



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- The plan clearly articulates how multiple school improvement initiatives are aligned to literacy improvement.
- The plan focuses on building strong core instruction with a focus on early learning.

This plan will benefit from:

- Continuing to strengthen interventions aligned to the science of reading.

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

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Cleveland Metropolitan School District

DISTRICT IRN: 043786

DISTRICT ADDRESS: 1111 Superior Avenue, Suite 1800, Cleveland, Ohio 44114

PLAN COMPLETION DATE: December 30, 2019

LEAD WRITERS:

Nicole Vitale, Executive Director of Early Childhood and Literacy

Juanita Holt, Director of Intervention Services

Tracy Hill, Executive Director of Family and Community Engagement

Christopher Broughton, Executive Director of Organizational Accountability

IMPLEMENTATION START DATE:

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Nicole Vitale	Executive Director of Early Childhood and Literacy	Academics, Early Childhood and Literacy Office	Nicole.Vitale@clevelandmetroschools.org
Juanita Holt	Director of Intervention Services	Academic Resources	Juanita.Holt@clevelandmetroschools.org
Christopher Broughton	Executive Director of Organizational Accountability	Portfolio Office	Christopher.Broughton@clevelandmetroschools.org
Tracy Hill	Executive Director of Family and Community Engagement	Engagement Office	Tracy.Hill@clevelandmetroschools.org

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

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

The District Leadership Team used historical, trend and newly obtained data to write the plan. The plan aligns with the PK-12 Literacy Plan as well as the supports delivery plan that is focused on literacy through SST3. This plan also aligns with the Striving Readers and State Personnel Development Grant initiatives. As data is received, the district team re-evaluates and adjusts the plan to target supports for schools.

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

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

The District's Reading Achievement Plan aligns with the PK-12 Literacy Plan as well as the State Personnel

Development Grant, Striving Readers, School Quality Improvement and support plan for SST3. The school continuous improvement plans also align with the District's plan which is directly correlated to Ohio's Plan for Raising Literacy Achievement. The team works together to continuously analyze data while targeting student achievement efforts through the use of research based instructional tools and strategies that are aligned to the District's overall Literacy Plan for PK-12. Literacy is an identified priority and teams of District leaders are working collaboratively to build a support system for schools that aligns with the Cleveland Plan and the District's Theory of Action to build capacity of school leaders and teams. The work is collaborative around the literacy priority and the District is developing a streamlined effort towards supporting the growth of educators, students and engaging the community in the work.

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.***

District data indicates that only a small percentage of schools are moving in the direction of improvement regarding ELA/Reading performance as measured by both on/off track (K-3 measure) and proficiency (grades 3-8). The most recent KRA

analysis indicates that students who attended preschool as CMSD students scored an average of 3.4 points higher than non-CMSD preschool students (3.0 points higher on Social Foundations; 3.4 points higher in Language and Literacy; 5.2 points higher in Mathematics; 3.3 points higher in Physical Well-being and Motor Development). The average overall score increased for all students entering K from 258.9 in SY2019 to 259.6 in SY2020 which breaks down to: 23.1% Demonstrating Readiness (up from 21.3% in SY19); 34.7% Approaching Readiness (up from 34.5% in SY19); 44.2% Emerging Readiness (up from 42.2% in SY19). The newly collected winter data indicates that 38.1% of first and second graders have moved to on-track status.

Several schools indicate a regression in first and second grade on-track status from fall to winter as measured by the NWEA. Grade 3 promotion shows that as of winter, 40.9% of the 2,557 students are on track for promotion. See data tables included.

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.

As the data is analyzed, we are able to drill down to skill level performance using the OST, NWEA and aimswebPlus reports for reading performance. Data demonstrates a combination of needs and deficits in reading:

- High numbers of students are not achieving expected proficiency levels in comprehension from grades 3-8
- High numbers of students entering 3rd grade do not have established oral reading fluency rates as aligned to national norm expectations
- High numbers of students entering grades 1-2 do not have decoding, phoneme segmentation and phonics skills that are expected according to grade level national norms
- High numbers of K and 1 students lack phonemic awareness and phonological awareness skills as indicated by the data compared to national norm expectations for those age levels
- Grade 3 students have weak skills in writing which is making it difficult for them to respond to the questions in the OST assessment

Although the data collected demonstrates slow progress in KRA particularly for students who attended CMSD preschools, we know that language development is an area of deficit. The District has aligned strategic efforts to focus on the development of phonemic awareness skills in all preschool classrooms through Striving Readers by adding the Michael Heggerty Phonemic Awareness Curriculum to all preschool classrooms as well as Kindergarten. However, the District is currently only able to service less than half of the incoming K students because of space capacity and expense. We are partnering with pre4CLE to ensure that all preschool age students in Cleveland have access to high quality programs regardless.

Other contributing factors include a lack of knowledge and expertise in teaching reading across the District. We have been working with groups of schools and teachers to build their expertise and knowledge in this area. We are also providing them with resources and tools to support implementation. The District is currently working through the process of identifying a new menu of options for curriculum in K-12 English Language Arts. The team is working through the vetting process using evidence-based tools to identify new curriculum tools from which schools can choose.

The lack of skill acquisition in students indicates that both leadership and teaching capacity needs access to supports to help identify student needs and create prescriptive instructional plans that address reading deficits for students. Teams need support in building a Multi-Tiered System of Supports that focuses on the Simple View of Reading ensuring that all students are provided with tier 1 instruction that is aligned to standards in all areas of literacy development. The data clearly indicates that tier 1 instruction is not solid across the District. Interventions must also be aligned and targeted for small groups of students using the developmental expectations in reading.

