

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Bedford City 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:**

- The district is using shared leadership and the Ohio Improvement Process to drive change and monitor the Reading Achievement Plan.
- The collaborative team created to design the plan includes many teachers, administrators and parents with strong data analysis by subgroups of diverse learners.

**This plan will benefit from:**

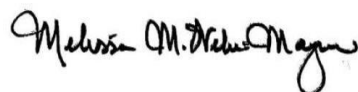
- Dividing out some of the goals across several years to support sustainability.

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](mailto:readingplans@education.ohio.gov).

Please note that House Bill 197 of the 133<sup>rd</sup> 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,



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# READING ACHIEVEMENT PLAN

DISTRICT NAME: Bedford City Schools

DISTRICT IRN: 043562

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STARS

DISTRICT ADDRESS: 475 NORTHFIELD ROAD, BEDFORD, OH 44146

PLAN COMPLETION DATE: FEBRUARY 28, 2018 (REVISED NOVEMBER 2019)

LEAD WRITERS:

FELICE WILLIS and ANDREA CELICO, CEO/SUPERINTENDENT

IMPLEMENTATION START DATE:

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## SUMMARY AND ACKNOWLEDGEMENTS

“A reader lives a thousand lives before he dies. The man who never reads lives only one.” — George R.R. Martin, *A Dance with Dragons*

Our Local Literacy Plan K-12 is based on the research that states, “...Because students who do not learn to read will have difficulty mastering academic content, succeeding in school, and fulfilling their life potential, the schools' fundamental responsibility is to ensure that all students read proficiently...” (Lyon and Chhabra, *Educational Leadership*, 2004)

After an in depth analysis of our outcome data as a district, and the uncovering of some gaps in foundational skill development as well general reading supports districtwide, we have developed a literacy plan that will allow us to put our literacy instructional time to better use K-12.

Our Goals are as follows:

- 1) Increase the percentage of students at each grade who are proficient by 5% as measured by the Measurement of Academic Progress Scores and Ohio Achievement Tests in English Language Arts.
- 2) Establish an instructional practice such that 80% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout their instructional plans.

Procedure: An in-depth analysis of district data and R-TFI results guided the team to focus on the development of phonics and phonemic awareness at the primary level, vocabulary in grades 4-6 and content area literacy in grades 7-12. The district has several funding sources for literacy initiatives at the pre-k through eighth grade levels, but lacks resources at the high school. In order to enhance our continuum of opportunities and strategies K-12, our analysis suggests that our focus on professional development across all grades is warranted. The R-TFI results clearly revealed a gap between knowledge and implementation for our teachers around literacy and associated evidence-based literacy practices. The team concluded that providing adult supports through professional development and consultation will likely positively impact student achievement around reading, as measured by our state assessments, national college entrance exams and ultimately our high school graduation rate.

**Leadership:** This plan is the result of the combined efforts of the District Literacy Team made up of district administrators, school administrators, classroom teachers from all grade level bands, instructional coaches, and intervention specialists. Since we represent a comprehensive cross section of the district, team members will serve not only as advocates of the literacy plan, but also as the communicators of the plan via faculty meetings and our already well-established OIP process.

**References and Resources:**

**Literacy Research:**

John Hattie, ESSA, What Works Clearinghouse, Ohio's Plan to Raise Literacy Achievement, Robert Marzano, Ohio Department of Education website

**Data Resources:**

Bedford City Schools' CCIP, Bedford City Schools' Strategic Plan, Northwest Evaluation Association (NWEA) Data, US Census report, National Student Clearinghouse, 2017 CUPP Report, College Board, ACT, Ohio's Online Reporting System, Ohio State Report Card, R-TFI, KRA (Kindergarten Readiness Assessment)

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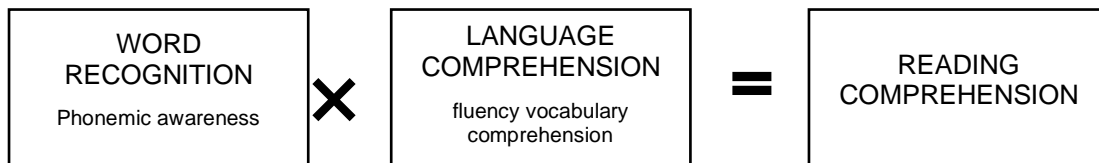
**SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN**

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

**DEVELOPING THE PLAN**

Initially, in the Spring of 2018, our leadership team met on multiple occasions in order to develop a well-articulated vision and action plan that revolved around literacy achievement and progress in the district. We began our process first, as a data analysis team. The Reading Tiered Fidelity Inventory (RTFI), Tier I, was administered at every building within the district. The instructional data coach at each building gathered pertinent achievement and progress data, both current (baseline) and trend that was presented to the team for analysis and interpretation. The leadership team also conducted an informal survey of recent research around literacy development and best practices, utilizing What Works Clearinghouse, the I.E.S. (Institute of Education Sciences) Practice Guide, U.S. Department of Education’s Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments, as well as the resources brought to the team by its members who attended the Literacy Academy in Columbus, Ohio in February 2018. We took plenty of time to consider Ohio’s Plan to Raise Literacy Achievement and our local initiatives alignment to Ohio’s, including our CCIP (Comprehensive Continuous Improvement Plan) and the Strategic Plan. This analysis led us to come to consensus on what the major tenets of our plan would be. We worked in constant collaboration with one another, both in person, and electronically, to ensure alignment of our action plan to the initiatives already in place with current research and best practices, as well as with Federal and State visions.

The Simple View of Reading (SVR) below was referenced to drive our action planning and decision-making for our Local Literacy Plan K-12. Since we are gathering data that fits neatly into the model, we found this driving force to make logical sense as we identified gaps and established goals.



Since the original writing of the plan, this same team (for the most part) has met regularly to review progress data, receive PD, monitor the adult implementation of our action plan and make revisions to the Literacy Plan as necessary. We have worked under the consultation of many experts in the literacy field and from the ESC of Northeast Ohio as well. The team has reported out regularly at BLTs, DLT, and staff meetings. All of our meeting agendas, research resources, data sources, action plans, etc. are housed on a Google Site on the district network.

**MONITORING THE PLAN**

The monitoring of the plan has been and will continue to be a collaborative effort on the part of the leadership team as well as other appropriate stakeholders in the district. The district leader who oversees our Ohio Improvement Process was a member of the original Literacy Leadership Team, making the monitoring of the plan easily a standing item on both the DLT (District Leadership Team) Steering Committee and DLT agendas, monthly. Our TBT (Teacher-Based Teams) districtwide will focus on literacy development which will allow our monitoring to include a laser focus on achievement and progress data in literacy of our students. In grades K-12, we have a consistent TBT process that aligns to the OIP 5-Step process that will allow us to analyze reading data almost exclusively to improve our instructional practices. The feedback cycle we have in place provides for communication up the ladder (TBT to BLT to DLT) and then back down (DLT to BLT to TBT). The monitoring will be both formative (monthly) and more summative (annually as we revisit our CCIP) in nature. The reporting protocol was revised in late Spring 2019 to include links to literacy resources developed by the Literacy

Leadership Team as well as a series of guiding questions that focuses TBTs on the evidence-based practices being locally endorsed through this grant. The TBT protocol also includes a mechanism that allows us to collect and analyze the percentage of teams who are relying on literacy best practices to accelerate student progress. References to the annual results of the Reading Tiered Fidelity Inventory (RTFI) will also us to establish goals and action plans to improve this process.

## COMMUNICATING THE PLAN

The communication of this plan is ongoing at the district level. The Leadership Team consists of members from each building and part of their responsibility is to communicate the vision and action plans to BLT and TBT members. This communication will also continue through our many others standing conduits, including DLT, Cabinet, Extended Cabinet, Educational Services meetings, faculty meetings, department/grade level meetings and, of course, the OIP 5-step process delineated above. Community stakeholders will be informed of the plan via the posting of our plan to the district website. As well, our superintendent will address facets of the plan to our Board Members and various community engagement groups as warranted.

## 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.*

As a district team, we worked collaboratively and conscientiously to align our goals, strategies, and action steps to the district's Comprehensive Continuous Improvement Plan (CCIP), as well as to School Improvement Plans (SIP). Our plans speak clearly to improved academic student success in reading through continued evidence-based strategies and interventions, as well as targeted, embedded professional development. Goal 1 of the CCIP states: "Increase the percentage of students who are proficient by 5% as measured by the Measurement of Academic Progress Scores and Ohio Achievement Tests in English Language Arts. Strategy 1.3 Maintain Highly Qualified Instructors and Support

Professional Development to improve student performance indicates: "Provide high quality professional development at the school site for administrators, teachers and instructional staff to focus on changing instructional practices that result in improved student performance."

Our local literacy plan also clearly aligns to our district' Strategic Plan, of which we are in year four of implementation: "Goal 1 Student Success states: Create an environment in which all students thrive, grow and excel in the classroom and beyond. The growth and acceleration of students will be supported through academic, experiential, artistic and athletic opportunities to prepare students to be career and college ready." AND "Goal 2 Staff Recruitment, Retention and Development states: Develop an environment that supports the recruitment, retention and professional development of a diverse, high - quality staff." The various subcommittees within these goal areas, made up of a diverse representation of our school community (administrators, staff, community members, parents), are kept abreast of progress toward the goals via our ongoing collaborative meeting protocol.

The district preschool Action Plans for Step up to Quality (SUTQ) and Universal Pre-Kindergarten (UPK) include goals to improve the early literacy of preschoolers. Family and community engagement activities focus on early literacy as well.

We (the Literacy Leadership team) also conducted an Initiative Inventory, a renowned school turnaround tool, early in the 18-19 school year that allowed us to methodically critique the impact our various practices were having on intended outcomes for students and staff. We have begun to put some of those decision-based conclusions in place (elimination of Kindergarten MAP testing, for example) and will continue to do so as we move forward in our districtwide work. At our Fall 2019 DLT, we conducted a similar process through an equity lens, adding another layer the critique of effectiveness of initiatives: equitable access for all students to our programs and practices. This again aligns with our Strategic Plan and CCIP goals as well.

The ongoing progress monitoring of our plan will align with our well-established Ohio Improvement Process (OIP). As mentioned above, buildings will be reporting to DLT the counts of TBT protocols that include discussion of research-based literacy strategies to assist with this monitoring/implementation. Additionally, in all grades K-12, our Teacher Based Teams (TBT) will continue to analyze reading data on a weekly basis with particular emphasis on the improvements around literacy skills and concepts, as well as the design and implementation of strategies and interventions that will close achievement gaps. As previously referenced, we recently refocused our TBT/OIP expectations and have established a consistent and clear process for teams to meet weekly. Principals regularly attend building level TBTs and BLTs and play an integral role in each TBT in that they build their own capacity as instructional leaders through the global view of



instruction and achievement that the TBT provides for them. Also, in place is a concise and universal communication protocol from TBT to School Leadership Team to District Leadership Team that will allow for the monitoring of the data and implementation fidelity across all levels. Our OIP process will serve to monitor not only student achievement and progress in reading across content areas at all grade levels, but also to monitor the fidelity with which we are implementing evidence-based strategies, adopted resources, formative assessment practices, and data analyses protocol. At the elementary level, decision rules are also being developed under ESC consultation to determine entry points and exit rules for students from various literacy-based interventions.

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

#### SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.*

- *Infant Risk Factors;*
- *Ohio’s Early Learning Assessment (or other preschool-level assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio’s State Tests in English language arts (grades 3-8);*
- *Ohio’s State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee); grades 4 - 12 standardized reading diagnostic assessment*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures).*

#### ACHIEVEMENT AND PROGRESS OVERVIEW

The Bedford City School District is committed to improving literacy for all learners K-12. In examining various sources of data provided below, from preschool through graduation, our analysis determined that there is a critical need for evidence-based Tier 1 instruction in literacy.

The following graphs and tables will illustrate the trends we saw in the data that led to this conclusion. Each data display is followed by a brief analysis overview to support our conclusion.

