based on building and classroom needs. Training and Coaching will be provided to support the Simple View of Reading and the actions identified.	Tier 1 Instruction will follow Ashtabula's Literacy Framework which includes the reading block for the identified grade band. Tier 2 Instruction will be provided for small groups in addition to Tier 1 instruction during daily scheduled intervention block. This time is set aside to ensure that all students receive Tier 1 instruction.	Administrators will provide feedback to individual teachers; the BLT will review overall adult implementation data to determine additional supports/pd needed and levels of implementation. BLTs and TBTs will monitor student progress to determine levels of proficiency and progress based on student assessments. Teachers can go into other teachers' classrooms for peer

	Action Step 1	Action Step 2	Action Step 3
	Professional Development will continue in Phonics in Motion. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Tier 3 Instruction will be provided to individual students by intervention specialists for students with disabilities and parapros in the classroom during intervention time blocks. Teachers will work through data at TBTs to identify and analyze skills learned and continue to identify strategies used in the classrooms. Strive for Success, an afterschool program, will be available to all students during the school year. This program will focus on literacy intervention and enrichment.	observations.
Measure of Success	Completed PD Calendar. Attendance of staff who participate in the district provided professional development, TBTs and any after school meetings. 80% of teachers implement the actions with fidelity by 2020. 100% of teachers implement the actions with fidelity by 2021, All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track in Tier 1 Instruction. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Administrator monitoring implementation weekly in each classroom and reporting to BLT monthly. Target of 100% of teachers implementing actions with fidelity. TBTs will monitor student progress weekly and report to the BLT monthly. 100% of students will show progress toward grade level mastery or above on assessments. TBT forms and BLT forms that summarize building level data focusing on literacy, vocabulary and phonics skills.
Check-in/Review Date	After each professional development or coaching session teachers will provide feedback on their levels of understanding of implementation of the practices and needs for support.	TBTs will reflect weekly on implementation of the identified practices. The BLT and DLT will reflect monthly on implementation of the identified practices.	The BLT and DLT will monitor practices monthly. Student progress will be reported monthly at the BLT and DLT Levels.

Goal # 5 Action Map

Goal Statement:

District Goal: By the end of the 2021 school year, 35% of at-risk K-3 readers will improve from Not on Track to On Track.

Third Grade Goal: By the end of the 2021 school year, 80% of 3rd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 42% on track.

Evidence-Based Strategy or Strategies: Implement evidence based strategies that support Advanced Phonics & Multisyllabic Words and Words and Connected Text (The Changing Emphasis of Reading).Implement evidence based strategies that support decoding, recognition of words, language comprehension, oral reading fluency, reading comprehension, writing, and spelling in Tiers 1, 2 and 3.

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Components	Provide Professional Development to all teachers on the following practices aligned to the science of reading: ● Heggerty ● Phonics in Motion ● Explicit Vocabulary Instruction ● Max Teaching ● Lexia Lexia will be used for Tier 2 and Tier 3 Interventions and as a supplement to teacher provided interventions. Teachers and administrators will collaborate to provide multiple opportunities for parent and community members to learn literacy strategies to support students at home.	All teachers will implement the Heggerty Phonemic Awareness Curriculum in Tier 1 Instruction. All teachers will implement Phonics in Motion to provide phonics that incorporate auditory, visual, and kinesthetic motion cues in Tier 1 Instruction. All teachers will implement the Lexia Reading Program to supplement the Reading A-Z Curriculum in Tier 1 Instruction. All teachers will implement the explicit vocabulary protocol in Tier 1 instruction. All teachers will utilize MAX Teaching Activities for Reading and Writing focusing on Vocabulary and Comprehension Strategies in Tier 1 instruction. All teachers will use grade level text sets to build background knowledge. All teachers will utilize explicit instruction on themes/units in ELA, aligned to Social Studies and Science Standards to build background knowledge. Parents will have the opportunity to access an online literacy program that students use in the classroom. Superior will provide opportunities for students to attend an afterschool program that will focus on literacy and enrichment.	Administrators will monitor implementation of adult implementation through: ● Walkthroughs ● Lesson Plan Review ● TBT Minutes Peer teachers will observe classrooms, model lessons, and provide feedback on a voluntary basis. TBTs will monitor progress of students and identify students who need additional Tier 2 and of necessary Tier 3 intervention. Student progress will be monitored through STAR Reading. Lexia Assessments and Classroom Assessments.
Timeline	Fall 2018 to Spring 2020	Fall 2019 to Spring 2021	Fall 2018 to Spring 2021

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	District-Level Curriculum Administrator Building Administrator Lead Teacher	Building Administrator Lead Teacher	Building Administrator
Resources Needed	PD providers/ materials for Phonics in Motion, Explicit Vocabulary, MAX Teaching, Lexia including supplemental materials. Substitute Teachers Sign up sheet for coaching sessions	Classroom Materials. Grade Level Books in Text Sets and Decodable Books for Phonics instruction and phonics intervention.	Walkthrough Forms Lesson Plans
Specifics of Implementation	Complete PD Calendar. Proctor external PD providers. Identify internal PD providers. Professional development will continue based on building and classroom needs. Training and Coaching will be provided to support the Simple View of Reading and the actions identified. Professional Development will continue in Phonics in Motion. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need. Parent and community members will be able to collaborate with teachers during the Family Literacy Night.	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track in Tier 1 Instruction. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need. Tier 1 Instruction will follow Ashtabula's Literacy Framework which includes the reading block for the identified grade band. Utilizing decision rules Tier 2 Instruction will be provided for small groups in addition to Tier 2 instruction during the ELA block. Utilizing decision rules and the Intervention Assistance Team process, Tier 3 Instruction will be provided to individual students and the student population of special education by intervention specialists, parapros and general education teachers in the classrooms. Teachers will work through data at TBTs to identify and analyze skills learned and continue to identify strategies used in the classrooms. Parents will have the ability to access Tier 1 program, Lexia, at	Administrators will provide feedback to individual teachers; the BLT will review overall adult implementation data to determine additional supports/pd needed and levels of implementation. BLTs and TBTs will monitor student progress to determine levels of proficiency and progress based on student assessments. Teachers can go into other teachers' classrooms for peer observations. TBTs will monitor student progress weekly and report to the BLT monthly. 100% of students will show progress toward grade level mastery or above on assessments. TBT forms and BLT forms that summarize building level data focusing on literacy, vocabulary and phonics skills.

	Action Step 1	Action Step 2	Action Step 3
		home for review specific skill activities and continued practice. Strive for Success, an afterschool program, will be available to all students during the school year. This program will focus on literacy intervention and enrichment.	
Measure of Success	Completed PD Calendar. Attendance of staff who participate in the district provided professional development, TBTs and any after school meetings. 80% of teachers implement the actions with fidelity by 2020. 100% of teachers implement the actions with fidelity by 2021, All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Student data as monitored by the TBTs will show that a minimum of 80% of students are on track in Tier 1 Instruction. All the strategies used and learned through our continued professional development will enhance instruction of our targeted areas of need.	Administrator monitoring implementation weekly in each classroom and reporting to BLT monthly. Target of 100% of teachers implementing actions with fidelity. TBTs will monitor student progress weekly and report to the BLT monthly. 100% of students will show progress toward grade level mastery or above on assessments. TBT forms and BLT forms that summarize building level data focusing on literacy, vocabulary and phonics skills.
Check-in/Review Date	After each professional development or coaching session teachers will provide feedback on their levels of understanding of implementation of the practices and needs for support.	TBTs will reflect weekly on implementation of the identified practices. The BLT and DLT will reflect monthly on implementation of the identified practices.	The BLT and DLT will monitor practices monthly. Student progress will be reported monthly at the BLT and DLT Levels.

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.

Monitoring of the literacy plan will be done through analysis of student performance data and tracking of adult implementation.

Tools and procedures will be used to examine fidelity of programs (see list below). Teacher leaders and principals will be trained to use these tools for walkthroughs.

Data will be collected from various sources such as STAR, Ohio's State Test, Heggerty Phonemic Awareness assessment, priority standards assessments in Illuminate, Kindergarten Cool Tools, KRA, and phonics inventory.

Star Reading and Early Literacy is administered three times each year (fall, winter, spring) to students in Kindergarten to 12th Grade. The tool provides teachers with the data to identify strengths and needs for individual students. It also provides suggestions for intervention grouping. Teacher Based Teams (TBT) will discuss classroom strategies and student performance. They report their minutes to the Building Leadership Team (BLT), who communicate the building level information to the District Leadership Team (DLT). The DLT reviews the data and adult indicators to make recommendations for improvement

Analysis of data will occur at TBT's, BLT's and DLT meetings as well as in the Office of School Improvement. Professional Development for teachers and administrators to support with the use of these tools and their data will be ongoing.

Teacher attendance at professional development related to evidence based instructional strategic areas of need as identified by student performance on AIR tests and Star Assessments, will be tracked by the Office of School

Improvement. These teachers will participate in a survey that evaluates the PD focusing on relevancy, use in practice and planning for implementation.

RIMPs will continue to be monitored and updated as required by district and ODE regulations. Each TBT and BLT will be expected to monitor the components/goals of the plan as it relates to grade levels. DLT will review the data.

- Tools and Procedures to Monitor **Adult** Implementation
- Star Reading (Fall, Winter, Spring)
- Star Early Literacy (Fall, Winter, Spring)
- Heggerty
- Cool Tools (informal Diagnostic Assessments)
- KRA

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.

Evidence-based literacy strategies supporting the Science of Reading and The Simple View of Reading will be implemented to support Tier 1 core instruction, as well as targeted Tier 2 and intensive Tier 3 interventions. These Tier 2 and Tier 3 evidence-based strategies will be documented in students' Reading Improvement and Monitoring Plans and will also be incorporated into a newly created Intervention Assistance Team process. The following evidence-based strategies addressed in this Reading Achievement Plan are intended to be woven into the district's literacy framework and tiered system of supports.

EBS	PK	K	1	2	3
Heggerty *Phonological Awareness* *Phonemic Awareness*	x	x	x	x	x
Kids Lips *Phonological Awareness* *Phonemic Awareness*	x	x	x	x	
Phonics in Motion *Phonics*	x	x	x	x	
Max *Vocabulary* *Comprehension*	x		k	x	x
Explicit Vocab Instruction *Vocabulary*		x	x	x	x
Siop *Comprehension*			x		
Lexia *Phonics* *Comprehension*					x
Reading A-Z *Supplemental Curriculum Further* *conversations to support using this* *piece as a supplemental.*		x	x	x	x
90 Min. Block *Phonological* *Phonemic Awareness* *Phonics* *Vocabulary* *Comprehension*		x	x	x	x

According to the National Reading Panel Report (2000), the level of phonemic awareness that children possess when they first learn to read and their knowledge of letters are the two best predictors of how well they will learn to read later in their school careers. According to the What Works Clearinghouse Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, research on literacy points to numerous studies supporting the positive effects of implementing an explicit and systematic phonological awareness instructional program.

In addition, by implementing a systematic scope and sequence of skills as evidenced by the Changing Emphasis of Reading, students will begin to build stronger foundational skills in emergent and early literacy. This intentional daily integration of an explicit and systematic phonological instruction will be embedded on a daily basis into their literacy framework and will increase the number of students proficient in reading by third grade (Gough and Tunmer, 1986). The district adopted curriculum supporting this work includes the programs listed below.

