Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Campbell 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 feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:
- The plan includes distributing leadership through training teacher leaders Kindergarten-grade 12.
- The leadership team identified a gap in instruction and added a phonemic awareness supplement to the curriculum.

This plan will benefit from:
- Specific action steps related to how teachers will be supported to co-plan and co-serve to meet the diverse needs of students with reading difficulties.
- Using diagnostic tools and decision rules to proactively assign and exit students to and from interventions.

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: CAMPBELL CITY SCHOOL

DISTRICT IRN: 043703

DISTRICT ADDRESS: 280 SIXTH STREET CAMPBELL, OHIO 4440

PLAN COMPLETION DATE: 12-18-2019

LEAD WRITERS: JANE BUCKINGHAM, MATTHEW BOWEN

IMPLEMENTATION START DATE:

SUMMARY AND ACKNOWLEDGEMENTS

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

The Campbell City School District (CCSD) administration has seen a need for improved literacy instruction and has been working towards that goal. We know that an exclusively top-down approach will not yield the level of change necessary. Teachers need to engage in critical assessment of current instructional practices. As a part of the Ohio Improvement Process (OIP) since its inception, the District Leadership Team (DLT) has been working to strengthen the Building Leadership Teams (BLTs) as well as all Teacher Based Teams (TBTs) through shared accountability and the use of pieces from OIP with fidelity.

Low socioeconomic status, high transiency, a large population of English Learners (EL) and lack of literacy in the homes of many of our students paired with inconsistent instructional strategies and high quality instructional practices have been contributing factors to the lower reading achievement levels a t CCSD. The literacy plan is aligned with the district's core values and literacy vision statement and was designed after analyzing K-12 student performance data and determining the greatest need areas.

We intend to close the achievement gap, raise proficiency rates, and increase reading levels. To meet these goals, we are focusing on systemic changes by building a literacy framework and shared understanding of quality instruction, using data to increase student achievement, and extending literacy across the curriculum and into the home. This plan will improve literacy skills by providing explicit vocabulary instruction, direct and explicit comprehension strategies, and intensive individualized interventions for struggling readers. These skills will be monitored through district adopted diagnostic assessments such as iReady and Fountas and Pinnell Benchmark Assessment System. These programs not only provide comparative data, but help teachers pinpoint skill gaps and generate strategies for intervention. It is our hypothesis that by putting in place a literacy framework, closely examining data, and using that data to drive instruction, we will increase academic achievement for all students at CCSD and close the achievement gaps preventing our disadvantaged students from reaching their fullest potential.

CONTENTS

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Bowen, Matt	Superintendent	Campbell City School District	mbowen@campbell.k12.oh.us
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Fox, Kristin	Assistant Principal, Special Programs Coordinator	Campbell Memorial High School	kfox@campbell.k12.oh.us
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McMurray, Margaret	K-1 Intervention Specialist	Campbell Elementary & Middle School	mmcmurray@campbell.k12.oh.us
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Dominique Galletta	Third Grade Teacher	Campbell Elementary & Middle School	dgalletta@campbell.k12.oh.us
Ryan Kish	High School English Teacher	Campbell Memorial High School	rkish@campbell.k12.oh.us

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.

Develop: The plan was developed and written by members of the Reading Achievement Plan (RAP) Committee. The plan was discussed with the District Leadership Team (DLT). The development took place from October through December in multiple hour long meetings to assemble the plan and attend professional developments to assist with our discoveries. The team members brought data to the meetings, which was broken down by the committee and used to construct the plan.

This LLP is aligned with and a part of our District Focus Plan. The Focus Plan is created by our District Leadership Team in collaboration with our stakeholders. This plan is also connected to our Comprehensive Continuous Improvement Plan (CCIP).

Monitor: The goals set by the LLP Committee will be monitored through the following:

- Documented walk-throughs
- Teacher-Based Team (TBT), Building Leadership Team (BLT), and District Leadership Team (DLT) minutes
- Diagnostic assessments and analysis
- Formative assessments

Communicate: This plan will be introduced to the DLT in January, then distributed to the BLT f or review and finally released to the staff for implementation in February 2020. The plan will be communicated by sharing TBT, BLT, and DLT minutes with stakeholders, after assessing diagnostic data at these meetings and creating instructional strategies. Moreover, Step 4 of OIP (walk-throughs) results will be examined. All these strategies will be used to adjust instruction in the classroom to benefit students.

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.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.

- This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.

Criteria A: Shared Leadership

As per Requirement 2, CCSD aligned its local literacy plans with both the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Focus Plan. Based upon our analysis, the highest priority of needs are the following:

These are the data concerns that the district included in the Decision Framework:

DATA CONCERN - English Language Arts below proficient (all students): Grade 3
DATA CONCERN - K-3 Literacy 3rd grade reading guarantee: Grade 3
DATA CONCERN - End of Course exams (all Students): English II
DATA CONCERN - End of Course exams (SWD): English II

Our CCIP states:

SMART Goal:

By 2022, all student cohorts in grades 4-12 will improve performance on the OST by 5% in Reading.

Student Measure:

90% of student cohorts will show annual growth on the OST Adult Implementation Measure:

100% of teachers will use district-adopted literacy framework as measured by classroom walkthroughs. 100% of ELA teachers will use district approved benchmark assessments three times a year to inform instruction.

To address these data concerns in our Decision Framework and the CCIP the district decided to focus on the following activities to increase student achievement.

- By fall of 2020: CCSD will refine the framework to increase foundational, phonological awareness by implementing Heggerty Phonemic Awareness lessons in grades K-2.
- By fall of 2020: CCSD will expand small group instruction and intervention to increase access for all learners in grades 5-10.
- By fall of 2020: CCSD will implement a literacy framework and begin professional development on disciplinary literacy framework in the content areas in grades 7-12.

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, the responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building and classroom levels. Teachers will be involved in the identification of the needs of their students, the causes of underperformance and the solutions to be implemented. This shared leadership will be accomplished through OIP structures such as the DLT, BLTs, and TBTs. Both processes require shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment.

Our shared leadership structure supports the implementation of a continuum of evidence-based language and literacy core instruction and interventions and increases the likelihood of overall student success. Ohio's Plan for Raising Literacy Achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement. The CCSD LLP will support educational leaders (administrators, principals, teacher-leaders, and instructional coaches) through targeted training, resources, and collaborative meetings throughout the three-year implementation provided by the Mahoning County Educational Service Center.

Criteria B: Multi-Tiered System of Supports
CCSD's multi-tiered system of supports (MTSS) structure builds a cohesive organizational system that will drive school improvement through the efforts of all district stakeholders, including district level Intervention Assistance Teams (IATs). Part of this structure includes supports for data-driven decision-making. All K-8 teachers, as well as certain teachers in grades nine through twelve, will administer Fountas and Pinnell benchmark assessments three times each year in the fall, winter and spring. This data will be analyzed at the classroom, building and district levels. The results of these assessments will be used to enroll students in intensive reading interventions based upon need. Additionally, Reading Improvement and Monitoring Plans (RIMPs) for students in grades kindergarten through grade four will be created using this data in conjunction with any other district data they may have.

The CCSD plan will utilize a variety of assessments to identify student needs, make plans based upon those to drive instruction, and to monitor student progress.

Grade Level Bands	Assessments
K-2	Kindergarten Readiness Assessment (KRA), iReady, Benchmarking (3x's/year), vocabulary screener, Heggerty assessment when needed, small group reading instruction data and small group intervention data both collected weekly,
3-5	Ohio State Assessments, Benchmarking (3x's/year), vocabulary screener, small group reading instruction data, and small group reading intervention data both collected weekly.
6-8	Ohio State Assessments, Benchmarking (3x's/year), vocabulary screener grade 6 only, small group reading instruction and small group reading/intervention data both collected weekly.
9-12	Ohio State Assessments, End of Course Exams, (EOC's), vocabulary screener, Grade 11 American College Testing (ACT) scores, small group reading instruction and small group reading intervention data both collected weekly,

In accordance with Fountas and Pinnell Grade Level Expectations chart, students will be identified as exceeding expectations, meeting expectations, approaching expectations, or needing intensive intervention. Students will be moved to other groups or exited from the short term interventions once they are identified as meeting grade level expectations.

Core instruction will be differentiated to meet the needs of diverse learners based on analysis of data collected. Explicit vocabulary instruction will be differentiated based on results of the vocabulary screener. Small groups of students will receive targeted instruction based on the needs identified in the screener. Small group reading instruction designed to improve comprehension will be differentiated based on results of benchmarking; and these groups will receive targeted

instruction based on the needs identified in their benchmarking data. These groups are flexible based on the progress monitoring data collected. Small group reading intervention is also differentiated and groups will be formed based on the benchmarking decision rules established by Fountas and Pinnell Grade Level Expectations Chart.