#### BEDFORD CITY SCHOOLS DISTRICT LEVEL DATA AND ANALYSIS

Ohio Report Card DISTRICT Trends:			
	2016-2017	2017-2018	2018-2019
Achievement	D	D	D
Indicators Met	0%	4.2%	8.3%
Performance Index	62%	60.8%	59.1%
Progress	F	D	D
Gap Closing	F 34.9%	C 78.7%	C 75.2%
Graduation (4 year)	C 84%	D 82.6%	C 89.1%
K-3 Literacy	C 24.6%	D 13.7%	D 22.3%
Prep for Success	F	F	F

Ohio Report Card DISTRICT Trends:			
	17.2%	NA	19%
<b>OVERALL LETTER GRADE</b>	<b>NA</b>	<b>D</b>	<b>D</b>
<p><b>Analysis:</b> The data clearly shows very little improvement overall on the state report card indicators. We are increasing slightly on Indicators Met, 4-Year Graduation Rate, K-3 Literacy and Prep for Success with regard to actual percentages, but not enough to advance letter grades. The incremental increases yet parallel decreases (in PI and gap closing) are indications that although our Tier 1 instructional changes are having SOME positive impact, they need to be further audited in order to accelerate the progress with more consistency across all student groups.</p>			

NWEA District OVERALL READING Mean RIT Score:				
Grades:	Grade Level Mean for Fall	16-17	17-18	18-19
2	174.7	183.7	182.9	180.3
3	188.3	197.7	195.8	193.9
4	198.2	201.5	204	201
5	205.7	210.1	205.7	206.8
6	211	214.9	213.2	211.5
7	214.4	218.5	218.9	216.1
8	217.2	222.7	222.5	220
9	220.2	222.3	219.8	218.9
10	220.4	222.5	222.9	221
11	222.6	216.6	223.6	220.5
12	NA	221.3	219.5	221.2
<p><b>Analysis:</b> The scores as a district suggest that continued emphasis needs to be placed on literacy instruction, no matter the grade. We are not seeing improvements across the district on our local benchmark assessment. Our students continue to be at risk, with an alarming decline in RIT scores in all grade levels (except grades 5 and 12) from Fall FY18 to Fall FY19. In grades K-8, our students appear to be attaining the grade level expected norm, but inconsistently once they enter high school. While grade levels of students are meeting the expected grade level mean, we are not seeing any consistent gains in any grade level and recognize students are still reading below expected levels for college and career readiness. Students are not meeting the NWEA expected growth in each grade level which contributes to the deficit year after year. This data supports our position that we need to work to improve literacy opportunities and supports in all grades.</p>				

**English Learners, grades K-12:**

The OELPA is an English language proficiency test composed of four domains/tests which measure a student's English skills in the four language domains: listening, reading, writing, and speaking. Below is the district data for the past 3 years:

OHIO ENGLISH LANGUAGE PROFICIENCY (OELPA)						
GRADE	2017 PERCENT PROFICIENT	2017 Average Reading Scale Score	2018 PERCENT PROFICIENT	2018 Average Reading Scale Score	2019 PERCENT PROFICIENT	2019 Average Reading Scale Score
K	0%	510	0%	494	0%	568
1 <sup>ST</sup>	9%	555	0%	485	0%	544
2 <sup>ND</sup>	20%	508	44%	550	0%	485
3 <sup>RD</sup>	18%	538	22%	585	17%	582
4 <sup>TH</sup>	40%	542	0%	549	0%	521
5 <sup>TH</sup>	13%	548	0%	467	35%	580
6 <sup>TH</sup>	36%	566	10%	534	33%	489
7 <sup>TH</sup>	0%	418	29%	596	25%	593
8 <sup>TH</sup>	0%	535	0%	459	17%	613
9 <sup>TH</sup>	0%	548	0%	561	0%	502
10 <sup>TH</sup>	0%	521	0%	569	50%	615
11 <sup>TH</sup>	100%	656	0%	528	60%	642
12 <sup>TH</sup>	0%	567	N/A	N/A	0%	581
<b>AVERAGE</b>		539		531		566

**Analysis:** The 3-year data trend for our EL learners indicates an increase in student reading abilities. Additional support for this conclusion as well is evidenced on our most recent 2019 state report card where our English Language Learners met or exceeded all gap closing measures in Math, English Language Arts, Graduation and the EL overall subgroup AMO goal. This data suggests to us that supports we have put in place for our EL students(which include both pull out and push in services, as well as targeted support in individual settings as warranted by progress data) seem to be impactful and warrant continued and further development and implementation.

### Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities:

Our district complies with the state's requirements to test students with Significant Cognitive Disabilities. Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is aligned to Ohio's Learning Standards–Extended (OLS-E) and designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment. The AASCD is administered by grade band (3-5, 6-8, HS0). Our AASCD trend data is as follows for the English-language arts:

ALTERNATE ASSESSMENTS (AASCD)			
GRADE BAND	2017 PERCENT PROFICIENT	2018 PERCENT PROFICIENT	2019 PERCENT PROFICIENT
3-5	89%	91%	96%
6-8	85%	89%	64%
HIGH SCHOOL	100%	100%	78%

**Analysis:** As the above table illustrates, we have seen a widening of the gap across our special education subgroup. The above data reflect that even our lowest students are not progressing toward or even closing the gap relative to reading proficiency, as our data continues to decline in grades 6-12. The data indicates that supports in place at the elementary level for these Tier 3 students seem to be effective. The data encourages us to analyze these practices and protocols to see how these seemingly effective practices can be continued at the 68 and high school grade bands as well.

**The Reading Tiered Fidelity Inventory:** This tool allows school leadership teams to assess the fidelity of implementation of their MTSS framework to identify what parts are already in place, what needs to be improved, and what still needs to be done. The Reading Tiered Fidelity Inventory (R-TFI) lists the core features of MTSS for each of the three tiers. In Bedford, the R-TFI was first administered to all buildings in our district in January 2018 and then again in Spring 2019. The school leadership team collaboratively participated in these sessions, facilitated by a trained district employee who then scored the inventory as well. A summary of our results can be found here:

R-TFI RESULTS: January 2018							
	Carylwood (Grades 4-6)	Columbus (Grades 4-6)	Central (Grades K-3)	Glendale (Grades PreK-3)	High School (Grades 9- 12)	Heskett (Grades 7-8)	Average
<b>Teams</b>	50%	91.67%	83.33%	100%	25%	58.33%	68.07%
<b>Implementation</b>	33.33%	33.33%	50%	66.67%	16.67%	16.67%	36.67%
<b>Resources</b>	40%	40%	90%	50%	40%	60%	53.33%
<b>Evaluation</b>	40%	35%	50%	50%	19.44%	16.67%	35.19%
<b>Tier 1 Total</b>	40.74%	48.15%	64.81%	64.81%	30.70%	40.38%	48.27%

**R-TFI RESULTS: May 2019**

	<b>Carylwood (4-6)</b>	<b>Columbus (4-6)</b>	<b>Central (K-3)</b>	<b>Glendale (PreK-3)</b>	<b>High School (grades 9-12)</b>	<b>Heskett (7-8)</b>	<b>Average</b>
<b>Teams</b>	50%	60%	80%	60%	33%	50%	55.5%
<b>Implement</b>	33%	75%	83%	58%	33%	15%	49.5%
<b>Resources</b>	42%	50%	58%	33%	60%	60%	50.5%
<b>Evaluation</b>	50%	45%	50%	15%	50%	40%	41.67%
<b>Tier 1 Total</b>	43.75%	57.5%	67.75%	41.5%	44%	41.25%	49.29%

**Analysis:** Our Tier 1 Totals for the 2019 administration of the RTFI has increased in the majority of schools by a few percentage points. This indicates that some of our first year literacy initiatives as well as our redesign of the OIP process and protocols have helped building leadership teams to function more efficiently. However, the Literacy Leadership team clearly recognizes the need to continue to focus on Tier 1 delivery, communication, diagnosis, interventions and supports. This is evidenced by a majority of scores being below 50% consensus, as well as drops in the areas of TEAMS and RESOURCES. Also noteworthy is the fact that in January 2020 the Literacy Leadership Team will be working via the ESC with Kim St Martin to begin analysis of RFTI Tier II and III data collection and analysis. Our team will intend to look at those levels and begin to think about what we currently have in place and where we need to go for the purposes of projecting what we may need once we complete these next 2 tiers of RTFI

**GRADE LEVEL BANDS ACHIEVEMENT AND DATA ANALYSIS**

**PRESCHOOL AGES 3-5**

The districts operates its own preschool. Each year, it appears that the number of students who wish to enroll far exceeds the seats we have. Our analysis of students entering our preschool has historically shown that many of our students are coming from first generation homes, impoverished environments, and oftentimes we are enrolling students with delays in expected levels of learning, all of which is represented in the following data:

<b>EARLY LEARNING ASSESSMENT</b>			
	<b>Average Vocabulary Score</b>	<b>Average Communication Score</b>	<b>Average Phonological Score</b>
Fall 2018	2.2	2.4	Only rated for 3 students
Spring 2019	2.3	2.5	.89 (rated for 30 students)
Fall 2019	TBA	TBA	TBA

PRESCHOOL LITERACY SCREENING DATA			
Year	Average Vocabulary Score	Average Communication Score	Average Phonological Score
Fall 2018	2.2	2.4	Only rated for 3 students
Spring 2019	2.3	2.5	.89 (rated for 30 students)
Fall 2019	TBA	TBA	TBA

**Analysis:** The above data, gathered from the state required assessment system, exemplifies pieces of data that do indeed point to small successes in our PK program. The Early Learning Assessment displays small gains in our students' vocabulary and communication skills over the course of the year. Although the phonological data is incomplete, informal assessment practices point directly to far reaching skill gaps in this area. This data certainly speaks to the district's need to continue to focus on early learning and to continue to seek programming and funding sources that will allow us to build strong foundations reading skills prior to kindergarten. Our focus in the 18-19 school year has been on phonemic awareness, which is justified in our data, both above and informally, as well as depicted in the Simple View of Reading as well.

KRA PROFICIENCY RATES FOR STUDENTS WHO ATTENDED OUR PRESCHOOL			
	2017	2018	2019
<b>Language and Literacy On Track Percentage</b>	52.2%	75.8%	62.9%

**Analysis:** From this data we can see that students from our preschool are consistently outperforming students who did not attend our preschool on the KRA when they enter kindergarten. Over the last three years, the percentage of students identified as on track in language and literacy is 11.1% higher for students attending our preschool. We have also seen an overall positive trend in the number of students attending our preschool who test on track in language and literacy over this same three-year time frame.

## KINDERGARTEN

**Kindergarten Readiness** -- At the beginning of each school year, the state of Ohio requires kindergarteners to be assessed using Ohio's Kindergarten Readiness Assessment (KRA). This assessment includes ways for teachers to measure a child's readiness for engaging with instruction aligned to the kindergarten standards. Our 3-year trend data in the literacy related areas is as follows:

KRA DATA			
	2017-2018	2018-2019	2019-2020
<b>Language and Literacy On Track</b>	48.4%	56.1%	54.5%
<b>Language and Literacy Not On Track</b>	51.6%	43.9%	45.5%

**KRA DATA**

**Analysis:** Over the last three years of assessing entering Kindergarteners using the Ohio Kindergarten Readiness Assessment (KRA) administered within the first 30 days of school, we have seen a slight increase in the literacy readiness of our incoming students. Since roughly 1/3 of these students are products of the district's preschool, and after a deeper data dive, we are finding that those students' kindergarten readiness is positively contributing to the overall increase in scores.

**ELEMENTARY GRADES K-6 ACHIEVEMENT AND PROGRESS DATA**

The district operates 4 schools at the elementary level, 2 primary schools (PK-3) and 2 intermediate schools (grades 4-6). The data tables below will provide an overview of achievement and progress data as well as analysis of that data, compiled from the Ohio State Tests (OST) in English/Language Arts as well as our district's benchmarking assessment the NorthWest Evaluation Association Measures of Academic Progress (NWEA MAP). While the OST allows us to analyze achievement data, the MAP results allow us to monitor student progress.

