Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Cambridge City School District 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 the shared leadership structures through the Ohio Improvement Process.
- The plan includes job-embedded professional development through instructional coaches.
- The data analysis is thorough and includes multiple data sources.

This plan will benefit from:
- A clearly defined protocol to be followed if learners are not progressing toward learner performance goal(s).
- Including which evidence-based practices will be used for struggling readers.
- Including specific practices that are supported by evidence that will be used and are embedded within the identified programs.

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: Cambridge City School District (CCSD)

DISTRICT IRN: 043695

DISTRICT ADDRESS: 518 SOUTH 8TH STREET, CAMBRIDGE, OHIO 43725

PLAN COMPLETION DATE: December 1, 2019

LEAD WRITERS:

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
Dan Coffman	Superintendent	Cambridge City School District	dan.coffman@cambridgecityschools.org
Carmen Feldner	Director of Student Services	Cambridge City School District	carmen.feldner@cambridgecityschools.org
Natalie Buchanan	K-5 Instructional Supervisor Preschool Director	Cambridge City School District	natalie.buchanan@cambridgecityschools.org
Rose Daymut	Director of Federal Programs, & 6-12 Curriculum	Cambridge City School District	rose.daymut@cambridgecityschools.org
Carmen Feldner	Director of Student Services	Cambridge City School District	carmen.feldner@cambridgecityschools.org
Laurie Goggin	Intermediate Principal	Cambridge Intermediate School	laurie.goggin@cambridgecityschools.org
April Massey	Primary Principal	Cambridge Primary School	april.massey@cambridgecityschools.org
Amy Miller	Title I Teacher	Cambridge Primary School	amy.miller@cambridgecityschools.org
Lindsay Snyder	Title I Teacher	Cambridge Intermediate School	lindsay.snyder@cambridgecityschools.org
Bill Kafury	Consultant	State Support Team Region 12	william.kafury@mvesc.org

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

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

Plan Development

The creation of the plan began with the K-5 Curriculum Supervisor attending professional development offered by State Support Team Region 12. Reading Achievement Plan (RAP) committee was formed to:

- desegregate and update data collected for the district's local literacy plan created in March of 2018
- complete root cause analysis for reading
- review current curriculums and educational practices create goals, action steps, and professional development plan required to create Reading Plan
- communicate plan, goals, action steps, and professional development needs to District Leadership Team (DLT) and Professional Development Committee.

Upon final approval from the state the RAP will be presented to all DLT Members to ensure understanding of the goals and implementation steps outlined in the plan. Quarterly progress updates will be communicated through the 5 Step Process. DLT, Building Leadership Team (BLT), and Teacher Based Teams (TBT) updates will allow for effective implementation of plan and effective progress monitoring where communication of necessary changes can be identified.

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.

CCSD's Reading Achievement Plan is fully aligned with the district's Decision Framework which was used to create the Comprehensive Continuous Improvement Plan (CCIP). After reviewing longitudinal state report card data, especially the K-3 literacy grade, the district determined a literacy focus to improve At-Risk K-3 Readers. By the 2022 all 3rd grade students will improve performance on the 3rd grade reading guarantee by 9% each year.

Cambridge City School District (CCSD) consists of one high school, one middle school, one intermediate school, one primary school, and one preschool program. Prior to school year 17/18, CCSD consisted of (3) elementary schools- Central, North, & South, one middle and one high school. Prior to school year 18/19 CCSD preschool program was operated by the Ohio Valley Educational Service Center.

Improvement efforts at CCSD are aligned to our CCCIP which seeks to improve reading achievement for all students through improving student engagement, uniform high-yield instructional strategies and provide ongoing embedded professional development.

- 21st Century After School Grant: This after-school program for students in grades 1-5 is funded through the 21st Century Community Learning Center grant. Economically disadvantaged students scoring in the lowest 20% of reading are invited to receive enrichment activities to support their reading.
- District Professional Development Plan: The District Leadership Team (DLT) has identified learner needs using the decision framework, state report card data, district vendor assessment, staff, community, Reading Tiered Fidelity Instrument (RTFI), and student & staff surveys to determine our critical areas for improving student achievement. The district leadership team focused on issues that have the greatest impact on student achievement, thus determining the cause and effect for district improvement. Data collected and analyzed at the district level informed learner needs, goals, and root causes related to reading instruction. The Ohio Third Grade Reading Guarantee has provided a framework for the district to better focus on identification, intervention, and the monitoring practices for students that are identified as at-risk readers. Screening data used in K-3 determines students identified as on or off track. Students identified as off track receive a Reading Improvement and Monitoring Plan (RIMP), which provides interventions & targeted reading instruction based on individual learner needs. Additional resources and levels of support are offered through the district Response to Intervention Practices, which is a Multi-Tiered System of Support (MTSS). CCSD uses this multi-tiered approach to offer high-quality instruction to support students with learning and behavioral needs.

- - Ohio Improvement Process: CCSD is in year one of focusing on improving student engagement in the___ classroom through intentional and effective instructional practices (Marshall). Practices have been identified and have been implemented through staff professional development and teacher based team. Monitoring has occurred throughTBTs, BLTs, and DLT data collection of adult implementation. A tiered fidelity implementation rubric has been monitored and collected by building principals and reported at DLT quarterly. Through these monitored effective strategies, there has been a gap closure for students with disabilities and economically disadvantaged subgroups as reported on annual report card data.

To learn to read and spell using phonics, children have to learn the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds (Moats, 2000). CCSD, using the third grade guarantee measures, identifies struggling readers and provides Reading and Improvement Monitoring Plans. Scientific evidence based supports are in place to support struggling readers.

The National Reading Panel (2000) refer to the Five Components of Reading it is suggested by the National Reading Panel these components must be coordinated to develop students' literacy skills.