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](#).

Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfillment, happiness and personal benefit by learning how to read and write. Literacy means far more than learning how to read and write. The aim is to transmit knowledge and promote social participation.

- UNESCO Institute for Education, Hamburg, Germany: The Search for Solid Ground

Language development is the motherboard for all learning, so it is crucial that all students develop strong literacy skills to be successful in the world. Literacy skills lay the foundation for education and in the Cleveland Metropolitan School District, and we are committed to providing students with learning experiences that are engaging, differentiated and joyful for all students.

Evidence-based, proven instructional practices are used in all classrooms through systematic teaching that aligns to the District's Theory of Action and Literacy Framework. Schools provide students with multi-tiered systems of support that focuses on the development of the big ideas in literacy while students are afforded several real world opportunities to express thinking, ideas and responses to text through writing and speaking through a variety of formats including digital media. Classrooms are interdisciplinary in nature and teachers facilitate active, joyful learning environments where students take pride in their contribution to the environment. Through the use of evidence-based strategies and tools, students develop into lifelong learners who read, write and think productively at high levels to happily succeed independently in their world.

SY19-20 Priorities:

- Ensure that all students engage in differentiated, joyful learning that includes the facilitation of a core instructional literacy block.
- All schools facilitate a multi-tiered system of support with a focus on the big ideas in literacy for each grade.
- All classrooms will integrate literacy (reading, writing, speaking, and listening) throughout content areas and promote the use of oral and written expression throughout learning and teaching.
- Disciplinary literacy will be addressed through providing opportunities to engage students in reading and writing routines embedded into various disciplines.

Strategies:

Core Instructional Literacy Block

- All classrooms will use the CMSD Literacy Framework to guide instructional planning that is aligned to Ohio's Learning Standards for English Language Arts.
- The literacy focus for all grades will include learning and teaching in the following areas: word knowledge, comprehension, fluency and writing.
- Administrators will use look for tools and resources provided to ensure that all classrooms are engaging in high quality, joyful, learning experiences aligned to the District Frameworks.

Multi-Tiered System of Support Focused on the Big Ideas in Literacy

- All K-3 classrooms will provide 'off track' students (in reading) with a minimum of 90 minutes of additional strategic, systematic instruction focused on the Big Ideas in Reading weekly.

Promotion of Oral and Written Expression in All Content Areas

- Students will be provided with engaging, real-world experiences that encourage them to use and apply literacy skills in a variety of contexts
- All classrooms across content areas will provide reading and writing experiences aligned to Ohio's Learning Standards in English Language Arts to build students' competence in disciplinary literacy and discourse.

Reading and Writing Routines Embedded in Various Disciplines

- Teachers will facilitate learning environments that include providing all students with access to high quality text resources (informational and literal) in a variety of genre and formats (including digital).
- All classrooms will focus on using the integration of writing across curriculum through weekly instruction and assignments
- All literacy classrooms will provide instruction in proper MLA style appropriate for each grade level to support students in citing sources when answering questions in written and/or oral form.

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.

District Literacy Goals:

K-3 Literacy (Grades K, 1, 2 and 3 Fall to Fall):

- By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of

Education State Report Card.

- K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4%

- Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA
- Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST

Third Grade Reading Guarantee:

- By August 30, 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%.

Kindergarten:

- By November 1, 2020, increase the number of Kindergarten students who are on track by 3% as measured by the KRA.

Grades 3-12 Reading - Performance Index:

- By August of 2020, increase Ohio's Performance Index metric by 4%.

Grades 3-12 Reading - Proficiency/OST:

- By August of 2020, increase proficiency on OST by 4% at each grade level in ELA (grades 3-12).

*These goals apply to all students.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # 1 Action Map

Goal Statement: Improve K-3 Literacy and Third Grade Reading Guarantee K-3

Literacy (Grades K, 1, 2 and 3 Fall to Fall):

- By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of Education State Report Card.
- K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4%
- Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA
- Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST
- Grade 3: By August 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%.

Evidence-Based Strategy or Strategies:

- Striving Readers
- SPDG LETRS
- MTSS Grant – US Dept of Education
- Build Capacity of School Leaders and Their Teams
- Teacher Professional Development
- Early Literacy Tutors and Reading Recovery/LLI Implementation
- Use of TBT Process Aligned to K-3 Literacy Work with RIMPS
- MLT/CIS/AP Professional Development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Use grant partnership initiatives to build the knowledge and expertise of teachers in PK-3 to effectively teach the big ideas in reading (SPDG, Striving Readers, MTSS).	PK-3 Teacher Professional Development activities that build understanding and expertise around the science of teaching reading, MTSS and the simple view of reading. Teachers will participate in district level professional development sessions throughout the school year. This includes grade level cohorts as well.	Build capacity of leaders and their teams across the District so that they can effectively lead the literacy vision and plan.