**NWEA:** The trends for the percentage of K-6 students not on track to meet College Readiness benchmarks in Reading from Fall 2017 and 2019 are as follows:

<b>NWEA ACT College Readiness Benchmarks in Reading</b>			
<b>GRAD E</b>	<b>NOT ON TRACK Percentage Fall 2017</b>	<b>NOT ON TRACK Percentage Fall 2018</b>	<b>NOT ON TRACK Percentage Fall 2019</b>
5	67.1	78.2	73.1%
6	74.3	74.9	71%

<b>NWEA Benchmark Mean Scores in Literacy Goal Areas:</b>									
<b>Grade</b>	<b>Spr FY17 Literary Text</b>	<b>Spr FY18 Literary Text</b>	<b>17 to 18 Differential</b>	<b>Spr FY17 Info Text</b>	<b>Spr FY18 Info Text</b>	<b>17 to 18 Differential</b>	<b>Spr FY17 Vocab</b>	<b>Spr FY18 Vocab</b>	<b>17 to 18 Differential</b>
<b>K</b>			0			0			0
<b>1</b>			0			0			0
<b>2</b>	184.7	184.5	-0.2	182.9	182.1	-0.8	183.4	181.9	-1.5
<b>3</b>	199.2	196.8	-2.4	198	196	-2	196.1	194.6	-1.5
<b>4</b>	202.1	204.1	2	201.4	203.9	2.5	201	203.1	2.1
<b>5</b>	211	206.7	-4.3	209.8	205.1	-4.7	209.4	203.1	-6.3
<b>6</b>	215.3	213.3	-2	215	213.6	-1.4	214.5	212.7	-1.8

**NWEA Benchmark Mean Scores in Literacy Goal Areas:**

**Analysis:** It is apparent from the above data that we have not shown trend growth in any of the goal areas (literary text, informational text, vocabulary) measured by our benchmark assessment. As well, the mean scores within those goal areas have also seen a decrease over the past 3 years. The data speaks to the goal of providing additional support at the elementary level this year beyond the current supports and funding currently in place. Despite that the district is utilizing research-based curriculum for phonemic awareness -- Heggerty, phonics -- Foundations the data continues to suggest students are lacking in these skills. The data may suggest that a continued emphasis on the Simple View of Reading is appropriate -- to develop foundational skills in the early primary grades and focus on fluency and comprehension in upper elementary.

**Ohio State Tests in English/Language Arts:** The following data table displays the passage rates in grades 3-6 for the past 3 years on Ohio's required test for English/Language Arts:

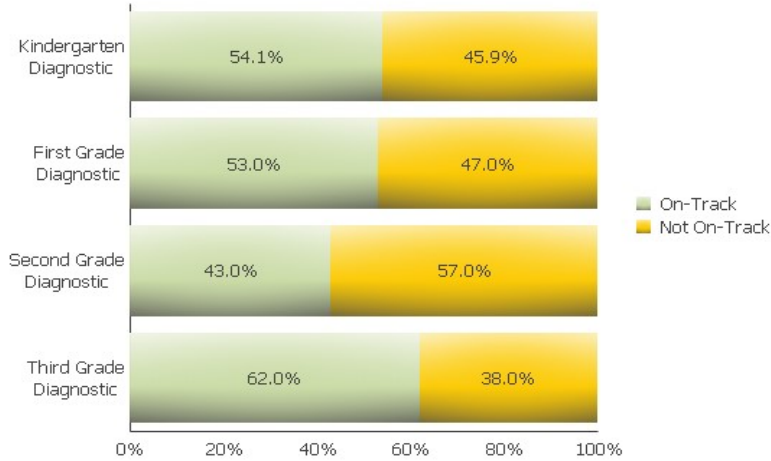
OHIO STATE ASSESSMENT DATA			
Grade	2016-2017	2017-2018	2018-2019
3rd ELA	57.2%	50%	58%
4th ELA	46.3%	54.4%	50%
5th ELA	50%	56.3%	56%
6th ELA	46.8%	37.7%	33%
5th science	50.9%	53%	55.8%

**Analysis:** The elementary grades have remained stagnant over the past three years and have not reached the district goal of increasing reading achievement by 5%. This indicates the need to further develop our Tier 1 instruction, including phonemic awareness instruction, fluency instruction as well as explicit vocabulary instruction and reading comprehension strategies. These targeted areas of need were determined by analyzing the goal areas of the NWEA MAP test overlayed with the Simple View of Reading graphic that illustrates components of strong readers. This is elaborated on later in the Local Literacy Plan.

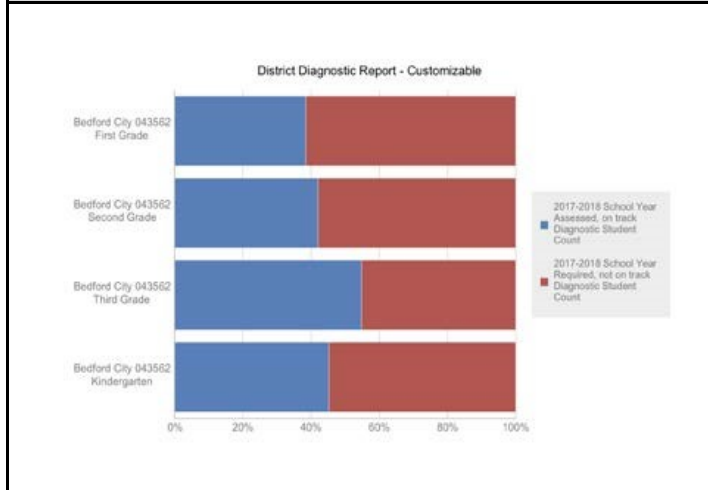


**Third Grade Reading Guarantee:** *Improving At-Risk K-3 Readers* component of our district report card looks at how successful the district and primary schools are at getting struggling readers on track to proficiency in third grade and beyond. This Third Grade Guarantee drives our attention to students from kindergarten through third grade who are struggling readers and makes sure that we strive to provide them with the help they need to succeed in reading. Through this state accountability initiative, we are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Below you will find the district Third Grade Reading Guarantee data.

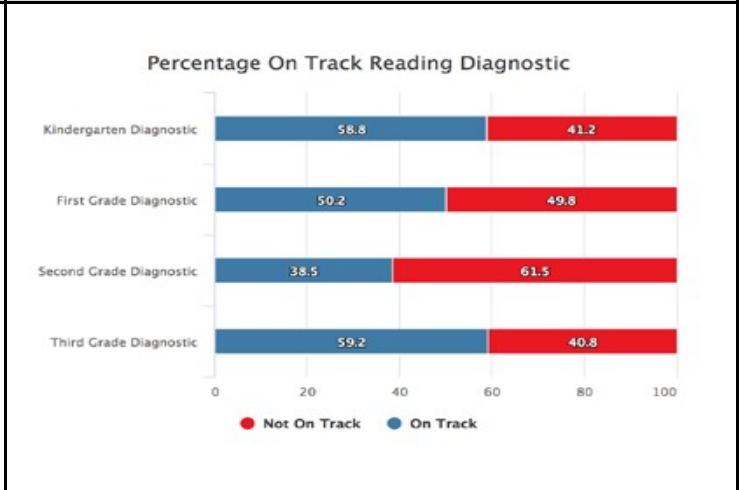
**From the 2016-17 Report Card:**



**From the 2017-18 Report Card:**



**From the 2018-19 Report Card:**



**SYNOPSIS**  
**Percentage of Students ON TRACK on Reading Diagnostic 16-17 through 18-19**

	<b>KINDERGARTEN</b>	<b>1st GRADE</b>	<b>2nd GRADE</b>	<b>3rd GRADE</b>
<b>2016-2017</b>	54.1%	53.0%	43.0%	62.0%
<b>2017-2018</b>	40%	45%	55%	45%
<b>2018-2019</b>	58.8%	50.2%	38.5%	59.2%

**SYNOPSIS**

**Percentage of Students ON TRACK on Reading Diagnostic 16-17 through 18-19**

**Analysis:** Of the K-3 students who are identified as off track, the above data illustrates that annually, for the past 3 years, a majority of these students remained off track. 62% of our 3rd graders were proficient in English/Language Arts OST Assessment in 2016-2017, 45% om 17-18 and 59.2% in 2018-2019. Improvement strides are apparent at the kindergarten level but progress seems to plummet at the other grade levels. Second grade seems to be struggling the most with moving students from Off Track to On Track. However, the data does show overall improvement from FY18 to FY19 which is encouraging. The data overall speaks to the need to strengthen not only the Tier 1 but also the Tier 2 instruction and targeted interventions.

**MIDDLE SCHOOL GRADES 7-8 ACHIEVEMENT AND PROGRESS DATA**

The data tables below will provide an overview of achievement and progress data as well as analysis of that data, compiled from the Ohio State Tests (OST) in English/Language Arts as well as our district’s benchmarking assessment the NorthWest Evaluation Association Measures of Academic Progress (NWEA MAP). While the OST allows us to analyze achievement data, the MAP results allow us to monitor student progress.

**NWEA:**The trends for the percentage of 7-8 students not on track to meet College Readiness benchmarks in Reading from Fall 2017 and 2019 are as follows:

NWEA ACT College Readiness Benchmarks in Reading			
GRADE	NOT ON TRACK Percentage Fall 2017	NOT ON TRACK Percentage Fall 2018	NOT ON TRACK Percentage Fall 2019
7	71.5	74.3	73.7
8	66.5	66.3	75.2

**NWEA Benchmark Mean Scores in Literacy Goal Areas:**

	Spr FY17 Literary Text	Spr FY18 Literary Text	17 to 18 Differential	Spr FY17 Info Text	Spr FY18 Info Text	17 to 18 Differential	Spr FY17 Vocab	Spr FY18 Vocab	17 to 18 Differential
GRADE									
7	218.8	218.5	-0.3	217.7	219.6	1.9	218.5	219.1	0.6
8	222.7	222.1	-0.6	222.5	222.4	-0.1	222.8	223	0.2

**Analysis:** The above data illustrates a stagnant growth in our student performance at the middle school in the area of literacy. The growth or lack of it as illustrated above is negligible. The area where there was growth in both grades was in the area of vocabulary. This may be able to be attributed to the fact that during the initial years of the grant, our area of emphasis in our professional development with staff centered on the teaching of vocabulary. The literacy plan goals provoke us to continue our emphasis on literacy at the secondary level, which is certainly substantiated by this data set

**Ohio State Tests:** The following data table displays the passage rates in grades 7-8 for the past 3 years on Ohio's required test for English/Language Arts:

Ohio State Assessment Data			
Grade	2016-2017	2017-2018	2018-2019
7th ELA	45%	36.8%	47%
8th ELA	35.3%	40.4%	43%
8th science	45.5%	46%	35.8%

**Analysis:** The middle school has shown a slight increase over the past three years, with much more improvement in grade 8 than in grade 7, where we have not reached the district goal of increasing reading achievement by 5%. This indicates the need to further develop our Tier 1 instruction, especially in the area of vocabulary. This targeted area was determined by analyzing the goal areas of the NWEA MAP test overlayed with the Simple View of Reading graphic that illustrates components of strong reading instruction.

#### HIGH SCHOOL GRADES 9-12 ACHIEVEMENT AND PROGRESS DATA

The data tables below will provide an overview of achievement and progress data as well as analysis of that data, compiled from the End of Course (EOC) Exams in English I and II as well as our district's benchmarking assessment the NorthWest Evaluation Association Measures of Academic Progress (NWEA MAP). While the EOC allows us to analyze achievement data, the MAP results allow us to monitor student progress. (Note that the NWEA assessments are normed through grade 11 for ELA). Also included in the data analysis at the high school level are other indicators the literacy leadership deemed crucial to analyze, including Advanced Placement mean scores, 4-Year Graduation rates and post-secondary success indicators provided to the district through our membership in National Student Clearinghouse.