PHONOLOGICAL AND PHONEMIC AWARENESS

Phonological and Phonemic Awareness benefits all children including those with disabilities (Ball and Blachman, 1991; Lundberg, Frost and Peterson, l988; Yopp, 1992). Phonemic awareness instruction can help essentially all of your students learn to read, including preschoolers, kindergartners, first graders, second graders and third grade who are just starting to read. (WWC Level 1)

- **Heggerty Phonemic Awareness** is a well-organized 35-week curriculum of daily phonemic awareness lesson plans.
    - The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes.
- **Kid Lips** gives the students pictures that show children's mouths with correct placement of tongue, teeth, and lips when producing specific sounds. This helps with Phonemic Awareness and aligns with the science of reading.

PHONICS

- **Phonics in Motion** - explicit phonics instruction, with daily language practice. Kinesthetic movement for each of the sounds, Phonics in Motion uses a system where children sing, recite poems, communicate orally, during Phonemic Awareness Activities. The kinesthetic motions for phonemes are a concrete marker for each phoneme. Marzano research emphasizes the effectiveness of including's non- linguistic representations of phonemes. In older grades, the use of the Vowel House incorporates a graphic organizer of vowel sounds and spellings that is organized by similarities and differences.
- **Lexia:** Lexia Reading is a reading program that provides phonics instruction and gives students independent practice in basic reading skills. This is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel. Lexia® Core5® Reading provides differentiated literacy instruction for   students of all abilities. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. (Level 2 WWC Alphabetics)

VOCABULARY

The Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC), found minimal evidence for the instruction of academic vocabulary. The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), found strong evidence for the use of explicit vocabulary routines to teach academic language (Tier 2 vocabulary) and content specific vocabulary (Tier 3 vocabulary).

- **MAX** teaching strategies are evidence-based strategies aligned to the science of reading. Some of these strategies include a MAX teaching triangle strategy to teach vocabulary,
- **Anita Archer Explicit Vocabulary Instruction:** Research shows that children's vocabulary in early grades is directly related to reading comprehension in upper grades. Students receiving explicit, engaging vocabulary instruction throughout their school years' experience growth in vocabulary. Thus, vocabulary instruction must be central to all content areas at all grade levels and is especially critical for struggling readers. (WWC Level 1 Vocabulary)
- Explicitly teach individual words to students (both general and domain-specific academic vocabulary).
- Teach students strategies for learning words.
- Develop a language-enriched classroom.
- Foster word consciousness among students.

COMPREHENSION

- **MAX** teaching strategies are evidence based strategies aligned to the science of reading. Some of these strategies include a teaching strategy using a 3 level guide to teach language comprehension and reading comprehension.
- **Lexia:** Lexia Reading is a reading program that provides phonics instruction and gives students independent practice in basic reading skills. (WWC Level 2 Reading Comprehension)
- **SIOP** (Sheltered Instruction Observation Protocol) SIOP consists of instructional features that cover eight aspects of lesson design and delivery: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment. The observation protocol has a 5-point scale for each feature on the SIOP Model which measures its level of implementation. A study was conducted to establish the validity and reliability of the SIOP protocol and found the SIOP instrument to be a highly reliable and valid measure of sheltered instruction (Guarino, et al., 2001). When the features of the SIOP Model are implemented to a high degree, the achievement of English learners improves (Echevarria, Short, & Powers, 2006; Echevarria, Richards, Chinn & Ratleff, 2011). (WWC No Studies Fall in the Scope of ELL Research Protocol)

CURRICULUM

Based on the level of student mastery of grade level standards there is a problem with Tier 1 instruction. Therefore, AACS is supplementing the curriculum gaps that are obvious with multiple resources at this time. Eventually, the district plans to adopt a core curriculum and supplement as necessary.

Supplemental Curriculum - Reading A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials can be differentiated when individual students are assigned books based on their own progress data.

In 2000, the National Reading Panel published its research-based findings on the reading strategies and instructional practices that demonstrated the best results for reading achievement in developing readers. The panel reviewed several hundred key studies that met its criteria for sound scientific research on reading. Of those studies, a subset of qualifying studies was further evaluated through a meta-analysis. The results are organized around five key areas of reading instruction-phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The findings are intended to help educators understand and address the best methods of instruction and develop the most effective instructional resources. The hopeful outcome is improved reading performance on the part of all children.

This document addresses each of the five areas of reading instruction identified by the National Reading Panel. It identifies specific Reading A-Z resources designed to support effective instruction. It also covers other areas cited by research that fall outside the parameters of the five key areas.

SUMMARY

Based on the research of Dr. Tim Shanahan we have incorporated a 90-minute uninterrupted Tier 1 language arts instructional block, a 30 minute uninterrupted writing block with support staff.

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.*

INTRODUCTION

Ashtabula Area City Schools is committed to addressing the reading needs of all of our students by improving Tier 1 instruction by focusing on explicit instruction in phonemic awareness, phonics, and vocabulary. We believe that in order to improve student outcomes we need to provide a strong multi-tiered system of support.

Our most important focus is to strengthen Tier 1/core instruction so that the number of students falling into tiers 2 and 3 will be greatly reduced. We will continue to align our literacy plan with the Simple View of Reading (Gogh and Tumner, 1986) and the Changing Emphasis of Subskills of the Five Components of Reading (Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017) to ensure the implementation of literacy strategies through Heggerty, Phonics in Motion and other professional development. We will develop decision rules as part of our MTSS process in order to make data-based decisions to determine whether a student will need Tier 2 and/or Tier 3 interventions in addition

to Tier 1 instruction. Our professional learning will be aligned to the Literacy Pyramid (Shanahan). We will address these areas with professional learning, coaching, monitoring and feedback.

Ashtabula Area City Schools will ensure the fidelity of implementation of these evidence-based instructional strategies through the continued use of the Ohio Improvement Process. We will use the 5 Step process in our teacher based teams, building leadership teams, and district leadership teams to measure the effectiveness of the adult implementation of the specific strategies that support the simple view of reading and the effects on student outcomes (Data will be monitored for student growth). We will monitor progress across grades pre-Kindergarten to third grade though building leadership team meetings and teacher-based teams. The building leadership teams will provide evidence of implementation and the effects on student outcomes at the district leadership team.

COACHING

The literacy team made up of principals and teachers is attending the Literacy Leadership Networking Series to learn more about how to teach aligned with The Simple View of Reading.

PK	Coaching: The literacy team made up of principals and teachers is attending the Literacy Leadership Networking Series to learn more about how to teach aligned with The Simple View of Reading.
Grade K	Coaching: The literacy team made up of principals and teachers is attending the Literacy Leadership Networking Series to learn more about how to teach aligned with The Simple View of Reading. TBTs review student data. Shared Google Drives are used to share information and strategies.
Grade 1	Coaching: The literacy team made up of principals and teachers is attending the Literacy Leadership Networking Series to learn more about how to teach aligned with The Simple View Of Reading.
Grade 2	SSTR5 visited the school to coach and model an Anita Archer explicit vocabulary lesson-she modeled this with our children. This lesson was added to our drive for the whole staff to be able to access at our leisure and for future referral.
Grade 3	We have two teachers who are responsible for running weekly reports to monitor usage and areas of concern. These teachers are also assigned to rooms to give additional student support when students are experiencing difficulty on a specific skill. They give the classroom teachers any necessary support and guide them to the correct usage for the program. When questions or concerns arise, they are the contact to the program administrators. We also have the ability to call/watch online tutorials to help guide the correct implementation. Additional webinars can be scheduled as well

MONITORING

Grade level teams meet weekly to discuss what texts, sight words, vocabulary, etc. we will be using each week and which priority standards to which we are aligning them. Teams will also work with building and district leadership to determine a core curriculum to purchase in the 2020-21 SY.

PK	We will ensure the fidelity of implementation of these instructional strategies through the continued use of the teacher based team process. We will monitor progress across grades through the building leadership team and district leadership data collection and monitoring. Data will be monitored for student growth.
Grade K	We will ensure the fidelity of implementation of these instructional strategies through the continued use of the teacher based team process. We will monitor progress across grades through the building leadership team and district leadership data collection and monitoring. Data will be monitored for student growth.

Grade 1	Grade level teams meet weekly to discuss what texts, sight words, vocabulary, etc. we will be using each week and which priority standards we are aligning them to. Our grade level team meets weekly to discuss what standards we will be working on this week and what SIOP strategies would be beneficial to use. We also discuss these strategies during our weekly TBT's when discussing how to help our students meet our goals for the 5 step process.
Grade 2	As a grade level/pod we gather together weekly and agree upon the story of the week with the specific vocabulary words that are tied into the story. Stories will be chosen from texts sets using grade level texts. Tier 2 and 3 vocabulary words are used. We include this in our lesson plans weekly. We align the max teaching strategy (triangle) to our lesson. Our principal does continual walkthroughs to ensure this is being implemented. -Weekly vocabulary assessment
Grade 3	Each teacher monitors their students' progress and daily activity through the website. The classroom teacher can also pull students who are not performing to the best of their ability or who are lacking in their screen time. We also have teachers that monitor classes and work in small groups with the students who have been flagged as struggling on a skill. Weekly reports are run in order to monitor usage and weekly gains. Our principal checks usage and implementation of Lexia progress as well.

FEEDBACK

Principals provide feedback based on walkthroughs and our formal observations. Teachers provide feedback to each other through the TBTs. Teachers provide feedback to students through formal and informal formative and summative assessments. With support from SSTR5, the Florida Center for Reading Research walkthrough form with be adapted to be used in grades k-3 by all administration.

PK	Feedback by building administrators will provide additional coaching for teachers in the use of these research based strategies in the science reading.
Grade K	Feedback by building administrators will provide additional coaching for teachers in the use of these research based strategies in the science reading
Grade 1	Our principal provides us with feedback from our walkthroughs and our formal observations. SIOP Our administrator is getting the training with us so she can look for the strategies in walkthroughs and formal observations.
Grade 2	Our principal provides us with feedback from our walkthroughs instantly with a form on google drive. Feedback on student performance is based on observation using the triangle method and a weekly vocabulary assessment.

Grade 3	Advanced phonics instruction and explicit vocabulary instruction will be monitored through walkthroughs by the building administrator.
	Our principal and 2 support teachers provide feedback on those students who need small group assistance and additional screen time. Student feedback is provided by the classroom teacher and support teachers. Daily announcements are made to recognize those students achieving success and encourage others to keep working hard. Classroom teachers print completion certificates and announce students' names when they've completed levels. They can also print extra activities the students can complete.
	Feedback on student performance is seen in their everyday work and assessments that are discussed in TBT.

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 the Ashtabula Area City Schools District, multiple professional developments *(See Appendix 1 for Professional Development scheduling breakdowns)* will be implemented for teachers to support their growth in improving their craft to provide high quality literacy instruction. The district's professional development plan will focus on building strong and lasting internal capacity among all educators within the literacy continuum.

The PD plans are aligned with the identified evidence-based instructional practices/interventions for each of the sub goals, which are derived from the comprehensive needs assessment in Section 3 of this literacy plan. The PD plan will focus on aligning resources and structures throughout the Prek-3 continuum to provide a multi-tiered "community" of support for educators.