- Phonemic awareness- the ability to hear and manipulate individual spoken sounds or phonemes within words.
- Alphabetic principle- understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words.
- Fluency with connected text- the ability to effortlessly read words accurately, at an appropriate rate, and expression.
- Vocabulary- to the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension (miblsi.org).

The programs work to develop the necessary skills for adolescent reading as follows:

- Advanced Word Study- involves continued instruction in the application of more advanced phonics to reading.
- Fluency with connected text- ability to effortlessly read words accurately, at an appropriate rate, and expression.
- Vocabulary- the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student's ability to read with accuracy as well as the student's language comprehension.
- Motivation- a student's perceived probability of success (miblsi.org).

Although we have made progress, data reflects the need for a more intense focus on instructional practices in the area of phonemic awareness, phonics, and vocabulary. Previous professional development surrounding the Big Ideas of reading have not been offered to CCSD staff. The RAP identifies needed professional development to focus on student literacy skills within the 5 component areas. CCSD is committed to improving the literacy outcomes of all learners through a structured framework for progress monitoring, multi-tiered systems of support, evidence based resources, and a focus on professional development to enhance literacy practices, which is included in our Reading Achievement Plan (RAP).

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.

According to the 2018 - 2019 District Report CCSD earned a component grade of D in Gap Closing. This D shows how CCSD is meeting the performance expectations for our most vulnerable population of students. Collectively, our district did not meet any indicators for student achievement in the area of reading. Also, the most recent report card data indicates that 73.7% off our K-3 students were not on track in Reading.

District Data

Kindergarten Readiness Assessment (KRA) (See Figure 3:1)

Kindergarten students enter below readiness expectations.

Based on the 2019 KRA scores from CCSD Kindergarten students have some (Approaching Readiness) to minimal (Emerging Readiness) skills and foundational behaviors in the area of language and literacy

Figure 3:1

- 3.30% Not tested
- 19% Demonstrating Readiness
- 35.70% Emerging Readiness
- 41.70% Approaching Readiness
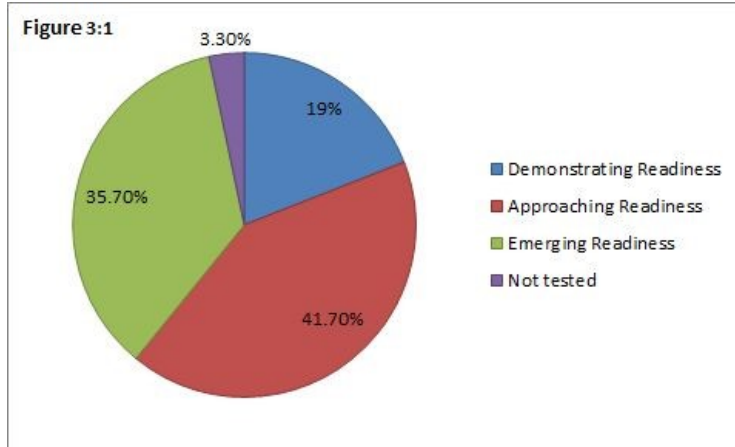
Grades K-3 Ohio English Language Arts Assessments (See Figure 3:2)

Students decline in On Track benchmark assessments.

Trend data shows us that there has been a steady decline in the number of students that have benchmarked "on track" in the past three years. Root cause analysis suggest that contributing factors resulting in these trends are that students have not been taught using a scientifically-based reading instruction with a comprehensive and systematic phonics component in grades K-3.

Figure 3:2

On Track / Off Track for 2018-2019, 2017-2018, 2016-2017
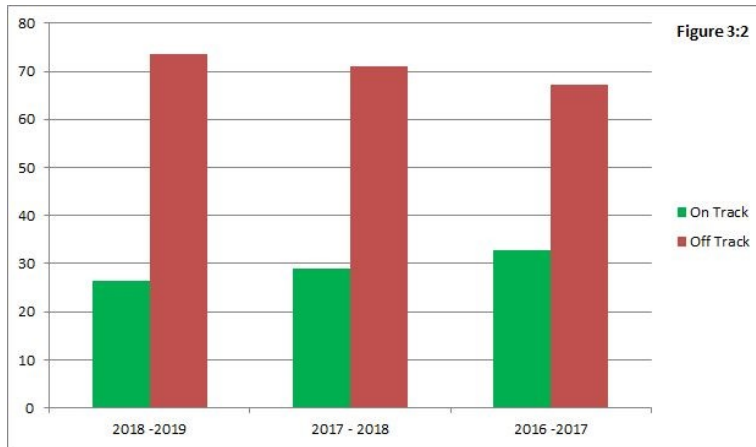
STAR Diagnostic Assessment

CCSD utilizes STAR for the required diagnostic assessment approved by the Ohio Department of Education (ODE). District data supports that while certain students score GREEN this is not always a reliable predictor of student passage on the Ohio's Grade 3 Reading Assessment. CCSD has limited its data tracking to this one measure. The district has begun to explore other ODE diagnostic approved vendors, exploring systematic phonics programs to adopt, and begin implementation of a phonological awareness program.

Longitudinal data from STAR Reading shows that over time that students move from on-track (green) to off-track (blue, yellow, and red) as they travel through grade levels. Root cause analysis suggest lack of instruction on a daily basis in the area of phonological awareness. Data analysis of student skill levels has not been identified and instruction surrounding skill gaps has not been addressed.

Cambridge Intermediate School 5th

School Year	Grade	% Benchmark Distribution	Below 9 PR		Below 24 PR		Below 39 PR		Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2019 - 2020	5		21	13%	31	20%	34	22%	70	45%	156
2018-2019	4		9	6%	18	13%	23	16%	93	65%	143
2017-2018	3		10	8%	10	8%	22	17%	91	68%	133
2016-2017	2		7	6%	10	8%	21	17%	88	70%	126
2015-2016	1		0	0%	2	6%	4	12%	27	82%	33

Data reveals that the majority of CCSD school students entering kindergarten are significantly deficient in language and literacy skills. Longitudinal data shows a large shift when students move from STAR Early Literacy to STAR Reading.