**NWEA:** The trends for the percentage of 9th and 10th grade students not on track to meet College Readiness benchmarks in Reading from Fall 2017 and 2019 are as follows:

NWEA ACT College Readiness Benchmarks in Reading			
GRADE	NOT ON TRACK Percentage Fall 2017	NOT ON TRACK Percentage Fall 2018	NOT ON TRACK Percentage Fall 2019
9	71.3	73.2	68%
10	64.9	69.2	75.5%

#### NWEA Benchmark Mean Scores in Literacy Goal Areas:

grade	Spr FY17 Literary Text	Spr FY18 Literary Text	17 to 18 Differential	Spr FY17 Info Text	Spr FY18 Info Text	17 to 18 Differential	Spr FY17 Vocab	Spr FY18 Vocab	17 to 18 Differential
9	222.2	218.5	-3.7	221.5	219.5	-2	223.2	221.4	-1.8
10	221.4	221.7	0.3	220.9	222.6	1.7	225.3	224.2	-1.1
11	214.3	222.9	8.6	216	221.6	5.6	220.1	226.2	6.1

**NWEA Benchmark Mean Scores in Literacy Goal Areas:**

12	219.2	217.3	-1.9	219.8	218.7	-1.1	225	222.4	2.6
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**Analysis:** The above data summarizes the literacy growth in our high school students and illustrates some pockets of increase in student performance, especially in grades 10 and 11. It also shows that students are reading far below the level needed to be College and Career ready. As our work has focused on teaching of vocabulary, it is a positive sign to see the increase in vocabulary scores for all cohorts of students at the high school. This data justifies the impact of our work thus far and provides us with the impact data to enforce continued emphasis in this area.

**Ohio’s End of Course Exams (EOC):** The following data table displays the passage rates from Ohio’s End of Course given to students upon completion of English 1 and 2, typically completed during grades 9 and 10, Biology (grade 10), US history and American Government:

**Ohio State Assessment Data**

Test	2016-2017	2017-2018	2018-2019
English 1	44.3%	56%	52%
English 2	40.8%	60.9%	52%
Biology	48.4%	71%	68.3%
US History	49.6%	67%	65.7%
US Government	66.5%	81%	85.1%

**Analysis:** It appears that most of our end-of-course scores look to have spiked and then plummeted again, with the exception of our American Government which not only steadily increased but also earned an indicator for us on the District Report Card as well as surpassed the state of Ohio average. The high school English I and English II End of Course Exam data indicates that the percentage of students scoring proficient initially grew 3% over two years, then fell in the most recent reporting period. Overall, there remains a composite gain for each End of Course exam in excess of the district goal of a 5% increase over the 3-year trend. However, currently the data trend is a downhill shed. Overall, while we continue to see students struggling to earn proficient or higher scores in content areas as reported by EOC and OST exams from the state. This data, when overlayed with the nonfiction reading scores we have analyzed available to us from NWEA MAP, helped us to determine the need for a greater emphasis on content area reading and disciplinary reading in grades 4-12, as well as foundational skills in grades K-3 (learning to read) and comprehension strategies in grades 4-6 (reading to learn). A downward trend in our secondary ELA scores (up 8% over 3 years, but down 4% most recently) emphasizes the need for the district to focus on not only decision rules at the secondary level for struggling readers, but also for targeted and evidence-based interventions for our most struggling readers, as well as the need to be more diagnostic about student deficits.

**Advanced Placement (AP):** AP, supported by the College Board, gives students the chance to tackle college-level work while they're still in high school and earn college credit and placement, upon earning a score of 3 or higher on the exams (at the higher education institute discretion). Bedford High School is proud to offer 8 options for students whose data trends appear below:

Year	Total number of AP students	Percentage of test takers earning a 3 or higher
2016-2017	86	24%
2017-2018	104	23%
2018-2019	115	28%

Mean AP Exam Scores			
	2016-17	2017-18	2018-19
Calculus AB	1.03	2.09	1.93
Chemistry	1.77	1.63	1.82
English Language Composition	2.34	1.83	2.03
English Literature and Composition	2.30	2.17	2.41
Statistics	1.85	1.86	1.80
US History	1.33	2.36	NA
American Government	1.79	1.56	2.17
Computer Science Principles	NA	NA	2.11
<b>OVERALL MEAN SCORE</b>	<b>1.77</b>	<b>1.93</b>	<b>2.04</b>

**Analysis:** The above data tables related to our Advanced Placement show encouraging results. Not only have we increased our enrollment in AP courses, but we have incrementally increased scores as well in most all courses. This provides us with the data we need to support the notion that we need to maintain high expectations for our students, provide them with scaffolds when difficult materials are put in front of them and encourage risk-taking for our students to enroll in the most challenging courses.

**ACT:** As a part of a state requirement to administer a college entrance exam to all Juniors in high school, Bedford City Schools has selected to utilize the ACT. Trend data is as follows:

ACT Scores: Reading, English, College Readiness			
	2016-17	2017-18	2018-19
ACT Reading average	16.5	NA	16.6
ACT English average	14.7	NA	14.7
ACT percentage meeting Reading college readiness benchmark	16%	NA	18%

**Analysis:** The average reading scores on the ACT continue to decrease for Bedford students, when looking at the past three years' data. ACT reading scores have improved minimally and remain below targeted college ready scores. Some of this may be attributed to the fact the we are administering to ALL students, even those who are NOT college bound, but the data obviously continues to support that we have a large majority on struggling readers at the high school level, hindering their ability to graduate as college and career ready students.

**Graduation Rate:** The four-year high school graduation rate for the past four years show a slight increase: 2018-19 - 89.1% (B); 2017-2018 - 82.6% (D); 2016-17 - 84% (C); 2015-16 - 81.9% (D). The five year graduation rate for the last four years has been relatively stagnant: 87.2% - 2018-19; 86.7% - 201718; 87.6% - 2016-17; 86.7% for 2016-17.

**Analysis:** The fact that our graduation rate continues to increase is a sign of the apparent abilities of our students. The state of Ohio has set forth several equally rigorous graduation options, of which with scaffolds, close monitoring and various academic support, they have been able to attain at an ever-increasing rate...far exceeding the state graduation average.

**College Attendance:** Per the National Student Clearinghouse, 18% of our students attending college who met the Reading Assessment benchmark are graduating within six years whereas 48.9% of those exceeding the Reading Assessment benchmark are graduating within six years. Only 3.7% of those below the Reading Assessment benchmark are graduating within six years.

**Analysis:** It is clear from this data that our students who leave us with reading proficiency are those exact students who are completing post-secondary pathways with greater success in less time. There appears from our data to be a direct correlation between the levels of reading proficiency with college completion time. This motivates us to want to increase the reading performance of our students to ensure timely college graduation rates.

### SYNOPSIS OF OUR ANALYSIS

This very thorough data dive around literacy progress and achievement demonstrates a K-12 need to support teachers with targeted, high quality professional development and to provide our students with quality literacy instruction and intervention supports. We currently have additional funding to support various reading initiatives from kindergarten through 8th grade through grants like the Universal PreKindergarten Grant and through Title I funds. The elementary (K-6) level is in its third year of implementation of adopted evidence-based and state-aligned curricula for literacy instruction to provide strong Tier I reading instruction. As well, at the K-8 level, we have highly invested in Leveled Literacy Intervention (LLI) and Orton Gillingham as a Tier II Intervention. At the secondary level (grades 7-12), we continue to utilize Orton Gillingham interventions as a supplemental support and in addition to grade level literacy instruction. These interventions are being implemented by certified teachers who have received intensive training around each of the programs. We also recently have begun to implement evidence-based READ180 as an additional support for identified students who are reading two grade levels or more below grade level. READ180 courses are being taught by our trained teaching staff at the secondary level as an additional reading support period during the school day. Despite the resources and interventions available throughout the district, all the above data indicates that many of our students are still well below grade level, regardless of the grade level band. These systemic gaps indicate a need for the leadership team to continue to pursue more efficient diagnostic testing, more appropriately targeted implementation of evidence-based interventions for struggling students, and a more differentiated approach in our classrooms within Tier 1 in an attempt to

provide a more equitable access for all students to high quality instruction. These areas of emphasis will undoubtedly require, as a result of our R-TFI data, more intense training and support to our teaching staff and teams in order to develop their skills and efficacy around literacy frameworks in our district.

In keeping the formula suggested by the “Simple View of Reading” (SVR) (Gough and Turner, 1986) as our backdrop with our action planning, the data has led us to inspect our instruction, interventions and teacher training around foundational skills at grades K-1 (phonemic awareness and phonics), phonics and fluency in grades 2-3, and comprehension in grades 4-12.

In looking at the above data, it is also clear that there is a strong case for teams needing support in understanding their role and responsibility as it relates to the teaming structure, on data analysis at the building level, and the fact that the work of the district (DLT) and the literacy work should be one in the same. We have made some adjustments in our communication as a district over the past school year, based on this realization, and currently are in the midst of combining the variety of district plans into one vision to bring unity and focus to our work. This work is being done under the direction of the Superintendent via the DLT. We also conducted, under the leadership of our superintendent, an instructional audit that revealed general instructional areas of concerns. Those suggestions for continued improvement that can be most readily addressed through the Local Literacy Plan include ensuring consistency and continuity in curriculum programming and resources, continued fidelity of the OIP process, revisions to pacing, mapping and assessment tools to better align with outcome data.

**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.

- 1. District Attendance:** As is evidenced in the research, we know that “...A growing body of research is revealing the prevalence of chronic absence and its critical role in student achievement...” and “... demonstrate how indicators reflecting poor attendance, misbehavior and course failure in sixth grade can be used to identify 60% of the students who will not graduate from high school...” (Balfanz and Douglas, 2007). “...This study suggests that missing school in the early grades has a more powerful influence on literacy development for low-income students than it does for their more affluent peers. Put another way, school matters more to children from low-income families...” (Ready, 2010).

DISTRICT ATTENDANCE DATA			
	2016-2017	2017-2018	2018-2019
<b>Chronic Absenteeism</b>	12.6%	18%	21.4%
<b>Attendance Rate</b>	94.8%	93.6%	92.7%

**Analysis:** Student attendance and truancy affect underachievement in literacy in our community. Clearly, as reported above, our district has rising concerns about our attendance rate which is decreasing while our chronic absenteeism is alarmingly increasing. This gives us cause to pursue increasing student motivation to come to school and attend at our schools, especially given that our low income percentage at the district level is near 70%, where the correlation between school attendance and student achievement is magnified.

- 2. Student Transiency:** Each school year, we experience about 800 students in and out of our district, according to calculations provided by the Ohio Department of Education. A deep dive into the data reported in our student information system revealed the following:

TRANSCIENCY DATA					
Graduation Year	Total # of 12th Graders	Total # of students started kindergarten and included in graduation class	Total # of students who started kindergarten and graduated in 13 years	Percent of students who started kindergarten with us and graduated on time (in 13 years)	Percentage of the graduating class that started kindergarten with Bedford and graduated in 13 years
2019	268	58	56	97%	22%
2018	273	39	38	97%	14%
2017	271	57	54	95%	21%

**Analysis:** This table substantiates that the success rate via on-time graduation in 4 years for students who attend Bedford for their entire career versus those who do not is about 10% higher than the cumulative rate each year for the past 3 years. This maintains that the consistency and targeted instruction delivered through time is indeed proving to be on target; however the fact that only roughly 20% of our student body actually begins and finishes in Bedford is having an impact of the data reported on the state report card. With a district transiency rate in 16/17 of 12.7%, in 17/18 of 11.2% and in 18/19 of 11.6%, we cannot ignore that mobility has an impact on student achievement and progress. Although this data is not directly related to literacy achievement, it can be deduced that this same trend would be seen in specific academic areas as well.

- 3. Diversity and Marginalization:** Overall our district has 19.5% of our students identified as students with disabilities and 59.7% are reported as economically disadvantaged. In addition, the categories of students for which Ohio requires reporting and accountability on our district report card include additional subgroups: English learners (2%), multiracial (6.3%) and black, non-Hispanic (81.9%) students.

