May 1, 2020

Dear Superintendent,

Thank you for submitting the Bucyrus City Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:
- The plan includes increasing the literacy blocks to 175 minutes for K-2 and 155 minutes for grades 3-5.
- The district analyzed the results of the Reading Tiered Fidelity Inventory to address strengths and weaknesses within the literacy systems and structures.

This plan will benefit from:
- A deeper analysis of diagnostic data that targets the foundational skills of Phonemic Awareness and Phonics. This will allow for more targeted instruction to areas of weaknesses.
- A more detailed Professional Development Plan to ensure all staff are receiving the same training.

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

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

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

Sincerely,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Bucyrus City Schools

DISTRICT IRN: 043687

DISTRICT ADDRESS: 170 Plymouth Street, Bucyrus, Ohio 44820

PLAN COMPLETION DATE: December 29, 2019

LEAD WRITERS: Karen Hall, Ph.D, Director of Student Services, Matthew W. Chrispin, Superintendent

CONTENTS

SECTION 1: DISTRICT 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. 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
Karen Hall, Ph. D	Director of Student Services	Central Office	khall@bucyrusschools.org
Matthew W. Chrispin	Superintendent	Central Office	mchrispin@bucyrusschools.org
T. Michael Wallace	Elementary Principal	Elementary School	mwallace@bucyrusschools.org
Kylie Dennison Rebon	School Psychologist	Central Office	kdennison@bucyrusschools.org
Robin Showers	Preschool Coordinator, Career Coach, Afterschool Program Coordinator	Central Office	rshowers@bucyrusschools.org
Jennifer Davis	Literacy Consultant	North Central Ohio Educational Service Center	jdavis@bucyrusschools.org
Deborah Musick	Administrative Assistant to Superintendent	Central Office	dmusick@bucyrusschools.org
Katie Leightey	Preschool Teacher	Elementary School	kleightey@bucyrusschools.org
Tiffany Fox	Kindergarten Teacher	Elementary School	tfox@bucyrusschools.org
Jacquelyn Krohn-Hiser	1st Grade Teacher	Elementary School	jhiser@bucyrusschools.org
Lori Rager	2nd Grade Teacher	Elementary School	lrager@bucyrusschools.org
Kim Haldeman	3rd Grade Teacher	Elementary School	khaldeman@bucyrusschools.org
Julie Rheinscheld	LLI Teacher	Elementary School	jrheinscheld@bucyrusschools.org
Debra Hoover	Board Member	District Office	dhoover@bucyrusschools.org

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

The Superintendent, Director of Student Services, Elementary Principal, and Teacher Union President attended a Reading Improvement Plan (RAP) session at SST 7 for guidance on completing the plan. In preparation for drafting the plan, the leadership team spent two full days looking at data to determine the root causes for the district's reading failure. Additionally, a focus group was held with the Title 1 teachers. These teachers work daily with the grade level teachers and shared strengths and opportunities of the current literacy program. The Director of Student Services joined the literacy leaders network which will provide ongoing knowledge and support during the writing and implementation of the plan.

The superintendent kept all staff members informed of the progress of the RAP and committed to providing all staff members a copy once the document is finalized. Additionally, the plan will be communicated and refined through the DLT to BLT to TBT process.

An overarching belief in the development of the plan was that it needed to be manageable, actionable, focused on instruction and curriculum. Schmoker (2006) elaborated that school improvement plans that do not focus exclusively and directly on curriculum implementation and improving instruction are not helpful to improving student achievement.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The Bucyrus City School District serves more than 1400 students, employs 225 professionals and works diligently to be good stewards of the $16 million budget the Bucyrus community provides for the education of its children. The district works to provide an individualized and personalized education to students through many different avenues, including the traditional classroom setting, a Virtual Learning Academy and Educational Options Program. In addition to strong offerings of traditional, College Placement, Advanced Placement and College Credit Plus classes for students, Bucyrus places a strong emphasis on the visual and performing arts. Students are consistently recognized at the local, regional and state level for their artistic works and vocal and instrumental music performances.

While education is the focus of the Bucyrus City School District, the Board of Education and administration have positioned the district as a pioneer for new programs benefiting all levels of students in Bucyrus and Crawford County. The district was a pioneer in the implementation of The Leader in Me program in Crawford County. The Bucyrus Secondary School served as the pilot for the Workforce Awareness for Graduates and Educators (WAGE) program, which has since been implemented in all county school districts. The Bucyrus City School District was also a leader in the development and implementation of a district-wide weekend meal program, which is now overseen by the Bucyrus Backpack Program, LLC.