STAR EARLY Literacy Universal Screener Instructional Planning Report provides recommendations based on the median score for groups. The skills indicated are a starting point for instructional planning. A report from Fall of 2019 indicates that Kindergarten and First grade students enter a year behind and are ready for instruction at a preschool level or kindergarten level. Below indicates skills and levels based on the Five Components of Reading.

Phonemic Awareness

Kindergarten	First Grade
PK (Focus Skill) Understand and identify rhyming sounds	**K** (Focus Skill) Recognize the sounds of lower / uppercase letters
PK (Focus Skill) Recognize with aid rhyme / sound repetition	**K** Recognize and produce rhyming sounds in words
PK (Focus Skill) Clap and count the words in a given sentence	**K** (Focus Skill) Say initial or final phonemes in CVC words
PK Understand that some words divide into syllables	**K** (Focus Skill) Count syllables in multisyllable words
PK With support, blend onsets / rimes: one-syllable words	**K** Produce rhyming words orally when given a word
PK (Focus Skill) Decode regular words including CVCC / CCVC words	**K** (Focus Skill) Identify onsets and rimes in 1-syllable words
PK Distinguish sounds and phonemes	**K** (Focus Skill) Blend, count, and segment syllables in words

Letter Word Recognition

Kindergarten	First Grade
PK (Focus Skill) Read and share meaning of environmental print	
PK (Focus Skill) Recognize the letters of the alphabet	
PK (Focus Skill) Name letters and recognize lower / uppercase forms	
PK With support, identify some sounds of letters	
PK Recognize one's first name in print	
PK Use new vocabulary gained in different ways	

Fluency

Kindergarten	First Grade
PK (Focus Skill) Engage with texts read aloud; answer questions	**K** (Focus Skill) Recognize purpose for reading and comprehend text
PK (Focus Skill) Recognize with aid rhyme / sound repetition	**K** (Focus Skill) Use strategies with aid to understand text

Vocabulary	
Kindergarten	*First Grade*
	K Identify new meanings for familiar words **K** Name antonyms for common verbs / adjectives **K** Apply new vocabulary to discuss objects / places **K** (Focus Skill) Use acquired vocabulary **K** (Focus Skill) Apply context clues to recognize vocabulary **K** (Focus Skill) Use affixes with support to predict word meaning

Comprehension	
Kindergarten	*First Grade*
PK (Focus Skill) Engage with texts read aloud; answer questions **PK** With support, ask / answer simple questions about text **PK** Know stories can be make-believe or realistic **PK** With support, describe major characters **PK** Begin to retell familiar stories **PK** With support, describe an illustration or picture	

Phonemic Awareness

Second Grade	Third Grade
PK (Focus Skill) Understand and identify rhyming sounds	**1** (Focus Skill) Blend phonemes to pronounce 1-syllable words
PK (Focus Skill) Recognize with aid rhyme / sound repetition	**1** (Focus Skill) Segment 1-syllable spoken words into phonemes
PK (Focus Skill) Clap and count the words in a given sentence	**1** (Focus Skill) Isolate and pronounce sounds in 1-syllable words
PK Understand that some words divide into syllables	**1** (Focus Skill) Identify medial long vowel phonemes in words
PK With support, blend onsets / rimes: one-syllable words	**1** Distinguish long and short vowel sounds
PK (Focus Skill) Decode regular words including CVCC / CCVC words	**1** (Focus Skill) Add or replace vowel phonemes to make new words
PK Distinguish sounds and phonemes	**1** (Focus Skill) Switch final consonant / blends to make new words
K (Focus Skill) Identify onsets and rimes in 1-syllable words	
K Segment onsets and rimes in one-syllable words	
K (Focus Skill) Blend phonemes to produce words / count sounds	
K Produce word groups that begin with same sound	
K (Focus Skill) Isolate short vowel sounds in 1-syllable words	
K (Focus Skill) Say long vowel sounds in 1-syllable words	
K (Focus Skill) Identify / match / distinguish consonant blends	
K (Focus Skill) Change initial / final phonemes to make new words	

Letter Word Recognition (Phonics)

Second Grade	Third Grade
PK Recognize one's first name in print	**1** (Focus Skill) Isolate and identify initial consonant blends
PK Use new vocabulary gained in different ways	**1** (Focus Skill) Match spellings / sounds for consonant digraphs
K (Focus Skill) Produce the most common sounds of consonants	**1** (Focus Skill) Identify rimes using sound-symbol correspondence
K (Focus Skill) Identify / match short vowel sounds with letters	**1** (Focus Skill) Identify spellings of medial vowel CVCe phonemes
K (Focus Skill) Distinguish short vowel sounds to decode words	**1** (Focus Skill) Decode 1-syllable words using short vowel sounds
K (Focus Skill) Decode single-syllable CVC words	**1** (Focus Skill) Decode regularly spelled grade-appropriate words
K (Focus Skill) Read high-frequency words by sight	**1** (Focus Skill) Read grade-level sight words automatically
K (Focus Skill) Note different consonant sounds in similar words	**1** Know letters for vowel sounds in sight words
K (Focus Skill) Note letters that represent long vowel sounds	**1** (Focus Skill) Identify the CVCe pattern in a word
K (Focus Skill) Match letters for final consonant sounds	**1** Distinguish spellings of long vowel phonemes
K (Focus Skill) Note different vowel sounds in similar words	