Students with disabilities at Bedford City Schools are performing significantly lower than other subgroups and students as a whole. The Annual Measurable Objective for English Language Arts - Students with disabilities is 6.7%; economically disadvantaged 40.8%; and all students 47.3%. The students with disabilities at the high school are performing at a lower level than the students at the middle school and intermediate buildings. In the intermediate buildings, students with disabilities meeting the goal is 11.6% and 19.7%. Middle School AMO data is as follows: English Language Arts- Students with Disabilities is 9.8%; economically disadvantaged 33.7%; all students 58.3%.

Clearly there is evidence to suggest, even the most recent media reports around the Ohio District Report Cards, that this diversity poses substantial challenges with equitable access as well as with achievement. In fact, since the onset of No Child Left Behind, only 4 states have managed to noticeably close achievement gaps (US Department of Education, 2012).

- 4. Family and Community Factors:** Many factors contribute to underachievement in literacy in our community. As per 2010 US Census data, only 19.5% of persons 25 years or older in our community have a Bachelor's degree or higher, while our median income level is \$29,437. Likewise, without much change, the 2017 census data indicates 19.9% of persons 25 and older have a Bachelor's degree of higher, while our median income increased to \$44,000. Our school community poverty rate hovers at 61% with a minority rate of 64%. Per a *USA Today* analysis of the US Census data, Bedford ranks highest in the state for divorce with a rate of 19.3%. The same study also showed that 12% of households in the community have a household income of less than \$10,000. Another study conducted by Sum and Fogg (1991) found that poor students are ranked in the 19th percentile on achievement-based assessments while students from a mid-upper income family are ranked in the 66th percentile on similar assessments. As well, research indicates that receiving welfare has a negative effect on academic achievement (Peters and Mullis, 1997). Our district



also experiences annually a mobility rate of about 30%, meaning that we have a mean exchange of students in and out of the district annually of around 700 students. A recent review of scholarly literature on mobility problems facing transient or new students indicated a noticeable dip in academic achievement (Galton, et al, 2003). Research indicates that even one school transition increases students' risk of not graduating on time (Sparks, 2016). All of these factors then, present in the Bedford community, tend to derail grade level achievement and growth of our students. Although we clearly realize these statistics are not excuses for our low achievement data and students' reading ability, we certainly cannot overlook their likely impact and acknowledge the challenges we face as a district.

**5. Teacher/Adult Implementation:** Via a recent and thorough instructional audit conducted through an outside firm during the Spring of 2019, several pieces of data were analyzed to draw conclusions around teacher efficacy. According to John Hattie, the effect size of collective teacher efficacy at 1.57. This data coupled with findings from our audit which revealed several "teacher factors" such as low expectations for students and wide ranging levels of inconsistency when deconstructing standards, implementing curriculum resources/strategies and adhering to pacing guidelines, it is a factor that likely impacts student achievement and growth. Yet another data source that seems to suggest that teacher/adult implementation may be a contributing factor to our lack of achievement progress is revealed in the RTFI data, where clearly, throughout the district, there appears to be a considerable lack of clarity around the roles and responsibilities within the OIP teaming and communication protocols. Although our teacher attendance rate is 95% and 87% of our teachers are evaluated as Skilled or Accomplished, the fact that, for example, in the Fall 2019 our certificated staff had 12% turnover suggests a reason for concern around teacher efficacy. Finally, although the self-reported RTFI data suggests that teachers are implementing district curriculum maps and programs with fidelity, observational data suggests otherwise. The lack of consistency between grade level staff as well as across districts suggest a need for increased and improved opportunities to horizontally and vertically align their practices. In addition, teachers and administrators report district wide that our students appear unmotivated to persist, take learning risks, to pursue challenging tasks, and as reported above, even to attend school on a regular basis. As per the research of John Hattie in Visible Learning (Hattie, 2008), there is a statistically significant effect size for factors related to student motivation ( $ES=0.42$ ) while student boredom has an effect size of  $-0.49$ ! The leadership team made connections between this data, our attendance data and the recommendations in our instructional audit around observed classroom practices. The recommendations included the need for increased opportunities for students to participate in high level, engaging, project-based instructional practices, as opposed to the predominance of teacher-led instruction that was observed. The hypothesis worthy of further investigation and action-planning may revolve around the effects of widespread adult implementation of high-yield student-centered instructional strategies (with fidelity) and which ones have the most impact on student achievement and progress.

**6. Community Partnerships:** Our district has the following partnerships at the systems level:

- \* Baldwin Wallace College: They provide us with interns who commit to a year of work with our Pupil Personnel Department. We utilize their services to offer Mental Health supports to our students K-12.
- \* Cuyahoga Community College (CCC): We have articulation agreements in place for our Career Technical students to be able to earn dual credit in their vocational programming. CCC offers extensive technical support to our career and technical students and staff.
- \* Lorain County Community College: Our high school staff has representatives who serve as adjunct professors on our campus thus allowing students through the state's College Credit Plus initiative to earn dual credit in core area classes.
- \* LINK: Our partnership with LINK provides our K-12 staff and administrative team literacy consultation.
- \* They provide professional development, embedded coaching opportunities, and leadership development training for lead literacy teachers, members of the Striving Readers Literacy Team, and the administrators.
- \* ESC of Northeast Ohio/SST3: Our county education service center provides us with technical support as well as programming and professional development supports around curriculum, special education, teacher evaluation, and gifted services.
- \* John Carroll University: We have an ongoing partnership with the Adolescent Literacy department at John Carroll which provides us with professional development and literacy professional development at the secondary level.
- \* Cleveland Kids Book Bank: We have an ongoing partnership with this local institute whose mission is to "...foster improved literacy and a love of reading by providing free books to children in need..." They on multiple occasions throughout the year provide all our buildings with free books to distribute as we so choose. The donations usually are distributed directly to our students so that they can expand their personal at-home libraries.

The leadership agrees and the research supports the conclusion that students, especially those in danger of dropping out or falling behind, benefit greatly to having adult mentors present in their lives. As is cited in What Works Clearinghouse, there is moderate evidence to suggest, according to the US Department of Education that "...personal and academic needs [of at risk students] can be addressed through a meaningful and sustained personal relationship with a trained adult..." The partnerships we have established may have the capacity to do just that, with further development. As Hillary Clinton coined in her 1995 book, indeed it does "... take a village to raise a child!"

#### 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](#).*

**Mission:** In Bedford City Schools, our mission is to provide students with the literacy skills they need for success in school and to be college and career ready. It is our hope that quality literacy instruction will serve as the foundation for lifelong learning.

**Vision:** Students in the Bedford City School District experience rigorous, captivating and meaningful literacy instruction in all classrooms that will ensure that each student meets grade level expectations.

- Students enjoy and value reading and succeed as readers
- Teachers are knowledgeable and confident reading instructors via comprehensive opportunities for coaching and professional development
- Literacy instruction will be research-based, consistent, systematic and explicit
- Interventions and supports for students will be data-based, systematic, intensive and targeted ● Administrators support teachers, collaborate with coaches, and guide the vision for literacy instruction ● Families enjoy reading with children at home.

We will achieve this goal through implementation of the following, which directly align to Ohio's Plan to Raise Literacy Achievement:

- Rigorous, relevant and aligned curriculum ● Evidence-based Tier 1 instruction
- A schoolwide content area reading model
- Instructional plans to improve student literacy
- Professional development, including coaching, to support effective instruction
- Shared leadership
- Multi-tiered systems of support
- Teacher partnership/collaboration
- Family partnerships

Supporting our vision and mission throughout this process, we will use several methods, strategies and actions to support literacy in our district. The OIP process has provided us with a framework of support for our district. Our district has focused on teams at the teacher (classroom), building and district level. The focus of our Teacher Based Teams has provided us with the opportunity to collaborate as teaching teams and further our collaboration with the general education and special education teacher relative to the implementation and monitoring of data-based and evidence-based instructional practices. The goal is for both general and special education teachers to collaboratively acquire the capacity to identify and focus on skills a student needs to meet the targeted standard. In order to achieve this goal, the teachers need to focus on diverse learners and their individual needs.

According to the Simple View of Reading (Gough and Tunmer, 1986), struggling readers need to have strength in two areas, word recognition and language comprehension, in order to achieve reading comprehension. During our research and data analysis, the team discovered by referencing the equation in the Simple View of Reading, (Word Recognition X Language Comprehension = Reading Comprehension) there were varied components where our successful reading comprehension for our students, namely phonemic awareness, fluency, vocabulary and inferential language skills, was lacking. Using the Changing Emphasis of Big Ideas (below), our literacy action plan will provide a focus at each grade level fully aligned to the Simple View of Reading. Primary grades (PK-1) will add depth to our students' phonemic awareness, phonics and sight word skills. Fluency will become the focus at grades 2-3 and secondary Literacy Plans

(7-12) will emphasize Language Comprehension, with sub-focus would be on Vocabulary, Language and Verbal Reasoning across all content areas.

Our leadership team will communicate our literacy vision and action plan across the stakeholder entities to ensure alignment of literacy efforts amongst schools, classrooms, families, and community partners. Literacy acquisition, achievement and progress will serve as the core of our school improvement initiatives. All stakeholders will be encouraged to become a part of providing challenging, meaningful and engaging literacy opportunities for our students so that, together, we can ensure that our students read and comprehend on grade level, and ultimately college and career ready.

We believe that providing intensive and systematic intervention, evidenced-based tier I instruction, cultivating literacy interest and engaging our parents in this process will assist us to achieve our literacy vision.

## 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.*

**Goal #1:** Increase the percentage of students who are proficient by 5% as measured by both the Measurement of Academic Progress Scores (NWEA MAP) and Ohio State Tests in English Language Arts.

Individual goals by grade level are provided below:

<b>NWEA READING GOALS</b>			
(Percentage of students achieving at or above the grade level mean)			
<b>Grade</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>GOAL (by Spring 2020)</b>
<b>3</b>	37.4	42.7	<b>42 (goal attained!)</b>
<b>4</b>	49.8	44.7	<b>53</b>
<b>5</b>	41.4	45.1	<b>46</b>
<b>6</b>	45.3	44.5	<b>50</b>
<b>7</b>	54.4	43.4	<b>59</b>
<b>8</b>	59.3	54.8	<b>64</b>
<b>9</b>	50.4	52.1	<b>55</b>
<b>10</b>	59.8	53.7	<b>65</b>
<b>11</b>	56.6	58.0	<b>62</b>

OST READING GOALS (Percentage of students achieving proficient or higher)				
Grade	2016-17	2017-18	2018-19	GOAL (by Spring 2020)
3	57.2	50.0	56.0	55 (goal attained!)
4	46.3	54.4	48	59
5	50.0	56.3	55	61
6	46.8	37.7	32	43
7	45.0	36.8	46	42 (goal attained!)
8	35.3	40.4	42	45
ELA 1	44.3	56.3	46	61
ELA 2	40.8	60.7	48	66

In an effort to increase student proficiency in reading, phonological awareness and phonics were the focus of K-2 instruction. Comprehension strategies in both literature and informational text were emphasized in grades 3-10. These were indicated as areas of need in our analysis of subscore data.

**Goal #2:** 80% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout the process.

During the 18-19 school year, the DLT worked to redesign the TBT protocol districtwide. Included in the new reporting protocol is a provision for BLTs to tabulate and report back to the Striving Readers Leadership Team about the incident rate of literacy-related strategies that are embedded in TBT instructional plans.

## 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:** Increase the percentage of students who are proficient by 5% as measured by the Measurement of Academic Progress Scores and Ohio State Tests in English Language Arts.