Professional learning opportunities will be provided by outside experts, district curriculum teams, Directors, and principals who will be trained in the literacy strategies described in this plan and will also provide support and training to buildings and teachers. Providing professional learning opportunities for district leadership and support teams that will then provide the learning opportunities for buildings and teachers will foster the development of common understandings and shared clarity within the district and ensure consistent implementation of instructional strategies.

There are several targeted professional development topics that are planned for the 2020-2021 school year as part of this reading achievement plan, aligned with building capacity toward increasing student literacy achievement through the use of the identified evidence-based practices/interventions, they include:

- Conduct training on adoption of systemic progress monitoring tools and informing instructional practices
- Conduct ongoing, job-embedded and intensive PD with coaching and feedback with literacy educators and instructional support teams, with an emphasis on building capacity that impacts all students.
- Conduct coaching, feedback and PD related to explicit instructional strategies for targeting ELL and SWD in the mainstream classroom

Teachers will participate in teacher based team meetings where they will analyze adult implementation data pertaining to evidence based instructional practices and student assessment data from Star assessments, common assessments from priority standards, short cycle assessments and classroom work.

Teachers will strategically discuss standards alignment and skills where students are struggling the most, horizontally, among their grade-band and vertically, across grade levels. They will also continuously deconstruct the Ohio Learning Standards for Literacy to meet the needs of all students.

Teachers will also have data meetings with the school principal reviewing data and instructional pushes for reading within their classroom. The data meetings with the principal will focus on students that are identified with tier II and tier III reading levels. During these meetings, the principal will guide and support teachers on reading strategies and instructional pushes with the identified struggling readers.

➢ MAX Teaching (K-3)
➢ SIOP (K, 1, and 2)
➢ Phonics in Motion (PK-3)
➢ Formative and Summative assessments (K-3)
➢ Standards Deconstruction (K-3)
➢ LETRS (PK, and 1)* - Further research and feedback needed

Professional Learning
PK-3	All staff members received training on the Science of Reading, Scarborough's Rope, and the Four-Part Processor. In addition, professional learning opportunities have and will continue to focus on the five sub-components of the educational cascade. In addition, 90 minute literacy blocks were embedded into the school day framed around Tim Shanahan's *Three Aspects of Experience* in grades Grade K-3.
PK-K	Phonics in Motion PD: Fall 2019 Staff received training in Phonics in Motion in the fall of 2019. Phonics In Motion is a multi-sensory teaching methods used by educators, districts, and parents alike to teach phonemic awareness, speech, reading and writing. Staff was trained in the use of the program, implementation, materials, order of introducing letters, handwriting components, monthly poems, and parent connections. Phonics in motion is being used in prek and kindergarten classrooms as the foundation of our phonics instruction. Teachers use the daily lessons to teach sound/letter correlation, correct letter formation during handwriting component, monthly poems that support phonics in context. The program includes parent letters to support a home/school connection. Teachers will be provided decodable texts. District Professional Development Professional Development aligned with the Science of Reading: ● Staff received professional training on Heggerty (All year 2018-2019) ● Explicit Vocabulary Instruction (Spring 2019) ● Kid Lips(Fall 2018) ● Phonics in Motion (Fall 2019) ● Reading A-Z/ RAZ Kids Webinar December 2019 ● MAX Teaching (All year 2019-2020) ● Literacy Leadership Network Training 2018-2019 and 2019-2020

Grade 1	Staff received professional training on Heggerty (1 day during the 2018-29 SY), Explicit VocabularyInstruction (Spring 2019), Reading AZ (Webinar), Kid Lips(Fall 2018), Phonics in Motion (Fall 2019) and MAX Teaching (2019-2020 SY)
	First Grade teachers are getting 7 full day training sessions on SIOP in the 2019-2020 school year from SIOP trainer John Kongsvick.
	Professional Learning- Grade 1
	Teachers use Teacher Based Team time as a check in and data collected from assessments can be evaluated and reviewed. Within the administrative walkthroughs which include strategies and coaching, the administrator will track whether or not these strategies are being implemented and used within the classroom.
Grade 2	Staff received professional training on Heggerty (All year 2018-2019), Explicit Vocabulary Instruction(Spring 2019), Reading AZ (Webinar), Kid Lips(Fall 2018), Phonics in Motion (Fall 2019) and MAX Teaching (All year 2019-2020) All staff will have PD in order to use the programs with fidelity and to incorporate these strategies within their daily planning and lessons. Ontario Primary has created a google team drive that also has this information that can be used as a resource throughout the year.
	Teachers use Teacher Based Team time as a check in and data collected from assessments can be evaluated and reviewed. Within the administrative walkthroughs, the administrator will track whether or not these strategies are being implemented and used within the classroom.
	Future trainings are planned for MAX Teaching Strategies on March 17, 2020 and we have vertical alignment meetings scheduled to continue after the first of the new year.
Grade 3	Staff received professional training on Heggerty in the Fall and Spring of the 2019-20 SY; Explicit Vocabulary Instruction in a 4 part series in the 2019-20 SY, and MAX Teaching Strategies in the Fall and Winter of the 2019-20 SY; and Lexia during the Fall, Winter, and Spring of the 2019-20 SY. The staff received a webinar on the Reading A-Z/RAZ Kids curriculum in December of 2019.
	Currently each grade level is working with the prior and following grade level to ensure vertical alignment.
	All staff will have PD in order to use the program accurately and to its fullest extent. We have PD built into the program. Lexia PD was provided at the beginning of the year for all staff.
	Each nine week period there will be a data check-ins where representatives from Lexia will review data with administrators and/or literacy coaches etc. It will look at the usage and data for the classes. It will focus on any outliers that appear to be having difficulty with usage or making progress.
	We will also schedule our onsite PD. This will share the depth of the data available to teachers to make sure they are aware of it and how to get to it. This session will also work with the usage of the offline materials (lessons and skill builders) assisting teachers in understanding their importance and sharing Best Practices with them. All teachers have resources available to them from Lexia. There are videos/quick lessons that are sent via email to the teachers who have an account that can help learn the program and its features.
	These resources are aligned to individual students' skill levels and areas of deficiencies. Teachers can access the library which has numerous skill lessons and skill builder lessons that correspond to the grade level they are working on, specific skill and program level. These lessons allow teachers to meet the needs of individual learners in order to begin to close the learning gap.

Grade PK: Professional Development Plan

Building Goal:

PreK Goal: By the end of the 2021 school year 80% of PreK students will be identified as on track as measured by Heggerty Phonemic Awareness Assessment from our current 50%.

Evidence-Based Practice or Intervention: Implement evidence-based strategies that support phonological processing, print awareness and oral language skills for emergent readers in Tiers 1, 2 and 3.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. Phonics in Motion	Fall 2019						X
2. Heggerty Phonemic Awareness	Fall 2018	X	X	X	X	X	X
3. MAX Teaching Strategies	Fall 2019	X	Plan in place	X	Plan in Place		X

Resources Required	Outcomes/Evaluation
● PIM licenses and Materials ● Professional Development Providers	Surveys at the end of PD sessions Walkthrough and observation data Feedback given to teachers after walkthroughs and observations
● Heggerty Books ● Substitutes for PD Sessions ● Tbt times	Surveys at the end of PD sessions Walkthrough and observation data Feedback given to teachers after walkthroughs and observations
● MAX Teaching Books	Surveys at the end of PD sessions Walkthrough and observation data Feedback given to teachers after walkthroughs and observations

Grade K: Professional Development Plan

Building Goal:

Kindergarten Goal: By the end of the 2021 school year 80% of kindergarten students will be identified as on track as measured by Star Early Literacy assessments from our current data of 36% on track.

Evidence-Based Practice or Intervention: Implement evidence based strategies that support Blending and Segmenting of Sounds (The Changing Emphasis Reading). The chosen evidence based strategies chosen support decoding, recognition of words, and language comprehension for early literacy skills and oral reading fluency in Tiers 1, 2 and 3. Our focus is on blending and segmenting, sounds, and basic phonics. The focus on basic phonics, sounds, blending and segmenting will begin in the preK classrooms to continue into kindergarten.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. Phonics in Motion	Fall 2019						X
2. Heggerty Phonemic Awareness	Fall 2018	X	X	X	X	X	X
3. MAX Teaching Strategies	Fall 2019	X	X Plan in place		X Plan in Place		X

Grade K: Professional Development Plan	
Resources Required	**Outcomes/Evaluation**
• PIM licenses • Materials Professional Development Providers	Surveys at the end of PD sessions Walkthrough and observation data Feedback given to teachers after walkthroughs and observations
• Heggerty Books • Substitutes for PD Sessions • Tbt times	Surveys at the end of PD sessions Walkthrough and observation data Feedback given to teachers after walkthroughs and observations

Grade 1: Professional Development Plan

Building Goal:

First Grade Goal: By the end of the 2021 school year 80% of 1st grade students will be identified as on track as measured by Star Early Literacy and Star Reading assessments from our current data of 30%.

Evidence-Based Practice or Intervention: Implement evidence-based strategies that support Phoneme Analysis: Addition, Deletion & Substitution and Spelling Dictation (The Changing Emphasis Reading). Implement evidence-based strategies that support decoding, recognition of words, language comprehension, and oral reading fluency in Tiers 1, 2 and 3.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. The Phonics In Motion professional development plan will include:							X
2. The Heggerty Phonemic Awareness professional development plan includes:		X	X				
3. The Sheltered Instruction Observation Protocol - SIOP - professional development will include:			X	X		X	X
4. The MAX Teaching Strategies for Literacy for Literacy		X	Plan in place	X	Plan in place		X
Resources Required	**Outcomes/Evaluation**						
• PIM licenses and Materials Professional Development Providers	• Walkthroughs • weekly plan documents • Increase in Heggerty scores						

Grade 1: Professional Development Plan	
• Heggerty books • substitutes for PD sessions • tbt times	• Walkthroughs • Heggerty screeners
• PD sessions • Substitutes for PD sessions • materials	• Walkthroughs • Weekly plan documents • TBT Minutes • Intervention tracking sheets growth
• PD sessions • book	• Walkthroughs • Weekly plan documents • Intervention tracking sheets growth

Grade 2: Professional Development Plan:

Building Goal:

Second Grade Goal: By the end of the 2021 school year 80% of 2nd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 34% on track.

Evidence-Based Practice or Intervention: Implement evidence based strategies that support advanced Phonics & Multisyllabic Words and Words and Connected Text (The Changing Emphasis Reading). The strategies chosen support decoding, recognition of words, language comprehension, and oral reading fluency.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.Phonics in Motion	Fall 2019			X			X
2.Heggerty Phonemic Awareness	Fall 2018	X	X	X	X	X	X
3.MAX Teaching Strategies	Fall 2019	X		X			X

Resources Required	Outcomes/Evaluation
• Phonics in Motion Licensing • Materials and professional development	• Plan in place to continue professional development to support the continued use of the strategies. • Walkthroughs • Weekly plan documents • increase in Heggerty scores
• Continued Professional Development Heggerty books	• Plan in place to continue professional development to support the continued use of the strategies. • Walkthroughs • Heggerty Screeners
• Continued Professional Development	• Plan in place to continue professional development to support the continued use of the strategies.

| **Grade 3: Professional Development Plan** | | | | | | | |

Building Goal:

Third Grade Goal: By the end of the 2021 school year, 80% of 3rd Grade students will be identified as on track as measured by Star Reading assessments from our current data of 42% on track.

