Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Brooklyn 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 the Ohio Improvement Process (OIP) to drive their plan development.
- The district recognizes there are gaps in the amount of instruction and what is taught instructionally in foundational skills.
- The district is working on developing decision frameworks to support teachers and students.

This plan will benefit from:

- Analyzing adult implementation measures to support the changes in instruction.
- Creating a timeline for implementation of the new learning strategies listed in the plan and how these align horizontally and vertically.

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

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

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

Sincerely,

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: BROOKLYN CITY SCHOOLS

IRN: 043653

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

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

ADDRESS: 9200 BIDDULPH ROAD BROOKLYN, OHIO 44144

LEAD CONTACT: Michelle Kalish

CEO/SUPERINTENDENT: MARK GLEICHAUF

DATE: November 18, 2019

SUMMARY AND ACKNOWLEDGEMENTS

Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is ***completed****.*

It is critical to the achievement of all students that every child acquires the ability to read and write. A child's success in literacy impacts all subject areas and supports a love of learning which will carve a path to economic success. Brooklyn City Schools is committed to ensuring that every child is literate.

All teachers are critical to a vision for literacy. Competent, caring, and committed teachers create the environment for literacy development. To ensure quality instruction occurs for every child, all teachers need a foundational knowledge of literacy instruction and must apply that knowledge daily in high quality instruction in reading and writing.

It is the goal of the Brooklyn City Schools Literacy Plan to implement high quality, research supported reading instruction that will help ensure that students can read on grade level when entering Grade 3, as indicated by the October Ohio Reading Achievement Test, and to diagnose and accelerate the reading performance of all students in all of the elementary grades, which will ultimately impact K-12. The goals of the literacy plan are to enable teachers to:

- Align instruction to the standards and emphasize the commitment to teach children, not books.
- Collaborate from class to class, grade to grade, school to school, and home to school.
- Engage students and allow time on task that is critical.
- Teach reading in a manner which reflects quality research-based teaching practices and develop clear understanding of the Simple View of Reading
- Assess regularly to plan for instruction and intervention to ensure that students demonstrate progress toward mastering the standards.
- Ensure that students will read fluently at grade level.
- Offer appropriate intervention and remediation services, as needed.
- Teach strategies for reading complex texts.
- Improve performance in reading on district, state, and federally mandated tests.
- Implement the writing process in the classroom, emphasizing writing applications and conventions.

CONTENT OF THE PLAN

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- Section 1, Part A: Section 1, Part A: Leadership Team Membership
- Section 1, Part B: Developing, monitoring and communicating the reading achievement plan

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

- Section 3, Part A: Analysis of Relevant Learner Performance Data
- Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

- Section 8, Part A: Strategies to Support Learners
- Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies
- Section 8, Part C: Professional Development Plan

Appendices

Section 1: Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Section 1, Part A: Leadership Team Membership

Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	Email
Mark Gleichauf	Superintendent	Brooklyn City Schools	mark.gleichauf@bcshurricanes.org
Michelle Kalish	Assistant Superintendent	Brooklyn City Schools	Michelle.kalish@bcshurricanes.org
Cristin Cicco	Principal	Brooklyn School	cristin.cicco@bcshurricanes.org
Lara Smith	Asst. Principal	Brooklyn School	Lara.smith@bcshurricanes.org
William Wingler	Principal	Brooklyn High School	William.wingler@bcshurricanes.org
Brian Hare	Asst. Principal	Brooklyn High School	brian.hare@bcshurricanes.org
Dawn Bloam	5th grade ELA	Brooklyn School	dawn.bloam@bcshurricanes.org
Jacinta Bader	8th grade ELA	Brooklyn High School	jacinta.bader@bcshurricanes.org
Sue Grodek	2nd grade general	Brooklyn School	sue.grodek@bcshurricanes.org

Section 1, Part B: Developing, Monitoring and Communicating the Local Literacy Plan

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

The Literacy Team conducted a Reading Tiered Fidelity Inventory initially in the spring of 2018 and again in the fall of 2019. The RTFI evaluates the framework, practices, beliefs, and behaviors for reading instruction and intervention in the District. The team reviewed data collected from each of the two buildings with the DLT and the BLT through the Ohio Improvement Process. The data was analyzed from Brooklyn School (K-7) and Brooklyn High School (8-12) to identify both strengths and weaknesses. The leadership team began in the 2018-19 school year to improve literacy first by sharing the urgency for a focus on literacy instruction. This would require a paradigm shift at all levels and extensive professional development to support this shift. The communication began with the Board of Education, and continued with the administration, staff and community.

The plan will be monitored annually and updated as needed.

The first formal meeting of the Literacy Leadership Team took place on 2018 to write the original Local Literacy Plan

The Team reconvened on: 9/7/18, 11/6/18, 12/7/18, 12/21/19, 1/24/19, 3/1/19, 4/5/19, 5/3/19, 6/19/19, 9/30/19, 11/6/19

The Team has planned meetings for: 12/4/19, 1/24/20, 2/13/20, 3/13/20, 5/28/20

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

The Literacy Leadership Team will continue to align the Local Literacy Plan with the district's current OIP process, by monthly monitoring through the DLT meetings. The DLT will analyze data, strategies, action steps and professional development to support the Literacy Plan. The focus in Year one will be on tier 1 instruction and supporting MTSS.

The District Leadership Team will process information to the BLT and TBT levels. The BLT has completed the MIBLSI Reading Tiered Fidelity Inventory and will continue to administer this inventory annually. Teams will address areas of weakness specific to the Simple View of Reading, focusing heavily on foundational skills, paying particular attention to phonics and phonemic awareness at the K-3 levels.

This K-8 plan supports and aligns with the district 9-12 improvement initiatives. As K-3 begins to master grade level benchmarks from explicit and systematic instruction in the Simple View of Reading skills, they will continue to be successful as they progress.

As the district focuses on improving tier 1 instruction, maximizing instructional time will be addressed as well as focusing on improvement in PBIS and time on task.

Section 3: Comprehensive Needs Assessment

Describe why a local literacy plan is needed in your community.

Section 3, Part A: Analysis of Learner Performance Data

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood provider or LEA **may include**, but are not limited to include:*

- *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);*
- *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).*

Benchmarking: Map Data, Heggerty

Progress monitoring: Fundations, Really Great Reading, Informal Reading Inventories, LETRS Spelling Surveys

We looked at Based on this data, we determined that we need a focus on tier one instructional support. The district implemented LETRS training in 2019 and is a two-year professional development plan.