Criteria C: Teacher Capacity:
We will utilize a teacher leader model as explained below:

MCESC to Teacher Leaders

In grades K-12, the **MCESC** will provide ongoing, embedded professional development to **English Language Arts** teacher leaders for 42 hours per year on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction.

In grades 6-12, the **MCESC** will provide ongoing, embedded professional development to **Mathematics** teacher leaders for 30 hours per year on disciplinary literacy including explicit vocabulary and comprehension instruction. In grades 6-12, the MCESC will provide ongoing, embedded professional development to **Science and Social Studies** teacher leaders for 30 hours in years two and three on disciplinary literacy including explicit vocabulary and comprehension instruction.

Teacher Leaders to Teachers

In grades K-12, **English Language Arts Teacher Leaders** will provide ongoing, embedded professional development to English Language Arts teachers for **six** hours in year one on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction. In year two, teacher leaders will provide an additional 15 hours of ongoing, embedded professional development to English Language Arts teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction. In year three, teacher leaders will provide an additional 15 hours of ongoing, embedded professional development to English Language Arts teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction.

In grades 6-12, the **Mathematics Teacher Leaders** will provide ongoing, embedded professional development to Mathematics teachers for 9 hours in year two on disciplinary literacy including explicit vocabulary and comprehension instruction. **Mathematics Teacher Leaders** will provide ongoing, embedded professional development to Mathematics teachers for 15 hours in year three on disciplinary literacy including explicit vocabulary and comprehension instruction. In grades 6-12, the **Science and Social Studies Teacher Leaders** will provide ongoing, embedded professional development to Science and Social Studies teachers for 9 hours in year three on disciplinary literacy including explicit vocabulary and comprehension instruction.

Criteria D: Family Partnerships
The CCSD understands that family partnerships are a vital part in supporting learner progress and achievement in language and literacy development. In accordance with Ohio's Plan to Raise Literacy Achievement, the CCSD plan uses national, state, regional, and local entities to support the accessibility of information for families to address the language and literacy needs of their children from birth through grade twelve. We will utilize the local library currently housed on our high school campus, in collaboration with our district, to provide students and parents with access to a public library card as well as opportunities to participate in local library activities. Our district will hold a variety of family literacy activities to increase parent engagement and understanding of how to support their child in reading and writing at home. A family liaison was hired in the 2019-2020 school year to support students and families, especially our English Learner population.

Criteria E: Community Collaboration
The CCSD collaborates with many outside agencies in the development of our Focus Plan and community engagement events. Community members serve as members of our DLT. CCSD partners with the United Way of the Mahoning Valley, Youngstown State University, Youth Intensive Services, Eccumentical Council, and Organizacion Civica y Cultural Hispana Americana to provide additional programs for students and staff. All of these partners will be involved with the implementation of this plan.

Criteria F: Simple View of Reading:
Our plan incorporates language comprehension, phonological awareness, as well as decoding to ensure reading comprehension. The CCSD plan utilizes the evidence-based practices of explicit vocabulary instruction, phonemic awareness, phonics, and direct comprehension instruction which align to the Simple View of Reading.

Criteria G: All Learners are represented
The CCSD plan will include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension utilizing the resources we have chosen that will address all of these areas. Through professional development, teachers will build capacity to differentiate lessons to meet the needs of all learners based on information

gathered in the assessments that will be given. This will be evidenced through lesson planning, walkthroughs, and formative/summative assessment data. District administrators/principals will be embedded in professional development in an effort to be knowledgeable and hold staff accountable for the implementation of these instructional practices. Instruction will be explicit and systematic from that point on with each identified group of learners. Differentiated professional development will occur from birth to grade 12 which will allow teachers to focus on specific reading issues students may exhibit at these grade levels. There will be an additional layer of literacy support for students by including Mathematics, Science, and Social Studies teachers in professional development on disciplinary literacy in grades 7 -12. Training teachers to communicate how they read and learn personally in their disciplines will support students in constructing knowledge and making meaning across a variety of complex discipline specific texts.

Students with complex needs who are not meeting grade-level expectations in reading and writing will receive whole class instruction as well as an intensive, targeted small group intervention. During the targeted intervention, trained district specialists will utilize small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics, and word recognition, word knowledge, and fluency. Students will be monitored on their growth by utilizing running records and benchmarking data.

Striving readers will be supported through small group intensive reading and writing intervention. Students will be assessed using the Fountas and Pinnell Benchmarking

Assessment. In accordance with Fountas and Pinnell Grade Level Expectations Chart, students will be identified as exceeding/meeting expectations, approaching expectations, or below/needing intensive intervention. Students will be moved to other groups or exited from the short term intervention piece once they are identified as meeting grade level expectations based on established decision rules.

Criteria H: Enhanced partnerships and collaboration between general and special education:
The CCSD plan will utilize the MCESC to facilitate collaboration among teachers in the district regardless of their specific grade level or teaching assignment. All students, including students with disabilities, EL learners, economically disadvantaged, and striving readers, will receive high quality instruction and necessary interventions that are tailored to their individual needs. The use of a shared resource will encourage co-planning and co-serving between general education teachers and intervention specialists in support of all learners using evidence-based strategies. Through this proactive approach of delivery, teachers will use data to provide targeted, tier one, differentiated instruction to students and identify students who require intensive interventions based on data. This system will allow for data discussions among teachers, buildings, district and community personnel which will reinforce shared leadership practices. This shared decision making approach will help guide the leveraging of human and financial resources to support all learners.

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

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

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

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

OVERALL DATA
K-2 ANALYSIS

Data Analysis of 2019 diagnostic results in grades K-2 are based upon I-Ready diagnostics,

Kindergarten Readiness Assessment (KRA), Fountas and Pinnell Benchmarking Assessment System (BAS), and Ganske's Developmental Spelling Assessment (DSA)/ Kindergarten Inventory of Developmental Spelling (KIDS)

I-READY

In the Fall of 2019, 235 students in grades K-2 took the i-Ready Reading Diagnostic with 25% showing proficiency. Of these students, 10% of students were identified as special education and 18% of students were identified as English Learners. Comparatively, 25% of our students showed proficiency at the start of the 2018-2019 academic year. Previous data in year

2017-2018 I-Ready data, our students' initial diagnostic indicated that 17% were proficient.

This is a significant concern since comprehension, vocabulary, and phonics are crucial to learning to read and spell.

- 70% of students are below grade level in the area of phonological awareness
- 88% of students are below grade level in the area of phonics
- 83% of students are below grade level in the area of vocabulary
- 81% of students are below grade level in the area of comprehension: Literature
- 81% of students are below grade level in the area of comprehension: Informational text
- 78% of students are below grade level in the area of high-frequency words

Kindergarten:
Utilizing 2019-2020 I-Ready data, our students' initial diagnostic indicated that 31% were on track with the state cut off score at 333+ with 69% of our kindergarten students scoring off track with a state cut score of 332 or below. This is a decrease of 27% of students being on track compared to the 2018-2019 data.

- 94% of students are below grade level in the area of high frequency words
- 76% of students are below grade level in the areas of phonological awareness
- 88% of students are below grade level in the area of phonics
- 75% of students are below grade level in the area of vocabulary

1st Grade:
Utilizing 2019-2020 I-Ready data, our students' initial diagnostic indicated that 56% were on track with the state cut off score at 379+ with 44% of our students scoring off track with a state cut score of 378 or below.

- 88% of students are below grade level in the area of phonics.
- 87% of students are below grade level in the area of phonological awareness
- 87% of students are below grade level in the areas of vocabulary
- 85% of students are below grade level in the area of comprehension (literature & informational)

2nd Grade:

Utilizing 2019-2020 I-Ready data, our students' initial diagnostic indicated that 39% were on track with the state cut off score at 441+ with 61% of students scoring off track with a state cut score of 440 or below.

- 87% of students are below grade level in the area of vocabulary
- 86.5% of students are below grade level in the areas of comprehension (literature & informational)
- 86% of students are below grade level in the area of phonics
- 62% of students are below grade level in the area of high frequency words

KRA

CCSD KRA data reflects that students 67% are not on track at the beginning of the 2019-20 school year. The data reflects that 33% of students are on track. Comparable KRA data reflects that 55% of students were not on track in the beginning of the 2018-2019 school year, 60% of students are not on track at the beginning of the 2017-18 school year. This compares to 68% of students who were not on track at the beginning of the 2016-17 school year.

This is a significant concern since the majority of the students are starting off track and students are staying off track.

DSA/KIDS

In the Fall of 2019, 149 1st-2nd grade students were given the Developmental Spelling Assessment. 46% of students were identified as proficient. 22% of students fell in the near proficient category and 32% of students scored below proficient. Kindergarten students were given the KIDS assessment. 9% of students were identified as proficient. 48% of students fell in the near proficient category and 32% of students scored below proficient.