The district offers an outstanding 5-Star rated Preschool Program that recently expanded to serve more than 100 students, and has partnered with Pioneer Career and Technology Center to serve as the site for the State Tested Nursing Assistant Adult Diploma Program. The Bucyrus City School District is a recipient of two 21st Century Community Learning Center grants for both the Elementary and Secondary Schools, which provide for after-school programming for all students who wish to participate.

The rededication of the original bell from the old Union School was a major highlight of the 2016-2017 school year, and the installation of a solar panel array on the roof of the Secondary School during the 2014-2015 school year has allowed the district to participate in an energy savings program. The district also established the Bucyrus City School District Hall of Fame to honor distinguished Bucyrus graduates,

school officials, faculty, staff, and friends of the Bucyrus community for their accomplishments or contributions to the school district, their community, or their profession.

Through the Ohio Improvement Process our District Leadership Team developed the following SMART goal "By the end of school year 2020-2021, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics." This goal was developed in response to the District Achievement Grade of D on the Ohio Schools Report Card, a grade that has remained relatively consistent over the last 5 years.

The most significant related elementary issue on the district's needs assessment was the Data Concern of the K-3 literacy cohort. Three major influences were identified. The first was the need to build capacity in instructional practices that expect students to demonstrate a high level of understanding. Secondly, the need to align formative assessments across the learning standards, grade levels and across subjects to promote a high level of student achievement. Finally, the ability of the administrators and teachers to use the data/evidence from formative assessments to drive instruction.

By the end of the 2018-2021 improvement cycle, 100% of BCS pre-K-12 students will be embedded in an integrated comprehensive services model (ICS) as measured by district created measures and an increase in the Performance Index score from the baseline of 75.2 out of 120 (62.6%) to 90.2 out of 120.

In order to support students and staff in implementation of this Reading Improvement Plan, a multi-tiered system of support must be in place. The priority focus for the 2019-2020 is to ensure that good instruction aligned with the Ohio Standards. This improvement effort began in September 2019 with all ELA and Math teachers K-12 are participating in ongoing professional development with the end goal of having district wide curriculum maps/scope and sequence developed by the end of the current school year.

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.*

English Language Arts Ohio State Test			
	Spring 2017	Spring 2018	Spring 2019
Grade 3	39%	38%	42%
Grade 4	42%	38%	42%
Grade 5	58%	59%	57%
Grade 6	38%	47%	24%
Grade 7	48%	45%	60%
Grade 8	53%	51%	52%

The RAP team analyzed this data in two groups 3-5 and 6-8

The team thought that the following points were significant. The Grade level proficient data remained relatively flat with no upward or downward trajectory. The scores in fifth grade writing increased significantly but did not correlate with the increase in proficiency rate. Likewise, 4th grade writing showed a three year improvement from below proficient to near or above proficient but did not correlate with increased proficiency rate. Sixth grade has been the most inconsistent through the years. Fifth and eighth grade were consistently over 50%

NWEA MAP

The team looked at NWEA data for grade levels with three data points. Fall 2019-2020, Spring 2018-2019, and Fall 2018-2019. Only Graphs of Spring 2018-2019 are included in this plan for space concerns.

NWEA Grade K-1

Grade Report

Grade K

Term:	Spring 2018-2019
District:	Bucyrus City School District
School:	Bucyrus Elementary School

Norms Reference Data:	2015
Weeks of Instruction:	28 (Sp
Grouping:	None
Small Group Display:	No

Reading

Summary	
Total Students With Valid Growth Test Scores	85
Mean RIT	152.9
Standard Deviation	9.6
District Grade Level Mean RIT	152.9
Students At or Above District Grade Level Mean RIT	39
Norm Grade Level Mean RIT	155.9
Students At or Above Norm Grade Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading												
	20	24%	26	31%	15	18%	17	20%	7	8%	152-153-154	9.6

Grade Report

Grade 1

Term:	Spring 2018-2019
District:	Bucyrus City School District
School:	Bucyrus Elementary School

Norms Reference Data:	2015
Weeks of Instruction:	28 (Spring 2019)
Grouping:	None
Small Group Display:	No

Reading

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	171.5
Standard Deviation	12.7
District Grade Level Mean RIT	171.5
Students At or Above District Grade Level Mean RIT	51
Norm Grade Level Mean RIT	175.7
Students At or Above Norm Grade Level Mean RIT	40

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading												
	33	31%	24	23%	20	19%	16	15%	12	11%	170-171-173	12.7

NWEA MAP   K and Grade 1

- K 2018-2019 and 1st 2018-2019 had over 50% of students in the low or low-average bands. In 2019-2020 the percentage is 26%
- In reporting year 2018-2019, 57% of students began below 40% and remained that way in Spring.
- K & 1 2018-2019 were below benchmark in Fall and Spring.
- K 2019-2020 had an average of 141.5 when the benchmark is 142. High Averages in literacy and vocabulary.
- There is a significant difference in overall performance between the 2018-2019 Fall to 2019-2020 Fall. 40 students attended preschool before K 2019-2020. 29 students of the 86 attended preschool in Bucyrus.