Trade books, leveled readers, decodable readers and read alouds for small group instruction based on the results of the data

Training staff on Keys to Literacy (explain) for grades 4-12 content and hs ELA; this is a two year professional development plan

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

Free and Reduced Lunch

2019-2020 53%

2018-2019

2017-2018

2016-2017

KRA Data
2019-2020

1. 75 students assessed; Based on this assessment:
2. 25.3% percent (19) of Brooklyn's kindergarten students were **Demonstrating Readiness**, meaning they entered kindergarten with sufficient skills, knowledge and abilities to engage with kindergarten-level instruction.
3. 56% percent (42) of students were **Approaching Readiness** and needed supports to be able to engage with kindergarten-level instruction.
4. 18.7% percent (14) of our students were **Emerging in Readiness**, meaning they needed significant support to engage in kindergarten-level instruction.

NWEA MAP Fall 2019 (ELA)
Prior to the 2019 - 2020 school year, BCSD used Star Renaissance as a universal screening assessment and progress monitoring tool. Due to using the company cloud storage, we do not have access to this data any longer. Students in kindergarten through second grade took the MAP Growth K-2 assessment, grades 3-5 took MAP Growth 2-5 and grades 6-10 took MAP Growth 6+.

Grade	Low	Low Average	Average	High Average	High
K	2	19	39	15	0
1	21	24	17	5	10
2	9	10	17	24	15
3	16	12	13	14	19
4	17	11	25	22	18
5	17	11	18	21	7
6	23	12	24	15	7

Grade	Low	Low Average	Average	High Average	High
7	17	12	20	19	14
8	17	11	22	19	12
9	20	21	31	30	21
10	11	26	34	30	12

Phonemic Awareness Assessment by Heggerty Fall 2019

	# of kids tested	rhyme recognition	rhyme production	onset fluency	blending compound words & syllables	Isolating final sound in words	segmenting compound words& syllables	adding words & syllables	blending onset-rime	segmenting a word into onset rime	deleting words & syllables	substituting words & syllables	blending phonemes	segmenting words into phonemes
		38.46%	33.33%	47.44 %	84.62%	23.08 %	67.95%	35.90%	41.03%	44.87%	37.18%	15.38%	30.77%	7.69%
Kindergarten	78	30	26	37	66	18	53	28	32	35	29	12	24	6
	21	9	5	8	17	5	15	10	10	10	6	5	7	2
	19	6	1	12	16	4	11	3	8	10	5	1	9	2
	19	6	11	9	16	3	12	9	8	6	10	3	3	1
	19	9	9	8	17	6	15	6	6	9	8	3	5	1

	# of kids tested	Rhyming	Onset	Blending Syllable	Final Sounds	Segmenting	Middle	Blending Phone	Seg. into Phone	Add Phone	Deleting Phone	Sub Phone
		54.55%	75.32%	92.21%	59.74%	54.55%	40.26%	87.01%	80.52%	71.43%	76.62%	72.73%
1st	77	42	58	71	46	42	31	67	62	55	59	56
	18	9	10	15	7	7	3	13	11	9	13	9
	20	13	19	20	16	9	5	19	18	16	16	17
	20	10	14	16	13	13	14	16	17	16	15	14
	19	10	15	20	10	13	9	19	16	14	15	16

	# of kids tested	Rhyming	Onset	Blending	Final	Segmenting	Isolating	Adding Phone	Deleting Phone	Sub Phone
		45.78%	89.16%	69.88%	61.45%	26.51%	16.87%	67.47%	69.88%	50.60%
2nd	83	38	74	58	51	22	14	56	58	42
	21	8	16	16	8	1	4	13	11	13
	20	13	18	16	14	4	5	15	16	15
	21	9	20	17	18	13	4	16	16	14
	21	8	20	9	11	4	1	12	15	

	# of kids tested	Rhyming	Onset	Blending	Final	Segmenting	Isolating	Adding Phone	Deleting Phone	Sub Phone
		46.67%	**50.67%**	**48.00%**	**46.67%**	**21.33%**	**34.67%**	**46.67%**	**48.00%**	**46.67%**
3rd	75	35	38	36	35	16	26	35	36	35
	18	9	9	9	9	5	7	9	10	9
	18	9	9	9	9	3	6	9	9	9
	20	8	10	9	8	5	6	9	8	8
	19	9	10	9	9	3	7	8	9	9

ACT

Year	Number of students tested	English	Reading	Composite
2018	105	18	19.6	19
2017	77	20.3	21.1	20.8
2016	79	19.6	20.8	20.7

Ohio State Assessments 2018 - 2019 ELA % Passage Rate

3rd	4th	5th	6th	7th	8th	ELA I	ELA II
57.8%	53.8%	59%	41.3%	55.8%	56.3%	66.1%	75.5%

OST - ELA 2018-2019

	Limited	Basic	Proficient	Accelerated	Advanced	Advanced Plus
3rd	21	21	20	20	18	0
4th	20	26	29	11	14	0
5th	16	25	22	28	10	0
6th	24	35	11	21	9	0
7th	18	26	18	23	14	0
8th	20	24	31	18	6	2
ELA 1	9	25	53	9	4	0
ELA 2	8	17	44	24	8	0

Ohio State Test ELA 2017- 2018

	Limited	Basic	Proficient	Accelerated	Advanced	Advanced Plus
3rd	12	29	29	18	11	
4th	16	23	20	30	18	
5th	21	22	18	28	12	
6th	11	28	31	24	5	
7th	15	22	27	23	14	
8th	26	33	25	11	4	
ELA 1	5	22	39	21	12	
ELA 2	1	23	56	11	7	

OST - ELA 2016-2017

	Limited	Basic	Proficient	Accelerated	Advanced	Advanced Plus
3rd	12	29	29	18	11	
4th	16	23	20	30	18	
5th	21	22	18	28	12	
6th	11	28	31	24	5	
7th	15	22	27	23	14	
8th	26	33	25	11	4	
ELA 1	5	22	39	21	12	
ELA 2	1	23	56	11	7	

LEP student Proficient in OST (18-19)

	% Proficient	# of kids
3rd	30	3/10
4th	0	0/4
5th	75	3/4
6	0	0/2
7	0	0/5
8	50	1/2
ELA 1	0	0/2
ELA 2	50	1/2

LEP student Proficient in OST (17-18)

	% Proficient	# of kids
3rd	25	2/8
4th	67	4/6
5th	0	0/2
6	0	0/2
7	25	1/4
8	0	0/1
ELA 1	67	2/3
ELA 2	0	0/2

Graduation Rate

In 2018-2019 school year, BCSD High School graduated 95.2% of its students in four years.