Kindergarten:

Out of 82 students, 9 % of students were identified as proficient, 48% of students fell in the near proficient category, and 41% of students scored below proficient. The 9% of students fell in the beginning, middle, end sound stage. The 48% were identified in beginning and ending sounds. The 41% of the students are in the Scribbling/Random Letter Stage.

1st Grade:
Out of 73 students, 4 4% of students are proficient, 25% of students are near proficient, and 32% of students are below proficient. The 44% of proficient students are in the Letter Name Stage, scoring a 13 or higher. The other 57% of students are below the Letter Name Stage, in the Emergent Stage.

2nd Grade:
Out of 76 students, 4 9% of students are proficient, 20% of students are near proficient, and 32% of students are below proficient. The 49% proficient students are in the Letter Name Stage or the Within Word Stage, scoring a 17 or higher in the Letter Name Stage. The other 20% of students who were near proficient are in the Letter Name Stage, scoring 12-16. The remaining below proficient students are below the Letter Name Stage, in the Emergent Stage.

BENCHMARKING DATA

In fall of 2019, 152 students in grade 1-2 were assessed using the Fountas & Pinnell

Benchmarking Assessment to determine each students' beginning of the year guided reading level.

First Grade

35% of students are meeting or exceeding instructional level expectations for reading compared to 36% last year

11% of students are approaching instructional level expectations for reading compared to 19% last year

52% of students are below instructional level expectations for reading compared to 44% last year

Second Grade

20% of students meet or exceed instructional level expectations for reading compared to 29% last year

1% of students are approaching instructional level expectations for reading compared to 7% last year

76% of are below instructional level expectations for reading compared to 64% last year

3-6 Analysis

Data Analysis of 2018 diagnostic results in grades 3-6 are based upon I-Ready diagnostics, AIR Tests, Fountas and Pinnell Benchmarking Assessment System (BAS), and Ganske's Developmental Spelling Assessment (DSA).

AIR English Language Arts

In the Spring of 2019, 323 students in grades 3-6 took the Ohio State English Language Arts assessment. Of these students, 14% of students were identified as special education and 9% were identified as English Learners. Of the students tested 40.5% of students scored proficient compared to 46% who scored proficient in 2018-2019. This is a significant concern as the state has set the goal of 80% proficiency. As students progress through their academic career, it is more difficult to close the achievement gap.

I-READY

In the Fall of 2019, 340 students in grades 3-6 took the i-Ready Reading Diagnostic. Of these students, 14% of students were identified as special education and 9% of students were identified as English Learners.

- strengths: 91% of students are at grade level in the area of high frequency words and 56% of students are proficient in phonics
- weakness: 95% of students are below grade level in the area of vocabulary
- weakness: 90% of students are below grade level in the area of comprehension: literature
- weakness: 96% of students are below grade level in the area of comprehension: informational text

This is a significant concern since comprehension, vocabulary, and phonics are crucial to learning to read and spell.

3rd Grade:

96% of students are below grade level in the area of vocabulary

95 of students are below grade level in the areas of comprehension (literature & informational) 75% of students are below grade level in the area of phonics

4th Grade:

93% of students are below grade level in the area of vocabulary

92% of students are below grade level in the areas of comprehension (literature & informational)

49% of students are below grade level in the area of phonics

5th Grade:

96% of students are below grade level in the area of vocabulary

95% of students are below grade level in the areas of comprehension (literature & informational)

34% of students are below grade level in the area of phonics

6th Grade:

94% of student are below grade level in the area of vocabulary

87% of students are below grade level in the areas of comprehension (literature & informational)

26% of are below grade level in the area of phonics

DSA

In the Fall of 2019, 321 3rd-6th grade students were given the Developmental Spelling Assessment. 29% of students were identified as proficient. 32% of students fell in the near proficient category, and 39% of students scored below proficient.

3rd Grade:

Out of 93 students, 14% of students are proficient, 34% of students are near proficient, and 51% of students are below proficient.

4th Grade:

Out of 67 students, 45% of students are proficient, 19% of students are near proficient, and 36% of students are below proficient.

5th Grade:

Out of 77 students, 35% of students are proficient, 39% of students are near proficient, and 26% of students are below proficient.

6th Grade:

Out of 87 students, 21% of students are proficient, 34% of students are near proficient, and 44% of students are below proficient.

BENCHMARKING DATA
Third Grade

25% of students meet or exceed instructional level expectations for reading compared to 40% last year

15% of grade students are approaching instructional level expectations for reading compared to 9% last year

61% of students are below instructional level expectations for reading compared to 41% last year

Fourth Grade

34% of students meet or exceed instructional level expectations for reading compared to 30% last year

12% of grade students are approaching instructional level expectations for reading compared to 13% last year

45% of students are below instructional level expectations for reading compared to 57% last year

Fifth Grade

28% of students meet or exceed instructional level expectations for reading compared to 23% last year

16% of students are approaching instructional level expectations for reading compared to 26% last year

56% of students are below instructional level expectations for reading compared to 52% last year

Sixth Grade

24% of meet or exceed instructional level expectations for reading compared to 28% last year 11% of grade students are approaching instructional level expectations for reading compared to 8% last year

65% of students are below instructional level expectations for reading compared to 64% last year

7-10 Analysis

AIR English Language Arts

In the Spring of 2019, 159 students in grades 7 and 8 took the Ohio State English Language Arts assessment. Of these students, 11% of students were identified as special education and 8% were identified as English Learners. Of the students tested 47% of students scored proficient compared to 44.5% who scored proficient in 2018-2019. This is a significant concern as the state has set the goal of 80% proficiency. As students progress through their academic career, it is more difficult to close the achievement gap.

In the Spring of 2019, 201 students in grades 9 and 10 took the Ohio State English Language Arts End of Course Assessment. Of these students,14% of students were identified as special education and 9% were identified as English Learners. Of the students tested 56% of students scored proficient compared to 44.5% who scored proficient in 2018-2019. In total, 44 students out of the 201 students, or 22%, received a 1 or 2 on the end of course exam. This is significant because, per the state's requirements, students are required to score a 3 or above on the end of course exams in order to be eligible for graduation.

Seventh Grade

Out of 71 students test in grade 7, 41 students (58%) scored proficient on the Grade 7 English Language Arts Test.

Eighth Grade

Out of the 88 students tested in grade 8, 32 (36%) scored proficient on the Grade 8 English Language Arts Test.

Ninth Grade

Out of the 111 students who took the ELA I End of Course Exam, 66 students, (60%) scored a 3 or higher to be considered proficient on the end of course exam.

Tenth Grade

Out of the 90 students who took the ELA II End of Course Exam, 47 students (52%) scored a 3 or higher to be considered proficient on the end of course exam.

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.

The RTFI was completed in early 2019. The results will be analyzed and compared to 2018 results.

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collected to ensure the title teachers/tutors are implementing the interventions with fidelity. A new schedule was put into place this year in order for LLI to be used in grades K-6. Grades K-3 now have an intervention period in place in order for students to receive intervention during a time with no core subjects are being taught. The school recognizes that there are pros and cons to this schedule and are working through it. LLI teachers/tutors are still being pulled to cover classes. The school is making its best effort to limit the number of times teachers/title tutors are being pulled to substitute.

CCSD also examined the data and found that additional tier 3 interventions were needed. For the first time, Orton Gillingham tier 3 intervention will be offered to students who were not previously successful in LLI. In addition, Heggerty is being used in all K-2 classrooms this year. It is also being used as an additional intervention for students who are struggling with phonemic awareness. During the 2019-2020 school year the CCSD will create an intervention flow chart so that it is very clear what data is being used to place students into interventions as well as to determine what intervention is the most appropriate for a student.

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English Language Population

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The growth of our English Learners has and will continue to be a factor because many of these students do not speak any English. Along with transitioning these students to a new country and a new school system, we are also transitioning many of them to a new language and a much different academic culture, which can be shocking to a newcomer and their

families. The infrastructure of the schools in Puerto Rico and the other countries that our students are coming from are not as stable as the United States. This leads us to believe that there is a significant cultural difference in the importance of education between our ELs and our native English speakers. As a result, students are not attending as consistently as their peers in the United States.

The District addressed the situation last year by hiring a second EL teacher, placing this teacher at the high school so the current EL teacher could focus on the Elementary & Middle School building. The District also hired additional bilingual Educational Assistants to assist these learners. Last year the District contracted with OCCHA to expand translation services for our EL families as well as hired EL staff to assist our students during our after school program. The district has increased the dissemination of materials translated in Spanish. This year, the district hired 4 additional tutors to support our English Learners in the classroom.

Socioeconomic Status

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To address students' basic essential needs, we have both a clothing/supply and food pantry overseen by our school social worker. Because we are a transient district, our social worker holds intake meetings with families and provides them with materials to be successful. Along with providing materials, she can also coordinate community contacts to introduce or provide continuing services to families after a move.