NWEA Grade 2 and 3

Grade Report

Grade 2

Term:	Spring 2018-2019	Norms Reference Data:	2015
District:	Bucyrus City School District	Weeks of Instruction:	28 (Spr
School:	Bucyrus Elementary School	Grouping:	None
		Small Group Display:	No

Reading

Summary	
Total Students With Valid Growth Test Scores	82
Mean RIT	185.5
Standard Deviation	14.1
District Grade Level Mean RIT	185.5
Students At or Above District Grade Level Mean RIT	38
Norm Grade Level Mean RIT	187.4
Students At or Above Norm Grade Level Mean RIT	35

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	22	27%	18	22%	13	16%	18	22%	11	13%	184-185-187	14.1

Grade Report

Grade 3

Term:	Spring 2018-2019	Norms Reference Data:	2015
District:	Bucyrus City School District	Weeks of Instruction:	28 (Sp
School:	Bucyrus Elementary School	Grouping:	None
		Small Group Display:	No

Reading

Summary	
Total Students With Valid Growth Test Scores	83
Mean RIT	193.7
Standard Deviation	13.7
District Grade Level Mean RIT	193.7
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	197.9
Students At or Above Norm Grade Level Mean RIT	34

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	21	25%	22	27%	14	17%	19	23%	7	8%	192-194-195	13.7

- Children are making growth; however, not gap closing growth.
- RIT scores are also improving which is helping K-3 literacy but we are not meeting target scores. ie. 203 target vs 193.7, 193 target vs 185.5.
- Growth in all subcategories was not significant.
- 2nd graders testing in the Fall seemed to struggle significantly (Test read to them in 1st grade might have an impact on the scores).

NWEA Grade 4 and 5

map GROWTH **Grade Report**

Grade 4

Term:	Spring 2018-2019
District:	Bucyrus City School District
School:	Bucyrus Elementary School

Norms Reference Data:	2015
Weeks of Instruction:	28 (Spring 2019)
Grouping:	None
Small Group Display:	No

Reading

Summary

Total Students With Valid Growth Test Scores	102
Mean RIT	200.5
Standard Deviation	15.2
District Grade Level Mean RIT	200.5
Students At or Above District Grade Level Mean RIT	53
Norm Grade Level Mean RIT	205.3
Students At or Above Norm Grade Level Mean RIT	45

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	32	31%	19	19%	17	17%	23	23%	11	11%	199-200-202	15.2

map GROWTH **Grade Report**

Grade 5

Term:	Spring 2018-2019
District:	Bucyrus City School District
School:	Bucyrus Elementary School

Norms Reference Data:	2015
Weeks of Instruction:	28 (Spring 2019)
Grouping:	None
Small Group Display:	No

Reading

Summary

Total Students With Valid Growth Test Scores	78
Mean RIT	205.1
Standard Deviation	15.6
District Grade Level Mean RIT	205.1
Students At or Above District Grade Level Mean RIT	41
Norm Grade Level Mean RIT	211.2
Students At or Above Norm Grade Level Mean RIT	29

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	27	35%	14	18%	17	22%	12	15%	8	10%	203-205-207	15.6

NWEA Map 4th & 5th

- Over 50% of students start more than 1 grade level behind according to the RIT scores.
- By Spring students were almost at grade level.
- There was not much of a summer slide.
- The Highest quintile showed the most growth.
- 53% of students are scoring below average.
- Near or more than 50% of the students were scoring below average in all areas of literacy.
- The Norm RIT score correlates with proficient score on the state test. Generally across grade bands the percentage of students above proficient has decreased.

NWEA Finding: Generally, grade bands the percentage of students above proficient has decreased during the three year period reviewed.

RIMPs

	2016-2017*		2017-2018*		2018-2019	
	On Track	**Not on Track**	**On Track**	**Not on Track**	**On Track**	**Not on Track**
Kdg.	75/90, 83%	15/90 17%	47/100 47%	53/100 53%	39/81 48%	42/81 52%
Gr. 1	63/96 66%	33/96 34%	71/82 87%	11/82% 13%	63/96 66%	33/96 34%
Gr. 2	44/98 45%	54/98 55%	38/78 49%	40/78 57%	40/79 51%	39/79 49%
Gr. 3	44/75 59%	31/75 41% On RIMPs 18/50 36%	65/96 68%	31/96 32% On RIMPs 18/35 51%	44/75 59%	31/75 41% 30/41 73%
Number of 3rd Grade RIMP Deductions	0		0		N/A	

The RIMP data tells us that there was a significant decline in the number of Kindergarten students on track in FY17 to FY 17 - 83% to 47% but the opposite effect in 1st grade. The team thought that the data was so inconsistent that we might not be comparing apples to apples. They questioned if the issue of read aloud in K and 1 grade was causing inaccurate data.