History:
2018- 2019 - 95.2%

2017-2018 - 92.6%

2016 - 2017 - 97.5%

Analysis:

- 75% of incoming kindergarteners were not demonstrating readiness
- According to NWEA MAP for ELA Fall 2019:
    - 50% of kindergarteners started the year below proficient, overall
    - 21% of second graders were below grade level
    - 37% of third graders were below grade level
    - 30% of fourth graders were below grade level
    - 38% of fifth graders were below grade level
    - 43% of sixth graders were below grade level
    - 35% of seventh graders were below grade level
    - 41% of eighth graders were below grade level
    - 40% of ninth graders were below grade level
    - 33% of tenth graders were below grade level

1. Curriculum gaps contributed to insufficient literacy instruction. Curriculum and instruction were previously focused on the Language Comprehension portion of the Simple View of Reading with inadequate emphasis the Word Recognition portion of the Simple View of Reading. An analysis of the Reading Tired Fidelity Inventory, along with analysis of classroom observations and local data, was conducted in the fall of 2018 by the Literacy Leadership Team. The results indicated a weakness in three key areas: Amount of Instruction Time, What is Taught, and Quality of Instruction. The core reading program and supporting programs are either incomplete or not being delivered with fidelity. Instructional time was not the equivalent across grade levels or even within the same grade level. In addition, sufficient instructional time in the area of phonics and phonemic awareness was limited or non-existent. We believe that addressing this instructional gap with the use of Heggerty and the training teachers in LETRS in grades K-8 will significantly impact outcomes. This transformation will take time as the learning is over two academic years and then implementation as well as refinement will need to occur. With the completion of LETRS in 2021, teachers will be best equipped to select high-quality, related text materials to meet the needs of all students in their classrooms.
2. Prior to the Striving Readers Grant, Brooklyn's professional development did not address specific early literacy needs, as noted in the data, including explicit instructional strategies in PA and phonics. This contributed to weak instructional lesson planning and instructional strategies that insufficiently addressed the needs of struggling readers. After reviewing the data, educational practices in Early Literacy Instruction within the classroom (Tier I) had to be made a focus in our professional development plan.
3. Generational poverty has contributed to delays and barriers in the literacy development of students. Children's language skills and exposure are linked to their economic backgrounds. As stated in section 3, 53% of our students live in poverty. By 3 years of age, there are 30 million word gap between children from the wealthiest families versus those from the poorest. (Teaching Young Children, The Word Gap: The Early Years Make the Difference, 2014). Strong early literacy instruction is critical for students being ready for Kindergarten. Teachers must set high expectations for students and delivery evidence-based, high-quality instructional practices so that all students may achieve.
4. Collective Teacher Efficacy (1.57), Phonics Instruction (.70), Explicit Teaching Strategies (.57), all have a greater impact on achievement, according to Hattie, than the influence of socio-economic status (.52) (*Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement*. Retrieved from https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)

The following assumptions and conclusions have been made:

- Significant deficit in Tier I instruction which has a significant impact on Tiers 2 and 3
- No consistent, explicit, systematic instruction for phonemic awareness, phonics, vocabulary and comprehension
- District will implement Heggerty program and improve Fundations instruction to address the need for explicit, systematic phonics and phonemic awareness instruction
- Lack of assessments for progress monitoring in phonics and phonemic awareness
- Home literacy contributes to entering school at-risk. It is suspected that little is happening with literacy for many of our at-risk readers in the home environment to grow/support literacy.
- District will implement a multi-tiered system of support specific to K-12 literacy
- District's teaching and support staff needs professional development focused on the Simple View of Reading and evidenced-based practices
- The District administrative team is aligned to the focus of the Literacy Team
- The DLT will charge the Literacy Team with monitoring the implementation of the Literacy Plan
- The Literacy Team will monitor Tier I implementation utilizing a walk-through tool and report out to the BLT and DLT
- Progress needs to be monitored holistically, so the Literacy Team will be introducing data walls and working with TBTs to analyze the data

As a result the team implemented significant professional development supports for grade K-8 in LETRS. All ELA, intervention specialists and Title I teachers are engaged in LETRS training which will run through the end of the 2020-21 school year. All content area teachers, grades 4-12 and high school English teachers are engaged in Keys to Literacy Professional Development to support the Simple View of Reading for upper grade levels. This plan will ensure that all children will have access to high-quality, evidence-based language and literacy instruction.

Brooklyn Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data-based decision making in regarding to literacy instruction and intervention in the domains of word recognition and language comprehension (Gough & Tunmer). This document was developed in the fall of 2019 to guide teachers in decision rules based on data collected in screening and progress monitoring.

Brooklyn's Universal Data Collection Process To Guide Analysis of Student Needs

Grade Level	Fall	Winter	Spring
Kindergarten	● MAP ● Basic Spelling Screener: first 5-8 words	● MAP ● Basic Spelling Screener: first 5-8 words	● MAP ● Basic Spelling Screener: first 5-8 words
1st Grade	● MAP ● Basic Spelling Screener: at least first 15 words	● MAP ● Basic Spelling Screener: at least first 15 words	● MAP ● Basic Spelling Screener: at least first 15 words
2nd Grade	● MAP ● Basic Spelling Screener: all words	● MAP ● Basic Spelling Screener: all words	● MAP ● Basic Spelling Screener: all words
3rd Grade	● MAP ● *Weak Spellers*: Basic Spelling Screener: all words ● *Strong spellers that spell 20+ words correct on Basic*: Advanced Spelling Screener: all words	● MAP ● *Weak Spellers*: Basic Spelling Screener: all words ● *Strong spellers that spell 20+ words correct on Basic*: Advanced Spelling Screener: all words	● MAP ● *Weak Spellers*: Basic Spelling Screener: all words ● *Strong spellers that spell 20+ words correct on Basic*: Advanced Spelling Screener: all words
4th-5th Grade	● MAP ● Advanced Spelling Screener: all words	● MAP ● Advanced Spelling Screener: all words	● MAP ● Advanced Spelling Screener: all words
6th Grade	● MAP ● 6th Grade Spelling Screener from	● MAP ● 6th Grade Spelling Screener from	● MAP ● 6th Grade Spelling Screener from

Grade Level	Fall	Winter	Spring
	Neuhaus (https://www.neuhaus.org/educators/consumables)	Neuhaus (https://www.neuhaus.org/educators/consumables)	Neuhaus (https://www.neuhaus.org/educators/consumables)

Flowchart Key:

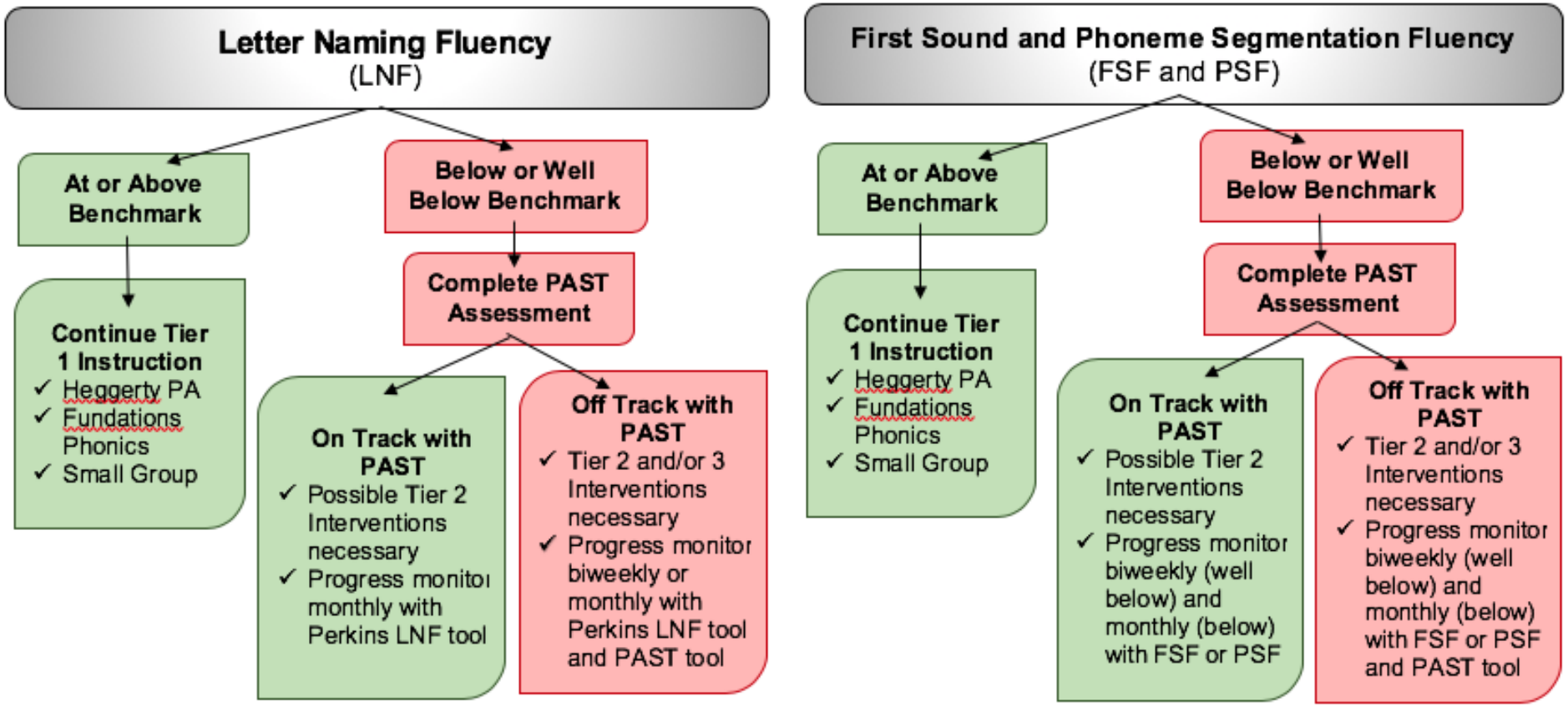
- ➢ The use of the flowchart begins with MAP assessment data at grade level (benchmark and/or progress monitoring data).
- ➢ The color of an instructional strategy rectangle correlates with the color coding system on MAP (red, yellow, green, and blue).
- ➢ Also indicated on the decision rules chart are suggestions for further assessments to gather additional data for instructional planning.

Questions to Ask when Analyzing Data:

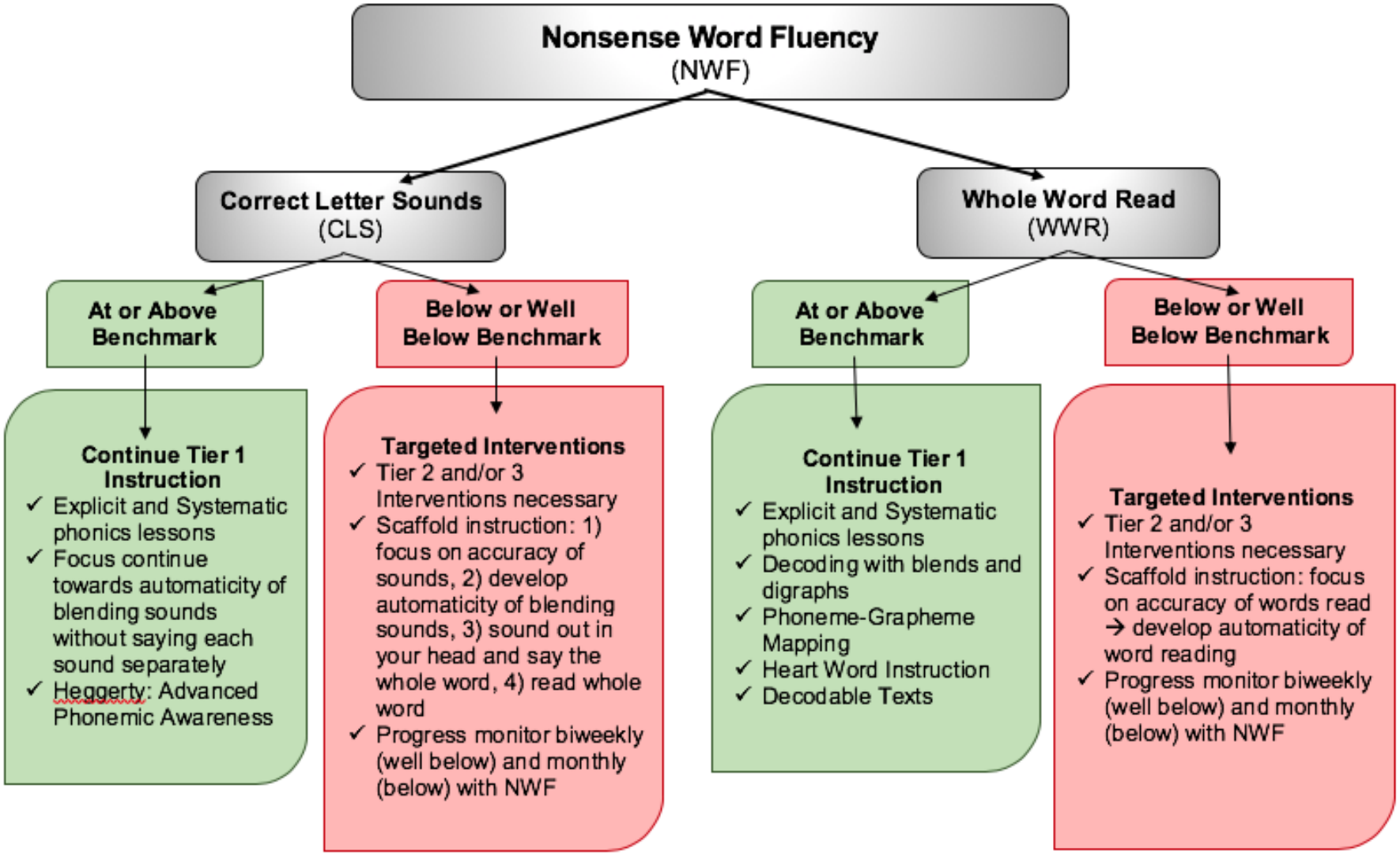
As a team confirm data on the whole class was collected from a valid, reliable, and efficient universal screening measure 3 times yearly. This data can be analyzed at the building, classroom and/or student level.