Fluency

Second Grade	Third Grade
PK (Focus Skill) Engage with texts read aloud; answer questions	**1** (Focus Skill) Identify with guidance the purpose for reading
PK (Focus Skill) Recognize with aid rhyme / sound repetition	**1** (Focus Skill) Read aloud first-grade text fluently
1 (Focus Skill) Identify with guidance the purpose for reading	
1 (Focus Skill) Read aloud first-grade text fluently	
1 (Focus Skill) Read aloud with appropriate expression	
1 (Focus Skill) Use strategies to verify word meaning in context	

Vocabulary

Second Grade	Third Grade
K Sort objects into categories	**1** (Focus Skill) Name the words that form a compound word
K Use position words	
K Identify with aid base words / inflections meaning	
K (Focus Skill) Explain differences in similar action words	
K With support, show spatial / temporal relationships	
K Identify new meanings for familiar words	
K Name antonyms for common verbs / adjectives	
K Apply new vocabulary to discuss objects / places	
K (Focus Skill) Use acquired vocabulary	
K (Focus Skill) Apply context clues to recognize vocabulary	
K (Focus Skill) Use affixes with support to predict word meaning	

Comprehension	
Second Grade	*Third Grade*
PK (**Focus Skill**) Engage with texts read aloud; answer questions **PK** With support, ask / answer simple questions about text **PK** Know stories can be make-believe or realistic **PK** With support, describe major characters **PK** Begin to retell familiar stories **PK** With support, describe an illustration or picture **PK** With support, tell what author / illustrator do **PK** With aid, recognize common types of text **PK** Know different books have different topics **PK** Describe main story events **PK** Identify the topic of simple information texts **PK** Talk about the content of informational texts	

STAR Reading Instructional Planning Report shows that as students move from Kindergarten and First grade they continue to have deficits in the Five Components of Reading. Second and Third grade students continue to present one to two years behind their current grade level.

CCSD's RAP emphasizes explicit, systematic instruction in the areas supported by the above data. CCSD needs a RAP plan because the data suggests student/learners are not demonstrating readiness in the foundational areas related to Language and Literacy. Students are not closing the gap by receiving instructional supports across the reading continuum at all grade levels. Furthermore, CCSD's teaching staff have not received the necessary professional development to analyze data to inform their reading instruction.

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.

Reading Tiered Fidelity Inventory (R-TFI) was completed with Building Leadership Teams and compared it with other quantitative as well as qualitative data to come to the following conclusions about factors related to literacy development not represented in the analysis of learner performance:

The results from the RTFI supports the need to focus on Tier 1 reading instruction and instructional supports to improve student phonological awareness, vocabulary, comprehension, and motivation have not yielded the results anticipated.

Reading Tiered Fidelity Inventory Tier 1
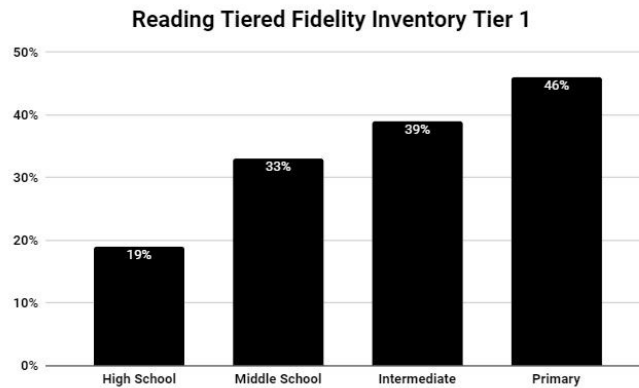
Analysis of various types of performance data collected over multiple years identified low reading achievement at CCSD. District R-TFI data revealed that there are varied levels of support and understanding of reading instruction within the district.

Conclusion Students continue to score below proficient on Ohio English language arts assessments due to inconsistent teacher instruction and lack of exposure to literary elements. This is evident in the following pieces of data:

    A. <u>Teachers lack training in providing consistent Multi-Tiered System of Supports (MTSS):</u> In data   collected from the R-TFI, discrepancies in the type of instructional support provided to students across grade bands were evident. Outdated intervention practices and student instruction lacks differentiation at all tiers. In 2000, the National Reading Panel published important conclusions on best practices for teaching young students/learners to read after examining a wide body of research on scientifically based teaching strategies and the effectiveness of different approaches to reading instruction. Researchers now know that all student/learners need instruction in five major components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

    B. <u>There is no school-wide reading plan in place to drive instruction:</u> As discovered by the R-TFI data, the absence of a cohesive school-wide reading plan laying out a framework for integrating reading and behavioral supports has left teachers on their own to determine the scope and sequence of reading instruction.

    C. <u>Trauma Informed Care (TIC) practices only began one year ago.</u> District attention to TIC and teaching practices to adapt to the increase in the number of students that have been subjected to Adverse Childhood Experiences (ACEs) is in the beginning implementation stages. Additional professional development for staff will continue to support students attending CCSD with Adverse Childhood Experiences (ACEs). Guernsey County Health Department reports that one in five children born in Guernsey County is born with drug exposure. A Dean of Students position was added at both Cambridge Primary and Intermediate to assist staff with adverse behavioral concerns. A Time and Care classroom has been created at Primary for students to utilize when needed.