Kindergarten Readiness Assessment

	2016-2017	2017-2018	2018-2019
Emerging Readiness	20%	25.5%	31.8%
Approaching Readiness	42.1%	42.5%	41.2%
Demonstrating Readiness	37.9%	32.1%	27.1%

The data indicates a steady decline in Kindergarteners demonstrating readiness between 2016-2017 to 2018-2019 of 5 % points per year. With a corresponding upward trend in the number of students at the emerging readiness level. This means that the students are not meeting the minimal foundational skills that prepare them for instruction of the Kindergarten standards.

Developmental Reading Assessment (DRA) and Heggerty Phonemic Awareness Curriculum

The team wanted to look at results from DRA and Heggerty that have been utilized for the last two years but found that there was not a format where scores could be easily analyzed and data recording was inconsistent. This resulted in a clear concern that teachers are not using data to drive instruction.

Students with Disabilities

The value added score received for students with disabilities created the belief that current practices were sufficient to close the achievement gap. The team met with Steve Short from SST7 to get a deeper understanding of the data. In meeting it was evidenced using the data that while we were moving students within the bands especially in the basic area, however, we were still not moving them to proficient. This further demonstrates the need to develop a reading achievement plan that would meet the needs of **all** students.

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.

1. Grades K-3 lack common informal assessments, which would provide consistency within grade levels.
2. Staff turnover and internal transfers have been significant over the past 5 years.
3. High poverty (61%) and low income (average household income $28,000) family units provide little support to young learners.
4. Implementing curriculum changes with fidelity has been a challenge over the past 10 years because of various administrative changes and new programs being introduced. The significant decrease in KRA scores was coincided with the implementation of the Lucy Calkins whole language approach to reading. Research has been clear that the whole language approach does not provide the explicit instruction needed, especially for struggling readers. (The Reading League)
5. Time on task (reading) seems to be inconsistent within grade levels and between grade levels.
6. Early Learner Assessments (Pre-K) data is not collected, which would be valuable in evaluating program effectiveness and inform instruction for teachers.
7. Student behaviors often negatively impact classroom instruction. The current Positive Behavior Interventions and Supports (PBIS) lacks effectiveness.
8. Leveled Literacy Intervention Specialists and Intervention Specialists are often pulled to cover classes because of a lack of substitute taking away time with students in need.
9. Attendance for both students and staff may be a contributing factor (93%).
10. Consistency in curriculum
11. Not all teachers utilize data to drive daily instruction for all students.
12. Communication and collaboration between grade levels is inconsistent.
13. There is a lack of tiered interventions for both behavioral and academics.
14. Some teachers are satisfied with our results and don't recognize we have a problem nor do they believe we can be better.
15. Aligned scope and sequence of curriculum is inconsistent within grade levels and amongst grades.
16. Some teachers do not know how to use the resources effectively and efficiently.
17. Staff spend too much time admiring the problem (low reading scores) and not spending time on solutions.
18. Administrators need to hold teachers accountable and teachers need to hold each other accountable.
19. Ensuring the efforts and foundations developed in Pre-K through Grade 3 is sustained for the remaining grade levels.
20. There is a need to identify what works well and make sure those practices are protected.

21. Because the district has experienced frequent changes in administration, philosophy, curricula, etc. there is a desire to pick one program and stick with it for a while.
22. Lack of resources to support students with mental health issues that often interfere with the educational process.
23. Staff morale and overall wellness is a concern given the number of changes and the student behavior.
24. A lack of a defined literary block that includes adequate time to provide explicit instruction in the five areas of reading, with a particular emphasis on foundational skills at the kindergarten level.
25. Inconsistent test administration exists amongst teachers.
26. There is some question about the assessments the district is using as well as the reading curriculum.
27. Because of the lack of data, teachers are unsure of the impact of students attending summer school.

After discussing each, the team condensed the list by putting similar factors together.