**Evidence-Based Strategy or Strategies:** Implementations that Emphasize Teaching Strategies/Effect Size 0.60

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	The intermediate, middle and high schools will develop a content area reading plan with a common set of literacy strategies in grades 4-12.	Each intermediate and secondary staff will discuss the literacy deficits in their content areas and choose two strategies from the district framework to implement within their department.	Teachers K-12 will have multiple professional development opportunities which may include instructional rounds, targeted PD sessions and/or work with an instructional coach to see strategies in action.
Timeline	December 2019	August 2019 to December 2019	March 2019 - June 2020

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	2. Lead Person(s)	Curriculum Director, High School administration	Department Leaders/Instructional Coach, High School administration
Resources Needed	Time to meet and consider strategies and review student data. Professional development on Adolescent Literacy (see Goal #3)	Meeting Time Reporting protocol to be developed by the BLT	Schedule for presentation Funds for substitutes for teacher coverage Protocol for peer coaching to be designed/selected by the BLT Observation sheets for demonstration lessons
Specifics of Implementation	Once the entire staff has had professional development about adolescent literacy, the BLT and District Literacy Team will meet to review student data and determine which students need additional support. The team will discuss a variety of literacy strategies and agree on a common set of strategies to be used for the building.	Department Leaders and Instructional Coaches will work together to share selected common strategies to the staff. Departments/grade levels will meet to discuss the following: <ul style="list-style-type: none"> <li>• Literacy demands of the content area</li> <li>• Literacy data analysis as it reflects department goals</li> <li>• Plan for teaching the assigned strategies and discuss the use of common strategies</li> <li>• Assign strategies by department</li> <li>• Discuss how lessons went and any improvements that need to be made to the lesson delivery</li> <li>• Literacy Consultant will also provide observation/feedback loop for teachers in core areas.</li> </ul>	Instructional Coach and/or department leaders will select teachers to conduct demonstration lessons. A schedule will be set for demonstration lessons or peer coaching if needed. Teachers will go and observe lessons and then debrief with the instructional coach. The team will take a needs assessment in May of each school year in order to plan professional development. Topics for PD to enhance evidence-based Tier 1 literacy instruction: PK-2 Heggerty Phonemic Awareness 2-3 Fluency (Rasinski) 4-12 Comprehension (vocabulary, content area literacy, disciplinary literacy)
Measure of Success	List of strategies to be used building wide. Final draft of a Schoolwide Content Area Literacy Plan at the middle school and high school.	List of strategies to be stressed in each department and instructional plans for each core area. Analysis of student data on state tests as well as on local benchmark tests TBT protocol audit RTFI results	Teacher reflections on lessons Demonstration classroom schedules Professional Development calendars and sign ins Peer coaching documentation Literacy Consultant coaching schedule
Check-in/Review Date	12/31/2019	June 15, 2020	June 15, 2020
	Action Step 4	Action Step 5	Action Step 6
Implementation Components	The Striving Readers Leadership Team will research an early warning	Literacy Team Teachers will attend professional development trainings with literacy consultants to identify evidence-based reading	Literacy Team will oversee teaming structures within their buildings to oversee the interventions supports for students with reading

	Action Step 1	Action Step 2	Action Step 3
	diagnostic system to identify struggling readers grades K-12.	intervention strategies, tools and/or programs The team will review student data and determine which students need additional support and develop an early warning system to identify struggling readers.	difficulties and the fidelity of implementation
Timeline	August 2019 - April 2020	May 2018 to December 2018	January - May annually
Lead Person(s)	SRLT Members Curriculum Director SRLT members Instructional Coaches	Instructional Coaches Building Leadership Team	Building Leadership Team
Resources Needed	Examples of early warning systems (EWS) Technology support Meeting time Possible stipends for those who design the EWS OR purchase of EWS platform	Purchase of decided upon resources Teacher training as needed Substitutes for teacher coverage	Master Schedule Student course selection sheets
Specifics of Implementation	Teachers will determine which data points determine a reading deficiency using grade level appropriate assessments (MAP, EOC, etc.), attendance, grades, and discipline. Those selected data points will become the building wide early warning system to identify students in need of reading intervention. Purchase/ creation of electronic tracking reading assessment to over the course of the system for EWS identify potential tier 3 semester. criteria students.	Teachers will attend trainings with a focus on targeted personalized learning supports both online and direct instruction, based on student assessment and outcome data. Teachers will learn how to run small-group rotations that include individualized instruction for struggling readers. Teachers will identify students that are in need of reading interventions using the early warning system. Teachers will use early warning system to tier students. Literacy Specialists will administer the appropriate diagnostic	The 7-12 master scheduling committee will create courses/intervention periods to address students with reading deficiencies. As well the K-6 master scheduling teams will meet to develop structures within the school schedule to allow for appropriate tier 1 and tiers 2&3 supports. Students identified through the early warning system and chosen diagnostic (see action step 5) will be placed in the course/interventions. Teachers will progress monitor the students
Measure of Success	Early Warning System Criteria Documentation EWS product	Student list for tentative interventions course Professional development calendar	Progress reports formative assessment data -- MTSS

	Action Step 1	Action Step 2	Action Step 3
		Staff sign-ins Teacher feedback Analysis of student data on college admissions exams	benchmark data (3x annually -- Fall, Winter, Spring) RTFI data
Check-in/Review Date	November 1, 2019	2/10/2019 5/17/2020	June 30, 2020

**Goal # 2 Action Map**

**Goal Statement:** 80% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout the process.

**Evidence-Based Strategy or Strategies:** Professional Development - Visible Learning meta-analyses 0.62

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers will receive professional development on evidence-based literacy instruction.	The Striving Readers work with staff to develop building level literacy instructional plans.	Teachers will receive professional work with teachers through embedded coaching in order to support the implementation of the evidence-based strategies in literacy instruction(K-6) as well as content areas (4-12).
Timeline	Fall 2018 to June 2020	Fall 2019 to May 2020	January 2020 to June 2020
Lead Person(s)	Curriculum Director, Literacy Consultants and instructional coaches	Literacy Consultants and instructional coaches	Building Leadership Teams
Resources Needed	Consultants for presentations	A part-time literacy consultant(s) Evidence-based literacy strategies	Walkthrough Template
Specifics of Implementation	Professional development on the Simple View of Reading as it relates to research the pillars of reading as well as the Simple View of Reading components Professional development will discuss a variety of evidence-based literacy strategies to use to support literacy in the reading classroom, content areas and disciplinary literacy Professional development: K-2 phonics and phonemic awareness 2-3 Fluency 4-12 vocabulary strategies 7-12 disciplinary literacy K-12 Hattie's Visible Learning strategies	The literacy consultant will help teachers with the following: <ul style="list-style-type: none"> <li>provide a bridge between classroom instruction and schoolwide</li> <li>literacy activities work with school-wide teams to teach literacy in each discipline as an essential way of learning in the disciplines and develop instructional plans to support this initiative diagnosing of struggling readers (vetting of diagnostic instruments)</li> <li>developing capacity of teacher literacy leaders</li> </ul>	The literacy consultant and instructional coaches will help teachers with the following: <ul style="list-style-type: none"> <li>recognize when students are not making meaning with text and provide appropriate, strategic assistance to read course content effectively model strategies in classrooms as needed meet with teachers who are still struggling to use literacy strategies and develop an action plan to support their efforts provide direct observations and related feedback to content area teachers as they work to implement department-selected strategies in classrooms</li> <li>work with administrators to develop a checklist of "look-fors" for administrative</li> </ul>

	Action Step 1	Action Step 2	Action Step 3
	Teachers will agree on a common set of strategies to be used building wide as part of a comprehensive literacy plan.		walkthroughs
Measure of Success	Research and literacy strategy presentations List of common strategies to be used throughout the building	Schoolwide content area literacy plan Literacy instructional plans	Classroom Observations logs Walkthroughs logs Completed checklists
Check-in/Review Date	September 2019	Spring 2020	June 2020

**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.*

Progress monitoring is a crucial ingredient of the instructional cycle. It allows us to not only make judgements about student progress and achievement but also about the effective on the Tier 1 instruction itself.

Several data sources will allow the district to monitor the success of the Local Literacy Plan:

1. Formative assessment data: running records, reading inventory and assessments from curriculum resources, as well as any pending formative assessment tools (Heggerty inventory, PAST, etc.)
2. Diagnostic assessment data: NWEA MAP and use of additional pending early warning diagnostic tools
3. Reading Improvement Monitoring Plans or RIMP's (in grades K-3)
4. Teacher/administrator observations/ instructional rounds
5. Reading Tiered Fidelity Inventory (R-TFI) data

The review of the above data points will be reviewed weekly in Teacher Based Teams as well as monthly by Building Level Teams and quarterly by the District Leadership Team. Through the OIP and MTSS structures already in place, data analysis from the above resources should provide district personnel with mechanisms for providing student supports in Tier 1 as well as Tiers 2 and 3.

Learner Performance Goals	What evidence is being collected?	What time frame?	Who will monitor?
<b>Goal #1</b> <i>Increase the percentage of students who are proficient by 5% as measured by the Measurement of Academic Progress Scores and Ohio State Tests in English Language Arts</i>	Measures of Academic Progress (MAP) Scores for Winter 2018, Spring 2019, Fall 2019 and Winter 2019, Spring 2020  End of Course Exams (Spring 2019 and 2020)  formative assessment gathered at the classroom level (ongoing)  diagnostic data gathered as per the decision trees (ongoing as needed)	Winter 2018 to Winter 2019  Winter 2019 to Winter 2020  Spring 2019 to Spring 2020	Teacher Based Teams, Instructional Coaches, Associate Dean, Curriculum Director, Literacy Consultant, Literacy Leadership Team  Learners who are not progressing towards the goal will receive increased and targeted intervention, through additional coursework, targeting literacy interventions, and consistent exposure to evidence-based



	R-TFI (Spring 2017, 2018, 2019)		<p>instructional strategies across all grades and content areas.</p> <p>Teachers of learners who are not progressing towards the goal will receive increased support from the Literacy Consultant and/or Literacy Coaches. Additional professional development will also be afforded to staff around embedded literacy instruction.</p>
<p><b>Goal #2</b></p> <p><i>80% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout the process</i></p>	<p>Each TBT will respond to the corresponding question on the TBT protocol each cycle; BLTs will monitor and collect data to report to DLT</p> <p>Utilization/implementation of strategies</p> <p>Walkthrough/instructional rounds Checklist data</p> <p>R-TFI (Spring 2017, 2018, 2019)</p>	<p>Spring 2019</p> <p>Fall 2019-Spring 2020</p> <p>Spring 2020</p>	<p>Administrative Staff, BLT, DLT</p> <p>Teams who are not meeting the goal of implementing evidence-based literacy strategies in will receive increased time to work with the Literacy Consultant, as well as coaching from administrative evaluators and/or instructional coaches</p> <p>DLT will work with administrators as they assist any struggling teams in their respective buildings.</p>

## 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.*

Bedford City Schools is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 12th grade, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation.

The Striving Readers Leadership Team analyzed data obtained from achievement, benchmarking and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades K-12. Identification of potential gaps in knowledge were used drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across the district. Prioritizing of the most pressing needs of our student, coupled then with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.

Additionally, students' progress will be evaluated on a weekly basis through the use of classroom assessments at grade-level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for MTSS and the possible need for more intensive services (i.e., tier 2 and 3 interventions, special education) will be discussed and acted upon. This weekly data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) quarterly.

Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education, 2005) as well as What Works Clearinghouse the following strategies will be utilized in order to enact the Local Literacy Plan described above, based on the logic model provided by the Simple View of Reading.

In grades K-3, our 120 minutes literacy block and our 90 minutes literacy block in grades 4-6 are based on the reading pillars as designated as the non-negotiable components daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. In our 80minute middle school ELA blocks and our 40 minute instructional blocks at the high school, literacy delivery is as well based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension), where word work, academic vocabulary and reading comprehension is the emphasis.