    D. <u>A large percentage of CCDS students are economically disadvantaged:</u> CCSD has a steady population of economically disadvantaged students. In *Visible Learning,* Hattie writes that socioeconomic status has .57 effect on learning, which means it can have a profound impact on learning. Those who grow up in poverty experience a very different upbringing from middle or upper class kids. Latest neuroscience studies are showing how chronic stress, lack of healthy attachments, lack of cognitive stimulation, and lack of enrichment activities have effects on the brain and can directly impede learning. University of Pittsburgh professor Peter Gianaros, provided research evidence that growing up in poverty results in significantly lower scores in language, memory, and attention. Research conducted by psychologists Betty Hart and Todd Reisley supports that children from lower-income families are exposed to 30 million less words than children from other socioeconomic status. Due to CCSD's high levels of poverty identification and establishment of student performance goals to address student needs were created by the District Leadership Team (DLT). Strategies to explicitly teach phonemic awareness and vocabulary were identified.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

Mission Statement

Our mission, in partnership with the home and community, is to provide quality based instruction and support for students to read at or above grade level.
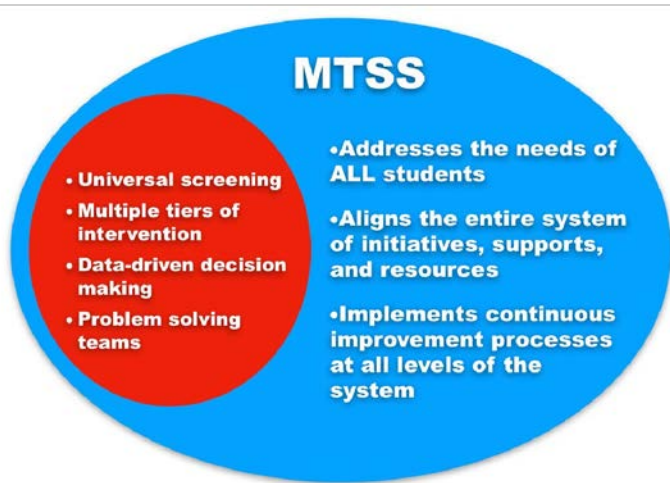
Belief Statements

1. Children need to be engaged in authentic daily reading and writing activities.
2. All children should view themselves as readers and writers.
3. Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively.
4. Classrooms need to be print-rich and to contain a wide variety of reading materials, resources, and technology to support a child's literacy development.
5. Children need to enjoy reading and writing and develop lifelong literacy habits.

Literacy Vision and Beliefs:

The district's mission to support the creation of successful 21st century citizens is aligned with the state of Ohio's mission to support literacy across all continuums, and CCSD is committed to four separate yet interrelated aspects:

1. Shared Leadership: Cambridge City School District (CCSD) utilizes structured leadership teams (District Leadership Teams, Building Leadership Teams, and Teacher Based Teams) as prescribed in the Ohio Improvement Process. Accountability for district initiatives, data-based decision making, strategic planning, and monitoring is shared.
2. Teacher Capacity: CCSD is committed to improve teacher capacity. Using the OIP Framework, our teachers are committed to gap closure as evidenced with our focused embedded professional learning through daily teacher-based teams. This involves strong leadership and vision coupled with a focused effort to improve the teaching performance of each educator (Lynch, Smith, Provost, & Madden, 2016).

3. Multi-tiered Systems of Support (MTSS): Using the OIP framework, the district leadership has established a system of evidence-based, system wide practices to address academic and behavioral needs. Using the OIP framework our staff participates in embedded, ongoing professional development on multi-tiered levels of support/ intervention (MTSS), as evidenced in our Response to Intervention (RTI) process. Additionally, each of our buildings use the Positive Behavior Interventions System (PBIS) as another MTSS. We use a multitude of data points to assess and adjust instructional practices to address academic and behavioral deficits.
4. Family Partnerships: CCSD provides workshops, programs, and family engagement opportunities to support parents/guardians in accessibility of information for families to assist with the needs of their child. CCSD provides evidenced-based educational development opportunities. CCSD also has designated two family engagement coordinators to coordinate events and communication with all of our families to enable them to support their student.
5. Community Partnerships: Over the last year and a half, a Stakeholder Team was created to discuss sustainability of programing, curriculum support, and parent programming. CCSD superintendent and
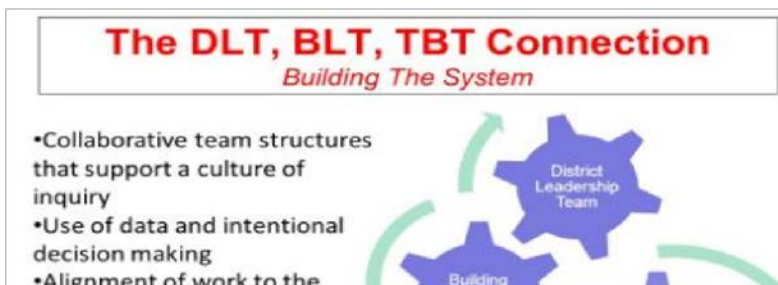
our community liaison coordinate efforts and communication to all community stakeholders.

6. <u>Simple View of Reading</u>: CCSD recognizes the need to continue to monitor instructional practice strategies to improve student achievement. The Simple View of Reading (Gough & Tunmer, 1986) will be used as an organizational tool to structure K-12 literacy. The CCSD plan promotes early explicit and systematic phonics instruction.

The Simple View of Reading

Decoding (Word-Level Reading) — *The ability to transform print into spoken language* ✗ Language Comprehension — *The ability to understand spoken language* = Reading Comprehension

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

By the end of the school year, the number of students on RIMPs will decrease by 15% as measured by the district's diagnostic assessment, STAR, which is considered statistically significant.

Kindergarten/First Grade

By the end of the school year, 80% of K-1 students will be in the age appropriate range with all students making growth from one skill level to the next as measured by the Heggerty Phonemic Awareness Assessment.

Second/Third Grade

By the end of the school year, 80% of second and third grade students will be reading independently within the grade appropriate range as measured by the Fountas & Pinnell Benchmarking Assessment System.

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.