3 included 22
6 included 11
10 included 15
16 included 27
18 included 4,5,12,14, 23
20 included 21

A consensus vote was taken with each participant having five votes. The results were as follows in order:
1. #18 – Professional accountability

2. #24 – Lack of a defined literacy block

3. #13 – Lack of tiered interventions

An additional concern that must serve as a backdrop to turning around the failing scores of the district is creating a culture of change according to (Kotter's 7 Step Change Module) the following components are necessary to make this happen:

1. Create Urgency
2. Form a Powerful Coalition
3. Create a Vision for Change
4. Communicate the Vision
5. Remove Obstacles
6. Create Short Term Wins
7. Build on Change
8. Anchor the Change in School Culture

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.

The RAP team and the district leadership team worked together to form a literacy mission and vision. We agreed whole-heartedly to keep it simple and focused: All students at Bucyrus elementary school will read. As an intrical part of this vision the team is committed to using the Simple View of Reading to provide students the knowledge they need to make this vision a reality.

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.

Overarching Goal:
Increase the percentage of students meeting or exceeding Third Grade reading proficiency standards from 45.5% in the Spring of 2019 to 65% proficiency in the Spring of 2022 as measured by the Ohio State Reading Assessment.

Subgoals:
1. By Spring of 2020, all ELA teachers, K-5, will develop a ELA curriculum map/scope and sequence aligned with the Ohio Learning Standards.
2. By Spring of 2021, a consistent literacy block, 175 minutes for K-2 and 155 minutes for 3-5, will be established that embeds the five components of reading, as measured by building schedules, walk throughs, and teacher evaluations
3. By Spring of 2021, a multi-tiered system addressing needs will be defined, as evidenced by a written plan.
4. By Fall of 2020, the elementary leadership team led by the building principal, will use an SST recommended walk through form to assist teachers in identifying evidence of student's abilities, and document best practices associated with instructional shifts related to the RAP.

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: By Spring of 2020, all ELA teachers, K-5, will develop a ELA curriculum maps/ scope and sequence aligned with the Ohio Learning Standards.

Evidence-Based Strategy or Strategies: The adopted ELA Standards were designed by a consortium involving multiple states. "The standards are (1) research- and evidence-based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked."

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Every K-5 teacher will receive monthly 3 hour training in the ELA Ohio Learning Standards	Every K-5 grade level teacher with develop curriculum maps that includes scope and sequence	Curriculum maps will be posted on the website
Timeline	Fall 2019-Spring 2020	January 2020-Spring 2020	Spring 2020
Lead Person(s)	NCOESC Literacy Consultant	K-5 Teachers	Technology Director
Resources Needed	Substitute teachers to allow teachers to attend trainings in the Ohio Learning Standards for English Language Arts	Substitute teachers can attend Ohio Learning Standards for English Language Arts	District Website
Specifics of Implementation	Grade level teams meet with the literacy consultant once a month, October through May for 3 hours to work on curriculum mapping	Any deficits in knowledge are noted the literacy consultant offers PD on late start Fridays to fill gaps. Training on interactive read aloud was provided in December 2019	Curriculum maps will be uploaded to website
Measure of Success	Ability to write a curriculum map which scaffolds skills, so	Create a written guide that can be aligned with the ELA Standards in a written product	Information will be posted on website

	Action Step 1	Action Step 2	Action Step 3
	that **all** children can learn to read	that can be posted on the website	
Check-in/Review Date	January 2020	April 2020	May 2020

Goal #2 Action Map

Goal Statement: By Spring of 2021, a consistent literacy block, 175 minutes for K-2 and 155 minutes for 3-5, will be established that embeds the five components of reading, as measured by building schedules, walk throughs, and teacher evaluations.

Evidenced Based Strategies: The use of the Simple View of Reading (Gough & Tunmer, 1986) and the Strands of Early Literacy Development (Scarborough 2001) are used as constant reference in the decision making process determining what will be implemented in the reading block in terms of instruction and intervention.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Development of a Literacy Block that addresses the simple view of reading and Scarborough Strands	Discover what teachers know and what they need to know through the Reading Tiered Fidelity Inventory (RTFI) and walk through forms	Provide professional development opportunities to address critical areas. For example, LLI and Heggerty are not being implemented with Fidelity. (Training scheduled for February 2020) Literacy Block that is scheduled for May 2020. Creation of Professional Development Calendar
Timeline	January 2020	Spring 2020	January 2020-Spring 2020
Lead Person(s)	Matthew Chrispin, Superintendent Karen Hall, Ph. D, Director of Student Services T. Michael Wallace, Elementary Principal	Karen Hall, Ph. D, Director of Student Services T. Michael Wallace, Elementary Principal Timothy Souder, Associate Principal Jennifer Davis, Literacy Consultant SST 7	Matthew Chrispin, Superintendent Karen Hall, Ph. D, Director of Student Services T. Michael Wallace, Elementary Principal Jennifer Davis, Literacy Consultant Elementary Leadership Team
Resources Needed	Knowledgeable reading experts, dedicated time in schedules, parent/community support to understand needed change which could affect recess and specials	RTFI and Teacher walk through forms	Knowledgeable training, materials for areas where deficit is observed and additional evidence based strategies are needed. Continued training in Heggerty, LLI, DRA Foundations, Wilson and explicit instruction
Specifics of Implementation	Bucyrus City change to the Literacy Block is a complete turnaround of current practices for the initial implementation of a scripted Literacy Block is essential	Walk throughs using a literacy form by building principal and leadership team. SST7 to complete RTFI in February 2020	Based on the results of RTFI and walk through evidence, detailed specific Professional Development will be scheduled and imbedded in daily job performance
Measure of Success	Time set in schedules for teachers utilizing the time as prescribed	Summary of RTFI and walk through forms	Creation of Professional Development Calendar