	Action Step 1	Action Step 2	Action Step 3
Timeline	August 2019 through May 2020	August 2019 through May 2020	August 2019 through May 2020
Lead Person(s)	Nicole Vitale Gloriane Smith Stephanie VanDyke Dori Khadige	Nicole Vitale Gloriane Smith Traci Inmon Raquel White	Nicole Vitale Gloriane Smith
Resources Needed	Training Classroom Materials	Training Teacher Professional Development Materials Guest Speakers	Training Professional Development Guest Speakers PD Resources Literacy Cards
Specifics of Implementation	Support system will build the knowledge and expertise of teachers to teach the big ideas of reading in each grade. Teachers will participate in professional development activities and job-embedded coaching throughout the school year.	Professional development will take place for all PK-3 at the district level. Teachers will also participate in grade level cohort PD that focuses on building the skills needed to effectively teach reading.	The team will facilitate learning through a variety of formats to build the capacity of principals and their leadership teams: Monthly PLI, K-3 Literacy Principals Community of Practice Cohort, MLT/CIS and Assistant Principal Professional Development.
Measure of Success	Student data collected as indicated in the Action Plan (Preschool – ELA and PA Assessment; K-3 – aimswebPlus, grades 1-3 – NWEA and grade 3 – OST).	Student data collected as indicated in the Action Plan (Preschool – ELA and PA Assessment; K-3 – aimswebPlus, grades 1-3 – NWEA and grade 3 – OST).	Student data collected as indicated in the Action Plan (Preschool – ELA and PA Assessment; K-3 – aimswebPlus, grades 1-3 – NWEA and grade 3 – OST).
Check-in/Review Date	Monthly	Monthly	Monthly
	Action Step 4	Action Step 5	Action Step 6
Implementation Component	Early Literacy Tutors and Reading Recovery Teachers; Leveled Literacy Intervention Implementation	K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students progress and make adjustments to plan as necessary for each student. Data will be collected bi-weekly through AWP progress monitoring.	Grow the capacity of the District Literacy Team to lead the vision and plan.
Timeline	August 2019 through May 2020	August 2019 through May 2020	August 2019 through May 2020
Lead Person(s)	Nicole Vitale Gloriane Smith	Nicole Vitale Traci Inmon Raquel White	Nicole Vitale Gloriane Smith
Resources Needed	Leveled Literacy Intervention Resources	AWP System TBT Forms	PD Resources Guest Speakers Coaching PD

	Action Step 1	Action Step 2	Action Step 3
		Training Resources Digital Training Modules for Schools AWP Decision Trees	
Specifics of Implementation	28 Select schools will use a Reading Recovery Teacher to service off track students in grades 1 and 3. Grade 1 will focus on Reading Recovery and Grade 3 will use Leveled Literacy Intervention. 8 schools will have an Early Literacy Tutor to provide tier 2 instruction to off-track readers in grade 3 using Leveled Literacy Intervention. 42 schools will use the Leveled Literacy Intervention to provide tier 2 instruction to off-track readers in grades K-3.	Teams will be required to use the TBT process that incorporates student RIMPS and AWP to plan diagnostic reading instruction for students. Teams will use the AWP decision trees to make instructional plans for targeted groups of students. RIMPS will be created and adjusted according to student need. Biweekly progress monitoring will be used to monitor student progress and needs.	The District Early Literacy Team will participate in professional learning activities to build their capacity to lead and implement the plan aligned to the vision. The team will also work to include the District's Theory of Action and efforts aligned.
Measure of Success	Student data collected as indicated in the Action Plan (Preschool – ELA and PAAssessment; K-3 – aimswebPlus, grades 1-3 – NWEA and grade 3 – OST). Monthly LLI/RR data collected from the 28 RR teachers and EL Tutors.	Student RIMPS AWP Benchmark and Progress Monitoring Data	Department Goals
Check-in/Review Date	Monthly	Quarterly/RIMP Timeline	Monthly

Goal # 2 Action Map

Goal Statement: Improve the quality of preschool and K Readines

Evidence-Based Strategy or Strategies:

- By November 1, 2020, increase the number of Kindergarten students who are on track by 3% as measured by the KRA.
- Increase access to preschool by providing fully licensed high-quality classrooms as measured by the ODE Preschool Licensing and Step up to Quality Systems.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Expand preschool access for 3 and 4-year olds across the City of Cleveland.	Improve Preschool Quality to ensure that all CMSD sites are rated 5 stars through the State's Step Up to Quality Rating System.	Increase student phonemic awareness skills in preschool and kindergarten
Timeline	August 2019 through May 2020	August 2019 through May 2020	August 2019 through May 2020
Lead Person(s)	Nicole Vitale Amy Wallack Gloriane Smith Hillary Thomas	Nicole Vitale Amy Wallack Gloriane Smith Hillary Thomas	Nicole Vitale Amy Wallack Gloriane Smith Hillary Thomas

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Grant Funds through Partnerships Pre4CLE partnership Community Partnerships Licensing Criteria and Inter-departmental collaborative efforts	Professional Development Standards-aligned resources Instructional Coaching from Team and partnerships	Professional Development MH Curriculum Standards-aligned resources Guest speakers
Specifics of Implementation	Along with the partnership through Pre4CLE, CMSD has expanded high quality access for 3-4 year olds in Cleveland. The team continues to work to service more students each year. We have created integrated classrooms, moved classrooms and added classrooms to existing buildings.	The District has been working to make sure all preschool sites are rated as 5 stars under ODE's SUTQ system. Currently, 56 out of 61 (91%) are rated as 5 stars and the goal is for 61 of 61 (100%) to be rated by the end of the 2020 school year. The Early Childhood team provides professional development to teachers, guidance through the process as well as job-embedded coaching at each site.	The team provides monthly professional development for all preschool teachers and 3 times throughout the year for K teachers. The professional development focuses on building capacity and knowledge in the big ideas of reading, specifically phonemic awareness. The teachers are taught to use the Michael Heggerty curriculum along with the Phonemic Awareness Assessment to provide tier 1 and 2 instruction for all students in PK and K. Teachers are taught to analyze student data to make instructional decisions that are diagnostic and purposeful to grow targeted student groups. Teachers use Decision Trees to help with this process.
Measure of Success	ODE Licensing System Smart Sheet Tracking Pre4CLE Reports	Ohio's SUTQ Rating System Smart Sheet Tracking	Early Learning Assessment (PK) aimswebPlus (K) KRA Phonemic Awareness Assessment (PK)
Check-in/Review Date	Quarterly	Monthly	Fall, Winter, Spring