Overarching Goal

By the end of the school year, the number of students on RIMPs will decrease by 15% as measured by the district's diagnostic assessment, STAR, which is considered statistically significant.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	Identification of RIMP students and referral to Response to Intervention Team (RtI)	Progress Monitoring
Timeline	2019-2022	2019-2022
Lead Person(s)	CPS Principal CIS Prinicpal	K-5 Curriculum Director CPS Principal CIS Prinicpal

	Action Step 1	Action Step 2
	Classroom Teachers Grade Level RTI Coordinators	Title I Reading Teachers Classroom Teachers Intervention Specialists
Resources Needed	RIMP form RTI Tiered interventions of support Heggerty Great Leaps Jan Richardson	Chromebooks Google Accounts Scheduled TBT Time Scheduled PD time Substitute Cost
Specifics of Implementation	Students identified on RIMPs will be referred to RTI where monthly meetings will occur to closely progress monitor implementation of strategies.	Monthly teacher based team meetings and data coaching meetings will occur.
Measure of Success	Student growth on specific learning targets or use of intervention programs.	Data Results each 4-8 weeks depending on plan implementation
Check-in/Review Date	Bi-monthly RTI workshop and TBT meetings	Monthly

Goal # 1 Action Map

By the end of the school year, 80% of K-1 students will be in the age appropriate range with all students making growth from one skill level to the next as measured by the Heggerty Phonemic Awareness Assessment.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Emphasis of Phonemic Awareness	Data	Social Emotional Behavioral Supports
Timeline	2019-2022	2019-2022	2019-2022
Lead Person(s)	K-5 Curriculum Director CPS Principal CIS Prinicpal	K-5 Curriculum Director CPS Principal CIS Prinicpal Title I Reading Teachers Classroom Teachers Intervention Specialists	PBIS Committee CPS Principal CIS Prinicpal Parents
Resources Needed	Heggerty Phonemic Awareness Program Substitute Cost Scheduled PD time Scheduled TBT time	Chromebooks Google Accounts Scheduled TBT Time Scheduled PD time Substitute Cost	PAX Good Behavior Game Sensory Areas Scheduled PD Wrap Around Services School Counselor Funding Board Certified Behavior Analyst
Specifics of Implementation	K-3 teachers will acquire knowledge of the 5 components of reading, participate in phonemic awareness training and execute the phonemic awareness program in the classroom as part of Tier 1 instruction.	Monthly teacher based team meetings and data coaching meetings will occur.	Supports on the implementation of structures and routines to maintain self-regulation during instructional time
Measure of Success	Heggerty Phonemic Awareness Assessment Rubric	Data Results	Spleem Data Office Referral Behavior Plan
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal # 2 Action Map

Goal Statement 2:   By the end of the school year, 80% of second and third grade students will be reading independently within the grade appropriate range as measured by the Fountas & Pinnell Benchmarking Assessment System.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Emphasis of Phonics program to support the five components of reading	Teachers will participate in professional learning activities in using Fountas & Pinnell benchmarking kit and running records.	Implement guided reading utilizing Fountas and Pinnell benchmarking levels., emphasizing the 5 components of reading.	Data informed decision making.
Timeline	2019-2022	2019-2022	2019-2022	2019-2022
Lead Person(s)	K-5 Curriculum Supervisor CPS Principal CIS Prinicpal	K-5 Curriculum Supervisor CPS Principal CIS Prinicpal Title I Reading Teachers Classroom Teachers Intervention Specialists	K-5 Curriculum Supervisor CPS Principal CIS Prinicpal Title I Reading Teachers Classroom Teachers Intervention Specialists	K-5 Curriculum Supervisor CPS Principal CIS Prinicpal Title I Reading Teachers Classroom Teachers Intervention Specialists
Resources Needed	Phonics program (Phonics First, Saxon Phonics, Wilson Reader, Word Journeys) Scheduled PD time Scheduled TBT time	F&P Kits (Inventory F&P Benchmarking Kits) Focused Training Scheduled TBT Time Scheduled PD time Substitute Cost	High quality/high interest fiction and nonfiction books. Reading A-Z, online resource Jan Richardson Next Steps Forward in Guided Reading Running Record Forms	Completed running records and benchmarking as well as diagnostic assessment emphasizing the subskills of the 5 components fo reading.
Specifics of Implementation	District needs to adopt K-5 phonics program. Offer pd for staff on how to unpack and utilize program.	Teachers will attend multiple trainings to understand their role and responsibility in implementation. Administration will monitor teacher attendance at trainings and provide additional training opportunities as needed.	Teachers will form, instruct and monitor flexible guided reading groups, while implementing the 5 components of reading. Share a progress monitoring calendar with staff for the academic year.	Administration will monitor the implementation of program via walkthroughs.Documentation of instruction for RTI, RIMPS and continued planning purposes.
Measure of Success	Diagnostic assessment will show increases in student subscore in the area of phonics.	100% of teaching staff K-5 will be trained each school year.	Instructional plans and assessment data.	Instructional plans and assessment data.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Check-in/Review Date	(Pre) August/September (Mid) December (Post) March/April	Monthly at TBT and BLT meetings	Monthly - running record Benchmarking - beginning of year/end of the year	Quarterly

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

In the collection and analysis of all student data, the district will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).

CCSD's goals will be monitored through assessments and monitoring tools, including STAR, Ohio State Diagnostics, and State Grade Level Testing (AIR or the equivalent). Growth will be measured at the individual student level, as well as at grade level and district wide levels quarterly.

This data will be shared with the DLT on a quarterly basis, and student performance data as well as qualitative data collected regarding teacher instructional practices and implementation will be used to make necessary adjustments to the school-wide reading plan.

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.

This team selected evidence based practices rooted in research based upon the data collected in section 3 of this plan. Research selected generated high validity outcomes.

K-2 Evidence-based practices supporting core literacy instruction and interventions:

Shanahan et al. (2010) make five recommendations for improving reading comprehension in the primary grades. As stated in section 3 of this plan, CCSD students are currently performing below proficient due to a lack of phonemic awareness which leads to and compounds weak comprehension skills. For this reason, the district has chosen to implement the evidence-based practices of: Phonemic awareness instruction

The following section will address phonemic awareness instruction evidence-based instructional practices, the research behind each practice, rationale for choosing the practice, and chosen program with which to implement the practice in the classroom.