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Monthly updates January 2020 - Fall 2020 start date	Spring 2020	Ongoing with monthly updates year 1 and then bimonthly meetings for 3 years.

Goal #3 Action Map

Goal Statement: By Spring of 2021, a multi-tiered system addressing needs will be defined, as evidenced by a written plan containing detailed description of Tier 1, 2, and 3 along with decision rules.

Evidence-Based Strategy or Strategies:A multi-tiered system of support has demonstrated minimal to strong efficacy for students with disabilities and readers who are struggling in Kindergarten through grade 3.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identification of students who need intervention at each level of instruction. This identification should begin using the OIP 5 step process at grade level TBT meetings using student performance data. TBT's should discuss individual student progress in order to create fluid grouping based on skill deficits. Special attention needs to focus on K-3 students with RIMPS.	Decision rules will be put in place based on individual student performance data. Evidence based instructional strategies at each tier will be defined for every skill deficit area. For students K-3 who are not on-track, this information must be communicated to parents ASAP.	Professional Development for teachers to learn how to identify specific skills deficits and match them to instructional strategies to improve the deficit area.
Timeline	Spring 2020 for initial implementation	Ongoing Spring 2020 to full implementation	Ongoing Spring 2020 to full implementation
Lead Person(s)	Karen Hall, Ph. D., Director of Student Services T. Michael Wallace, Elementary Principal Kylie Dennison-Rebon, School Psychologist	Karen Hall, Ph. D., Director of Student Services T. Michael Wallace, Elementary Principal Kylie Dennison-Rebon, School Psychologist Elementary Leadership Team	Karen Hall, Ph. D., Director of Student Services T. Michael Wallace, Elementary Principal Kylie Dennison-Rebon, School Psychologist Elementary Leadership Team
Resources Needed	NWEA Maps universal screener, curriculum probes, shared document of every students baseline and progress in reading.	Resource list of all the tools available for teachers. Scheduled time for TBT. Professional Development	Professional Development
Specifics of Implementation	The universal screener (NWEA) will be used 3 times a year to measure every students' reading skills. Additionally DRA, Ohio State Tests, WADE, Curriculum Probes and all assessments given will be tracked in a google document and used at at least one TBT meeting a month that will be dedicated to reading achievement. The teachers will need a review of the OIP 5 step process at the start of the school year. From these assessments and	Teachers are continually learning to interpret assessment data and predict rate of improvement to determine if students are on track. This process is supported by the Literacy Consultant who is providing professional development on progress monitoring.	This process is supported by the Literacy Consultant who is providing classroom coaching and support as teachers try new instructional strategies and interventions.Additionally, Professional Development on the tools we currently have in place such as Heggerty, Fundations, Wilson, DRA, LLI needs to occur to ensure that they are being implemented with fidelity.

	Action Step 1	Action Step 2	Action Step 3
	teacher observation,specific skill deficits will be identified.		
Measure of Success	Evidence that TBT are using the 5 step process data based on 6-8 week probes of every student performance by progress monitoring that includes rate of improvement for each skilled area	A detailed guide to the comprehensive support system that clearly defines interventions at each level	Student performance data will evidence students who have skill area deficits are being provided with interventions and that progress monitoring is occurring and demonstrating upward trajectory consistent with expected rate of improvement.
Check-in/Review Date	Student progress every 6-8 weeks	Quarterly meet with Director of Student Services and School Psychologist	Quarterly meet with Director of Student Services and Psychologist

Goal #4 Action Map

Goal Statement: By Fall of 2020, the elementary leadership team led by the building principal, will use an SST recommended walk through form to assist teachers in identifying student literacy performance, and document best practices associated with instructional shifts related to the RAP. Observational data will be summarized by grade level and presented at staff meetings. Staff will be invited to share effective strategies based on specific strengths and needs of students.