The food pantry is housed on campus and support for the pantry is provided by a local parish, St. Michael's, and The Second Harvest Food Bank. This year, 200 of our approximate 650 kindergarten - 6th grade students receive weekly or biweekly food supplies.

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Similar data demonstrates the district's transient population in 2016 - 17. The ADM changed 21 students from the end of 2015 - 2016 to the end of 2016 - 2017. Despite only being 21 students, the district saw 350 enrollments and 290 withdrawals over the course of the year.

This is 6 student difference from the end of the 2016 - 2017 academic year to its current ADM. Moreover, Campbell City Schools welcomed 282 new students last academic year (17-18). We also watched 310 students leave the district. This is approximately 600 students coming or going during the 2017-2018 academic year.

Transiency impacts academic achievement because the more frequently that students move, the further behind they fall when compared to their grade-level peers.

To address the transiency situation, we are working on making the enrollment process as welcoming as possible. Students and parents, after all paperwork is complete, are invited to an intake meeting at the school. At this intake meeting, our school social worker and a family liaison communicates with the new families and students to address supply and clothing issues. The social worker also assists with explaining services (counseling, medical) they may need. The family liaison provides translation services as necessary for our families. After the intake, the student and family are introduced to the teacher(s) and a peer is assigned to help them navigate the school.

The district also began Community Nights three years ago. These events are free and provide a meal, activities, and services to families. Some of our providers have been local water, fire and police departments, area universities, county children services, and various other service provider agencies. These events are created to make the school inviting, and work toward building a sense of community.

Collective Teacher E fficacy

The CCSD will examine the results of the RTFI administered in the fall of 2019 at the K-6 building and compare t he results to the 2018-2019 school year results. In the 2019-2020 school year, the team will explore the option of using the RTFI in grades 7-12.

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The implementation of the Literacy Collaborative framework and Heggerty are among the attempts to build teacher efficacy K-6 and K-2 with phonemic awareness. With the assistance of the Striving Readers G rant, teacher efficacy in grades 7-12 will, over the next 3 years, continue to build and strengthen. The Striving Readers Grant is a grant through the state that will improve adolescent literacy in grades 7-12. With this grant, students will be benchmarked, continuing the Literacy Collaborative framework, by their teacher in order to gain an individual reading level for each student.

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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](#).

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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.

The Campbell City School District stands behind providing research-based instructional practices that meet the needs of our diverse population and experiences in the foundations of their literacy. The essential literacy skills incorporated in the Ohio Reading Standards - phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension, and writing experiences - develop along a continuum of literacy learning. These are built within the common framework in the grade bands listed below. For this reason, the Campbell City School District has developed measurable student performance goals listed in grade bands based around common diagnostic results and the literacy continuum skills.

SMART Goals: K-2

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary from 1 9% to 29% by spring 2020, as measured by iReady.

Through the use of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by spring of 2020, a s measured by iReady.

SMART Goals: 3-6

Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency i n vocabulary will increase from 5% to 15% by spring 2020, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency i n comprehension for informational text will increase from 8% to 18% by spring 2020, as measured by iReady.

SMART Goals: 7-10

Through the use of intensive, small-group, supplementary literacy intervention 90% of students in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension skills to increase at least two benchmark levels as they work toward reading on grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

SECTION 6: ACTIONPLAN 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: (K-2) Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary from 1 9% to 29% by spring 2020, as measured by iReady.

Evidence-Based Strategy or Strategies: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Professional development based on the vocabulary use within the interactive read aloud and guided reading. This Continuum contains a systematic approach to teaching Early and Emergent literacy skills. These skills are found in the decoding portion of the Simple View of Reading. The changing emphasis of the subskills of the Five Components of Reading are reflected in the Continuum throughout the grade levels.	Grade level data analysis meetings	The use of the systematic tools that support explicit instruction in vocabulary and words study, which is Ganske's Developmental Spelling and *The Fountas and Pinnell Literacy Continuum*	Professional Development around small group interventions will be provided for LLI tutors.
Timeline	2019-2020 15 hours of professional development, coaching and TBTs in vocabulary, phonics and word study	The K-2 teachers will meet quarterly to review iReady data and weekly TBT meetings	2019-2020 School year.	2019-2020
Lead Person(s)	Literacy Coach: Rachael Dinard	Teachers, Literacy Coach: Rachael Dinard	The coach and the teacher	MCESC LLI trainer, Literacy Coaches, administrators
Resources Needed	*The Fountas and Pinnell Literacy Continuum*	*Word Journeys Guided Reading Word Sorts and More*	Fountas and Pinnell Phonics Word Study section of the Continuum	LLI Kits
Specifics of Implementation	Teachers will be professionally developed in using the systematic structure of the Continuum to support the vocabulary, phonics and word study implementation based on student needs.

This will also be reflected in other components of the framework. Students will be exposed to vocabulary usage through community writing, and shared reading. The teacher will also provide explicit vocabulary | The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team meetings. The resources offer the systematic and explicit approach to developing foundational knowledge around how words work and their meaning. | Teachers will access high quality resources and professional development that supports the structure of vocabulary, phonics and word study | Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI and reading Recovery teachers will be a part of all literacy professional development. Striving Readers will receive small, small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham. This data |

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	work instruction during their guided reading groups and interactive read aloud.			will be looked at in the professional development sessions.
Measure of Success	Mid year iReady diagnostic and end of the year iReady	DSA results fall to fall will be an assessment tool. The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping. TBT data will reflect vocabulary usage as well.	Training evaluation data with the use of walk throughs and assessment data	Attendance at professional development. Monthly data review.
Check-in/Review Date	January 2019		Monthly fidelity and May 2020 checks and coaching access	Monthly

Goal # 2 Action Map

Goal Statement: (K-2) Through the use of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by the spring of 2020, as measured by iReady.

Evidence-Based Strategy or Strategies: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Professional development based on phonemic awareness and the use of Heggerty Phonemic Awareness. These skills are found in the decoding portion of the Simple View of Reading.	Grade level data analysis meetings Monthly Title Tutor Meetings	The use of the systematic tools that support explicit instruction in phonological awareness	Professional Development around phonological awareness and small group interventions will be provided for Heggerty
Timeline	2019-2020 Job embedded professional development and coaching sessions	The K-2 teachers will meet weekly to discuss strategies and quarterly to review iReady data	2019-2020 School year.	2019-2020 school year during monthly Title Tutor meetings
Lead Person(s)	SSTR5 Lorie Ludban-initial training Assistant Principal Literacy Coaches	Teachers, Assistant Principal	The coach and the teacher	SSTR5 Lorie Ludban - for PD Literacy Coaches Assistant Principal
Resources Needed	Heggerty Phonemic Awareness Books	Heggerty Phonemic Awareness Books	Heggerty Phonemic Awareness Books	Heggerty Phonemic Awareness Books
Specifics of Implementation	Teachers will be professionally developed in using the systematic structure phonological awareness.	The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team meetings. The resources offer the systematic and explicit approach to developing foundational knowledge around how words work and their meaning.	Teachers will access high quality resources and professional development that supports the structure of vocabulary, phonics and word study.	Professional Development around small group interventions will be provided to tutors in order for them to use Heggerty for intervention or Orton Gillingham. This data will be looked at in the monthly title tutor meetings
Measure of Success	Mid year iReady diagnostic and end of the year iReady	Heggerty assessment will be reviewed for the students who had baseline data and are receiving Heggerty intervention	Training evaluation data with the use of walk throughs and assessment data	Attendance at professional development. Monthly data review
Check-in/Review Date	January 2019	Monthly	Monthly fidelity and May 2020 checks and coaching access	Monthly

Goal # 3 Action Map

Goal Statement: (3-6) Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 5% to 15% by spring 2020, as measured by iReady.