Evidence-Based Practice or Intervention: Implement evidence based strategies that support Advanced Phonics & Multisyllabic Words and Words and Connected Text (The Changing Emphasis Reading).Implement evidence based strategies that support decoding, recognition of words, language comprehension, oral reading fluency, reading comprehension, writing, and spelling in Tiers 1, 2 and 3.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. Heggerty	Fall 2018	X		X	X	X	X
2. Lexia	Fall 2019	X		X	X	X	
3. MAX	Fall 2019	X	Plan in place	X	Plan in place		X
4. Phonics in Motion	Fall 2020						

Resources Required	Outcomes/Evaluation
- Heggerty Books, Continued PD - Substitutes for PD Sessions - TBT times	- Plan in place to continue professional development to support the continued use of the strategies - Walkthroughs - Heggerty screeners to analyze growth
Continued PD	- Plan in place to continue professional development to support the continued use of the strategies. - Weekly analysis of student usage/performance data.
Continued PD	Plan in place to continue professional development to support the continued use of the strategies.
- Phonics in Motion Licensing - Materials - Professional development.	- Plan in place to continue professional development to support the continued use of the strategies. - Walkthroughs

Professional Development Plan

Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

The professional development described above takes place over the course of a year in some instances and three years in others. Participants will attend face-to-face sessions spread out over the course of the project and have opportunities for coaching between sessions. Teacher Based Teams will meet on an ongoing basis to participate in data driven decision-making. Finally, by providing facilitator training to our own internal staff, we will be able to sustain the work after the professional development period.

Intensive: Focused on a discreet concept, practice or program.

The professional development focuses on Early Literacy skills of phonemic awareness and basic phonics in the primary grades PreK through grade 3. Teachers will learn to incorporate the science of reading into daily lessons with grade appropriate focus on phonics components. The focus will shift as the big ideas for each grade move through the continuum of phonemic awareness, phonics, language comprehension into reading comprehension.

The trainings were broken down into discrete concepts of simple view of reading. Teachers were given specific PD in phonemic awareness skills of blending and segmenting, sounds, basic phonics, sounds and words, speaking and listening. Additional phonics PD focused on early phonics skills of letters and sounds, rhyming, syllables, CVC words, and vocabulary development.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

The professional development includes teachers and administrators in grades preschool to grade four. Grade level teams attend the sessions together and meet during planning to implement the strategies within classrooms. Teachers use Illuminate Platform to create and share common assessments based on the skills presented during professional development. Shared and Team Drives in Google are used to share ideas, teacher created materials, and assessment information among teachers after PD.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

Teachers and administrators work together to create monitoring tools to assess implementation levels to practice activities embedded in the professional development provide real time, ongoing learning within the context of the classroom or learning environment.

Building Leadership Teams and Teacher Based Teams arrange and schedule peer observations and give substantive feedback.

Mentor teachers can model specific strategies and lessons using evidence-based strategies.

Staff meetings will be used to share professional development information and application.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

The professional development outlined is monitored through the Ohio Improvement Process and data gathered by state, district, and teacher assessments is analyzed by TBTs, BLTs, and DLT for adult implementation and integrity as well as learner response. Instructional practices are adjusted based on the data and the individual needs of the student.

Instructionally Focused: Related to the practices taking place in the learning environment during the teaching process.

The professional development focuses on Early literacy skills of phonemic awareness and basic phonics in the primary grades PreK through grade 3. Teachers will incorporate the science of reading into daily lessons with grade appropriate focus on phonics components. The focus will shift as the big ideas for each grade move through the continuum of phonemic awareness, phonics, language comprehension into reading comprehension.

APPENDICES

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

INDEX OF APPENDICES

APPENDIX 1: AACS PROFESSIONAL DEVELOPMENT SCHEDULE

Academic		Climate	Leadership
MAX Teaching Strategies (Adult indicators and student measures)			
Math	**ELA**	**PBIS**	
Philosophy and Framework	Philosophy and Framework	Philosophy and Matrix	Values, Behaviors, Outcomes
Standards deconstruction	Standards deconstruction	PAX (PK-4)	Lead4Influence Growth Mindset
Priority Standards – TBT's update and review	Priority Standards – TBT's update and review	Community Counseling – Trauma Informed District (Students, Teachers, Administrators)	A-Team Meetings
District Curriculum Team Meetings	District Curriculum Team Meetings		Principal reflections
Vertical alignment meetings: A – PK/K, 1/2, 3/4, 5/6, 7/8, 9/10/11/12 August, October, December, February, April B – K/1, 2/3, 4/5, 6/7, 8/9&10, 11&12/Kent September, November, January, March, May			OIP DLT BLT TBT
Adult Indicators	Adult Indicators	Adult Indicators	Instructional Rounds
Student Measures	Student Measures	Student Measures	Leadership for Educators
Star Data Coaching (monthly)	Star Data Coaching (monthly)		
Star Instructional Path Training	Star Instructional Path Training		
Illuminate - 2 Days in district with Beth (TBT); District trainers; conferences (Michigan and 2 regional)			

Building	Grades	Initiative	Description	Outcome
Michigan, Huron, Ontario, Superior	PK-4	Heggerty, Phonics in Motion, Kids Lips, Reading A-Z, The Simple View of Reading	The combination of programs follows the philosophy of the AACS Literacy framework and the Simple View of Reading to develop a comprehensive approach to teaching word recognition.	Increase student reading achievement
Huron	1	SIOP	Sheltered Instruction Observation Protocol - The SIOP model is a collection of academic needs for all students. The protocol includes lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.	Research year will increase language acquisition and vocabulary skills to enhance the existing literacy framework. Possible expansion to other grade levels.
Superior	3-4	Lexia	Lexia - An adaptive online program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	Research year will support targeted interventions for students struggling in Reading to assist in the transition from word recognition to language comprehension. Possible expansion to other grade levels.
Erie, Lakeside Junior High School and Lakeside High School	5-12	System 44 and Read 180	Online adaptive program targeting students who are 2 or more years behind their current grade level standards.	Intervention tool for struggling students used to target language comprehension and fill gaps of word recognition deficiencies.

ELA PROFESSIONAL DEVELOPMENT 2019 - 2020

CURRICULUM TEAM

DATE	TIME	CONSULTANT	TEACHERS	TOPIC
April 24, 2019	8:30 -3:30	SSTR5	ELA Curriculum Team	Simple View of Reading
May 13, 2019	8:30 -3:30	SSTR5	ELA Curriculum Team	Simple View of Reading
May 15, 2019	8:30 -3:30	SSTR5	ELA Curriculum Team	Simple View of Reading/Intro to Framework
June 24, 2019	8:30 -3:30	SSTR5	ELA Curriculum Team	Explicit Instruction/Intro to Framework
June 25, 2019	8:30 -3:30	SSTR5	ELA Curriculum Team	Framework work
August 30, 2019	8:30 -10:30	SSTR5	ELA Curriculum Team	Framework work
September 17, 2019	8:30 - 11:30	SSTR5	ELA Curriculum Team	Framework Complete

Explicit Instruction Through the Lens of All Content Areas for our Literacy Leadership Teams			
DATE	GRADE	PK-3 TEAM	4-12 TEAM
September 13, 2019	PK-3	Director: Krista	Director: Mariel
September 20, 2019	4-12	Administrators: Lisa and Beckie	Administrators: Cris and Bob
November 15, 2019	PK-3	PK – Lashell G.	4 - Anna T.
December 6, 2019	4-12	K – Sarah S.	5/6 - Christine P.
January 29, 2020	PK-3	1 – Lauren N.	7/8 - Amanda L.
January 31, 2020	4-12	2 – Victoria J.	9-12 - David M. or Jenn A. and Lynne M.
February 28, 2020	4-12	3 – Megan N.	
March 17, 2020	PK-3		

	Reading Achievement Plan Writing Meetings		
DATE	**K-3**		
	NAME	**ROLE**	**GRADE & TEACHER**
November 6, 2019	Evanson	Teacher	K – Sarah S.
November 19, 2019	Harper	Teacher	1 – Lauren N.
December 11, 2019	Newsome	Teacher	2 – Victoria J.
December 17, 2019	Rutz	Teacher	3 – Megan N.

ALL ELA TEACHERS PROFESSIONAL DEVELOPMENT SCHEDULE

Date	Subject	Consultant	Schools	Objective
10/03	ELA	SSTR5	Michigan, Superior, Junior High, High School	Observing framework implementation
10/04	ELA	SSTR5	Huron, Erie, Junior High, High School	Observing framework implementation
10/08	ELA	SSTR5	Michigan and Ontario	Observing framework implementation
10/10	ELA	SSTR5	Superior and Ontario	Observing framework implementation
10/18	ELA	SSTR5	District PD	Customized to the walkthroughs/observations
11/08	ELA - PK-6	Marlo from SSTR5	PK-K	Standards deconstruction
11/20	ELA - 7-12	Angeline from MCESC	Grades 9/10 and 11/12	Standards deconstruction
12/04	ELA - 7-12	Angeline from MCESC	Grades 7/8 and 9/10	Standards deconstruction
12/12	ELA - PK-6	Marlo from SSTR5	Grades 3 and 4	Standards deconstruction
12/16	ELA - 7-12	Angeline from MCESC	Grades 11/12 and 7/8	Standards deconstruction
12/18	ELA - PK-6	Marlo from SSTR5	Grades 5 and 6	Standards deconstruction
01/21	ELA - PK-6	Marlo from SSTR5	Grades 1 and 2	Standards deconstruction

MAX TEACHING (DISTRICT - EVIDENCE-BASED INSTRUCTIONAL STRATEGIES)

Date	Subject	Consultant	Schools	Objective
9/26	MAX	Andrew, Todd, Ronnie	District PD	Introduction to MAX Teaching strategies
9/26	MAX	Andrew	Michigan and Erie	Modeling
10/8	MAX	Andrew	Administrators	MAX look-for's for administrators
10/21	MAX	Andrew	Lakeside High School	Science AM/Social Studies PM
11/05	MAX	Andrew, Todd, Ronnie	District PD	MAX Teaching Strategies moving forward
11/22	MAX	Andrew, Todd, Ronnie	Lakeside Junior High School and Lakeside High school Andrew: JHS Science AM/Social Studies PM Todd: 7/8 Math AM; 9-12 Math PM Ronnie: 9-12 ELA AM; 7/8 ELA PM	Modeling and debrief
01/09	MAX	Andrew	Specials/electives 7-12	Modeling and debrief
01/10	MAX	Andrew	Specials/electives PK-6	Modeling and debrief
01/23	MAX	Andrew	Superior	Modeling and debrief
01/24	MAX	Andrew	Erie	Modeling and debrief
02/06	MAX	Andrew	Ontario	Modeling and debrief
02/07	MAX	Andrew	Huron	Modeling and debrief
3/10/2020 *Changed to* 3/17/2020	MAX	Todd and Andrew	Lead Teacher Team	Monitoring implementation, coaching, and onboarding new teachers

Ashtabula Area City Schools

Literacy Framework

Dragon's R.O.A.R.