Goal # 3 Action Map

Goal Statement: Reading Achievement in Grades 3-12

Reading Achievement in Grades 3-12 Grades 3-12 Reading Performance Index and Proficiency:

- By August 2020, increase Ohio's Performance Index metric by 4%.
- By August 2020, increase proficiency on OST by 4% at each grade level in ELA (Gr. 3-12) as measured by the OST.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Principal Institute – The team will facilitate monthly professional development sessions that build the capacity of principals in the areas identified in the plan. The work will focus on evidencebased reading and writing strategies.	Monthly Model Lead Teacher/Curriculum Instruction Specialists/Assistant Principal Meetings – The team will facilitate professional learning monthly for these groups to build the leadership capacity using evidence-based reading and writing strategies as outlined in this plan.	Professional Development Cohorts – The team will facilitate professional learning options in cohorts and for targeted schools through a variety of formats (in person, digital, on-site coaching with consultant, etc.) to focus on the identified strategies in the plan.
Timeline	July 2019 through June 2020	August 2019 through June 2020	August 2019 through May 2020
Lead Person(s)	Nicole Vitale Andrew Koonce Gloriane Smith Carina Freeman Marcia Roach Brent Case	Nicole Vitale Marcia Roach Rita Duda Gloriane Smith	Nicole Vitale Marcia Roach Rita Duda Gloriane Smith
Resources Needed	PD Time PD Resources Facilitators Literacy Dept Resources and Plan w/ Outcome Framework	PD Time PD Resources Facilitators Literacy Dept Resources and Plan w/ Outcome Framework	PD Time PD Resources Facilitators Literacy Dept Resources and Plan w/ Outcome Framework
Specifics of Implementation	The team will facilitate monthly sessions throughout the school year. The focus will be to build the capacity of principals and their leadership teams to guide implementation of the literacy plan along with the alignment to the District's Theory of Action.	The team will facilitate monthly sessions throughout the school year. The focus will be to build the capacity of principals and their leadership teams to guide implementation of the literacy plan along with the alignment to the District's Theory of Action.	The team will facilitate a variety of professional development options (in person, digital, during the school day, after school, on-site, etc.) using many different resources to target supports needed in alignment with the strategies identified in this plan. The focus will be on implementation along with alignment to the District's Theory of Action.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	NWEA OST Performance Performance Index Value Added	NWEA OST Performance Performance Index Value Added	NWEA OST Performance Performance Index Value Added
Check-in/Review Date	Monthly	Monthly	Monthly

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

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Progress toward learning performance goals will be monitored according to these goals and monitoring tools:

Improve K-3 Literacy and Third Grade Reading Guarantee K-3 Literacy (Grades K, 1, 2 and 3 Fall to Fall):

- By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of Education State Report Card.
- K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4%
- Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA
- Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST
- Grade 3: By August 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%.

Improve the quality of preschool and K Readiness Kindergarten Readiness

- By November 1, 2020, increase the number of Kindergarten students who are on track by 3% as measured by the KRA.
- Increase access to preschool by providing fully licensed high-quality classrooms as measured by the ODE Preschool Licensing and Step up to Quality Systems.

Reading Achievement in Grades 3-12

Grades 3-12 Reading Performance Index and Proficiency:

- By August 2020, increase Ohio's Performance Index metric by 4%.
- By August 2020, increase proficiency on OST by 4% at each grade level in ELA (Gr. 3-12) as measured by the OST.

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.

Improve K-3 Literacy and Third Grade Reading Guarantee Evidence-Based strategies:

1. Use grant partnership initiatives to build the knowledge and expertise of teachers in PK-3 to effectively teach the big ideas in reading (SPDG, Striving Readers, MTSS).
 - The Striving Readers Grant will continue to be used to build preschool teachers' capacity to implement a phonemic awareness curriculum (Michael Heggerty) in all preschool classrooms. This initiative was a primary focus as result of student data analysis and building the big ideas in reading in the early grades. The Early Childhood and Literacy Team spent the first two years teaching approximately 250 teachers to implement the curriculum in all 96 classrooms (regular and special education). During the 19-20 School Year, the Early Childhood team is prioritizing the teaching of data analysis and instructional planning by teaching the preschool teachers to use the data collected (ELA and PA) to make instructional plans specific to student needs.