Evidence-Based Strategy or Strategies: Student achievement is enhanced when there is shared leadership which is driven by the principal who is the literacy leader in the school (Robinson, Lloyd & Rowe (2008).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Elementary Leadership Team identified	Leadership team attends professional development with teachers and staff. Principal designates building schedule and structure of walk throughs.	Results of walk through forms and RTFI summarized and analyzed. Logistics of staff meeting determined and scheduled
Timeline	January 2020	January 2020-Spring 2023	May 2020 for first Staff Meeting
Lead Person(s)	Matt Chrispin, Superintendent	Mike Wallace, Elementary Principal and Leadership Team	Mike Wallace, Elementary Principal and Leadership Team
Resources Needed	Staffing and Leadership Team development meetings	Staffing and Leadership Team development meetings	Staffing and Leadership Team development meetings SST 7
Specifics of Implementation	The elementary principal will work with the Superintendent and staff to determine who will be the building leadership team responsible for the literacy improvement. The team will need to work on developing norms and a shared vision. Roles will need to be clarified.	The leadership team will ensure that they have the knowledge to support teachers in the implementation. If not, they will need to find professional development to build their capacity.	The results of the RTFI and Observational data will be summarized by grade level and presented at staff meetings. Staff will be invited to share effective strategies based on specific strengths and needs of students.
Measure of Success	Team membership identified and shared with Elementary building.	Shared vision of team members and cohesive team as measured by consistent walk-throughs	Shareable Presentation

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	March 2020 and annually if staff changes.	Monthly Meeting for year 1.	Monthly at staff meetings for year 1 & 2.

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.

Student learner performance will be monitored with a google document that lists every student K-5. This document will include every assessment that the student takes, including curriculum probes that will occur every 6-8 weeks. Growth will be monitored through the TBT process. Reading Improvement Plans will be created for every student K-3. This information will be reported to ODE and parents will be contacted for students not on track as soon as possible.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Evidence-based strategies that are incorporated into the literacy plan represent the Simple View of Reading and Scarborough's Reading Rope. The time is specified for each of the five areas of reading based on evidence based practices. The team is aware that this scripted program will become more fluid and integrated overtime; however, given the primary concern of accountability the team felt the plan needed to be implemented in this manner so that we have assurance that every student is receiving explicit instruction in the five areas of reading every day.

In order to support teachers the RAP team will determine what reading program will be adopted in place of Lucy Calkins due to lack of evidence base. Treasures which is a research-based comprehensive reading language arts program that gives educators needed resources may be chosen. The district owns this program but the RAP team needs to make a decision on if this program that will be used moving forward, a decision will be reached prior to Fall of 2020.

Evidence-based non-negotiables that support both teachers and students will be put into place.

NON-NEGOTABLES
1. Grade level teachers will have a common an uninterrupted literacy block to allow for fluid movement of students based on skills. This is essential for mastery of foundational literacy skills so the number of students on-track in grade K-3 increases and that interventions for students who are not on-track are occurring with fidelity.
2. Teachers will have a common planning time twice a week for the purpose of discussing students and monitoring progress to create fluid groups based on skill level. Reading probes will occur every 6-8 weeks. Progress monitoring supports students on Reading Improvement and Monitoring Plans as well as all students.
3. Shared leadership will be established, in order for plan implementation to occur. With one elementary building responsible for the (PreK-3 reading score), the principal must have an explicit focus on instruction with structures in place that allow for collection of data that directly informs the instruction of each teacher. There must be a laser focus on increasing literacy achievement.
4. Finally, leadership is responsible for an environment that is safe, engaging and orderly for teachers and students.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

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.*

The document on the shared google drive that tracks every student' baseline, every literacy assessment and 6-8 week curriculum probes for any student not on track. This will give evidence that the RAP plan is being effective and that **ALL** students are showing progress. Over the past two years there has been considerable training on Universal Design for Learning, PBIS, Fundations, and Heggerty. The RAP team believes that we have a sufficient platform to build upon.

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.

The professional development plan that includes which staff will be involved in skill specific instruction and intervention cannot occur until the results of the RTFI and walk-throughs have been summarized. Therefore this plan is limited to the immediate school year and that corresponds to the roll out of this Reading Achievement Plan. Changes will occur consistent with depending feedback provided by the Ohio Department of Education, Office of Approaches to Teaching and Professional Learning.