Mission Statement: For every teacher to teach all students to read.

	Staff Expectations	Student Expectations
Respectful	● Believe every student can learn to read. ● Accept that students are at different levels of development ● Ensure scheduled instructional time is followed.	● Actively listen, respect and learn from the ideas and strategies shared by others.
Outstanding Academics	● Model appropriate and accurate grade level vocabulary ● Expose students to explicit and systematic evidence based instruction ● Use assessment data to drive instruction	● Justify thinking verbally and in writing ● Respond to text in ways that make sense to them ● Understand concepts and make connections (ex. Text to text, text to self, text to life)
Always Safe	● Create a safe learning environment that encourages growth ● Provide opportunities for critical thinking and discussion ● Provide effective and constructive feedback in a positive way.	● Be comfortable expressing your thoughts ● Demonstrate flexibility in thinking and a willingness to change strategies
Responsible	● Teach Ohio's Learning Standards ● Facilitate student-centered learning ● Provide collaborative learning opportunities within the classroom ● Follow the AACS power standards referencing the vertical alignment ● Optimize instructional time	● Persevere using different strategies ● Work collaboratively with others

Pre-K Emergent and Early Literacy	Grade K-Grade 3 Early and Conventional Literacy	Grades 4-6 Conventional and Adolescent Literacy	Grades 7-12 Adolescent Literacy
Phonological Awareness ● Heggerty (10 Min) ● Phonics in Motion ● Initial Sounds **Oral Language and Vocabulary** ● Read Alouds ● Words from Heggerty Nursery Rhymes (5 min) **Print Knowledge** ● Recognize Letter ● Names Environmental Print	**Phonological Awareness** (10-15 min) ● Heggerty (Curricula Supplement) ● Kid Lips (Tool) Phonics (20-30 min) ● Alphabetic principle in K ● Phonics in Motion (K-2) ● SIOP Sheltered Instruction Observation Protocol (1st) ● Explicit and systematic Lexia (3rd) Sight words according to science of reading ● Accuracy and Fluency Explicit vocabulary lessons (10 minutes) ● Language Comprehension	● Phonics (DSA, Brainspring, Morphemes) ● Explicit Vocabulary - Gradual Release (I Do, We Do, You Do) Close Reading (add building background knowledge prior) ● Writing Process (explicit syntax instruction) ● Reading and Writing Workshop (can this be expanded mini-lesson and add more "we do" (Explicit Instruction) ● Independent Reading ● Differentiated Instruction ● Max Teaching Strategies	● Bell to Bell Teaching - greet students at the door, opening activity/ bellwork, closing activity/exit slip ● Pre-reading Strategies 　o Building Background Knowledge 　o Pre-teaching critical vocabulary 　o Giving purpose of the reading ● Reading grade level Rich Texts Reading across content areas ● Advanced Phonics (morphology, etymology) ● Max Teaching Strategies

Pre-K Emergent and Early Literacy	Grade K-Grade 3 Early and Conventional Literacy	Grades 4-6 Conventional and Adolescent Literacy	Grades 7-12 Adolescent Literacy

	through Interactive Read Alouds (20 - 30 minutes)
	● Reading grade level rich text with scaffolding to build language comprehension skills (Grades 1-3)
	● Writing including handwriting (Grades K -3) (30 minutes)
	● Max Teaching Strategies
		● Targeted interventions based on assessment data
		● Embedding comprehension strategies in instruction with rich, grade level text sets.
		● Fluency with connected text
		  o Choral Reading
		  o Echo Reading Literature Discussions - Collaborative MTSS for struggling readers in addition to core instruction:
		  o Tier 2: Read 180 and System 44
		  o Tier 1: Heggerty
			● MTSS for struggling readers in addition to Tier 1 instruction
			  o Explicit Vocabulary Routines for BOTH Tier 2 and Tier 3 words
			  o Targeted interventions based on assessment data
			● Writing Strategies
			● Read, Write, Speak (every class and every day)
			● Independent Reading for Enjoyment

**Ohio** | **Department of Education**

June 24 and 25, 2019

A Work Session for Developing a District Literacy Framework

1

Outcomes for Our Sessions

- Explore resources to assist in establishing systems to support language and literacy.
- Review the research for systemic changes in literacy outcomes.
- Develop a Literacy Vision and Mission.
- Develop a Literacy framework for AACS

2
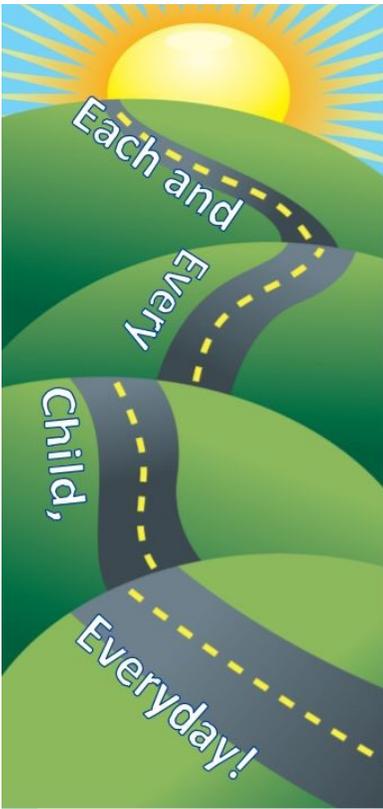
How do you raise literacy achievement?

- Unified Literacy Vision and Mission for the District
- Consistent Practices and Procedures aligned to Ohio Learning Standards
- Consistent Road Map for Literacy

Each and Every Child, Everyday!

3

So, what are you going to do?

4

Literacy Improvement Pathway

It's not a linear pathway, but a journey with many twists and turns.

There are many stops along the way, and some should be taken before others.

Each and Every Child, Everyday!

Journey Checkpoints

Each and Every Child, Everyday!

Equity – Each and Every Learner Everyday!

is embedded in every STOP!

Non-negotiables Graphic Organizer

Leadership	Time	What to teach?	Quality of Instruction

Emergent & Early Literacy Components

Word Recognition X Language Comprehension = Reading Comprehension

Emergent Literacy	Early Literacy
• Phonological Awareness • Oral Language / Vocabulary • Print Knowledge	○ Alphabetic Knowledge ○ Phonological Awareness ○ Rapid Automatic Naming ○ Writing / Name Writing ○ Phonological Memory ○ Concepts of Print ○ Print Knowledge ○ Oral Language

11

Elementary & Adolescent Literacy Components

Word Recognition X Language Comprehension = Reading Comprehension

Conventional Literacy	Adolescent Literacy
• Phonemic Awareness * • Phonics • Fluency • Vocabulary • Comprehension	• Advanced Decoding • Fluency • Vocabulary • Comprehension • Motivation

SVR Activity

Changing Emphasis of the Big Ideas

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017

What is Taught: Vocabulary

3 Levels (Tiers) of Vocabulary Words

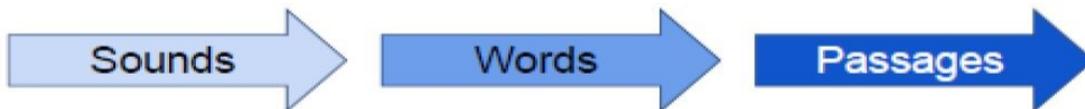| Common (Tier I)	Academic (Tier 2)	Content-Specific (Tier 3)
Basic words used often in everyday conversation	More complex, frequently occurring words in academic settings	Highly specialized words that are related to a specific discipline

Beck, 2013

51

What is Taught: Fluency

NRP reviewed 16 studies showing the effectiveness of repeated oral reading practice

Rasinski's review of high school reading in Cleveland

Oral reading practice, with repetition and feedback
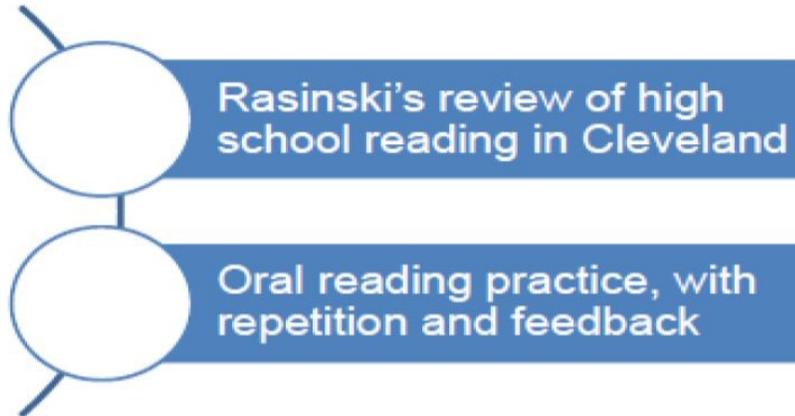
Note how fluency changes as students learn to read

Sounds → Words → Passages

What is Taught / Writing

Writing Next reviewed 116 studies showing the effectiveness of explicit writing instruction

Strategy instruction, word processors, summary writing, were effective

Explicit instruction, with connections to text

Foundational Writing Skills ✖ Composition = Skilled Writing Expression

16
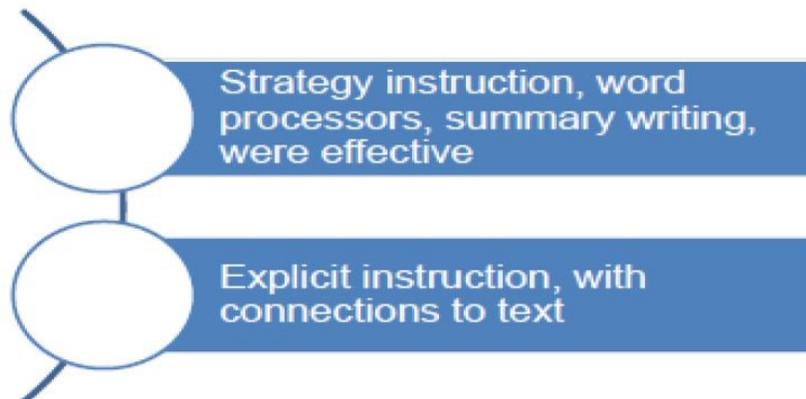
Quality of Instruction: Effective Instruction

Principles of EFFECTIVE INSTRUCTION

1. Optimize engaged time/time on task

2. Promote high levels of success

3. Increase content coverage

4. Have students spend more time in instructional groups (based on SKILL), as opposed to 1:1 instruction or seatwork

5. Scaffold instruction

6. Address different forms of knowledge

Quality of Instruction: Explicit Instruction

Big Takeaways from Explicit Instruction Training with Anita Archer:

- How well you teach = How well they learn
- Learning is not a spectator sport.
- Perky not pokey.
- Don't commit "assumicide."
- Walk around. Look around. Talk around.
- If you expect it, pre-correct it.
- Avoid the void—for they will fill it.
- Teach with passion. Manage with compassion.