- All K teachers are using the Michael Heggerty Phonemic Awareness Curriculum and the focus has been on the implementation of this curriculum in all K classrooms. The professional development provides the teachers with the training they need to successfully use this curriculum. The team is also focusing on building the K teacher capacity to use the data to make instructional decisions about targeted groups of students while using the District created Decision Trees and the TBT process to guide their planning.
 - 7 Selected schools participate in the LETRS training through the State Personnel Development Grant. The PK-3 Model Lead Teachers and a group of administrators are also participating in this training to build their capacity to lead this work. The PK-3 teachers are working through cohort level professional development in person and online with the help of our State Literacy Lead, Stephanie VanDyke. Stephanie is also leading the group of principals through a leadership cohort to support this learning and the process with taking the plans into action at the building level.
 - 9 schools will be selected to participate in a grant through the US Department of Education to successfully implement a multi-tiered system of support in reading for grades 1 and 2. The grant will provide evidence-based materials and training to the participating teachers as well as direct, on-site coaching throughout the 3 years of the grant partnership. The tools provided will align to the identified curriculum to ensure that evidence-based strategies and resources are used to teach reading to all students through tier 1, tier 2 and tier 3 instruction.
2. PK-3 Teacher Professional Development activities that build understanding and expertise around the science of teaching reading, MTSS and the simple view of reading. Teachers will participate in district level professional development sessions throughout the school year. This includes grade level cohorts as well. Teachers are also provided with resources and strategies to use to engage parents in this work throughout the school year.
 - Grade level cohort and district level training options will be provided in a variety of formats (in person, digital, full day, after school, conference day, etc.) to help K-3 teachers build their capacity to teach reading based on the Simple View of Reading. K-3 teachers will learn about the Big Ideas in Reading for each grade level and how to use evidence-based strategies (Literacy Outcome Framework) and the Intervention Decision Trees to plan meaningful, research-based instruction while building a multi-tiered system of supports. This training will take place throughout the school year.
 3. Build capacity of leaders and the District so that they can effectively lead the literacy vision and plan.
 - Building Leaders and their leadership teams will participate in a variety of professional learning experiences throughout the school year (monthly PLI/AP/CIS/MLT Meetings, digital modules, after school, during the day, conference style, etc.). These sessions will help to build the capacity of their leadership teams to help them use evidence-based practices and facilitate meaningful family and community engagement activities at the building level. The training will help to empower the leadership teams to guide the work at the school level and they will use District provided resources regardless of the curriculum choices they make.
 4. Early Literacy Tutors and Reading Recovery Teachers; Leveled Literacy Intervention Implementation
 - At risk schools have been identified to receive strategic support to implement tier 2 instruction in literacy at the identified schools (28 Reading Recovery; 8 Early Literacy Tutors; 43 Leveled Literacy Intervention Schools). Data was used to identify schools with intensive need in reading supports. These schools receive professional development to implement the programs identified with fidelity. Data is monitored and collected monthly to ensure student progress is being made.
 5. K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students progress and make adjustments to plan as necessary for each student. Data will be collected bi-weekly through AWP progress monitoring.
 - K-3 Teachers are provided with templates and resources to use the Ohio 5 Step Process through Teacher Based Teams to analyze student literacy data, plan targeted instruction and evaluate student progress making adjustments to instruction as needed. The teachers are provided with training in a variety of formats (in person and digital) to use the resources provided (Literacy Outcome Framework, TBT Template and Intervention Decision Trees) to create and monitor student Reading Improvement Plans. All tools include evidence-based practices that align to standards, the Big Ideas in Reading based on the Simple View of Reading. Teachers are provided with resources and strategies to share with parents throughout the school year.
 - Teachers and leadership teams are provided with training and supports throughout the school year to monitor the data collected through the RIMP database in aimswebPlus. The Early Literacy Team works directly with data managers and schools to ensure that data is collected and reported appropriately throughout the school year. This information is shared with parents through a variety of parent engagement activities at the school level.
 6. Grow the capacity of the District Literacy Team to lead the vision and plan.
 - The Early Literacy Team participates in professional learning events throughout the school year so that they are able to lead this work and train all levels of the District (District Leadership, School Leadership and

Teachers). Professional development events include SST3 events, professional learning through our assigned State Literacy Lead, Stephanie VanDyke as well as guest speakers (Tim Shanahan, Steven Dykstra, etc.). The team also participates in LETRS training alongside the Model Lead Teachers throughout the life of SPDG. Professional Development events are held for the department team throughout the school year so that we continue to reflect and evaluate our practices to ensure continual growth. The team is also committed to aligning the work and delivering professional learning that supports our District's Theory of Action specifically around the vision for Excellence in Learning and Teaching.

Improve the quality of preschool and K Readiness

Kindergarten Readiness

1. Expand preschool access for 3 and 4 year olds across the City of Cleveland.
 - The District has been working with pre4CLE to expand access to high quality preschool for all 3 and 4 year olds across the city of Cleveland. Enrollment Increases: 2015- 1,772 students; 2016- 1,910 students; 2017- 1,973 students; 2018- 1970 students; 2019- 1970 students).
 - The Early Childhood Team works to ensure that all sites are licensed 100% in compliance with the State of Ohio Licensure System for Preschool. The team works with other departments to make sure that all criteria is met.
2. Improve Preschool Quality to ensure that all CMSD sites are rated 5 stars through the State's Step Up to Quality Rating System.
 - Currently, 91% of the sites are rated as 5 stars (56 out of 61) and by the end of the 19-20 school year, the goal is for all 61 sites (100%) to be rated 5 stars as measured by the Ohio Step up to Quality System.
 - The Early Childhood Team guides the preschool staff from each school through the SUTQ rating process by providing training, technical assistance and job-embedded coaching throughout the school year. The expectation is that all sites meet the minimum criteria at all times, not just when they go through the rating process. All professional development supports align to this work and the team manages the processes related to the SUTQ guidelines.
3. Increase student phonemic awareness skills in preschool and kindergarten
 - The Striving Readers Grant will continue to be used to build preschool teachers' capacity to implement a phonemic awareness curriculum (Michael Heggerty) in all preschool classrooms. This initiative was a primary focus as result of student data analysis and building the big ideas in reading in the early grades. The Early Childhood and Literacy Team spent the first two years teaching approximately 250 teachers to implement the curriculum in all 96 classrooms (regular and special education). During the 19-20 School Year, the Early Childhood team is prioritizing the teaching of data analysis and instructional planning by teaching the preschool teachers to use the data collected (ELA and PA) to make instructional plans specific to student needs.
 - All K teachers are using the Michael Heggerty Phonemic Awareness Curriculum and the focus has been on the implementation of this curriculum in all K classrooms. The professional development provides the teachers with the training they need to successfully use this curriculum. The team is also focusing on building the K teacher capacity to use the data to make instructional decisions about targeted groups of students while using the District created Decision Trees and the TBT process to guide their planning.