Evidence-Based Strategy or Strategies: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, WWC Practice Guide - Improving Adolescent Literacy: Effective Classroom and Intervention Practices and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Professional development based on Ganske's Developmental Spelling and approach to word study, as well as the vocabulary and word study portion of *The Fountas and Pinnell Literacy Continuum.* Both contain a systematic approach to teaching vocabulary and word studying skills. These skills are found in the Simple View of Reading. The changing emphasis of the subskills of the Five Components of Reading are reflected in the Continuum throughout the grade levels.	Grade level data analysis meetings	The use of the systematic tools that supports explicit instruction in vocabulary and word study, which is *The Fountas and Pinnell Literacy Continuum*	Professional Development around small group interventions will be provided for LLI tutors.
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	Melanie Strohecker	Melanie Strohecker TBT team members	Melanie Strohecker 3-6 ELA teachers	MCESC LLI trainer, Literacy Coaches, administrators
Resources Needed	Ganske texts: *Word Journeys* *Word Sorts and More* *Mindful of Words* Substitute costs	Grade level data analysis meetings	Ganske texts: *Word Journeys* *Word Sorts and More* *Mindful of Words* *Ohio New Learning Standards* *The Fountas and Pinnell Literacy Continuum*	LLI Kits
Specifics of Implementation	Embedded professional development on research -based, effective vocabulary practices will take place each month. Teachers will receive one on one coaching once a month.	The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team meetings. The	Teachers will access high quality resources and professional development that supports the structure of vocabulary, phonics and word study to provide small and whole group instruction.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI and reading Recovery

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		resources offer the systematic and explicit approach to developing foundational knowledge around how words work and their meaning.		teachers will be a part of all literacy professional development. Striving Readers will receive small, small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham. This data will be looked at in the professional development sessions.
Measure of Success	100% staff participation in training	DSA results fall to fall will be an assessment tool. The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping. TBT data will reflect vocabulary usage as well.	Training evaluation data with the use of walk throughs and assessment data. 100% of 3-6 ELA teachers providing both small group and whole group instruction	Attendance at professional development. Monthly data review
Check-in/Review Date	Monthly	September 2019, May 2020	Monthly fidelity checks and coaching access	Monthly data review

Goal # 4 Action Map

Goal Statement: (3-6) Through the use of explicit and systematic comprehension instruction in guided reading, third through sixth grade students proficiency in comprehension for informational text will increase from 8% to 18% by spring, 2020 as measured by iReady.

Evidence-Based Strategy or Strategies: WWC Practice Pages - Ensure that e ach student reads connected text every day to support reading accuracy, fluency and comprehension. (What Works Clearinghouse: Moderate Evidence-Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade) and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	**Action Step 2**	**Action Step 3**	**Action Step 4**
Implementation Component	Professional Development on comprehension strategies	Grade level data analysis	The use of the systematic small group (guided reading) and whole group (interactive read aloud) instruction that supports comprehension of informational texts.	Professional Development around small group interventions will be provided.
Timeline	2019-2020 school year	2019-2020 school year	2019-2020school year	2018-2019 Grades 3-4 2019-2020 Grades 4-6
Lead Person(s)	Melanie Strohecker	TBT team	Melanie Strohecker, 3-6 ELA teachers	MCESC LLI trainer, Literacy Coaches, administrators
Resources Needed	The Fountas and Pinnell Literacy Continuum Guided Reading, Second Edition Substitute costs	The Fountas and Pinnell Literacy Continuum Guided Reading, Second Edition Fountas & Pinnell BAS	The Fountas and Pinnell Literacy Continuum Guided Reading, Second Edition Fountas & Pinnell BAS Teaching for Comprehending and Fluency, K–8	LLI kits
Specifics of Implementation	Embedded professional development and coaching on small group instruction (guided reading) and whole group (interactive read aloud) of research-based comprehension strategies will take place each month.	Data from guided reading lessons will be discussed and analyzed during content area TBT meetings.	Teachers will access the high quality of professional learning to provide differentiated small group instruction of comprehension strategies. Teachers will implement daily interactive read aloud with informational text focusing on comprehension development.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI teachers will be a part of all literacy professional development. Striving Readers will receive small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham. This data will be looked at in the professional development sessions.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Measure of Success	100% staff participation in training.	BAS results, specifically the comprehension piece, will be an assessment tool. The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping.	Training evaluation data with the use of walk throughs and assessment data 100% of 3-6 ELA teachers providing both small group and whole group instruction	The use of BAS, iReady and State Tests to determine grouping. Progress monitoring data.
Check-in/Review Date	Monthly	Monthly	Monthly	Monthly data review

Goal # 5 Action Map

Goal Statement: (7-10) Through the use of intensive, small-group, supplementary literacy intervention 90% of students in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension skills to increase at least two benchmark levels as they work toward reading on grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

Evidence-Based Strategy or Strategies: (What Works Clearinghouse: Strong Evidence - Improving Adolescent Literacy: Effective Classroom and Intervention Practices). and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Based on the Ohio State Tests (7-8 ELA AIR & 10th grade EOC) results, students earning a score of 715 or below will be administered the John's Assessment.	Based on the results of the John's Assessment Oral Reading and Comprehension Scores, students will complete the Fountas and Pinnell Benchmark assessment to determine both their instructional and hard reading level.	Professional development will be given to teacher leaders to then pass down to classroom teachers on proper implementation of literature circles. Professional Development around small group interventions will be provided. In addition, teachers and tutors will receive professional development training to effectively implement Leveled Literacy Intervention as students are identified through the benchmarking process.	All students will participate in small group literature circles in the classroom based on benchmark reading level scores. Small group differentiated instruction will occur to meet individual needs. This instruction will be daily and will continue until students are on grade level. While in LLI, the LLI instructor will send home monthly progress reports to chart data.
Timeline	Fall 2019	Fall 2019	Summer & Fall 2019	Winter 2019/2020 & Spring 2020
Lead Person(s)	HS trained teaching staff	HS trained teaching staff	HS trained teaching staff, MCESC LLI trainer	HS ELA teachers and intervention specialists
Resources Needed	Personnel AIR/EOC Test scores, John's assessment	Benchmark Kits, Personnel, John's data	LLI kits Professional Development	Leveled Literacy Text sets, LLI progress reports
Specifics of Implementation	Administration will make AIR and EOC	Teachers will use the John's assessment data to determine the	Professional Development around	Striving Readers will receive small group

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	scores available for data review	struggling readers who need benchmarked.	small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. Striving readers will be a part of all literacy professional development. Personnel who are working with small groups will be trained on how to utilize evidence based practices in order to grow struggling readers.	intervention. Teachers will use benchmarking data as well as student text rankings to determine who will be placed in group literature circles. Leveled text sets will be used to ensure students are reading more appropriate texts.
Measure of Success	100% of students who need to be administered the John's assessment will have it administered.	100% of students, who need benchmarked will be benchmarked.	90% of students who receive LLI will benchmark two levels closer to grade level or benchmark at grade level.	The implementation of small group literature circles with text more closely aligned to student reading levels.
Check-in/Review Date	October 2019	October 2019	Waiver day and opening day professional development sessions. LLI implemented by November 2019	TBT meetings

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.

After examining the R AP and the RTFI from last year, CCSD determined that a plan needs to be in place for progress monitoring students. Therefore, a committee was put together in the fall of 2019 and will meet monthly beginning in October of 2019 to review the progress monitoring data. Forms were created and will be utilized to log and track the data. All LLI teachers/tutors were retrained as C CSD looked at the 2018-2019 data and found that interventions were not being implemented with fidelity. A system analysis revealed that the LLI tutors were not involved with Literacy Collaborative training. Data was not being analyzed and utilized for decision making. Tutors were being pulled for class coverage, and preparing class materials, and their schedules were not at full capacity. CCSD also examined the data and found that additional interventions were needed. Therefore, Heggerty interventions will be implemented in the 2019-2020 school year.

To address these areas, data collection and presentation at TBTs and BLTs has been altered to assure students are discussed as individuals. Data collection consists of Benchmark Assessment System Data, iReady data, State Testing data. This data will be analyzed to determine the tier of intervention needed for that student. It will also determine what type of intervention for example LLI, Reading Recovery, Orton Gillingham or Phonemic awareness interventions.

SMART Goals: K-2

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary from 1 9% to 29% by spring 2020, as measured by iReady.

Through the use of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by spring 2020, a s measured by iReady.

SMART Goals: 3-6

Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency i n vocabulary will increase from 5% to 15% by spring 2020, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency i n comprehension for informational text will increase from 8% to 18% by spring, 2020 as measured by iReady.

SMART Goals: 7-10

Through the use of intensive, small-group, supplementary literacy intervention 90% of students in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension skills to increase at least two benchmark levels as they work toward reading on grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

Who: District Leadership Team

Evidence Collected:

- Diagnostic Reports from I-Ready
- Formative assessment
- BLT Minutes

When: 3 times a year

Alignment to Goal(s):

SMART Goals: K-2

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary f rom 19% to 29% by spring 2020, as measured by iReady.

Through the use of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by spring 2020, a s measured by iReady.

SMART Goals: 3-6

Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency i n vocabulary will increase from 5% to 15% by spring 2020, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 8% to 18% by spring 2020, a s measured by iReady.

SMART Goals: 7-10

Through the use of intensive, small-group, supplementary literacy intervention 90% of students in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension s kills to increase at least two benchmark levels as they work toward reading on grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

Evidence Collected:

- TBT Minutes
- Progress Monitoring from Tier 2/Tier 3
- Benchmark Assessments, 2 times a year
- Adult Implementation Walkthrough data
- LLI progress reports
- John's assessment data
- AIR/EOC data

When: Monthly

Alignment to Goal(s):

SMART Goals: K-2

Through the use of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by spring 2020, a s measured by iReady.

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary will increase from 19% to 29% by spring 2020, as measured by iReady.

SMART Goals: 3-6

Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency i n vocabulary will increase from 5% to 15% by spring 2020, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 8% to 18% by spring 2020, a s measured by iReady.