K-3 Reading Block Tier 1 instruction with emphasis on foundational skills (120 minutes):

- Jan Richardson's *Next Step in Guided Reading* for word work (including phonological awareness and phonics)
- Foundations for phonics and word work
- Heggerty for phonological awareness (grades PK-1, grade 2 as needed for Tier 2)
- Jennifer Serravallo's *Reading Strategies*
- Wonders McGraw Hill balanced literacy program
- Tim Rasinski's Fluency protocol (grades 2-3, grade 1 for established readers)

Grades 4-6 Reading Block Tier 1 instruction with emphasis on comprehension and vocabulary (90 minutes):

- Jan Richardson's *Next Step in Guided Reading* for word work
- Jennifer Serravallo's *Reading Strategies*
- Wonders McGraw Hill balanced literacy program
- Rasinski's Fluency protocol (grades 2-3, grade 1 for established readers)
- District Vocabulary Guide and Toolkit based on Marzano's Vocabulary Steps
- leveled readers

Grades 7-8 Reading Block Tier 1 instruction with emphasis on comprehension and vocabulary (80 minutes):

- shared inquiry framework with Junior Great Books
- Traits writing instruction
- word work (Latin and Greek Roots)
- Jennifer Serravallo's *Reading Strategies*
- District Vocabulary Guide and Toolkit based on Marzano's Vocabulary Steps
- Mark Forget's MAX teaching strategies

Grades 9-12 Reading Clock Tier 1 instruction with emphasis on comprehension and vocabulary (40 minutes):

- Springboard PreAP curriculum, integrated language arts approach
- word work (Latin and Greek Roots)--Michael Clay Thompson *Word Within a Word*
- District Vocabulary Guide and Toolkit based on Marzano's Vocabulary Steps
- Mark Forget's MAX teaching strategies

#### EVIDENCE-BASED PRACTICES:

*For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.*

## EVIDENCE-BASED PRACTICES: INSTRUCTION

### A. PHONEMIC AWARENESS INSTRUCTION

Heggerty's phonemic awareness daily lessons include: letter naming, rhyming, onset fluency, blending, identifying final and or medial sounds, segmenting, adding phonemes, deleting phonemes, substituting phonemes, and language awareness. Scientific studies provided by the National Reading Panel (2000) documented the importance of instruction in phonemic awareness. Tier 1 classroom instruction that includes phonemic awareness training for a few minutes per day, five days per week, is an effective practice for future reading achievement. There is strong evidence that supports these instructional strategies.

*ESSA Evidence-based rating: IES What Works Clearinghouse – Strong Evidence*

### B. TEACHING FOUNDATIONAL SKILLS

Systematic phonics instruction coupled with phonemic awareness and sound/word fluency provide students with the foundational skills needed to become successful independent readers. *Next Steps in Guided Reading* (Jan Richardson, 2009) is a complete system for supporting guided reading and word work. This resource coupled with the work of Jennifer Servallo on explicit instruction in reading strategies provides guidance for lessons that will support student reading growth. Seventeen studies found positive effects on direct teaching of letter names, sounds, segmenting, blending, and rhyming.

*ESSA Evidence-based rating: IES What Works Clearinghouse – Strong Evidence*

### C. EMPHASIS ON PHONICS AND ADVANCED WORD STUDY

Foundations is a recognized leader as a systematic and explicit, multisensory, structured language program. It provides a research-based developmental approach to phonics instruction, word study spelling and handwriting. Through intense teacher led explicit instruction for 30 minutes daily, students are actively engaged in multisensory techniques and multiple opportunities for skills practice and application to build mastery. The foundational skills are specified as critical reading skills in both the National Reading Panel report (National Institute of Child Health and Human Development, 2000), and in a review of research on adult and adolescent literacy instruction by the National Institute for Literacy (Kruidenier, MacArthur, & Wrigley, 2010). Developing awareness of the segments of sounds in speech and how they link to letters as well as teaching students to decode words, analyze word parts, and write and recognize words offer strong foundational skills to support reading for understanding in grades K-3.

*ESSA Evidence-based rating: IES What Works Clearinghouse -- Strong Evidence*

### D. REGULAR FLUENCY PRACTICE

The work of fluency expert, Tim Rasinski (*The Fluent Reader, 2010*) provides teachers with a protocol and evidence-based strategies for building students' fluency, word recognition and comprehension. The protocol requires teachers to utilize a 10-step repeated readings via short reading passages: poems, stories segments, or other texts that students read and reread over a short period of time. As students read familiar passages from the previous exposures, a new repeated readings are also introduced and discussed in multiple sittings. The protocol involves oral reading/listening, silent reading, paired reading and choral reading several times. The culmination of the fluency practice is student performance for classmates and other audiences if possible. Rasinski's fluency protocol also integrates word wall and word study activities, as well as word work at home...all prior to fluency checks being conducted by teachers. According to the research on fluency interventions, those that focus on repeated reading of texts, opportunities to practice reading in the classroom, and reading a range of texts generally improves students fluency and comprehension (Connor, Alberto, Compton, O'Connor, 2014). *ESSA Evidence-based rating: IES What Works ClearingHouse – Moderate Evidence.*

## E. EXPLICIT VOCABULARY INSTRUCTION

Vocabulary instruction is an important part of a child's education. It is also crucial to the end goal of reading comprehension, as per the Simple View of Reading formula. It is important for students to be exposed to many new words, as it allows them the opportunity to better express their thoughts orally and in writing. The evidence based strategy that will focus on meeting the students' specific needs in relation to vocabulary is the Marzano's "Six Steps to a Better Vocabulary". Teachers, administrators and coaches will be immersed in the studies. Fifty studies involving this strategy have concluded that the strategy at every grade level, works better using all the steps, and the majority of studies indicate the process enhances student achievement.

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that enable them to play with terms

The goal is to build an understanding of words and to engage students in thinking about the word meanings. The vocabulary summary from the National Reading Panel in 2000 stated that the most effective vocabulary instruction helps students gain a deep understanding of word meanings, interconnections among words and finally, the connections of words to the students' own experiences, all of which are exemplified in the Marzano approach above. The implementation will be through a cross-curricular lens in grades 4-12. Each content area teacher will be trained on the six strategies for teaching vocabulary. During the 2017-2018 school year, the secondary teachers began a book study using strategies based on the works of Lori G. Wilfong and her book *Vocabulary Strategies That Work; Do This Not That* (2012). 7-12 teachers were provided with professional development based on the book study. Several strategies were put in place for the first tier of vocabulary investigation. In grades 7-12, a vocabulary handbook has been developed to identify Tier 2 terms per grade level for which this explicit approach to teaching vocabulary will be utilized, as well serve as toolkit for staff around this strategy protocol. The same process will be built upon in grades 4-6. Direct Instruction in vocabulary can increase vocabulary learning and comprehension = Effect Size= 0.97 SD (Hattie, 2009).

*ESSA Evidence-based rating: IES What Works ClearingHouse (for Improving Adolescent Literacy) – Strong Evidence*

*Evidence-based rating: Marzano research – Based on the meta-analysis these vocabulary strategies and the National Reading Panel report on vocabulary instruction, these strategies are shown to have positive effects*

## F. TEACHING COMPREHENSION STRATEGIES -- ELEMENTARY

In grades K-6, the guided reading framework for literacy instruction promotes the use of small group as well as whole group environments, based on areas of student need. The frameworks and components therein are informed by research around best practices in literacy instruction -- teacher-led lessons, student application and guided practice, independent practice and reflection and feedback. These skill lessons are standards driven but also driven by research-based comprehension skills -- pre-, during and after reading strategies. Research studies identified in What Works Clearinghouse predominantly supported the notion that teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests. In the guided reading framework, these skills (such as predicting, monitoring, retelling, inferring, summarizing, questioning, and visualizing) are taught with a gradual release of responsibility (I Do, We Do, You Do) in order that students eventually take full responsibility for the application of their learning.

Teachers will reference 2 renowned resources as they approach this work. To begin with, the work of Jan Richardson in *Next Steps in Guided Reading* will become an integral part of teacher planning time for guided reading. This resource provides teacher support for guided reading small group and mini lessons, including sight word review, use of authentic mentor texts to support teaching points, prompting, discussion, managing teaching points, word study activities, and response to reading. In addition, teachers will access the work of Jennifer Serravallo (*Reading Strategies*, 2015) to support strategic reading through conferring, small groups, and assessment. The pillars of literacy as well as those tenets of the Simple View of Reading are embedded in the resources for staff.

*ESSA Evidenced-based rating: Summary of evidence - ESSA - Tier 1 Strong Evidence.*

As a result of the above research, the elementary literacy block each day will consist of the following components and time/effort distributions:

**K-3 (120 minutes) and 4-6 (90 minutes):**

1. Mini-Lesson (10% - 15% of reading block)

- model Reading Strategy
- guided Practice (i.e., Whole Group, Small Group)

2. Self-Selected Reading (50%-60% of reading block)

- application of reading strategy independently
- conferencing
- independent reading
- guided reading groups (using Jan Richardson framework paralleled with Jennifer Serravallo)

3. Reflection (10%-15%)

- sharing of reading responses
- written response
- book sharing
- checking for understanding

4. Foundational Skill development (20%-25% of the block) GRADES K-3 ONLY

- teacher led lessons
- independent practice

**Specific grade level will contain the following areas of instructional activity:**

Kindergarten - grade 1 (120 minutes) -- emphasis on phonics and phonemic awareness

- Read Aloud
- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Guided Reading Framework: mini-lesson; guided practice; independent reading/application of strategy; reflection and response to reading including scaffolded writing
- Students work in literacy-based centers (listening, word work, scaffolded writing) practicing previously learned skills while the teacher pulls a guided reading group

Grades 2-3 (120 minutes) -- emphasis on fluency and phonics

- Read Aloud
- Direct Phonics Instruction - Foundations
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol) • Vocabulary
- Guided Reading framework: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing, independent reading) practicing previously learned skills while the teacher pulls a group

Grades 4-6 (90 minutes)

- Read Aloud
- Vocabulary using Marzano's 6-Step protocol
- Guided Reading framework: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading

- Students work in literacy-based centers (listening, word work, writing, independent reading) practicing previously learned skills while the teacher pulls a group

This evidence-based approach to literacy instruction via a guided reading approach is based on an analysis of each learner's needs to drive instruction (Carolan Guinn, 2007). The need to provide responsive learning environments is a non-negotiable aspect of guided reading. Therefore, then, the needs of all students, from those identified with special education needs to those on Reading Improvement Monitoring Plans to gifted students, are scaffolded and supported in their learning.

## G. TEACHING COMPREHENSION STRATEGIES -- SECONDARY

Students in grades 7-12 will receive an integrated system of support for their literacy growth. In addition to the 40-80-minute block specific to English-Language Arts, literacy supports at the secondary will center around disciplinary and content area reading. Students spend upwards of 80% of their day reading to learn in core area courses, thus the need to put emphasis on supporting teachers and students in these areas. When students enter middle and high school, teachers expect that they have learned the basic skills and strategies for reading and comprehending text. Students who are still working to develop these proficiencies may need assistance from their classroom teachers (Annenberg Foundation, 2017). To support staff who have students who, in turn, need support reading and writing the complex texts required in middle and high school, teachers need to develop a skill set around content and disciplinary literacy -- basic strategies for comprehension of texts across subject areas and genres, including making connections, asking questions, making inferences, summarizing, and monitoring understanding. We seek to explore with staff through an embedded professional development model, the factors related to adolescent literacy development, the concept of disciplinary literacy versus content-area literacy, and the multiple literacies that students use—both in and out of school—to be literate in post-secondary worlds. In alignment with the Simple View of reading, reading comprehension cannot occur without the development of language comprehension and word study. This professional development focus will enable us to equip teachers with the knowledge and skills they need to embed literacy enhancement within the core area instruction on a regular basis. Providing direct and explicit comprehension strategy instruction at the secondary level is highly supported in the research.

ESSA Evidenced-based rating: Summary of evidence - ESSA - Tier 1 Strong Evidence

## H. STUDENT READING INTERVENTION AT THE SECONDARY LEVEL

Studies have shown that extended guided, independent, and cumulative practice are evidence-based strategies that improve reading comprehension and vocabulary skills at the secondary level when phonics understanding is absent. Targeted teachers (both regular and special educators), administrators and literacy coaches will focus on evidence based practices integral to the *Read180* program. The *Read180* program is developed with the practice of collaboration in mind with an emphasis on teachers as critical players in enhancing student achievement. The program is designed to focus on struggling readers that are two-years below grade level in reading. The administration of the program is a blending of on-line and direct instructional practices. The *Read 180* Program provides guided practice with teacher feedback, both positive and corrective in nature. The Simple View of Reading (Gough and

Tunmer, 1986) identifies five “big” areas of adolescent literacy, two of which are addressed within the Read 180 Program (Vocabulary and Comprehension). In combination with the *Read 180* Program, teachers will provide clear corrective feedback so that students are not likely to continue to make the same errors, in effect "practicing their mistakes" (Denton & Hocker, 2006, p. 17). Opportunities for independent and cumulative practice, are also provided within the use of the program. The teachers utilizing the *Read 180* Program will receive training as well as ongoing embedded coaching on the program implementation, as well as coaching from a Literacy Specialist.