Quality of Instruction: Improving Reading Skills in Middle and High School
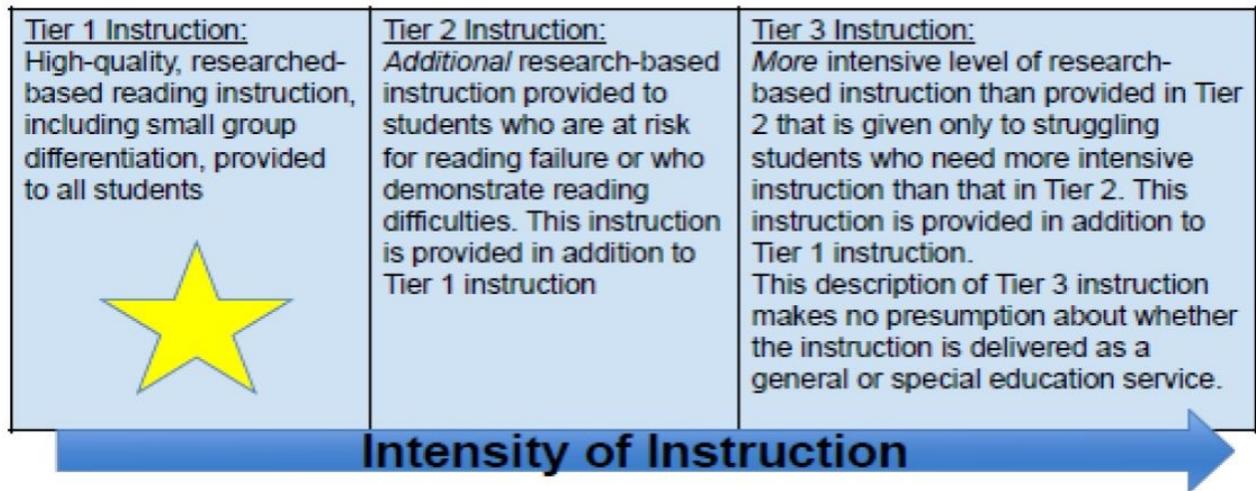
Students with reading skills more than two years below grade level with word level difficulties need:

- Word level skills – accuracy and fluency

- Strategy instruction and engagement in thinking about text

- Both embedded and systematic vocabulary instruction

- Guided, supported practice in reading

(FCRR Summary, Torgesen)

Quality of Instruction: Multi-Tiered System of Support

Tier 1 Instruction:	Tier 2 Instruction:	Tier 3 Instruction:
High-quality, researched-based reading instruction, including small group differentiation, provided to all students	*Additional* research-based instruction provided to students who are at risk for reading failure or who demonstrate reading difficulties. This instruction is provided in addition to Tier 1 instruction	*More* intensive level of research-based instruction than provided in Tier 2 that is given only to struggling students who need more intensive instruction than that in Tier 2. This instruction is provided in addition to Tier 1 instruction. This description of Tier 3 instruction makes no presumption about whether the instruction is delivered as a general or special education service.

Intensity of Instruction →

Quality of Instruction: MTSS

"The three-tier model [of instruction] is a model of **prevention**, linking **scientifically based reading research** to **practice**, **assessment**, and **professional development**."

(Honig, Diamond & Gutlohn, 2013)

Quality of Instruction: MTSS

"With effective Tier 1 instruction and research-based instruction within all tiers, researchers estimate that 95 percent of students can be taught to read at the proficient level."

(Mathes, et al. 2005)

Quality of Instruction: Power Of Language

Despite national calls for instructional frameworks that **focus on Reading, Writing, Listening, and Speaking**, and although talk is one of the most powerful tools for comprehending and analyzing text, research tells us very clearly that **speaking is the neglected standard**.
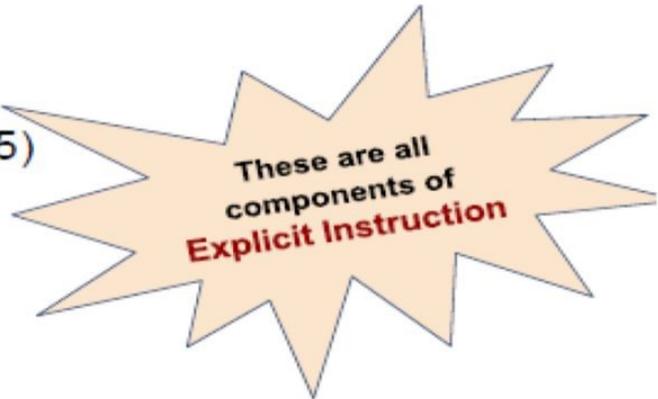
- Nonie Leseaux

It is imperative that all children have an appropriate mode of communication that is understandable by others.

- Noisy classrooms are learning classrooms (Leseaux, 2008).
- Academic language use by teachers is critical for successful literacy outcomes. (Leseaux, 2014 & ALIAS study 2008)

Quality of Instruction

Visible Learning for Literacy (Hattie, Fisher, Frey, 2016)

- Classroom Discussion (0.82)

- Direct Instruction (.59)

- Feedback to students (.75)

These are all components of Explicit Instruction

Points to Ponder...

Ohio's Learning Standards
English Language Arts

Ohio | Department of Education

ADOPTED FEBRUARY 2017

How is AACS's curriculum mapping aligned to the current standards?

What do we need to do to build the capacity of all teachers on the depth and understanding of the standards?

How is AACS aligning/teaching the standards? How do you know?

What else are you thinking?

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Language and Literacy Continuum

Emergent Literacy

Early Literacy

Conventional Literacy

Adolescent Literacy

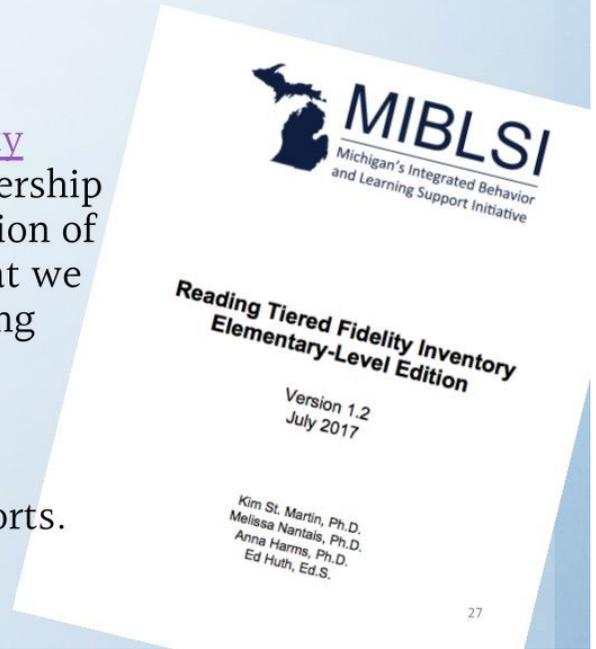Support for *All* Learners Across the Language Literacy Development Continuum

26

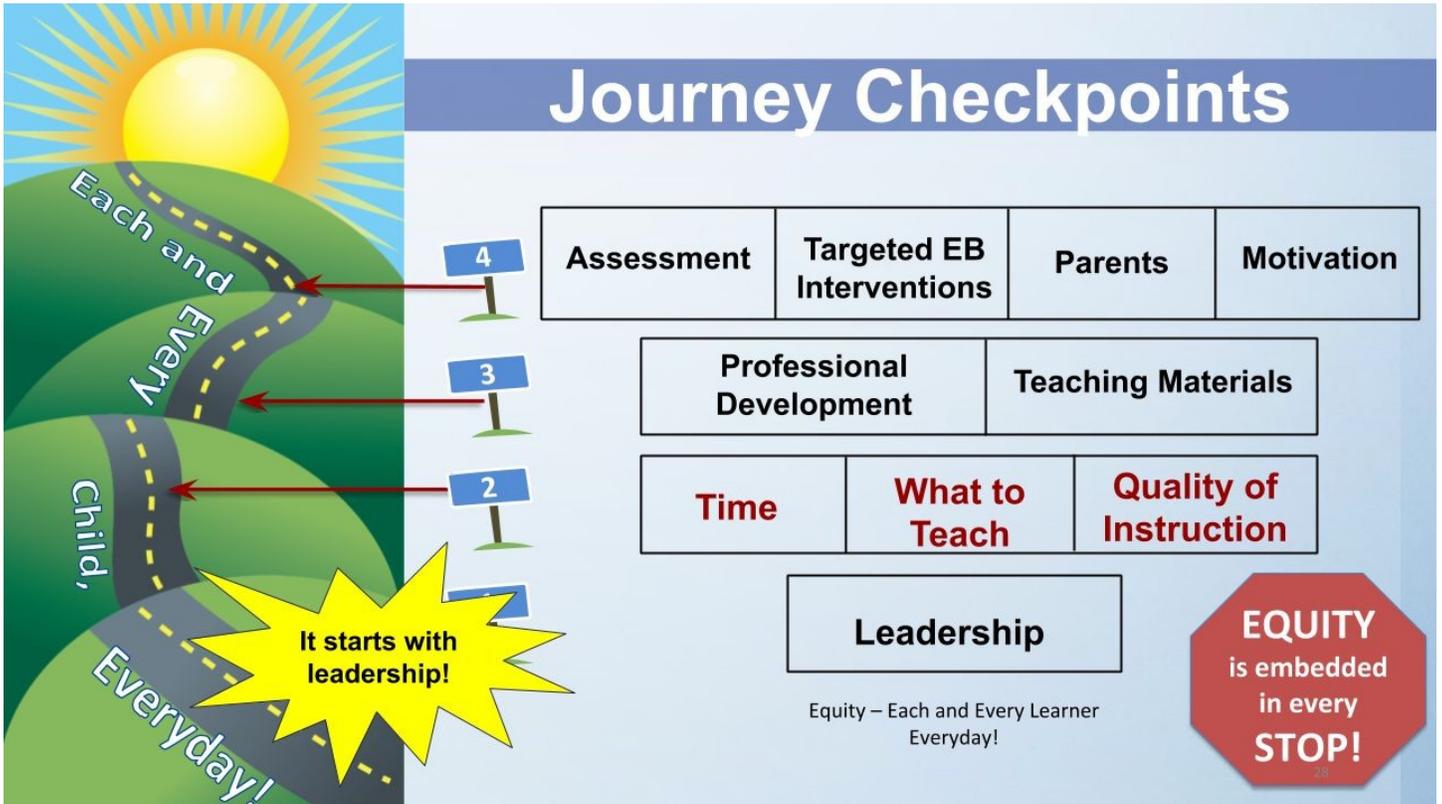## What About Adult Implementation & Systems Data?

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide Building Leadership Teams with a tool to assess the implementation of a School-Wide Reading Model, which is what we are undertaking through the RAP (Reaching Achievement Plan).

The R-TFI will provide a roadmap for evidence-based systemic improvement efforts.

MIBLSI
Michigan's Integrated Behavior and Learning Support Initiative

Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 1.2
July 2017

Kim St. Martin, Ph.D.
Melissa Nantais, Ph.D.
Anna Harms, Ph.D.
Ed Huth, Ed.S.

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Journey Checkpoints

Each and Every Child, Everyday!

It starts with leadership!

| 4 | Assessment | Targeted EB Interventions | Parents | Motivation |

| 3 | Professional Development | Teaching Materials |

| 2 | Time | What to Teach | Quality of Instruction |

| 1 | Leadership |

Equity – Each and Every Learner Everyday!

EQUITY is embedded in every STOP!