K-2 Evidence Based Practice ESSA Tiers and Leadership Team Rationale:

The validity of the studies conducted phonemic awareness instruction classify this strategy as ESSA Tier 1- Strong Evidence. Evidence is supported by one or more well- designed and well-implemented randomized control experimental studies.

Due to the district's demographics and root cause analysis data the team choose to implement phonemic awareness instruction. After reviewing available programs, the leadership team decided to implement Heggerty's Phonemic Awareness Curriculum. Heggerty's Phonemic Awareness Curriculum will be used as an auditory training process, which does not involve print, in grades preschool through second. Phonics lessons for the week will have the same focus as phonemic awareness lessons. Students that are working on hearing and playing with digraphs in phonemic awareness, will also be working on it in our phonics lessons with letter/sound correspondences. Heggerty's work can be used with individual students or small groups in higher grades for remedial work on specific skills.

K-2 Evidence Based Practice: Phonemic Awareness Instruction

Dr. Anita Archer of Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) presented on the work of Dr. Michael Heggerty. Dr. Archer sited students must be aware of phonemes within words in order to map graphemes into phonemes. (Ehri & Roberts, 2006). She shared that phonemic awareness is central in learning to read and spell. (Ehri, 1984). Furthermore, the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990).

Based on Admas, 1990 study finds stated that the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. Heggerdy's systematic explicit approach has the ability to curb reading failure. Furthermore, all children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds. (Shaywitz, 1999)

Research presented by Escamilla in 2000 indicates that Spanish-speaking children also use patterns as they develop as readers and writers. Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994). Systematic explicit instruction will benefit all students regardless of their delay or disability.

Teachers will administer STAR Early Literacy and Reading as a diagnostic screener to all students to obtain on or off track status. All students will participate in baseline data collection using the assessments created by the Heggerty Phonics program. Students deemed off track will be place on Reading Improvement and Monitoring Plans (RIMP) where specific instructional strategies, programs, and progress monitoring will take place. Teacher will utilize Heggerty phonological inventories to identify missing phonological progressions and will provide Response to Intervention (RTI) strategies of support.

2-3 Evidence Based Practice: Guided Reading

Teaching professionals in grades 2 and 3 will implement instructional practices on Fluency with text, Vocabulary, and Comprehension. They will provide individualized instruction in the areas of fluency, vocabulary, and comprehension utilizing The Next Steps Forward in Guided Reading.

Guided reading is a research-based approach to teaching reading (Iaquinta, 2006). Guided reading is small-group reading instruction that is differentiated and strategic. Guided reading has been researched over multiple decades to inform our understanding of language and literacy (Richards, 2016). It is described as one of the most important contemporary reading instructional practices used in the United States. Research by Fawson & Reutzel in 2000 found that the use of guided reading has propelled millions of children into successful independent reading.

Fountas and Pinnell stated that GR should be one part of a primary-grade balanced reading program that also includes teacher read-alouds, text reading and writing in a variety of formats, and mini-lessons designed to teach how letters and words work.

Teachers will administer Reading as a diagnostic screener to all students to obtain on or off track status. All students will participate in baseline data collection using the assessments created by the Heggerty Phonics program. Students deemed off track will be placed on Reading Improvement and Monitoring Plans (RIMP) where specific instructional strategies, programs, and progress monitoring will take place. Teacher will utilize Heggerty phonological inventories to identify missing phonological progressions and will provide Response to Intervention (RTI) strategies of support.

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.

CCSD is dedicated to providing the necessary resources to include funding and personnel to support this Reading Achievement Plan. All professional development related to this plan will be data driven, sustained and intensive, collaborative , job-embedded and classroom focused. Professional development needs will be identified through TBT, BLT and DLT team meetings and minutes in a timely manner to support all teaching professionals.

The overarching goal and subgoals, in collaboration with the action plan maps have evidence-based practices that are proven strategies, however the fidelity of adult implementation is not guaranteed. With the addition of instructional coaches to routinely monitor adult implementation (with both written documentation and classroom observations), it is our belief that improvements in student performance will occur based on data from the three prior years.

CCSD has planned and structured professional development using research based practices with potential to considerably accelerate student achievement (Hattie 2017). Hattie's effective strategies for improvement will utilized. Below are listed strategies with their positive effect sizes that will be used:

- Response to Intervention (RtI) effect size 1.29
- Phonic instruction effect size .70
- Collective teacher efficacy an effect size 1.57

1. The leadership team will provide support for implementation of the evidence-based practices and interventions through:

   a. <u>Professional Learning from RTI Coordinators:</u> CCSD's RtI and Multi-Tiered System of Support (MTSS) has been built to support students that are off track and placed on a RIMP. This educational approach provides a support system for teachers to provide systematic assistance to struggling students using team approach. Coordinators will work with teaching professionals to develop knowledge, skills and abilities related to content specific practices to improve student outcomes. This will be achieved through the following activities:
      i. Informal and formal conversations with colleagues in identifying issues or needs, setting goals, and problem solving
      ii. Developing and providing curriculum and materials for/with colleagues
      iii. Assisting with assessing students and interpreting assessment data and helping teachers use results for instructional decision making

   b. <u>Professional Learning within Heggerty phonemic awareness:</u> In 2000, the National Reading Panel cited studies that have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school. CCSD's adoption of Heggerty Phonics with supported and systematic professional development will allow teachers to provide oral language using a systematic research based tool for instruction. Heggerty Trainers will facilitate interactive training sessions to provide educators with an understanding of the program's pathways and how to create instructional plans to meet student needs. Progress monitoring and data collection procedures will be addressed to measure implement fidelity TBT and BLT will set and develop a plan to effectively and efficiently implement the plan to meet requirements for usage.

   c. <u>Data Monitoring by Building and District Leadership Teams:</u> CPS and CIS buildling prinicpals through TBT and BLT data, converstion, and goal setting will lead the charge and shared belief that fully implementing the phonics and reading programs listed they will produce inteded results. Collected efficacy through teacher behavior will be monitored via Ohio Teacher Evaluations, walkthroughs, and teacher lesson plans. Through constant communication between the DLT, BLT, and TBT groups, the district will create a culture of shared accountability of learner performance data. The DLT and BLT will work closely in order to develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices.