1. If a student is below benchmark on screening, is everything else I know about the student (e.g., history, school records) consistent with that result?
2. If a student is below benchmark on oral reading fluency, do I follow up with a phonics and word-recognition survey to pinpoint skills that the student needs to learn?
3. If a student does struggle with decoding, do I give a Phonological Awareness Screening Test (PAST) to determine the student's needs in the foundational skill of phonological awareness? Has the team considered automaticity and accuracy scores with the PAST?
4. Do I give a spelling screener and compare results to the phonics and word recognition survey and to the student's written expression?
5. If a student is below benchmark on screening but does well in phonic decoding, does he or she have noticeable problems in oral language comprehension?

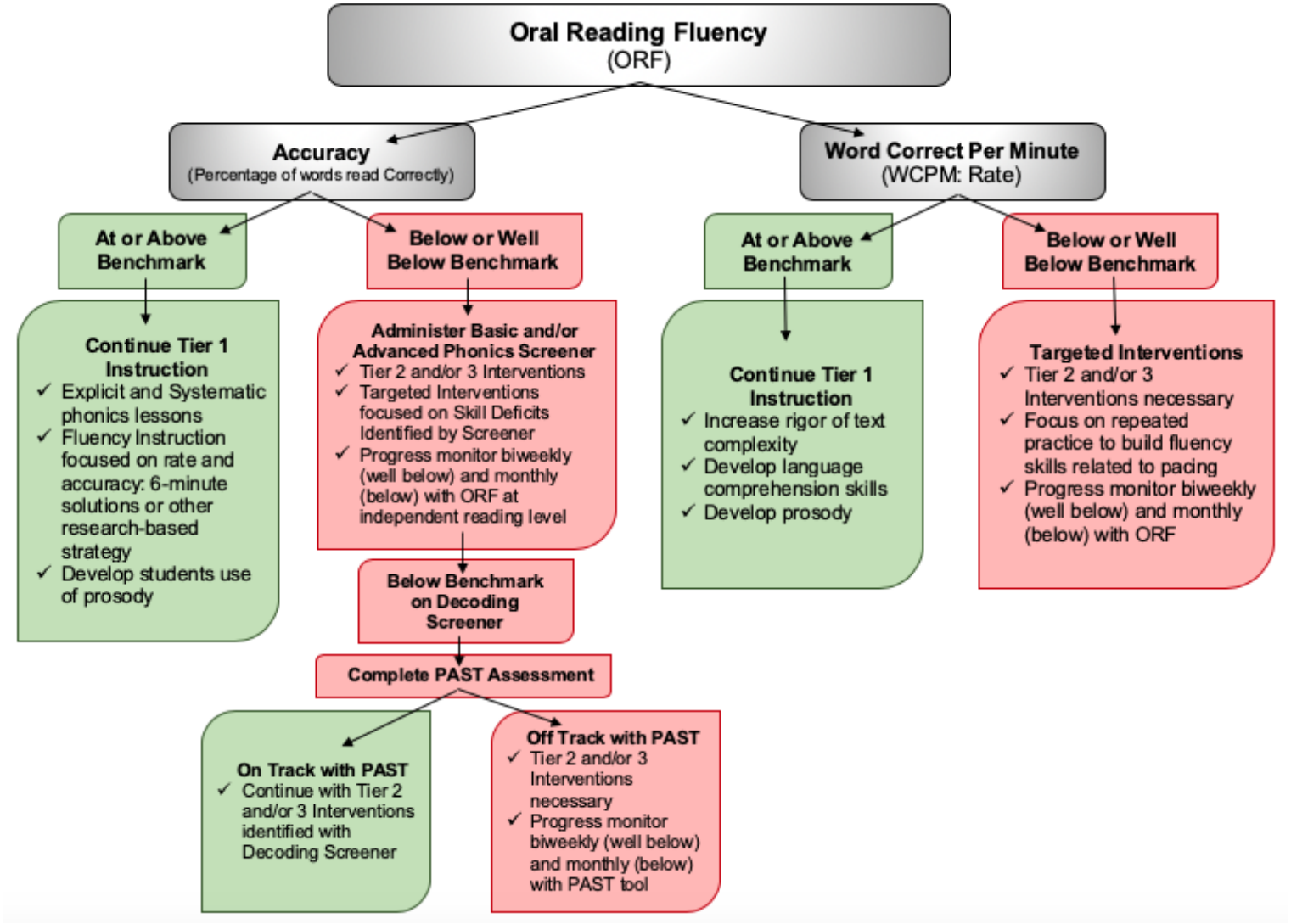
Kindergarten & First Grade



Kindergarten & First Grade

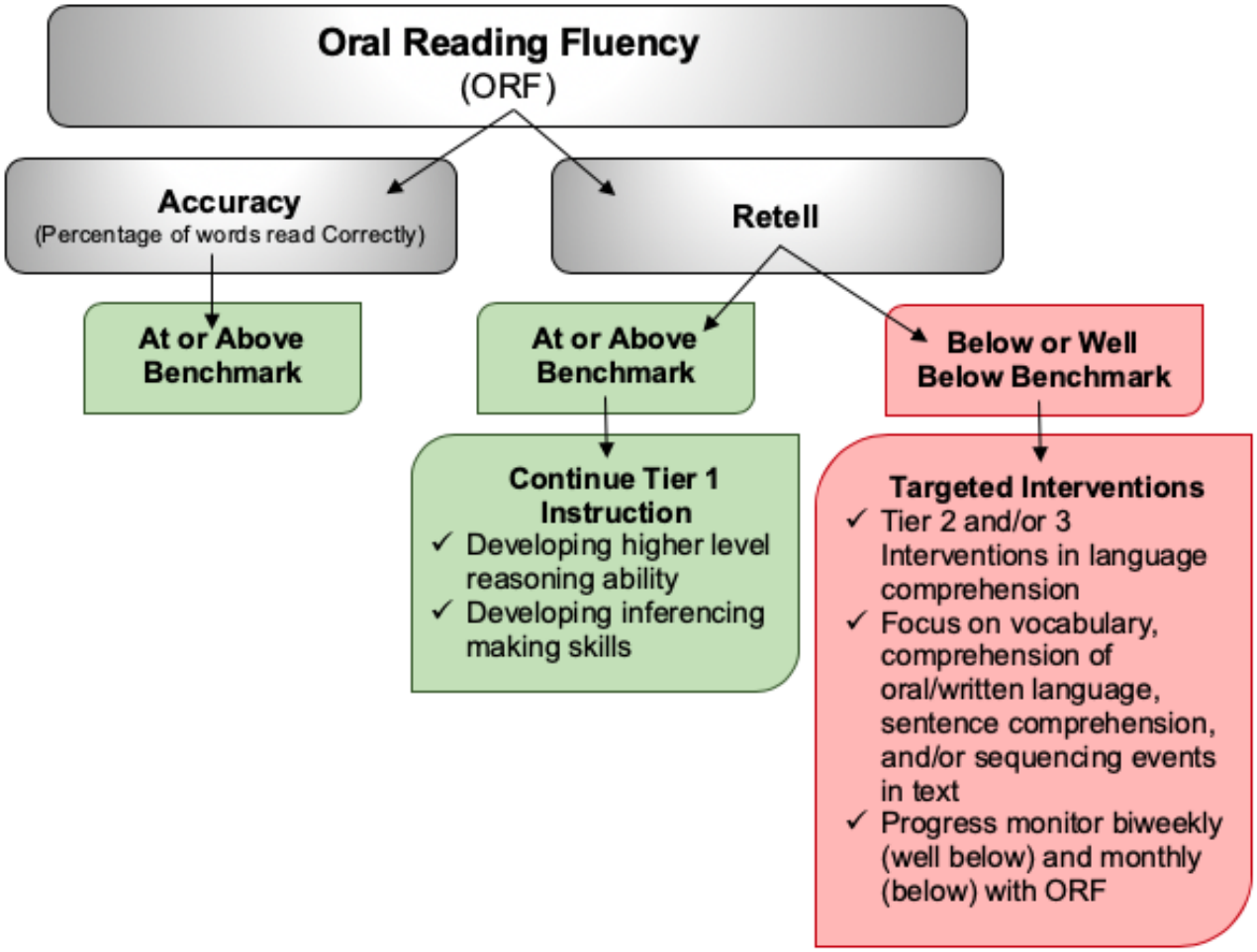


First – Fifty Grade



Note: If the student demonstrates true dual deficits (word recognition AND language comprehension) remember that while intervening in word recognition (phonics and phonemic awareness) we MUST also continue to build language skills (top of the reading rope or language comprehension of SVR) through read alouds of rich text with listening comprehension.

First – Fifty Grade (Language Comprehension



Informal Strategies for Assessment of Listening Comprehension / Language Comprehension
(LETRS 3rd Ed, Unit 6, pg. 90)

- *Retelling from reading and listening*: If the screening measure in use does not have a system for scoring passage retelling, plan to compare the student's ability to retell a passage after reading it with his or her ability to retell after listening to the same (or equivalent) passage read aloud. If the student comprehends substantially better when listening to the passage read aloud, the student likely has a specific problem with decoding and word recognition, not language comprehension.