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Literacy Vision and Mission

Literacy Mission and Vision Statement(s)

Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district's literacy vision is aligned to the early literacy definition of the Ohio Department of Education (see page 2 of this template).

It is our mission to insure that every student is literate and by providing high quality, challenging, and accessible literacy education to our students, we can achieve this.

Literacy Vision and Beliefs:

Our vision is that by providing high quality, challenging, and accessible literacy education to our students all student can read grade level text with comprehension.
A. We believe it is our duty to ensure that each child can read, write, speak and listen.
B. We believe that every teacher can implement literacy strategies as a pathway to student achievement in the content areas, if given the tools and research based knowledge of the science of reading.
C. We believe that students must learn to read, then read to learn.
D. We believe that within three to five years, by providing job embedded professional development for teachers, each and every student will read at grade level or above. This professional development includes, but is not limited to coaching and modeling best practices, peer observations, and Professional Learning Communities (PLC).
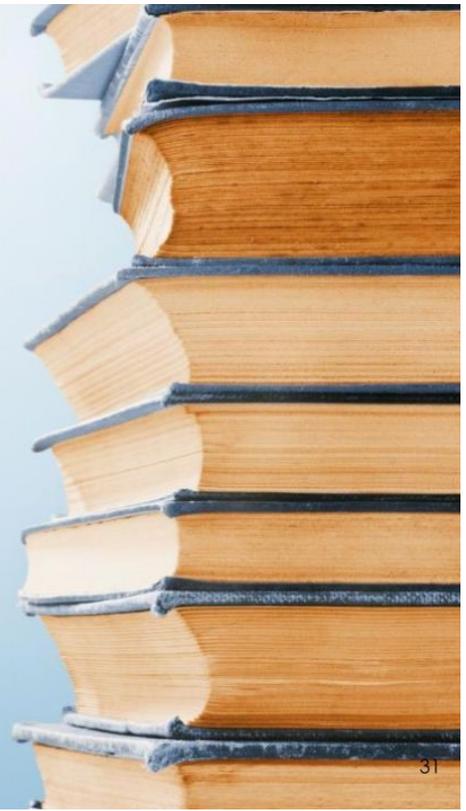
29

Literacy Vision and Mission

The development of a literacy mission statement leads to a shared understanding and common focus. It encourages the school community, leadership, educators and parents, to examine and utilize the most effective literacy improvement strategies for the students with whom they interact.
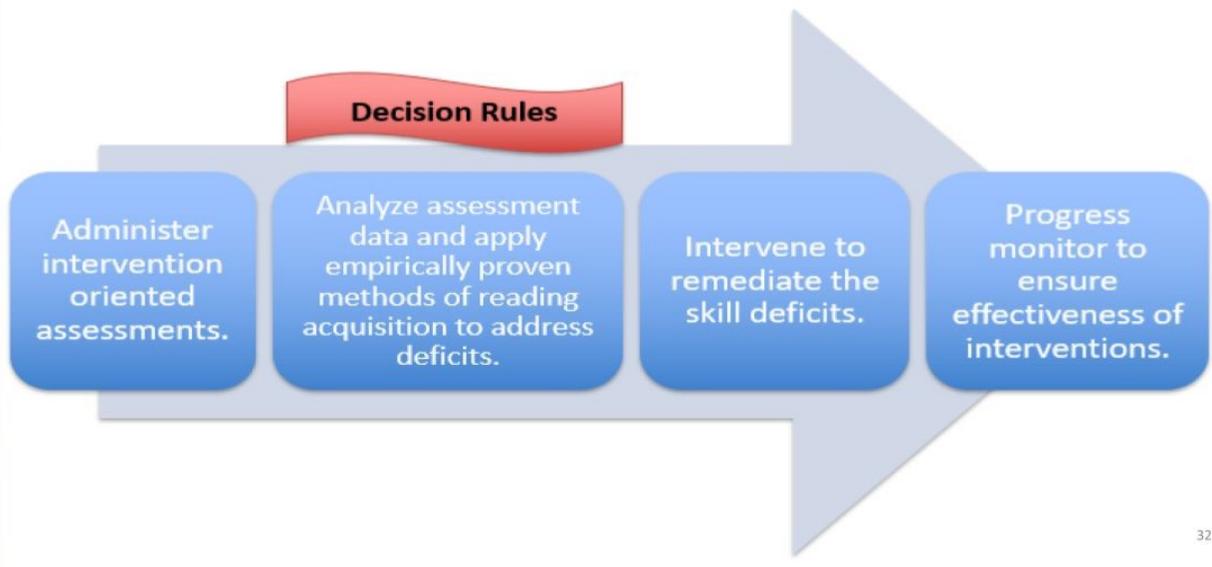
30

So, you need to have moderate - strong evidence to support your action plan in Section 6 and your Supports for Students & Schools in Section 8. But where can you find this?

Start Here - IES Foundational Skills Summary

Section 7: Plan for Progress Monitoring
Data Informed Interventions

Decision Rules

Administer intervention oriented assessments.

Analyze assessment data and apply empirically proven methods of reading acquisition to address deficits.

Intervene to remediate the skill deficits.

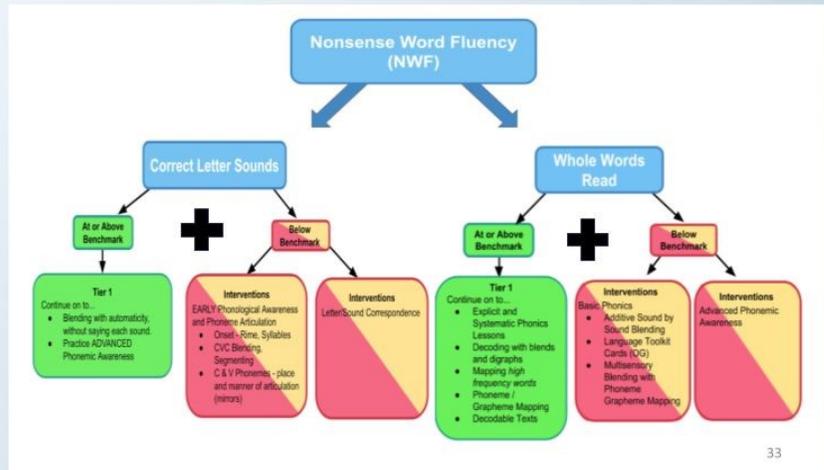Progress monitor to ensure effectiveness of interventions.

Section 7: Plan for Progress Monitoring

Your plan should include a description of what changes will be made in either instruction, time or frequency if learners are not progressing toward learner performance goals.

Link to the Decision Rules Flowchart Training video for DIBELS and Aimsweb

Section 7: Plan for Progress Monitoring

Section 7 serves as an extension and elaboration of the action maps.

1. Does your data collection parallel align to your action map?
2. Specify:
   a. evidence is being collected
   b. at what times,
   c. by whom.
3. Do you indicate what will happen as a result of this monitoring?
4. Do you have Decision Rules or a plan to create them?

Expectations and Supports for Students

Part A	Part B	Part C
Strategies to Support Students Evidence-based practices... NOT programs!	Ensuring Effectiveness and Improving Upon Strategies How is this different than what we did before?	Professional Development Plan How are you going to train your teachers?

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Part A: Four Tiers of Evidence under ESSA

Tier 1: Strong Evidence

Tier 2: Moderate Evidence

Tier 3: Promising Evidence

Tier 4: Demonstrates a Rationale

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Part A: Where to Start

Step 1: Local Data
– Identify specific areas of need Sections 3 and 6

Step 2: Match specific areas of need with evidence–based practices
- Consider the **IES Practice Guides** on literacy

Step 3: Describe how the evidence based practice(s) will meet all learner needs as identified in Part 3 of LLP.

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Part A: Where to Start

So, you need to have moderate - strong evidence to support your action plan in Section 6 and your Supports for Students & Schools in Section 8. But where can you find this?

Start Here - IES
Foundational Skills Su

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IES Practice Guides

Identify the practice guide that meets your needs, data, and grade bands.

Preventing Dropout in Secondary Schools Released: September 2017	**Strategies for Postsecondary Students in Developmental Education– A Practice Guide for College and University Administrators, Advisors, and Faculty** Released: November 2016	**Teaching Secondary Students to Write Effectively** Released: November 2016
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Released: July 2016* Revised	**Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students** Released: April 2015	**Teaching Academic Content and Literacy to English Learners in Elementary and Middle School** Released: April 2014
Teaching Math to Young Children Released: November 2013	**Teaching Elementary School Students to Be Effective Writers** Released: June 2012	**Improving Mathematical Problem Solving in Grades 4 Through 8** Released: May 2012

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Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies

- Describe how the evidence-based strategies identified will support the school's multi-tiered system of support, Universal Design for Learning and data-based decision

Question to ask yourself: How is this better than what you were doing? How will this help close the achievement gap?

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Effective Strategies & MTSS - Sections 8A & 8B

Does your plan have identified Evidence Based Practices aligned with your needs assessment?

Do you address the following?
❏ A plan to monitor the effectiveness of your instruction (Adult Implementation
❏ An explanation of how this will build upon what is already in place or has been done.
❏ How it will meet the needs of ALL Learners
❏ Alignment to the long term plan for your building and district

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Section 8, Part C: Professional Development Plan

ESSA Criteria:
● Sustained
● Intensive
● Collaborative
● Job-Embedded
● Data-Driven
● Classroom-Focused

The Reading Achievement Plan for Early Literacy will include professional development that supports teachers and parents.

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Creating AACS Literacy Mission

About	A Mission statement talks about HOW you will get to where you want to be. Defines the purpose and primary objectives related to your customer needs and team values.
Answer	It answers the question, "What do we do? What makes us different?"
Function	It lists the broad goals for which the organization is formed. Its prime function is internal
Developing a Statement	What do we do today? For whom do we do it? What is the benefit? In other words, Why we do what we do? What, For Whom and Why?

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Creating AACS Literacy Vision

| About	A Vision statement outlines WHERE you want to be. Communicates both the purpose and values of your business.
Answer	It answers the question, "Where do we aim to be?"
Function	It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why you are working here.
Developing a Statement	Where do we want to be going forward? When do we want to reach that stage? How do we want to do it?