The evidence-based practices and interventions have been linked to the needs demonstrated in Section 3 A and 3 B of this plan. After collecting and analyzing the data and completing the research to support such practices, it is the common belief

of the team that this Reading Achievement plan will ensure effective instructional practices leading to success for all students.

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.

Subgoal #1: Professional Development Plan

Goal: By the end of the school year, 80% of K-1 students will be in the age appropriate range with all students making growth from one skill level to the next on the Heggerty Phonemic Awareness Assessment.

Evidence-Based Practice or Intervention: Teaching professionals in grades PreK-2 will implement instructional practices on Phonemic Awareness, Alphabetic principle, Fluency with text, Vocabulary, Comprehension. Teachers will use individualized interventions for struggling readers through the district's RtI system.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
1. Simple View of Reading will be shared with staff. Curriculum supervisor, building principals, and literacy specialist will education staff on the importance and components of word level reading prior to moving student expectations to language comprehension.	Februa ry 2020	✓	✓	✓	✓	✓	✓

Goal: By the end of the school year, 80% of K-1 students will be in the age appropriate range with all students making growth from one skill level to the next on the Heggerty Phonemic Awareness Assessment.

Evidence-Based Practice or Intervention: Teaching professionals in grades PreK-2 will implement instructional practices on Phonemic Awareness, Alphabetic principle, Fluency with text, Vocabulary, Comprehension. Teachers will use individualized interventions for struggling readers through the district's RtI system.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
2. The district will participate in Heggerty Phonemic Awareness Train the Trainer programs offered by State Support Teams	December 2019	✓	✓	✓	✓	✓	✓
3. The district will send one teacher per-grade level to Heggerty Phonemic Awareness Training offered by State Support Teams	December 2019	✓	✓	✓	✓	✓	✓
2. Staff will review phonemic practices and review the scope and sequence provided within the curriculum. They will participate in ongoing professional development with specific emphasis on the foundational practices of the Big Ideas for Early Reading.	February 2019	✓	✓	✓	✓	✓	✓

Goal: By the end of the school year, 80% of K-1 students will be in the age appropriate range with all students making growth from one skill level to the next on the Heggerty Phonemic Awareness Assessment.

Evidence-Based Practice or Intervention: Teaching professionals in grades PreK-2 will implement instructional practices on Phonemic Awareness, Alphabetic principle, Fluency with text, Vocabulary, Comprehension. Teachers will use individualized interventions for struggling readers through the district's RtI system.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
3. K-2 teachers will work with a language and literacy instructional experts, RTI Coordinators, and ELA teachers to develop and implement reading strategies to support phonemic awareness and the Language and Literacy Continuum.	March 2020 - September 2020	✓	✓	✓	✓	✓	✓
4. A review of district pacing maps will be completed to assure that phonics lessons are the same focus as the phonemic awareness lessons align to Heggerty Phonemic Awareness Program.	March 2020 - September 2020	✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
1. Heggerty Phonemic Awareness Program	**1.** Grades PreK-2 teaching professionals will utilize Heggertys Phonemic Awareness Curriculum for students of all ability levels. Heggerty addresses the following Big Ideas for reading essential to literacy instruction (National Reading Panek, 2000): Phonemic Awareness and Alphabetic principle.
2. RTI Coordinators	**2.** Teaching professionals will use foundational and extended literacy instructional practices in regards to the Big Ideas for Early Reading, which will ultimately increase learner performance scores as measured by the Ohio State Assessments in English Language Arts.

Heggerty Phonics professional development will take place as district identifies and trains staff members to participate in train the trainer professional development. Along with three teachers from Cambridge Primary and Cambridge Intermediate. This Heggerty team will provide district professional development for all PreK-3 teachers on the implementation and best practices of the Heggerty Program. Building Administrators will ensure that all staff have training and will coordinate new staff to receive training in a timely manner. Heggerty implementation, instruction, and progress monitoring will be monitored by building administrators to ensure its use with fidelity.

Subgoal #2: Professional Development Plan Part A

Goal Statement: By the end of the school year, 80% of second and third grade students will be reading independently within their Fountas & Pinnell benchmarking grade level range.

Evidence-Based Practice: Teaching professionals in grades 2 and 3 will implement instructional practices on Fluency with text, Vocabulary, Comprehension. They will provide individualized instruction in the areas of fluency, vocabulary, and comprehension utilizing the Jan Richardson Next Steps Forward in Guided Reading. Guided Reading encompass the Big Ideas for reading essential to literacy instruction (National Reading Panek, 2000): Phonemic Awareness, Alphabetic principle, Fluency with text, Vocabulary, Comprehension. Teachers will use Fountas and Pinnell Benchmarking to screen and monitor student reading skills. Teachers will use individualized interventions for struggling readers through the district Response to Intervention system.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
1. Grades PreK- 3 teachers will receive formal training on running records and benchmarking	February 2020 - September 2020	✓	✓	✓	✓	✓	✓
2. Teaching in grades PreK-3 will complete book study on Jan Richardson's The Next Steps Forward in Guided Reading	October 2018 - December 2020	✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
1.	**1.** Teachers will learn the Fountas and Pinnell Benchmarking program components to correctly execute student leveling.
2. RTI Coordinators	**2.** Teaching professionals will use foundational and extended literacy instructional practices in regards to the Big Ideas for Reading, which will ultimately increase learner performance scores as measured by the Ohio State Assessments in English Language Arts.

APPENDICES

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

N/A