- *Predicting a missing sentence*: The Neuhaus Center in Houston, Texas has posted short passages for teachers to use for this purpose. Several sentences about an event are read aloud. One important sentence in the middle of the passage is omitted. The student must infer (approximately) what the missing sentence says. Materials for the Listening and Reading Comprehension Screening for Grades 2-5 (Neuhaus Education Center), including short passages for prediction tasks, are available at https://neuhaus.org
- *Answering Inferential Questions*: With this approach, the teacher reads aloud a short passage and asks questions that cannot be answered with words from the text. For example, if the text is about a pioneer family's preparation for winter, but the season is never names, the student can be asked, "What time of year is it?" or "Why is the family doing these things?" In evaluating a student's reasoning, it is important to consider that background knowledge and vocabulary always have an influence on whether the student can comprehend the passage.
- *Repeating sentences with varying complexity*: Short of giving a formal test of language abilities, teachers can observe whether students can repeat simple, compound, and complex sentences, or how long it takes to learn and recite something like the Pledge of Allegiance, the school song, a favorite rhyme, or sentences in a play. While language repetition may seem to be a rote task, memory of language reflects the student's underlying language competence.
- *Taking unit quizzes*: After students have been through a unit of study on a topic or theme, their performance on unit quizzes will be another indicator of their language comprehension. Can they answer questions? Complete cloze passages? Identify true and false? Recognize main idea and details? A pattern of low scores on unit tests may reflect significant problems with language comprehension.

Sixth – Eighth Grade

When we analyze these specific skills we will be looking closely at the student's competencies in the sub skills as identified with the conceptual model of Scarborough's Reading Rope.