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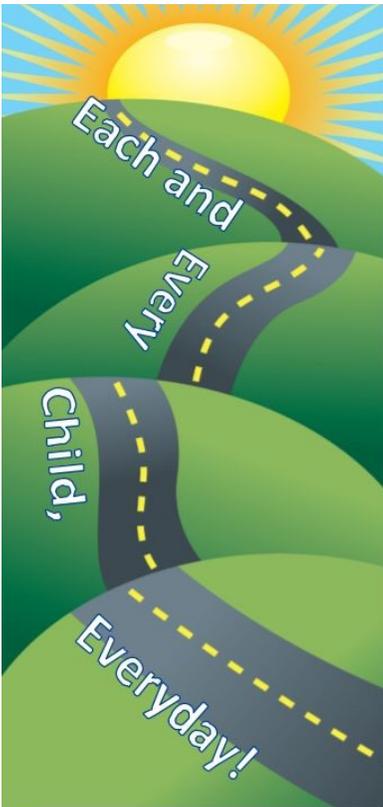
AACS Literacy Vision & Mission

Vision
Mission

46
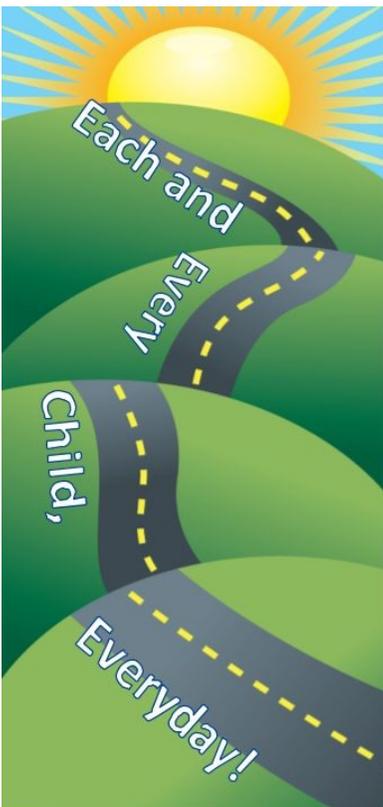
Day 1 Wrap Up

- Today's Take Aways
- Plus Delta
- Preparation for Tomorrow
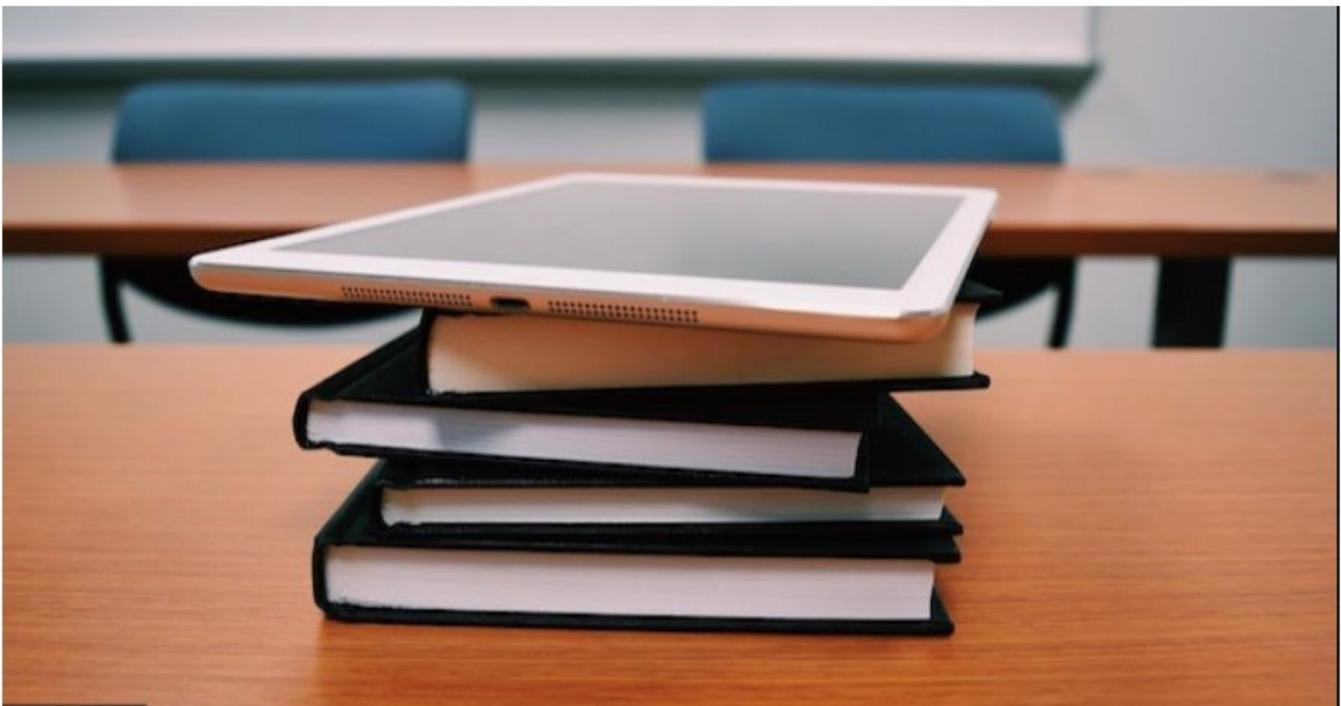 - Development of the Literacy Framework

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June 25, 2019

A Work Session for Developing a District Literacy Framework

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Redefining Professional Development

How does ESSA define professional development?

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.

Professional Development: ESSA Requirements

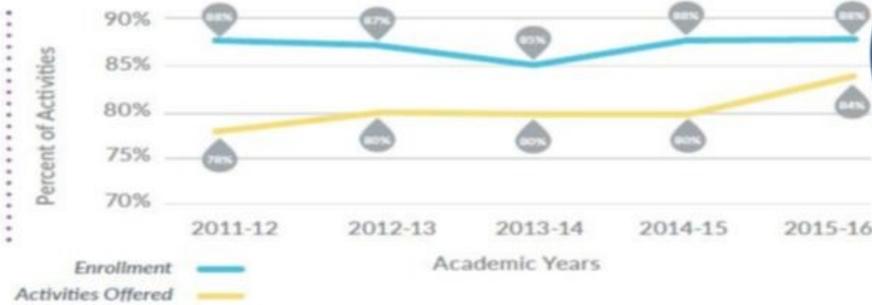| Sustained	Intensive	Collaborative
Job-Embedded	Data-Driven	Classroom-Focused

Sustained:

Taking place over an extended period; longer than one day or a one-time workshop

Figure 2:
Incidence of One-Time Professional Development
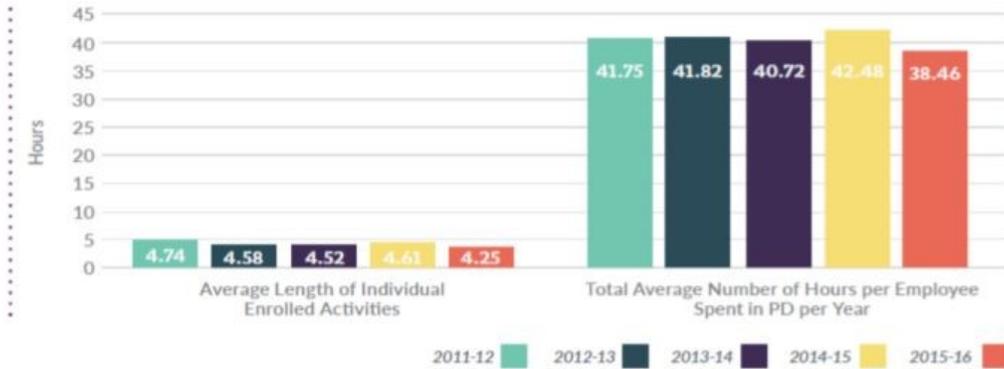

80% of professional development activity enrollments over five years were not sustained.

13% of activities included more than three meetings.

Mode	Expert to group	Expert to individual	Peer to Peer
Examples	• Workshops • Classes (on-line or in person) • Lectures	• Coaching • Mentoring • Demonstration	• PLCs • Co-observation

Intensive:
Focused on a discreet concept, practice or program

Average Length of Enrolled Activities and Average Number of Hours Employees Participate in PD per Year

Hours

45
40
35
30
25
20
15
10
5
0

41.75 41.82 40.72 42.48 38.46

4.74 4.58 4.52 4.61 4.25

Average Length of Individual Enrolled Activities

Total Average Number of Hours per Employee Spent in PD per Year

2011-12   2012-13   2013-14   2014-15   2015-16

The average PL activity was 4.5 hours.

The average total amount of time teaching professionals spent in PL each year was 41 hours.

Effective Professional Development

INCH WIDE

MILE DEEP

Intensive Metric

Expert to group	Expert to individual	Peer to Peer
• Length in hours of course meeting • Total amount of time in hours spent on **one topic or standard**	• Length of observations of teaching focused on **one competency** • Total amount of coaching time focused on **one competency**	• Total amount of time spent on **one area** • Length of peer coaching sessions focused on **one topic or standard** in hours • Length in hours of observations and associated debriefings

How much time is enough?

49 hours devoted exclusively to a topic is the minimum requirement for developing competency

Current Findings: 4.25 hours

Take Away: Fewer than 14 hours does not yield significant results for student outcomes.

(Yoon et. al., 2007)

Collaborative:

involving multiple educators, educators and coaches or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding

Percent of Activity Enrollments by Activity Format

Activity by Format	Percent of Activity Enrollments
Action Research	0.18%
Peer Observation/Visit	0.27%
Graduate/College Course	0.40%
Coaching/Mentoring	0.49%
Other	0.71%
Curriculum/Lesson Development Projects	2.12%
External Conference	3.73%
PLC/Data Analysis/Team Learning Meeting	5.17%
Internal Meeting/Committee Work	23.84%
Workshop/Activity/Course	63.10%

9% of activity enrollments were in formats that inherently include collaborative learning designs

Job-embedded:

a part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment
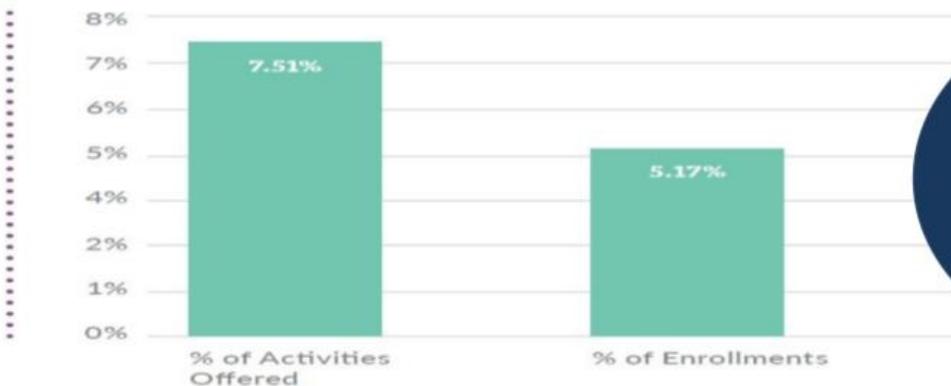
Activities Offered and Enrollments within the School System

37% of all activities were offered by third parties rather than by the participants' school system

Enrollment ——
Activities Offered ——

Data-Driven

Alignment to data-driven PD Activity Formats

7.51%

5.17%

% of Activities Offered

% of Enrollments

8% of activities met criteria for data-driven

Less than 5% of activities included a focus on using data or assessments

Outstanding Ohio Middle School

Coach Kayla Jones	Discreet Concept 1	Discreet Concept 2	Discreet Concept 3
Teacher 1	YES	YES	MISSED STEP
Teacher 2	YES	MISSED STEP	MISSED STEP
Teacher 3	YES	MISSED STEP	MISSED STEP
Teacher 4	MISSED STEP	YES	YES
Overall Fidelity Score	75%	50%	25%

Classroom Focused:

related to the practices taking place during the teaching process and relevant to instructional process

Next Steps…..

How does your current practice align with ESSA's HQ PD definitions?

Consider a current professional learning concept embedded in your district or discuss a possible new initiative. How does your overall plan for PD meet the 6 criteria as delineated by ESSA for HQ learning? What piece(s) are missing?

Reading Achievement Plans

Original Webinar October 10, 2017