Reading Achievement in Grades 3-12

Grades 3-12 Reading Performance Index and Proficiency:

By August 2020, increase Ohio's Performance Index metric by 4%.

By August 2020, increase proficiency on OST by 4% at each grade level in ELA (Gr. 3-12) as measured by the OST.

1. Principal Institute – The team will facilitate monthly professional development sessions that build the capacity of principals in the areas identified in the plan. The work will focus on evidence-based reading and writing strategies.
 - The team will facilitate monthly sessions throughout the school year. The focus will be to build the capacity of principals and their leadership teams to guide implementation of the literacy plan along with the alignment to the District's Theory of Action.
 - The monthly sessions will focus on building the leadership capacity to coach teachers to improve instruction in both reading and writing. Evidence-based strategies and practices will be used to provide principals with the tools they need to be confident in coaching their teachers to improve practices. Tools will include evidence based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding.

2. Monthly Model Lead Teacher/Curriculum Instruction Specialists/Assistant Principal Meetings – The team will facilitate professional learning monthly for these groups to build the leadership capacity using evidence-based reading and writing strategies as outlined in this plan.
 - The team will facilitate monthly sessions throughout the school year. The focus will be to build the capacity of principals and their leadership teams to guide implementation of the literacy plan along with the alignment to the District’s Theory of Action.
 - The monthly sessions will focus on building the leadership capacity to coach teachers to improve instruction in both reading and writing. Evidence-based strategies and practices will be used to provide principals with the tools they need to be confident in coaching their teachers to improve practices. Tools will include evidence-based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding. This professional learning will duplicate the principal work each month.
3. Professional Development Cohorts – The team will facilitate professional learning options in cohorts and for targeted schools through a variety of formats (in person, digital, on-site coaching with consultant, etc.) to focus on the identified strategies in the plan.
 - The team will facilitate a variety of professional development options (in person, digital, during the school day, after school, on-site, etc.) using many different resources to target supports needed in alignment with the strategies identified in this plan. The focus will be on implementation along with alignment to the District’s Theory of Action.
 - The monthly sessions will focus on building the teacher capacity to plan and facilitate instruction in the areas of reading and writing using evidence-based practices. Tools will include evidence-based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding.

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.*

The District Leadership Team will work with the Literacy Team to monitor student and school level progress using the tools identified through the goals listed in this plan. Data will be analyzed and monitored monthly. Adult implementation will also be monitored using the District’s evaluation tools for teachers (TDES), administrators (OTES) and District Level Leaders (PDE). The literacy team will continue to monitor progress using the data systems created in aimswebPlus (RIMPS) as well as NWEA and OST as appropriate. Participants will use surveys to reflect upon professional learning events and provide necessary feedback so that strategies may be improved throughout the school year. This will ensure that the strategies are effective, show progress and continuously improving.

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.

PROFESSIONAL DEVELOPMENT PLAN

LEA/Early Childhood Provider or Consortium Lead Name:							
Cleveland Metropolitan School District							
IRN or ODE/ODJFS License Number: 043786							
Professional Development							
Contact Name/Phone Email: Nicole Vitale 216-838-0110							
Goal: Improve K-3 Literacy and Third Grade Reading Guarantee K-3 Literacy (Grades K, 1, 2 and 3 Fall to Fall):							
<ul style="list-style-type: none"> By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of Education State Report Card. K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4% Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST Grade 3: By August 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%. 							
Evidence-Based Practice or Intervention:							
<ul style="list-style-type: none"> Striving Readers SPDG LETRS MTSS Grant – US Dept of Education Build Capacity of School Leaders and Their Teams Teacher Professional Development Early Literacy Tutors and Reading Recovery/LLI Implementation Use of TBT Process Aligned to K-3 Literacy Work with RIMPS MLT/CIS/AP Professional Development 							
Check all that apply							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
1. Michael Heggerty PA Curriculum Training and Data Collection/Analysis Training for all PK and K Teachers	August 2019 through May 2020	X	X	X	X	X	X
2. LETRS Training for Select PK-3 Teachers, MLT, Literacy Team and Admin/Principals	August 2019 through May 2020	X	X	X	X	X	X
3. MTSS-R Training and Coaching Supports through US Dept of Education Grant	Selection During Spring 2020 and initial work	X	X	X	X	X	X

LEA/Early Childhood Provider or Consortium Lead Name:
Cleveland Metropolitan School District

IRN or ODE/ODJFS License Number: 043786

Professional Development
Contact Name/Phone Email: Nicole Vitale 216-838-0110

Goal: Improve K-3 Literacy and Third Grade Reading Guarantee K-3 Literacy (Grades K, 1, 2 and 3 Fall to Fall):

- By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of Education State Report Card.
- K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4%
- Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA
- Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST
- Grade 3: By August 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%.