2019-2020 Professional Development Plan:

Sustained: Professional Development to support this RAP plan has already started using the monthly late starts and monthly training on the Ohio Learning Standards. These dates and times are already built into the calendar. This first in this series related to the RAP was Interactive Read Aloud. This was provided to all teachers pre-K to 5. The February late start is reserved for training on the Simple View of Reading which includes the 5 components of reading. A review of the Heggerty Phonemic Awareness curriculum provided by the original SST 7 trainer will also occur, as there were concerns noted regarding fidelity of implementation. The April late start will be dedicated to explicit literacy instruction. The May late start is dedicated to communication of the literacy plan and professional development on "how to plan for the new Literacy Block" After every professional development literacy topic, the literacy consultant provides coaching to teachers upon request it or those whom the Literacy Building Team walk thru forms evidence could use support in the area.

Intensive: All professional Development on Literacy will be laser focused on a specific concept, skill, or intervention.

Job-Embedded: Teachers will need a great deal of support with implementation of the Literacy Block. The Building Literacy Team and Reading Consultant will provide or arrange ongoing coaching for teachers in identified areas of need or interest. The building principal will review professional development expectations at the staff meetings.

Data Driven: All professional development will be based on the student performance data in the shared google document. The document can be organized by teacher which can help identify areas of needed professional development if a group of students are struggling with a common skill.

Instructionally-Focused: All professional development in literacy will be related to practices occurring as part of the instructional literacy block.

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.
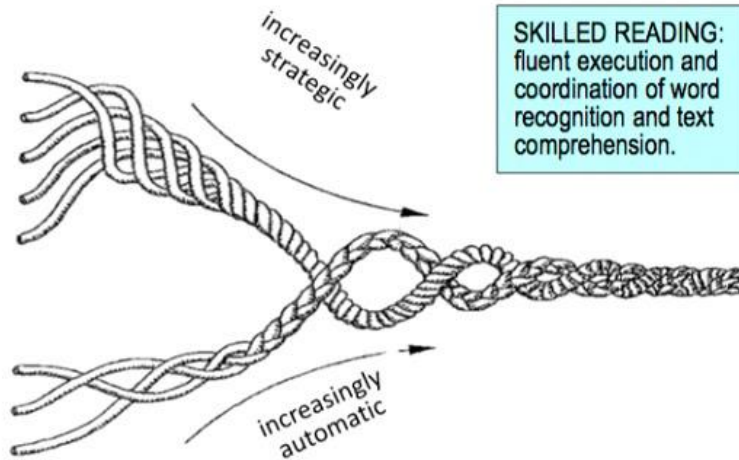
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Using Scarborough's Reading Rope and a Simple View of Reading, the team revised the literacy Block to ensure that all components needed to create a skilled learner exist in the Block along with the 5 basic components of reading. The team spent a great deal of time determining the time that will be spent in the literacy block and the specifics of instruction for each time period.

Literacy Block
Tier 1 – Explicit Instruction
Primary Grades

Instruction	Possible Range of Time	Class Configuration	Example of Teacher Led Instruction Scaffolding as needed
145 Minutes	15 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Phonological Awareness/Phonemic Awareness** Heggerty Blending, Segmenting, Manipulation of sounds in words
	30 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Phonics** Letter/Sound Correspondences Blending words Automaticity High Frequency Words Decodable Books
	25 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Vocabulary** Explicit Instruction 8-10 words per week from context Distributive Practice
	20 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Fluency** Letter/Letter Sounds High Frequency Words Phrase reading Sentence reading

Instruction	Possible Range of Time	Class Configuration	Example of Teacher Led Instruction Scaffolding as needed
			Passage reading Book reading Partner Reading Choral Reading Small Group Reading Read Aloud
	25 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Comprehension** Pre-Reading strategies During reading strategies After reading Strategies Read Aloud Interactive Read Aloud
	60 minutes	Small Group Explicit Instruction I do. We do. You do.	Guided Reading

Literacy Block
Tier 1 Instruction
Upper Elementary

Instruction	Possible Range of Time	Class Configuration	Example of Teacher Led Instruction Scaffolding as needed
120 Minutes	15 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Phonological Awareness/Phonemic Awareness** Manipulation of sounds in words (Kilpatrick) Morphology
	15 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Phonics** Syllable Types Decoding Multi-Syllabic Words
	20 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Vocabulary** Explicit Instruction 8-10 words per week from context Distributive Practice
	20 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Fluency** Phrase reading Sentence reading Passage reading Book reading Partner Reading Choral Reading Small Group Reading Read Aloud
	20 Minutes	Whole Group Explicit Instruction I do. We do. You do.	**Comprehension** Background Knowledge Inferences Literacy Knowledge Before, During, After Reading Strategies Read Aloud
	60 Minutes	Small group Explicit Instruction I do. We do. You do.	Guided Reading