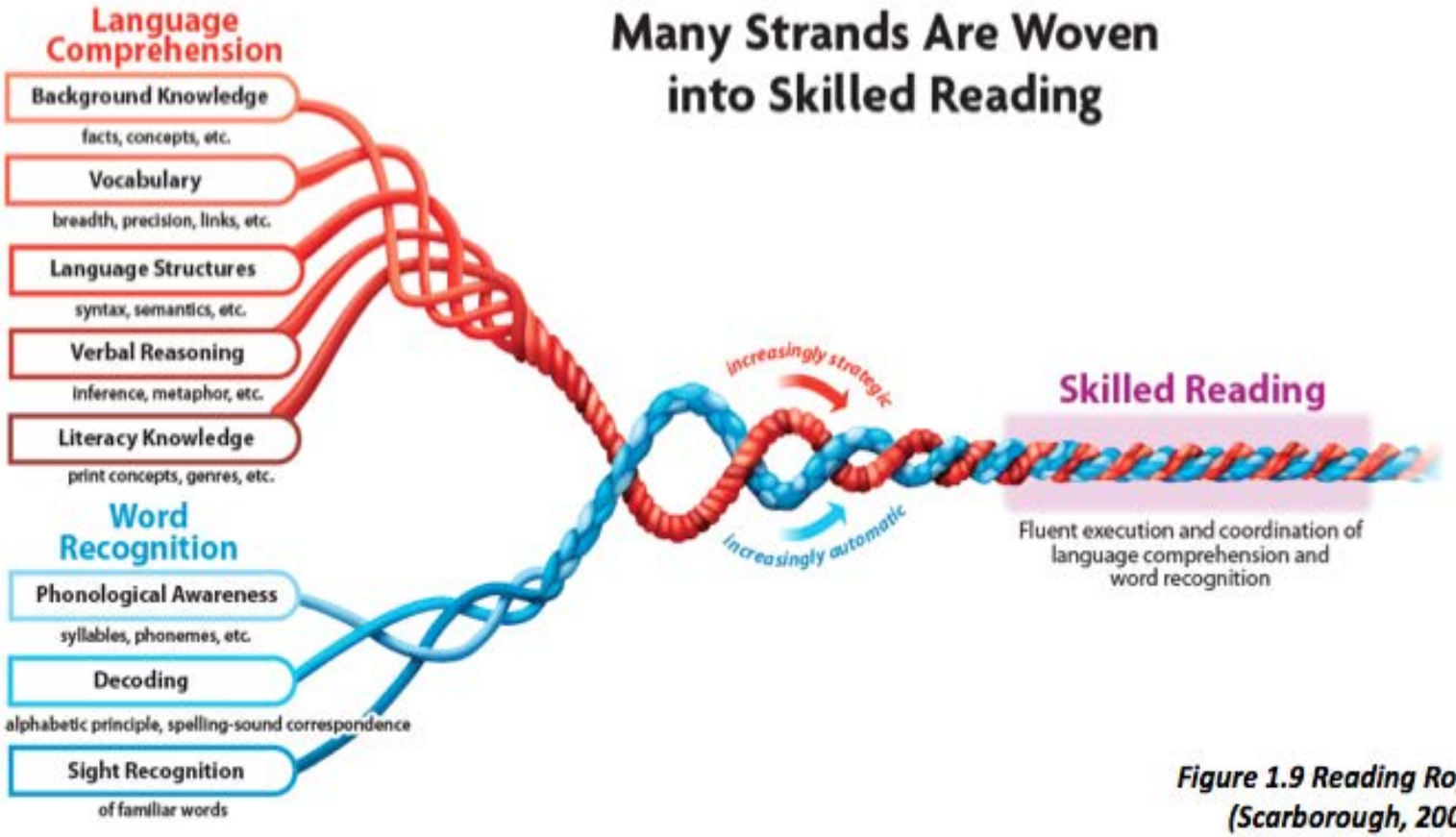


Figure 1.9 Reading Rope (Scarborough, 2001)

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.

The vision of the Brooklyn City School District is that we will be a school district of choice. Our mission is high achievement for all students and to meet the needs of all learners in the district. This will be accomplished through shared leadership, improving teacher capacity, improving MTSS, and strengthening community and family partnerships.

The Simple View of Reading drives all literacy content discourse and decisions of the District Literacy Team and is used to develop and organize resources necessary to support the district's comprehensive plan. For example, the District Literacy Team utilized the Simple View of Reading to develop the Birth to Age 5, Kindergarten to Grade 5, and Middle/High School Literacy Logic Models. These logic models align with the five strands of Ohio's Theory of Action, as described in Section 1 (leadership, multi-tiered systems of support, teacher capacity, family partnerships and community collaboration). Each strand includes activities that build understanding of the Simple View of Reading.

We believe:

- actively engaged students take responsibility for their learning
- literacy provides equal opportunity for all students
- curriculum should be aligned with the Ohio Learning Standards
- formative/summative assessments support intervention and enrichment
- students should receive instruction in whole group, small group, and individual settings
- comprehension is strengthened through collaboration, sharing, evaluating, and analyzing ide
- literacy takes place in all content areas
- literacy is comprehensive
- teachers are masters of their content literacy and consistently read to learn
- literacy practices include reading, writing, interpreting charts, equations, and other graphic representations
- every discipline grows literacy skills

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as sub goals. See the guidance document for the definition of SMART goals.

The District will assure that teachers have knowledge of current literacy best practices and access to the tools and resources needed to incorporate them. The principals need to have a working knowledge of literacy and the latest research findings about learning. The principal needs to ensure high quality instruction (K-5) supported by strong literacy frameworks. This may include the opportunity for peer coaching, classroom visitations, and video reviews.

Phonemic Awareness, Word Recognition and Fluency - Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Goal #1: Through the OIP, the BLT will roll out the Brooklyn Literacy Decision Rules Framework for grades K-2, initially

Goal #2: The number of students scoring proficient and above on the annual state ELA assessment will increase by 5%; each grade level (3-7) annually

Goal #3: The number of students scoring proficient and above on the annual state ELA assessment will increase by 5%; each grade level annually

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal #1 Action Plan Map

Goal Statement: Through the OIP, the BLT will roll out the Brooklyn Literacy Decision Rules Framework for grades K-2, initially

Evidence-Based Practice: Systematic Explicit Instruction in Phonemic Awareness and Phonics

	Action Step 1	Action Step 2	Action Step 3
Components			
1. Timeline	2019-2020sy		
2. Lead Person(s)	TBT/BLT/Literacy Team		
3. Resources Needed	Fundations, Heggerty, Decision Rules		
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	All K-3 teachers have participated in Heggerty training; in January 2020, TBTs will receive training on the Decision Rules		
5. Measure of Success	The number of students identified in the lowest quartile of MAP Growth and Heggerty screening will decrease from fall benchmark to spring benchmark by 8%		
6. Check-In/Review Date	BLT will review progress monthly; final review May 2020		

Goal #2 Action Plan Map

Goal Statement: The number of students scoring proficient and above on the annual state ELA assessment will increase by 5%; each grade level (3-7) annually

Evidence-Based Practice: Direct, systematic reading instruction

	Action Step 1	Action Step 2	Action Step 3
Components			
7. Timeline	2019-2021sy		
8. Lead Person(s)	TBT/BLT/Literacy Team		
9. Resources Needed	LETRS curriculum and PD		
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	All K-8 ELA teachers, interventionists and Title 1 teachers are participating in LETRS training that is ongoing through May 2021. In 2019-2020 teachers will receive instruction in units 1-4. In 2020-2020 teachers will receive instruction in units 5-8		
11. Measure of Success	The number of students performing proficient or above on the state ELA assessment will increase by 5% in grades 3-7, annually		
12. Check-In/Review Date	BLT will review progress monthly; final review May 2020		

Goal #3 Action Plan Map

Goal Statement: The number of students scoring proficient and above on the annual state ELA assessment will increase by 5%; each grade level annually

Evidence-Based Practice: Direct, systematic vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components			
13. Timeline	2019-2021sy	January 2020	
14. Lead Person(s)	TBT/BLT/Literacy Team	Literacy Team	
15. Resources Needed	LETRS curriculum and Keys to Literacy curriculum	Substitute teachers	