Evidence-Based Practice or Intervention:

- Striving Readers
- SPDG LETRS
- MTSS Grant – US Dept of Education
- Build Capacity of School Leaders and Their Teams
- Teacher Professional Development
- Early Literacy Tutors and Reading Recovery/LLI Implementation
- Use of TBT Process Aligned to K-3 Literacy Work with RIMPS
- MLT/CIS/AP Professional Development

Check all that apply

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
4 – PK and K Professional Development Activities to Align with Big Ideas in Reading	August 2019 through May 2020	X	X	X	X	X	X
5 – PK-3 Professional Development Activities in a Variety of Formats throughout the School Year	August 2019 through May 2020	X	X	X	X	X	X
6 – Building Capacity of Principals and Their Leadership Teams – monthly PD for Principals, PLI, MLT, APs	July 2019 through June 2020	X	X	X	X	X	X
7 – Leveled Literacy Intervention Training for RR Teachers, Tutors and Schools	August 2019 through May 2020	X	X	X	X	X	X

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Professional Development

Contact Name/Phone Email: Nicole Vitale 216-838-0110

Goal: Improve K-3 Literacy and Third Grade Reading Guarantee K-3 Literacy (Grades K, 1, 2 and 3 Fall to Fall):

- By September 30, 2020, increase the CMSD K-3 Literacy percentage by 4% as measured by the Ohio Department of Education State Report Card.
- K: Increase the percentage of Demonstrating Readiness by 4% and Approaching Readiness by 4%
- Grades 1 and 2: Increase the number of on track students in the Fall of 2020 by 4% as indicated by NWEA
- Grade 3: Increase the number of on track students in Fall of 2020 by 4% as indicated by both NWEA and OST
- Grade 3: By August 2020, increase the number of 3rd graders who pass the Third Grade Reading Guarantee by 2%.

Evidence-Based Practice or Intervention:

- Striving Readers
- SPDG LETRS
- MTSS Grant – US Dept of Education
- Build Capacity of School Leaders and Their Teams
- Teacher Professional Development
- Early Literacy Tutors and Reading Recovery/LLI Implementation
- Use of TBT Process Aligned to K-3 Literacy Work with RIMPS
- MLT/CIS/AP Professional Development

Check all that apply

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
8 – K-3 Teachers and Leaders trained to use the K-3 TBT process that includes RIMP monitoring, AWP, Literacy Outcome Framework and Intervention Decision Trees	August 2019 through May 2020	X	X	X	X	X	X
9 – Professional Development and Support for Literacy Team to build capacity to lead the work.	July 2019 through June 2020	X	X	X	X	X	X

LEA/Early Childhood Provider or Consortium Lead Name:
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IRN or ODE/ODJFS License Number: 043786

Professional Development
Contact Name/Phone Email: Nicole Vitale 216-838-0110

Improve the quality of preschool and K Readiness Kindergarten Readiness

- By November 1, 2020, increase the number of Kindergarten students who are on track by 3% as measured by the KRA.
- Increase access to preschool by providing fully licensed high-quality classrooms as measured by the ODE Preschool Licensing and Step up to Quality Systems.

Evidence-Based Practice or Intervention:

- Expand preschool access for 3 and 4-year olds across the city of Cleveland.
- Improve preschool quality to ensure that all CMSD sites are rated 5 stars through the State's Step Up to Quality Rating System.
- Increase student phonemic awareness skills in preschool and Kindergarten.

Check all that apply

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
1. All preschool staff will participate in monthly professional development that aligns to SUTQ and Ohio's Early Learning Standards. New Teachers and small, targeted groups (eg., integrated classrooms, sped) will receive intensive, strategic targeted professional learning supports in addition to the district-wide initiatives. Job embedded; on-site coaching will also be used to build capacity at the school level as needed.	August 2019 through May 2020	X	X	X	X	X	X
2. All preschool and K teachers will learn how to implement the MH Phonemic Awareness Curriculum with fidelity and focus on using data collected to make diagnostic instructional plans for targeted groups of students. The data will be analyzed regularly throughout the year and teachers will learn how to interpret and use the reports.	August 2019 through May 2020	X	X	X	X	X	X

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IRN or ODE/ODJFS License Number: 043786

Professional Development
Contact Name/Phone Email: Nicole Vitale 216-838-0110

Improve the quality of preschool and K Readiness Kindergarten Readiness

- By November 1, 2020, increase the number of Kindergarten students who are on track by 3% as measured by the KRA.
- Increase access to preschool by providing fully licensed high-quality classrooms as measured by the ODE Preschool Licensing and Step up to Quality Systems.

Evidence-Based Practice or Intervention:

- Expand preschool access for 3 and 4-year olds across the city of Cleveland.
- Improve preschool quality to ensure that all CMSD sites are rated 5 stars through the State's Step Up to Quality Rating System.
- Increase student phonemic awareness skills in preschool and Kindergarten.

Check all that apply

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
3. Preschool staff will receive training and support to understand preschool licensing and SUTQ guidelines. The EC Team will support also through on-site, job-embedded coaching as needed. Enrollment will be monitored.	August 2019 through May 2020	X	X	X	X	X	X

LEA/Early Childhood Provider or Consortium Lead Name:
Cleveland Metropolitan School District

IRN or ODE/ODJFS License Number: 043786

Professional Development
Contact Name/Phone Email: Nicole Vitale 216-838-0110

Goal: Reading Achievement in Grades 3-12
Grades 3-12 Reading Performance Index and Proficiency:

- By August 2020, increase Ohio's Performance Index metric by 4%.
- By August 2020, increase proficiency on OST by 4% at each grade level in ELA (Gr. 3-12) as measured by the OST.