SMART Goals: 7-10

Through the use of intensive, small-group, supplementary literacy intervention 90% of students in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension s kills to increase at least two benchmark levels as they work toward reading on grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

Evidence Collected:

- Walk-Through Data (Step 4 OIP process)

When: monthly

Who: Literacy Coaches

Evidence Collected:

- Walk-Through Data
- Straight A Grant Benchmarking Assessment System Data Collection Form 2 times a year, Ganske's Developmental Spelling Assessment
- Adult Implementation
- Walkthrough data

When: Monthly

Following the Ohio Improvement Process, TBTs will collect data and follow the action steps created in the Local Literacy Plan (LLP). These strategies will be adjusted to fit student needs and formalized at the T BT meetings. This data will further be examined at monthly BLT meetings and this will be reported out at the District Leadership Team Meeting.

Appropriate interventions will be utilized to address individual student needs. Again, a plan is already in place to create agreed upon extensive Tier 2 and Tier 3 interventions. Professional development will be implemented in order to ensure that teachers are meeting student needs within the classroom. Student needs will be met by enhancing core classroom instruction on a daily basis through a systemic change including leveled literacy support. In addition, teachers will engage in professional development related to intervention supports within the class that will assist in closing the reading achievement gaps identified in the core instruction.

All monitoring meets applicable privacy requirements of the Campbell City Schools local policy and also meets state and federal regulations.

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.

MCESC Subgoal 1

Practice, ESSA Tier and Source: Direct and explicit vocabulary instruction.

Tier 1: Strong evidence according to What Works Clearinghouse. Source: *Improving Adolescent Literacy:*

Effective Classroom and Intervention Practices (2008) *Foundational Skills to Support Reading for*

Understanding in Kindergarten Through 3rd Grade (2016), and *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (2010)

Describe how practices and interventions support specific learner needs including children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

What Works Clearinghouse reports, "The panel considers the level of evidence supporting this recommendation to be strong, based on six randomized controlled experimental studies and three well designed quasi-experiments that demonstrated group equivalence at pretest.1 An additional six studies with weaker designs provided direct evidence to support this recommendation.2 A s ingle subject design study also provided evidence about the effect of vocabulary instruction on students' outcomes.3 The research supporting explicit vocabulary instruction includes students in upper elementary, middle, and high schools from diverse geographic regions and socioeconomic backgrounds and addresses a wide variety of strategies of vocabulary instruction."

MCESC Subgoal 2

Practice, ESSA Tier and Source: Provide direct and explicit comprehension strategy instruction to improve reading and writing in core content areas (ELA, mathematics, science, social studies).

Tier 1: Strong evidence according to What Works Clearinghouse. Source: *Improving Adolescent*

Literacy: Effective Classroom and Intervention Practices (2008) *Foundational Skills to Support*

Reading for Understanding in Kindergarten Through 3rd Grade (2016), and Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010)

Describe how practices and interventions support specific learner needs including children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans), (including learners provided Reading Improvement and Monitoring Plans).

What Works Clearinghouse reports, "Direct and explicit instruction is a powerful delivery system for teaching comprehension strategies. This finding comes from one of the five strong studies and from a number of other studies. Direct and explicit instruction involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice. Explaining and modeling include defining each of the strategies for students and showing them how to use those strategies when reading a text." "The panel considers the level o f evidence supporting this recommendation to be strong, on the basis of five randomized experimental studies and additional evidence from a single subject design study that examined the effects of teaching main idea summarization on adolescents' comprehension of narrative and informational texts. In addition, this body of research is supported by numerous other studies that vary in research design and quality and by additional substantive reviews of the research."

MCESC Subgoal 3

Practice, ESSA Tier and Source: Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists and teachers.

Tier 1: Strong evidence according to What Works Clearinghouse Source: *Assisting Students Struggling with*

Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (2009).

Describe how practices and interventions support specific learner needs including children with developmental d elays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

What Works Clearinghouse reports, "The panel considers the level of evidence supporting this recommendation to be strong, based on 12 small experimental design studies,1 well-designed quasi experimental study, and 1 meta-analysis study. Comparative and correlational research provided additional support. Together, the studies examined various methods for improving literacy outcomes of struggling adolescent readers. In some studies the participants were characterized as students with learning disabilities, while in others the participants struggled in reading for various reasons. The interventions evaluated in the studies took place in different contexts, including urban and suburban schools and clinical treatment facilities, and served struggling readers from a variety of socioeconomic and racial and ethnic backgrounds.(Allinder et al. (2001); Bos and Anders (1990); DiCecco and Gleason (2002); Johnson, Graham, and Harris (1997); Lovett et al. (1996); Lovett and Steinbach (1997); Peverly and Wood (2001); Rooney

(1997); Therrien, Wickstrom, and Jones (2006); Wilder and Williams (2001); Williams et al. (1994);

Xin and Reith (2001). 8 8. Englert and Mariage (1991). 89. Scammacca et al. (2007)

Campbell City Schools Goal in grades K-2: Provide explicit and systematic phonological awareness instruction to kindergarten through second grade students.

Evidence Based Practice: Tier 1: Strong Evidence. Source: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.

These evidence based strategies will support learners on RIMPS by providing them with direct and explicit instruction in phonological awareness, vocabulary as well as comprehension instruction. These strategies have strong evidence of success in building early literacy s kills in struggling readers. Teachers will be able to use the knowledge gained in professional development to examine the student data to determine a student's strengths and weaknesses. They can then use the appropriate interventions based upon the weaknesses identified. In addition to LLI (Leveled Literacy Intervention), Heggerty Phonemic Awareness as well as targeted phonics skills are used as Tier 2 interventions as well. The teachers and interventionists will monitor these interventions to determine their success. This will be done through monthly progress monitoring.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

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

In birth - age 5, the M CESC early childhood leadership will provide training over four, 4-week sessions (1 day per week for 2 hours). All 30 MCESC preschool staff will participate in these trainings. MCESC early childhood leadership will provide 8 hours of training to 5 Help Me G row (HMG), Maternal and Infant Early Childhood Home Visiting (MIECHV) and Nurse Family Partnership (NFP). This training will take place over the course of 9 months (four 2 hour sessions).

In grades K-12, the M CESC will provide ongoing, embedded professional development to English Language Arts (ELA) Teacher Leaders for 60 hours per year of the grant. ELA teacher leaders will meet a total of 12 times over the course of the year each year of the grant. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science and Social Studies Teacher Leaders for 30 hours per year. Mathematics, Science and Social Studies Teacher Leaders will meet a total of six times over the course of the year each year of the grant.

Teachers in grades K -12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 9 hours in year two. An additional 18 hours of ongoing, embedded professional will be provided to ELA teachers in year three. In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide

ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year two and 12 hours in year three.

The MCESC will provide ongoing, professional development to district administrators for 12 hours per year regarding vocabulary instruction, comprehension instruction, the fidelity monitoring tool, and intensive interventions. District administrators will meet for a total of seven times per year.

The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention f or an initial 12 hour training in year one to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional four hours of ongoing professional development each year beginning in year one related to data collection and analysis.

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

In birth - age 5, the M CESC preschool staff PD will be focused on implementing the STAR (Sit Together and Read) program and on creating/training parents to read at home with their children. They will also participate in book studies each year to continue building capacity to implement strong foundational literacy skills within their classrooms. HMG, MIECHV and NFP staff training will focus on learning how to train parents to effectively read with and to their children.

The MCESC will provide ongoing, professional development to district administrators/principals f or 3 hours per year on overarching strategies for explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive one hour of professional development on the effective use of the fidelity monitoring tool.

In grades K-12, the M CESC will provide ongoing, embedded professional development to ELA Teacher Leaders for 30 hours per year of the grant on providing explicit instruction on listening, speaking, reading and writing vocabularies. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including explicit vocabulary instruction.

In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours i n year two on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction. I n year three, Teacher Leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing explicit instruction on listening,

speaking, reading and writing vocabularies instruction. In grades 6-12, the Mathematics, Science, and Social

Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including explicit vocabulary instruction. Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including explicit vocabulary instruction.

The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for direct/explicit comprehension instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1hour of professional development on the effective use of the fidelity monitoring tool.

In grades K-12, the M CESC will provide ongoing, embedded professional development to ELA Teacher

Leaders for 30 hours per year of the grant on providing direct/explicit comprehension instruction. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including direct/explicit comprehension instruction.

In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing direct/explicit comprehension instruction. In year three, teacher leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing direct/ explicit comprehension instruction.

In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including direct/explicit comprehension instruction.

Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including direct/explicit comprehension instruction.

The MCESC will provide ongoing, professional development to district administrators for 3 hours per year on overarching strategies f or intensive and individualized interventions for striving readers and writers that can be provided by trained specialists to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of fidelity monitoring tool.

(Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training in year two to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 h ours of ongoing professional development related to data collection and analysis.

(Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training to newly appointed specialists and recalibration for those previously t rained in year three to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 hours of ongoing professional development related to data collection and analysis.

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

The MCESC preschool trainings will bring together teachers from 15 sites to learn and work together quarterly to improve literacy instruction. During their book studies, teachers will share how they have used strategies they study within their classroom and have the opportunity to be critical friends to each other. The MCESC trainings for home based educators will bring together staff from 3 different organizations who provide home based services to families. They will share strategies for helping parents learn to read to their children and create common understandings across organizations on the importance of reading to children at home.

The MCESC Consortium will hold monthly meetings with teacher-leaders, coaches, and MCESC instructional supervisors to grapple with similar concepts and/or practices to achieve a shared understanding. The meetings will be differentiated and responsive to meet the true needs of all participants. In order to ensure that all needs are met, the MCESC instructional supervisors will utilize Universal Design for Learning (UDL) principles and the Standards for Professional Learning. Meetings may include direct instruction, modeling, peer reflection and coaching, integration of technology, and inclusion of multiple means of expression, engagement, and representation. During the monthly administrator/principal meeting, the members will discuss common needs and create resolutions to barriers they are facing. Successes will be shared in efforts to replicate teacher and student growth/achievement.

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

All trainings provided by MCESC early childhood department will be provided during the regular work day of both preschool teachers and home based workers. Trainings will be directly related to the work they do with children and families.

The MCESC will provide the initial professional development to teacher leaders and administrators.

Additionally, teacher leaders will provide continuous, classroom focused professional development to classroom teachers and intervention specialists. This may occur during common planning times, waiver days, and teacher-based team meetings.

MCESC instructional supervisors will provide intensive, ongoing, collaborative, professional development as well as additional embedded support as needed to the teacher leaders and/or teachers.

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

The MCESC early childhood department leadership will review Ages and Stages, Ohio Early Learning Assessment data and feedback from observations, pre-post training evaluations, parent surveys and self assessments to make determinations regarding effectiveness of current training plan. Based on data, the leadership will alter professional development to better meet the needs of the teachers, children and families.

The MCESC instructional supervisors will plan professional development based on the adult and student needs revealed through walkthroughs, teacher leader reflections, student screeners, diagnostics, benchmark assessments, and state test results. Additionally, consortia wide data will be reviewed and monitored at quarterly Consortia Leadership Team (CLT) meetings.

At the beginning of each professional development session, MCESC instructional supervisors will ask participants to complete a self-reflection survey. This survey will also be completed at the end of each session with the goal being to gauge participant understanding of the concept as well as to evaluate the professional development itself. This will inform

future professional development sessions. The Teacher Leaders will utilize the same process for their professional development sessions with district staff.

Prior to the administrator/principal meetings, MCESC supervisors will ask for adult implementation data from the fidelity monitoring tool so that meeting content can be tailored to individual needs of districts. The data obtained from the administrators/principals will allow an analysis of the fidelity of implementation as well as identify areas of strength and areas of refinement. Additionally, at the start of each professional development session, MCESC instructional supervisors will ask administrators to complete a self-reflection survey. This survey will also be completed at the end of each session with the goal being to gauge the administrators' understanding of the concept presented as well as to evaluate the professional development itself. This will inform future professional development sessions Instructionally Focused: Related to the practices taking place in the learning environment during the teaching process.

The MCESC will provide professional development on the Tier I Strong Evidence-based practices (as per What Works Clearinghouse) of explicit vocabulary instruction (birth - grade 12), direct comprehension instruction (grades K - 12), and individualized intensive interventions (grades K-12). There will also be emphasis placed on formative assessment data that informs the teaching and learning cycle. Monitoring student progress and reflecting on lesson delivery will promote student achievement and growth.

MCESC will advance adult fidelity of implementation in explicit literacy instruction and the use of evidence-based literacy practices through an MTSS and ongoing, evidence-supported professional development by 2020. The advancement of adult fidelity of implementation in literacy instruction will be measured via: (1) the use of the fidelity of implementation monitoring tool to directly observe teachers throughout the school year; (2) formative data provided through student literacy growth a s indicated by BAS levels, and (3) state-level assessment data indicating the number of students identified as "On Track" or "Proficient." Monitoring will be done by the building principal, lead teachers, IATs and MCESC personnel.

These were the practices that took place the last two years. In addition to the above, Campbell City Schools has hired a professional development/data coach/assistant principal to ensure there is fidelity of implementation of the evidence-based practices described above. Teachers meet for ELA Teacher Based Teams biweekly. During these TBTs student data is monitored and instructional strategies are implemented and monitored. Title Tutors are also part of these teacher-based teams so they can discuss how interventions are supporting classroom practices. The Title Tutors also send home progress reports to parents on how each child is progressing in intervention. Teachers also meet monthly with literacy coaches for job-embedded professional development. Coaching in the classroom is an additional layer of support for teachers. Walkthroughs are also conducted to ensure that teachers are using the agreed upon strategies. Teachers are given feedback from the classroom walkthroughs so they can improve or enhance their practices. This builds upon the system that the MCESC had put in place for the previous two years. Teacher leaders will continue their professional development sessions at the MCESC. Principals will also attend monthly meetings at the MCESC to support implementation in the building.

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.

Campbell City Schools Professional Development Plan

Evidence Based Practice: By implementing direct and explicit phonological awareness instruction, which is a strong Tier 1 evidence based strategy according to What Works Clearinghouse, Campbell City Schools will achieve the following outcomes							
Goal: Through the u se of explicit and systematic phonological awareness instruction, kindergarten through second grade students proficiency in phonological awareness instruction from 30% to 40% by the spring of 2020, as measured by iReady.							
PD Description	**Begin/End Dates**	**Sustained Intensive**	**Collaborative**	**Job-Embedded**	**Data-Driven**	**Classroom Focus ed**
1. Professional development in Heggerty Phonemic Awareness and Phonological awareness PD	9/2019	X	X	X	X	X	X
2. Ongoing coaching support in Heggerty	9/2019 -5/2 020	X	X	X	X	X	X
3. TBT on phonological awareness skills	9/019- 5/2020	X	X	X	X	X	X

| 4. Monthly Title tutor meetings to discuss the use and student data of Heggerty interventions | 9/019-5/2020 | X | X | X | X | X | X |

Resources	Outcomes
Heggerty Phonological awareness curriculum, Heggerty assessments	100% of K-2 teachers will use the Heggerty Phonemic Awareness curriculum as evidenced by classroom walkthroughs 100% of title tutors will use the Heggerty curriculum as an intervention with K-2 students

Evidence Based Practice: WWC Practice Pages - Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. (What Works Clearinghouse: Moderate Evidence- *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade***) and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades**

Goal: Through the u se of explicit and systematic comprehension instruction in guided reading, third through sixth grade students proficiency in comprehension for informational text will increase from 8% to 18% by spring, 2020 as measured by iReady.

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data - Driven	Classroom Focused
Monthly Professional Development on comprehension strategies	9/2019-5/2020						
Grade level data analysis monthly	9/2019-5/2020	X	X	X	X	X	**X**
The use of the systematic small group (guided reading) and whole group (interactive read aloud) instruction that supports comprehension of informational texts.	9/2019-5/2020	X	X	X	X	X	**X**
Professional Development around small group interventions will be provided.	9/019-5/2020	X	X	X	X	X	**X**
LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI teachers will be a part of all literacy professional development. Striving Readers w ill receive small group intervention.	9/019-5/2020	X	X	X	X	X	**X**

Resources	Outcomes
The Fountas and Pinnell Continuum LLI materials Read Alouds Leveled Readers	100% of teachers will use interactive read aloud and guided reading daily to support comprehension as evidenced by classroom walkthroughs 100% of title tutors will use small group interventions that support reading comprehension daily as evidenced by attendance documentation

Evidence Based Practice:								
(What Works Clearinghouse: Strong Evidence – *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*). and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades								

Goal: students
Through the use of intensive, small-group, supplementary literacy intervention 90% of on in grades 7-10 who participate in Leveled Literacy Intervention will complete benchmark assessments to advance their literacy skills while also deepening and expanding their comprehension skills to increase at least two benchmark levels as they work toward reading grade level or benchmark at grade level, therefore no longer requiring the LLI intervention.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
Professional development will be given to teacher leaders to then pass d own to classroom teachers on proper implementation of literature circles.	9/2019	X	X	X	X	X	X
Professional Development around small group interventions will be provided. In addition, teachers and tutors will receive professional development training to effectively implement Leveled Literacy Intervention as students are identified through the benchmarking process.	9/2019 - 5/2020	X	X	X	X	X	X

Resources	Outcomes
LLI kits	100% of teachers and tutors will attend professional development sessions
Text sets	100% of ELA teachers will use literature circles in their classrooms as evidenced by classroom walkthroughs