The students would be enrolled in single-period elective courses (~40-minute blocks). Students in the program will be exposed to different modes of instructional delivery that vary from small group instruction, one-on-one instruction, personalized learning tracks on the computer and whole group instruction. Student progress will be evaluated through the program and the individual goals based on the initial data analysis, as well as through district benchmarking assessments.

*READ180* collects data based on individual responses and adjusts instruction to meet each student's needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Levels for Reading and are matched to the individual student's achievement level.

Teachers are able to differentiate learning through the program with a target on Comprehension. Because this program has a self-monitoring tool, students are able to move through the program at their own skill level. From this, targeted interventions are able to be put in place by the teacher and the guided program.

Using the “Summary of Sample Size” in the What Works Clearinghouse for *Reading180*, we are able to make the following correlations between the demographics of the sample size and the demographics of Bedford High School.

- 84.3% of students at Bedford High School identify as African American
- 65% of the sample size for Read 180 identify as African American
- 8.9 % of students at Bedford High School identify as White
- 30% of the sample size for Read 180 identify as White
- 47.5% of students at Bedford High School identify as Female • 49% of the sample size for Read 180 identify as Male
- 52.5% of students at Bedford High School identify as Female
- 51% of the sample size for Read 180 identify as Male
- 62% of the students at Bedford High School identified as being on free/reduced lunch
- 82% of the students were identified as being on free/reduced lunch in the sample survey
- 65% of the students in the Bedford City School District identifies as being on free/reduced lunch

The leadership team made that team decision based on the effectiveness rating data used in the What Works Clearinghouse. The summary of effectiveness in the What Works Clearinghouse was distinguished as a ++ as described as “positive: strong evidence that intervention had a positive effect on outcomes”. This program has an Effect Size 0.58, as per What Works Clearinghouse, for use with secondary students.

ESSA evidence-based interventions for intensive and individualized interventions for struggling readers by trained specialists - Strong Evidence

### EVIDENCE-BASED PRACTICES: ADULT IMPLEMENTATION

#### **I. Collaboration and shared leadership in Professional Learning Communities.**

Educators are more likely to understand and demonstrate the kind of lifelong learning that they desire for their students via a collaborative approach to their learning. The awareness about learning that comes from participating in a learning community creates connections between assessment and instruction for both teachers and learners. Improving student outcomes requires a team of teachers, students, intervention specialists and literacy coaches all working in collaboration. Collective responsibility for all stakeholders allows for all high expectations for all students. Achievement and RTFI data (shared above) demonstrate a need for Collaboration and Shared Leadership.

Effect size of Shared Leadership is well above average

- » Leaders who see that their major role is to evaluate their own impact (Effect Size = .91).
- » Leaders who get everyone in the school working together to know and evaluate their impact (Effect Size = .91).
- » Leaders who are explicit with teachers and students about what success looks like (Effect Size = .77).
- » Leaders who set appropriate levels of challenge and who never retreat to “just try and do your best” (Effect Size = .57)

(SOURCES: Hattie, John. *Leadership Matters*. ASCD 2017; Hattie, John. [Visible Learning](#), 2009)

Our Professional Learning Communities (weekly Teacher Based Team meetings) are attended by teachers, data coaches and administrators. These meetings support the collaboration aspect of the entire TBT process of data collection, action plans, teaching practices, post-data analysis and reflection. This process is a multi-tiered process where at building level team, along with administration looks at the team plans for instruction and intervention. At another tier, the district level team then reviews the building and district level plans and identifies areas of refinement and reinforcement. This leveled approach allows for the leadership team to look for connections between data and instruction and instruction and assessment to form and create a collaborative process of support for learning.

ESSA evidence based interventions is a Tier I - Strong Evidence

What Works Clearinghouse identified five recommendations to assist educators in providing appropriate instruction for struggling students (Gersten, Compton, Connor, Dimino, Santoro, Linan- Thompson, & Tilly, 2008):

- 1) Screen all students for potential reading problems at the beginning and middle of the year;
- 2) Provide time for differentiated reading instruction for all students based on assessments of students’ current reading level;
- 3) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening;
- 4) Monitor the progress of Tier 2 students at least once a month;

- 5) Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small-group instruction

The Local Literacy Plan above will provide us with the goals and action steps, timelines and supports, data and analysis, to continue to advance the reading capabilities of our students.

## 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.*
1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

The district is committed to evidence-based practices and strategies outlined in the Local Literacy Plan. Improving literacy skills in the Tier 1 classroom is a key to our goal of fostering academic growth in reading. This plan details how the district will continue to us curriculum, assessment, instruction and resources -- all within a research-based literacy framework -- to improve our practices.

The Striving Readers Leadership Team will offer and provide support for the implementation of the increased implementation of reading strategies across content areas in the following ways:

- a. oversight of ongoing, embedded professional development
  - b. hiring of literacy consultant, both within the district and outside consultants as needed
  - c. capacity-building via building administrators and teacher leaders to increase sustainability efforts
  - d. ongoing informal needs assessment (R-TFI) via the district's well-established OIP protocol/communication process (DLT, BLT, TBT) to determine "next steps"
  - e. continued revisions as needed (according to monthly data reviews) to the data-based decisionmaking protocol
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

The LEA will ensure that the proposed evidence-based strategies are implemented with fidelity by creating a checklist of observational strategies, practices and behaviors, for evaluators to utilize during formal and informal observations conducted as part of the OTES process. Administrators will review this information in the post conference discussions with staff members. The BLT and DLT will review the protocols completed by the TBT's, with specific emphasis on alignment of TBT data and strategies to the Local Literacy Plan and any Schoolwide Plans. Feedback will be provided specific to the inclusion of evidence-based strategies as a means to increase student reading achievement and meet the goals set out in the five step process.

## 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.*

*Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans*

With our vision of "...Students in the Bedford City School District experience rigorous, captivating and meaningful literacy instruction in all classrooms that will ensure that each student meets grade level expectations..." our professional development plan will promote the teacher's capabilities to implement evidence-based instruction based on the components of the Simple View of Reading as well as the 5 pillars of reading, as illustrated below:



READING PILLAR	TARGET AUDIENCE	PD TOPIC	TIMELINE
<i>Foundational skills:</i> Phonemic Awareness and Phonics	Grades PK-2	Heggerty	Spring 2018-Fall 2019
<i>Fluency</i>	Grades 2-3	The work of Tim Rasinski	Spring 2020
<i>Vocabulary</i>	Grades 4-12	Marzano's 6 Steps to Teaching Vocabulary	Fall 2018 grades 9-12 Spring 2019 grades 7-8 Winter 2020 grades 4-6
<i>Comprehension</i>	Grades 4-12	content area literacy disciplinary literacy	Spring 2019-SPring 2020

The district's professional development model is exemplified through embedded coaching, much like that endorsed by the state of Ohio. Instructional coaching is provided by designated coaches as well as by trained building administrators and trained teacher leaders. As well necessary coaching could also occur by outside consultants contracted by the district.

The outcomes of the professional development plan will be measured in multiple ways: the annual RTFI data, observational data collected via instructional rounds using a district template, as well as ultimately by student outcome data (NWEA MAP and OST/EOC results).

**Professional Development Plan Template Part A**

**LEA/Early Childhood Provider or Consortium Lead Name:** *Bedford City Schools*

**IRN or ODE/ODJFS License Number:** *043562*

**Professional Development**

**Contact Name/Phone Email:** *Felice Willis (fwillis@bedford.k12.oh.us)*

**Goal:** 80% of the TBT Protocols across the district indicate the use of evidence-based literacy strategies throughout the process

**Evidence-Based Practice or Intervention:** Professional Development: Visible Learning metaanalyses' 0.62

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. The staff and administrators will be involved in a yearlong professional development around evidence-based literacy practices, the development of a literacy plan and early warning system, as well as around data and assessment practices <i>(more specific timelines by topic are provided above)</i>	Fall 2018 – Spring 2020	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
2. The acquisition of a literacy consultants who will work directly with staff, support personnel, and administrators to develop and implement instructional plans. This may come in the form of consultation, feedback loops, modeling, and coaching.	Fall 2018	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
Resources Required	Outcomes/Evaluation						
1. Literacy Experts; Professional; Reading Materials; Classroom Resources; Financial support for teacher stipends and substitute costs; Registration fees for out of district training.	1. Increase the amount of teaching staff implementing evidence-based literacy strategies in their classrooms as evidenced on TBT protocols...at least 80% of protocols will yield evidence-based literacy strategies						
1. Literacy Consultant	2. contracts signed with internal as well as external consultants						

**Professional Development Plan Template Part B**

Provide a brief description of how the overall 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.

Professional development will first be conducted with all staff in grades K-12 from a vetted literacy expert. This may initially come in the form of an outside consultant, SST, ESC personnel, and local/state/national experts. The sustainability of the plan will be come from our internal OIP teams -- DLT to BLT to TBT. As well, the district has calendared days for continuing professional development for all staff throughout the year. At the secondary level we have stipend positions in the form of Instructional Specialists (department chairs) who meet monthly with the Directors. This protocol will allow for sustained progress monitoring of student successes and barriers, as well fidelity implementation monitoring and needs assessment revisions based on our data analysis. Finally, on the administrative level, the district again has in place a meeting protocol that allows all district level administrators to meet on a monthly basis to revisit our needs based on progress toward our CCIP, Strategic Plan and Local Literacy Plan goals. Financially, our district general funds are also supported by substantial Title II-A and Perkins grant funds will provide the monetary support needed beyond the grant components. Also note that the hiring of 2 internal literacy consultants will allow us to sustain the professional development and embedded coaching support that was begun with this grant.

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

Our local literacy plan and the corresponding proposed professional development has a narrow focus on adolescent literacy and reading in the content areas at the high school level. We will continue to focus our efforts on the Reading Comprehension prong to the Simple View of Reading at the secondary level and evidence-based strategies within the related research.

**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 plan will include all staff in grades K-12, high school administrators, and district level administrators in collaboration with outside consultants working together to increase the instructional skills of staff, which will in turn, increase the reading comprehension skills of students.

Established teacher-based teams meet weekly to review student data, set goals and implement interventions to increase student achievement. The Building Level team is comprised of individuals representing each of the subject area disciplines at the high school, and this team meets monthly to collaboratively review the work of the TBT's. The BLT works collaboratively with the District Level Team to meet the goal set out in the CCIP to increase student reading achievement scores by 5%. The professional development plan will align with the identified focus of the CCIP. Additionally, the DLT participated in an activity to identify areas of need of professional development, and literacy was one of the identified areas. This aligns with the results of the R-TFI completed by the high school team.

**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.

Our professional development will include opportunities for staff and administrative learning. Through the acquisition of a literacy consultant as well as our current instructional coach at the high school, certificated stakeholders will have access to modeling, book studies, data, discussions, observation and feedback loops -- all of which are job-embedded. The job-embedded support will continue via building administrators, who following their own capacity building, will be able to provide support to staff in real time.

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

The professional development plan is based upon the needs identified through the R-TFI, the DLT staff development needs assessment and the analysis of the district data collected on student reading achievement. There exists a preponderance of evidence to support the need for intervention in the area of reading. It is important to note that economically disadvantaged and students with disabilities perform significantly below proficient across grade levels.

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

The professional development plan is directly related to the practices taking place in the learning environment. The district is currently undertaking an initiative to promote student acquisition of vocabulary at the high school level, across disciplines. The District Leadership Team and the CCIP are goal oriented toward improving reading skills across the district. High school staff are unable to cite scientifically research-based literacy practices that are consistently utilized in the classroom. The professional development will arm staff with scientifically research based instructional literacy strategies.

**APPENDICES**

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