Evidence-Based Practice or Intervention:

- Principal Institute – The team will facilitate monthly professional development sessions that build the capacity of principals in the areas identified in the plan. The work will focus on evidence-based reading and writing strategies.
- Monthly Model Lead Teacher/Curriculum Instruction Specialists/Assistant Principal Meetings – The team will facilitate professional learning monthly for these groups to build the leadership capacity using evidence-based reading and writing strategies as outlined in this plan.
- Professional Development Cohorts – The team will facilitate professional learning options in cohorts and for targeted schools through a variety of formats (in person, digital, on-site coaching with consultant, etc.) to focus on the identified strategies in the plan.

Check all that apply

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-	PD Description	Begin/End Dates
1. Monthly Principal Institute Professional Learning Sessions	July 2019 through June 2020	X	X	X	X	X	X
2. Monthly MLT/CIS/AP Meetings	August 2019 through May 2020	X	X	X	X	X	X
3. PD Cohorts for Targeted Groups and Communities of Practice	September 2019 through May 2020	X	X	X	X	X	X

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: The professional development will be ongoing through the duration of the school year aligned with the timelines indicated. Learning opportunities will take place throughout the school year on district-wide professional development days as well as through the use of grade level and network specific cohort learning opportunities. Job-embedded learning opportunities will also occur through building and classroom level professional development as well as through the coaching cycle. District and building level leaders will work with Model Lead Teacher, curriculum instruction specialists, Principals, Assistant Principals as well as the SST Region 3 Support Team to sustain the work throughout the school year and into the 3-year cycle of this plan. A variety of professional learning supports will be provided through in person, digital, during the school day and after school as well as during professional development conference days and scheduled PD days throughout the school year.

Intensive: The professional development will focus on the identified evidence-based strategies to help teachers to deliver effective instruction in all classrooms. These targeted strategies will improve student academic achievement as well as increase the knowledge, capacity and teaching skills of the teachers as well as the educators in leadership

roles. The groups will be varied, targeted and intensive as professional learning experiences are planned for large and small groups of educators. Evidence-based resources will be shared to ensure that practices align and so that school level staff have access to supports (eg., Literacy Outcome Framework, Intervention Decision Trees, Literacy Resource Cards, Digital PD Modules, Common Assessments/Rubrics, etc.).

Collaborative: The professional development sessions are designed to be collaborative in nature, with teachers from across the district as well as within school buildings working together to achieve the goal of building their understanding of evidence-based strategies with the purpose of increasing student proficiency. Teachers will also collaborate with leaders at both the building and district level to initiate and design prescriptive professional learning opportunities that may support their needs. The job-embedded instructional coaching component will address this specific strategy. Interdisciplinary district level leaders will work together to merge existing strategies and deliver through meaningful learning opportunities (e.g., family and community engagement and early childhood). Teacher teams will also collaborate at the building level through the 100-minute allocation each week after school. Principals and their leadership teams will work with the District Level team to continue and support the work. This design and structure will vary at each school, but teams will collaborate to dive into meaningful learning and data analysis opportunities.

Job-Embedded: Professional opportunities will be ongoing and part of the regular work of the teachers. Teachers have an opportunity to develop their skills during a 100-minute block of time set aside at each building every week. This weekly opportunity allows for ongoing discussions and the adjustment in delivery of strategies as teachers may learn from one another. It also allows for the convenience of the coaching cycle, with teachers available to engage in data conversations and planning. Job-embedded learning opportunities will be prescriptive in nature and targeted specifically to the needs of the building and grade level teams. Instructional coaches, early learning coaches, curriculum instruction specialists and the State Support Team 3 Regional Early Literacy Specialist will provide professional development, modeling and coaching at the identified sites.

Data-Driven: The professional development will occur in a variety of ways across the District. The curriculum and academics team will facilitate district level learning event during scheduled professional development days as well as targeting grade level team cohorts throughout the school year in smaller groups. Targeted support will be provided through the use of the weekly 100 minutes that are scheduled after school at each site in addition to the on the ground coaching opportunities. Educators and teams will use current data to guide instructional planning discussions through Ohio's Improvement Process utilizing the District Leadership Team, Building Leadership Teams and grade level Teacher Based Teams. This will allow for educators to collaborate using current data and discussing real-time information about the needs of their students as well as plan appropriately targeted professional development specific to their professional learning needs. The district level curriculum and academic teams will work together to analyze the most recent data points collected to specifically plan prescriptive professional development for targeted groups of teachers throughout the school year.

Instructionally-Focused: Professional learning opportunities identified will focus on evidence-based practices that take place in the learning environment during the teaching process. The emphasis will be on building the capacity of educators and changing adult behaviors to positively impact student learning. Student outcomes will be directly aligned to Ohio's Learning Standards and progress will be monitored at all levels (district, building, and classroom) throughout the school year. All stakeholders will be supported throughout implementation and developing new learning in an attempt to keep the focus on high quality, rigorous, aligned, student centered instructional strategies. School level staff will have access to a variety of evidence-based tools to support and extend their learning (e.g. Literacy Outcome Framework, Intervention Decision Trees, Literacy Resource Cards, Digital PD Modules, Common Assessments/Rubrics, etc.).

APPENDICES

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

N/A