MCESC Professional Development Plan

By implementing direct and explicit vocabulary instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC Consortia will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements
Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction
Subgoal 2 Evidence Based Practice (EBP): explicit direct and comprehension instruction
Subgoal 3: Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional

Age/Grade Band	Measurement Tool	Expected Outcome
Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number "Proficient" in literacy	Ohio's Third Grade Reading Assessment	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores
Grades 4-5: increase in umber "Proficient" in literacy	Ohio's Fifth Grade ELA Assessment	66.3% to 83.1% by fall 2020 as compared to 2016 and 2017 scores
Grade 6-12: increase number "Proficient" in literacy	Ohio's ELA Assessments in grades 6-10	60.3% to 80.1% by fall 2020 as compared to 2016 and 2017 scores

MCESC will advance adult fidelity of implementation in explicit literacy instruction and the use of evidence-based literacy practices through a MTSS and ongoing, evidence-supported professional development by 2020. The advancement of adult fidelity of implementation in literacy instruction will be measured via: (1) the u se of the fidelity of implementation monitoring tool to directly observe teachers throughout the school year; (2) formative data provided through student literacy growth as indicated by BAS levels, and (3) state-level assessment data indicating the number of students identified as "On Track" or "Proficient." Monitoring will be done by the building principal, Lead Teachers, IATs and MCESC personnel.
Evidence-Based Practice or Intervention: Explicit vocabulary instruction (Check all that apply for each activity.)

By implementing direct and explicit vocabulary instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC Consortia will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. MCESC early childhood leadership will plan and provide training to Help Me Grow, MIECHV, and NFP workers to improve literacy within home base services regarding the importance of reading to children in the home.	06/2018 to 06/2020	X	X	X	X	X	X
2. MCESC early childhood department will plan and provide training to all preschool teachers on the use of the STAR program. Each year, there will be a book study where teachers read and discuss articles/books to promote high quality literacy practices within their classrooms. Teachers and leaders will meet quarterly to share how they implement their learning from training and books studies with their children and families. (6 hours of PD for 30 teachers)	06/2018 to 06/2020	X	X	X	X	X	X
1. The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of the fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X
2. In grades K-12, the M CESC will provide ongoing, embedded professional development to English language arts Teacher Leaders for 30 hours per year of the grant on providing explicit instruction on listening, speaking, reading and writing vocabularies. In grades 6-12, the M CESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies Teacher Leaders for 15 hours per year on disciplinary literacy including explicit vocabulary instruction.	06/2018 to 06/2020	X	X	X	X	X	X
3. In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing explicit instruction on listening, s peaking, reading and writing vocabularies instruction. In year three, Teacher Leaders will provide a n additional 9 hours of ongoing, embedded professional development to ELA teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction. In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary	09/2018 to 06/2020	X	X	X	X	X	X

By implementing direct and explicit vocabulary instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC Consortia will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

literacy including explicit vocabulary instruction. Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including explicit vocabulary instruction.							

Resources Required	Outcomes/Evaluation

• The Continuum of Literacy Learning Expanded
• Edition by Fountas and Pinnell
• Word Journeys by Kathy Ganske
• Word Sorts and More Kathy Ganske
• Mindful of Words Kathy Ganske
• Word ID Linda Guthlon
• Mathematical Mindsets Jo Boaler
• This is Disciplinary Literacy Releah Lent
• Books for classroom and school libraries
• Instructional Supervisors from MCESC
• Teachers Leaders from consortia districts
• Principals and district administration from consortia districts
• Community literacy partners
• MCESC Fidelity Monitoring Tool
• STAR (Sit Together and Read)
• Spotlight on Young Children: Language &
   ○ Literacy" by Amy Shillady
• Preschool Parent Training resources and materials
• Books and materials for families participating in home based services and literacy circles
	Adult Implementation
	
	Birth - 5 adult implementation
	
	1. MCESC preschool staff will implement explicit vocabulary instructional strategies with their students and parents. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection.
	2. Home-based staff will implement parent training to support literacy and literacy circles with the parents they support. This will be evaluated through pre-post training surveys completed by parents, on-going self assessment and observations by supervisors.
	
	K-12 adult implementation
	
	1. General education teachers and intervention specialists will implement the explicit vocabulary instructional strategies with their students. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection.
	2. General education teachers and intervention specialists will advance their knowledge in the use of the instructional resources provided. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection.
	3. Teacher leaders will provide professional development to their respective staff members on explicit vocabulary instruction. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys.
	4. MCESC instructional supervisors will provide professional development to the Teacher Leaders on explicit vocabulary instruction. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys.
	5. MCESC instructional supervisors will provide professional development to the district administrators and principals on explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys. Child Outcomes
	   • see above outcomes

Goal 2: By implementing direct and explicit comprehension instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction
Subgoal 2 Evidence Based Practice (EBP): explicit direct and comprehension instruction
Subgoal 3: Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional

Age/Grade Band	Measurement Tool	Expected Outcome
Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number "Proficient" in literacy	Ohio's Third Grade Reading Assessment	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores
Grades 4-5: increase in umber "Proficient" in literacy	Ohio's Fifth Grade ELA Assessment	66.3% to 83.1% by fall 2020 as compared to 2016 and 2017 scores
Grade 6-12: increase number "Proficient" in literacy	Ohio's ELA Assessments in grades 6-10	60.3% to 80.1% by fall 2020 as compared to 2016 and 2017 scores

Evidence-Based Practice or Intervention: Direct and explicit comprehension instruction
(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for direct/explicit comprehension instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of the fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X
2. In grades K-12, the MCESC will provide ongoing, embedded professional development to ELA Teacher Leaders for 30 hours per year of the grant on providing direct/explicit comprehension instruction. In grades 6-12, the M CESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including direct/explicit comprehension instruction.	09/2018 to 06/2020	X	X	X	X	X	X
3. In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing direct/explicit comprehension instruction. In year three, teacher leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing direct/ explicit comprehension instruction. In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including direct/explicit comprehension instruction.	06/2018 to 06/2020	X	X	X	X	X	X

Goal 2: By implementing direct and explicit comprehension instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including direct/explicit comprehension instruction.							

Resources Required	Outcomes/Evaluation
• *The Continuum of Literacy Learning* • *Expanded Edition* by Fountas and Pinnell • *Prompting Guide 2* by Fountas and Pinnell • *The Reading/Writing Connection 3rd Ed.* by Carol Olson Booth • *Mathematical Mindsets* Jo Boaler • *This is Disciplinary Literacy* by Releah Lent • Instructional Supervisors from MCESC • Teachers Leaders from consortia districts • Principals and district administration from consortia districts	Adult Implementation: General education teachers and intervention specialists will implement the direct/explicit comprehension instruction strategies. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. General education teachers and intervention specialists will advance their knowledge in the use of the instructional resources provided. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. Teacher leaders will provide professional development to their respective staff members on direct/explicit comprehension instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. MCESC instructional supervisors will provide professional development to the teacher leaders on direct/explicit comprehension instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. MCESC instructional supervisors will provide professional development to the district administrators and principals on explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys. Child outcomes: see above

Goal:
By implementing intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC consortium will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction **Subgoal 2** Evidence Based Practice (EBP): explicitdirect and comprehension instruction **Subgoal 3:** Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional		
Age/Grade Band	Measurement Tool	Expected Outcome
Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number	Ohio's Third Grade	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores

"Proficient" in literacy	Reading Assessment	
Grades 4-5: increase number "Proficient" in literacy	Ohio's Fifth Grade ELA Assessment	66.3% to 83.1% by fall 2020 as compared to 2016 and 2017 scores
Grade 6-12: increase number "Proficient" in literacy	Ohio's ELA Assessments in grades 6-10	60.3% to 80.1% by fall 2020 as compared to 2016 and 2017 scores

Evidence-Based Practice or Intervention: Intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instruction.
(Check all that apply for each activity.)

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. The MCESC will provide ongoing, professional development to district administrators for 3 hours per year on overarching strategies for intensive and individualized interventions for striving readers and writers that can be provided by trained specialists to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X
2. (Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training in year two to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional four hours of ongoing professional development related to data collection and analysis. (Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training to newly appointed specialists and recalibration for those previously trained in year three to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 hours of ongoing professional development related to data collection and analysis.	06/2018 to 06/2020	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
• *Leveled Literacy Intervention Systems* by • Fountas and Pinnell • District Specialists • Principals and district administration from consortia districts • MCESC Personnel • MCESC Fidelity Monitoring Tool	**Adult Implementation** The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention and student data analysis. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. District specialists will implement close reading, small group instruction, and progress monitoring. This will be evaluated by district administrators/principals and MCESC personnel through observation using a fidelity monitoring tool. District administrators/principals will effectively use a fidelity monitoring tool to assess implementation of the intensive literacy intervention system. Child outcomes - see above

APPENDICES

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

N/A