	Action Step 1	Action Step 2	Action Step 3
16. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	All 4-8 ELA teachers, interventionists and Title 1 teachers are participating in LETRS training that is ongoing through May 2021. In 2019-2020 teachers will receive instruction in units 1-4. In 2020-2020 teachers will receive instruction in units 5-8. All 4-12 content area teachers and HS ELA teachers are participating in Keys to Literacy Training; Keys to Vocabulary (9.5hrs) fall/winter 2019/2020, Keys to Comprehension Routine (9.5) fall/winter 2020/2021, Keys to Content Writing (9.5) winter/spring 2021	Teachers who attend Anita Archer Vocabulary Training will share information with TBTs.	
17. Measure of Success	The number of students performing proficient or above on the state ELA assessment will increase by 5% in grades 3-7, annually	Trained teachers will evaluate/analyze existing vocabulary routines with Keys to Literacy and Anita Archer routines to determine alignment needs.	
18. Check-In/Review Date	BLT will review progress monthly; final review May 2020	Literacy Team observations, TBT participation - ongoing	

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

Our mission is high achievement for all students and to meet the needs of all learners in the district.

The following current modes of assessments will be reviewed to monitor, measure, and report student progress:

- Tier 1 formative assessments based on the reading framework: Lexia, and PAST.
- Achievement, diagnostic test scores (fall, winter, spring): MAP and Primary Spelling Inventory (PSI)
- Reading Improvement Plans
- Observations during fidelity walk-throughs.

Progress monitoring provides a critical piece of data in determining effective Tier 1 instruction. Formative assessment occurs between achievement benchmarks to prepare for student performance at the next benchmarking period. Diagnostic assessment provides school personnel with in-depth information about a student's strengths and weaknesses in key skill areas. It is critical that this data be analyzed and acted upon.

FORMATIVE:
Lexia – potential implementation January 2020: research-based, student-driven learning for critical reading and language skills that provide teachers the resources they need for explicit, direct Tier 1 instruction. The program's embedded assessment gives access to norm referenced and criterion-referenced data supplying customized lesson plans based on each student's needs. Second and third grade teachers use this information to supplement their Tier 1 instruction.

Heggerty – implemented in 2019-2020 school year; comprehensive program for phonological awareness instruction; administered to students three times per year.

Fundations – Comprehensive program for phonics instruction

RIMP - Reading Improvement Monitoring Plan - teachers will monitor their students' plans to provide systematic teaching of skills within the Tier 1 framework.

UNIVERSAL SCREENER:
NWEA MAP - measures what students know and informs what they are ready to learn next. MAP growth reveals how much growth has occurred between testing events. NWEA MAP is administered to students three times per year. Teachers and administrators will analysis the data to drive instruction in the classroom.

LETRS Spelling Inventory: data collected is compared to Heggerty assessment to find gaps and determine interventions; based on Brooklyn Literacy Decision Rules

OBSERVATION:
Administrators will ensure fidelity of implementation of the Tier 1 Reading Plan using the Fidelity Walk-through checklist.

In order to support the complex needs of our students, Brooklyn City Schools would like to support progress monitoring through a two-fold process utilizing the data from Tier 1 assessments and the impending implementation of Really Great Reading and Neuhaus diagnostic assessments.

Based on this information, the Teacher-Based Teams (TBTs), will identify students in need of bi-weekly progress monitoring. Furthermore, the TBTs will identify the specific areas in need of progress monitoring and the Building Leadership Teams (BLTs) as well as the Intervention Assistance Team (IAT) will ensure that progress monitoring is carried out with fidelity. Student benchmarking data will be made available to teachers at quarterly, grade-level meetings and progress monitoring will be available to teachers on an ongoing basis. Based on Tier 1 assessments and progress monitoring, students may receive skill-based interventions. Students will be monitored to discern skill acquisition through intervention assignments. Once at least 80% of the students within the intervention group have acquired the identified skill, the students will progress on to the next skill within the intervention.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *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;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

Evidence-Based Practices (as indicated in the IES Practice Guides):

- Systematic, explicit instruction in phonics, phonics awareness, vocabulary and comprehension
- Implementing systematic support for all teachers in the science of reading (LETRS)
- Ensuring that all learners have access to high-quality language and literacy
    i. General education and special education practitioners, to work collaboratively to plan, implement, and review all literacy efforts
- Using the Integrated Comprehensive Systems as a framework to grow skills for all learners.
    i. Integrated Comprehensive Systems are centered around four cornerstones:
        1. Focusing on equity and best practices;
        2. Establishing equitable structures: location and arrangement of students and staff;
        3. Implementing change by leveraging funding and regulations in support of proactive service delivery; and
        4. Establishing access to high-quality teaching and learning for ALL learners through developing teacher capacity (Frattura & Capper, 2014).

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
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 leadership team will ensure effectiveness by supporting implementation by monitoring strategies and data analysis during walkthrough observations, lesson plans, weekly TBT meetings, monthly BLT meetings and ongoing professional development. The district will provide all Kindergarten through grade 8 teachers and administrators LETRS (Language Essentials for Teachers of Reading and Spelling) a comprehensive, highly effective, research-based professional development program over the duration of this grant. We will rely on the RTFI survey and specific student data collected from our data measures listed in section 7 of this Reading Achievement Plan. We will analyze the collected data and coaching notes to design future explicit instructional strategies to arm our teachers with improved targeted tools to close student learning gaps.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development ***plan*** *that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive 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.*

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

LETRS Training for All teachers Grades K-8 (2018-2021)

- Online modules
- Quarterly face to face sessions (approx.)
- Intensive: LETRS training will provide explicit instructional strategies
- Collaborative: LETRS training will allow teachers to work together and share ideas to provide explicit instruction for each classroom. Teacher-Based Teams will meet weekly to examine data and assist the grade level members.

- Job-Embedded: LETRS training will be used directly to impact the literacy education. The district literacy administrator will provide opportunities to individuals to impact students immediately.
- Data-Driven: Teacher-Based Teams will work with data that will identify strengths and weaknesses of individuals and groups of students. Instructionally-Focused: LETRS training will provide the staff with strategies to use immediately in the classroom.

Explicit Vocabulary Instruction (Anita Archer, Jan. 2020)

- 5 teachers to coach staff
- Model in classrooms the expectations, strategies, explicit teaching etc. (go to the teachers room).
- Collect data (walkthroughs - focused on specific areas connected to explicit teaching)

Data Days (1 per month, implement 2020-2021)

- Identify strategies linked to data and deficits (3 or 4 options)
- Have coaches go into classrooms and model the strategy chosen by teacher
- Create Data Wall
- Looking at data and identifying strategies to close gaps - modeling strategies to teachers